

Weslaco Independent School District

District Improvement Plan

2024-2025



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

(Updated 6-11-124 by E. Gomez)

The Weslaco Independent School District (WISD) is situated in Hidalgo County in the Rio Grande Valley of South Texas. According to latest TAPR Report (2022/2023), the total student population in WISD was 16,478. There are 10 elementary schools, 4 middle schools, 1 CAEP campus, and 3 high schools.

For the 2022-2023 school year, Weslaco Independent School District had a total staff of 2,221.4. The student population included 98.2% Hispanic and 82.7% Economically Disadvantaged. Other demographic information includes students in Special Education (10.6%), At-Risk (77.1%), Migrant (1.9%), EB (26.7%) and Gifted and Talented (5.7%).

According to the most recent TAPR Report, teachers serving the district are 91.0% Hispanic, beginning teachers account for 1.9%, 1-5 years teachers account for 8.9%, teachers with 6-10 years experience account for 16%, 11-20 years account for 39.6%, and teachers with over 20 years experience account for 33.6%. The average years of overall experience is 16.1 years, while the average years of experience within the district is 14 years. The teacher turnover rate is 9.8% compared to 21.4% for the state. Class sizes are slightly greater than the state rate for grades K-6 and with a greater discrepancy in the secondary level.

Currently, the district has 16,214 students enrolled as of 4 September 2024.

STAFF QUALITY, RECRUITMENT, AND RETENTION

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

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

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

PARENT AND FAMILY ENGAGEMENT

Weslaco ISD is home to over 16,000 bright and talented students and provides over 2,500 jobs for the growing city of Weslaco. Weslaco ISD is located in south-central Hidalgo County, about eight miles north of the Texas-Mexico border. It encompasses 54 square miles and is bordered by the cities of Progreso to the south, Donna to the west, Mercedes to the east and Edcouch/Elsa to the north.

The primary language spoken is English and Spanish. Visitors often comment that the valley language is "Spanglish." 98.6% our district is Hispanic, 1.1% White, .01% African American and .29% other. The major employers of Weslaco Knapp Medical Center and the Weslaco ISD. The unemployment rate in Weslaco is 7.7%.

Demographics Strengths

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

Parent and Family Engagement

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

Staff Quality, Recruitment, and Retention (Human Resources)

Weslaco ISD commits its resources in continuing to provide competitive wages and benefits, including employee health, dental, life insurance, and offers the buyback of local unused days for retirees which have contributed to the district's low teacher turnover rate (6.9%).

Problem Statements Identifying Demographics Needs

Problem Statement 1: Decrease in parent and family engagement across WISD. **Root Cause:** Safety & security concerns by principals, funding for materials and campus parent centers are closed at the beginning of the year because parental staff not available due to leaver recovery.

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

Student Learning

Student Learning Summary

Overview of the 2024 Accountability System

State Accountability Ratings

As of today, TEA is prohibited from issuing 2024 A-F Accountability Ratings until the court issues a follow-up order after the August 26th hearing.

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

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

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

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

2024 "Preliminary" Accountability Summary	WISD Score
Domain I: Student Achievement	<i>Proportional Weighting</i>
Domain II: School Progress	<i>Proportional Weighting</i>
Domain III: Closing the Gaps	<i>Proportional Weighting</i>
Preliminary Overall Rating	83

(Source: [TEA Academic Accountability](#))

After a thorough analysis, the most significant finding is that there is a need for improvement in the Student Success component of Domain III (Closing the Gaps), which includes all tested content areas, especially in the student groups of Economically Disadvantaged, EBs, and Special Education.

A comparison of STAAR 2023 and 2024 scores indicates a decrease in Math and Science and maintaining in RLA and Social Studies.

ALL Grade LEVELS		
	2023	2024
RLA	72%	72%
MATH	75%	70%
SCIENCE	75%	71%
SOCIAL STUDIES	74%	74%

The 2024 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students are expected to succeed in the next grade or course with little or no academic achievement.

2024 STAAR ALL STUDENTS	% DID NOT MEET	% APPROACHES	% MEETS	% MASTERS
3rd Math	30	70	38	12
4th Math	28	72	49	23
5th Math	22	78	53	20
6th Math	36	64	33	12
7th Math	50	50	24	4
8th Math	20	80	55	23
Algebra I EOC	24	76	43	25
3rd Reading	24	76	48	19
4th Reading	17	84	50	22
5th Reading	22	79	54	27
6th Reading	28	72	52	19
7th Reading	27	73	48	19
8th Reading	30	70	38	10
English I EOC	39	61	48	12
English II EOC	31	69	51	4
5th Science	40	60	29	11

2024 STAAR ALL STUDENTS	% DID NOT MEET	% APPROACHES	% MEETS	% MASTERS
8th Science	35	65	38	15
Biology EOC	14	86	40	7
8th Social Studies	47	53	28	16
US History EOC	5	95	64	28

Subject	ALL	Hispanic	White	EcoDisc	EL**	SPED**
RLA	72%	72%	80%	69%	58%	29%
Math	70%	70%	78%	67%	63%	36%
Science	71%	71%	78%	68%	63%	37%
Social Studies	74%	74%	75%	71%	62%	43%

Student Learning Strengths

In elementary RLA, the following STAAR grades showed an increase from 2023 to 2024 fourth grade Approaches(80% to 84%) Masters (18% to 22%) and fifth grade Masters (26% to 27%).

In elementary RLA, the following STAAR grades showed an increase in the Extended Constructed Response scores from 2023 to 2024: third grade (average score 2.34 to 3.13) and fourth grade (average score 2.67 to 3.94).

In elementary RLA, the following STAAR grades scored above the state average in the Extended Constructed Response in 2024: third grade (average score 3.13 to state 2.82), fourth grade (3.94 to state 3.81), and fifth grade (WISD average score 312 to state 2.75).

English I scores in the Meets performance level improved from 43% to 49% and Masters 7% to 12%. English II scores in the Approaches performance level improved from 64% to 70%, at Meets performance level improved from 39% in 2023 to 52% in 2024, and Masters improved from 3% to 4%.

Sixth grade RLA scores in the Approaches performance level improved from 70% to 73%. Meets performance level improved from 40% in 2023 to 53% in 2024. Masters performance level also showed improvement from 12% in 2023 to 19% in 2024.

In Math, the following STAAR/EOC grades showed an increase at the Masters performance level from 2023 to 2024: fifth grade (18% to 21%), sixth grade(9% to 12%), eighth grade (15% to 23%), and Algebra I (18% to 26%).

Science grade 8 improved at the masters level from 14% to 15%. Biology scores in the Approaches and Meets performance levels improved from 83% to

86%, and 40% to 41%.

In Social Studies, grade 8 improved at meets from 27% to 29% and masters from 7% to 17%. U.S. History EOC scores exceeded district goals at approaches (95%) and meets (64%).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): All four content areas need to improve in student achievement (Domain I), as well as post-secondary entrance exams. Additionally, for Domain III, improvement is needed in the high focus group (EB, SPED, EcoDis, Highly Mobile.) **Root Cause:** When first instruction is not bell-to-bell using on-grade-level text and assignments it results in lower performance levels due to a lack of content knowledge & skills acquired. The underlying root cause stems from teacher mindsets around students "not being ready" for on-grade level work, as well as the knowledge and skill to accelerate instruction.

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

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

Problem Statement 4: Decrease in parent and family engagement across WISD. **Root Cause:** Safety & security concerns by principals, funding for materials and campus parent centers are closed at the beginning of the year because parental staff not available due to leaver recovery.

District Processes & Programs

District Processes & Programs Summary

Discipline Management Programs; Sexual Harassment Policies

Pursuant to Sec. 37.083, Weslaco ISD has adopted and implemented a discipline management program (Section 11.252). As required, this program provides for prevention of and education concerning unwanted physical or verbal aggression and sexual harassment in school, on school ground, and in school vehicles. Additionally, the development and implementation of a sexual harassment policy.

- **STUDENT CODE OF CONDUCT**

The District secondary administrators review the Student Code of Conduct during advisory lessons at the beginning of the year with high school and middle school students. Administrators also review FFH (LOCAL) where unwanted physical/verbal aggression and sexual harassment are addressed, including report procedures. Elementary Schools review the student code of conduct with parents at parent meetings.

- **ANTI-BULLYING PROGRAMS**

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

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

- **SEL PROGRAMS**

Weslaco provides support to help professionals such as counselors, social workers, LPCs, and intervention specialists in developing students' social-emotional knowledge and skills based on actionable data gathered from the SEL, Ripple Effects, and Panorama surveys. By the end of the 2022-2023 school year, students' perceptions of their SEL skills, emotional well-being, and experiences at school will be favorable by 5% more compared to the Fall Semester SEL-related surveys. Research indicates that SEL interventions can increase student performance by 11%.

- **ADVISORY LESSONS**

Increase the number of guidance/advisory lessons provided to students and reduce the number of incidences concerning unwanted physical or verbal aggression and sexual harassment.

- **STUDENT SUPPORT PROGRAMS**

Weslaco ISD provides drug/alcohol education and prevention, conflict resolution/ peer mediation, and student leadership programs to promote safe schools for students.

Personnel

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

Although the teacher turnover rate in WISD (9.8%) is below the state average of 21.4% in 2022-2023, the district's recruitment efforts include coordination with regional universities (UTRGV Edinburg Campus and Brownsville Campus, and TAMUK) for placement of student teachers. WISD also utilizes Alternative Certification Programs' lists of HQ teacher and administrative candidates, and continues to receive a high number of student teachers, opportunities which serve the district in its recruitment efforts. WISD utilizes an electronic application system to increase the reach of HQ applicant candidates and posting of vacancies.

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

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

Curriculum

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

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

The administration of Benchmarks, Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) assessments ensure that TEKS based instruction, curriculum and assessment are aligned. Provided by the district, these assessments are administered throughout the year.

Instructional Technology, Scott Amdahl

Technology systems and resources are powerful tools that can enhance teaching and learning experiences. It is the goal of the Instructional Technology Department for students to have access to anywhere, anytime learning to maximize engagement and academic achievement through personalized instruction.

The integration of technology includes professional learning and implementation support in the use of blended learning strategies, a 1:1 device plan for student use of either iPads at the lower grades and Chromebooks for 1st-12th grade, and advice related to hardware and software to meet campus goals and needs to foster research-based learning environments that are safe/secure, engaging, and tech-rich.

Parent & Family Engagement

The engagement of parents will be improved as each campus will have a designated parent specialist or community liaison. Additionally, all campuses will hold monthly informational meetings for parents, focusing on topics aligned with Title 1, Part A recommendations and based on feedback from parents about what they want to learn. At the district level, we are providing GED, ESL and other continuing education classes through South Texas College.

- Increase awareness through different channels of communication
- Clearly define what parental engagement means throughout the district.

Library Services

Weslaco ISD library programs exist to provide and promote:

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

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

GIFTED AND TALENTED

The Gifted and Talented Program meets the needs of students by supplementing their educational experience with enrichment programs and activities tailored to students' interests. For Kindergarten students identified for GT service, QUEST consists of once per week starting in the QUEST classroom beginning the week of April 1. Students identified for GT service in kindergarten join the elementary pull-out program for 2 sessions per week in 1st grade. The elementary G/T services offer curriculum differentiation through a pull-out program called QUEST. The students are served according to grade level and are pulled out twice a week. The QUEST Program focuses on the General Intellectual Abilities model. Credit by examination is also offered. The middle school G/T services offer curriculum differentiation through the Advanced Academics Pathway, GT pull-out program, credit by examination, honors, and pre-advanced courses for high school credit. The high school G/T services offer curriculum differentiation, extra-curricular activities, credit by examination, honors, pre-advanced placement, advanced placement courses, UT OnRamps, and dual credit courses through STC.

CAREER AND TECHNOLOGY EDUCATION

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

PROFESSIONAL PRACTICES

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

There are five goals for the district that cover academics, extra-curricular, career and college readiness, positive learning environments, parent and community relationships with the district, building leadership and district finances. All are performance objectives are measurable to ensure we can evaluate each strategy to find out if what we are doing is successful.

The district uses various data sources; such as, benchmarks, SAT/ACT scores, STAAR scores, attendance at teacher trainings, surveys, etc. to monitor progress 4 times per year. The district has several staff members that continuously check their performance objectives and how well their initiatives are working to improve student learning and they are continuously searching for root causes. The district improvement plan has a calendar that indicates when staff is supposed to perform the formative assessments (November, January, March) and the final summative evaluation in June.

PROFESSIONAL DEVELOPMENT

WISD will focus its professional development during the 2024-2025 school year on meeting the needs of staff and students as we come out of the pandemic. We have a strong blended learning foundation which we are reinforcing with virtual training and learning programs. We are also providing training in SEL due to the increased needs identified. We have also added training for NWEA MAP and will work to fully implement it and utilize its strength to identify interventions needed for our students who lost learning during the pandemic. The strategists are also supplementing the staff's professional development during their Professional Learning Communities (PLC) which enhances the districts' ability to effectively intervene in accordance with HB 4545.

SPECIAL EDUCATION

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

Bilingual/ESL

The Weslaco Independent School District offers the Bilingual program for elementary campuses and the English as a Second Language (ESL) for all secondary campuses. Bilingual education programs are designed to make grade level academic content accessible to English learners through the development of literacy and academic skills in the child's primary language and English. ESL programs are designed to make grade level academic content accessible to English learners. ESL programs target English language development, including listening, speaking, reading, and writing skills, through academic content instruction that is linguistically and culturally responsive. Currently, WISD serves 4,192 emergent bilinguals in both programs.

FINE ARTS Christopher

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

College Readiness

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

Health Services

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

District Processes & Programs Strengths

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

Strengths:

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

Distinction Designations

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

Parent & Family Engagement - Erica Garcia

- Parental representation at every campus.
- Vertical alignment of topics throughout the district (e.g. STAAR, Bullying, Drugs, and Literacy)
- Vertical planning among campus staff(share best practices).
- Focus on research based programs to help meet the needs of parent (e.g., Practical Parent Education and HEB Read 3 program)
- Provide resources for parents and students such as GED, ESL, In His Image Uniform Bank, In His Steps Shoe Bank, Covenant Promised Ministries School Uniform Closet of Weslaco and additional resources provided throughout the district.
- 2023-2024 school year: 20,112 volunteer hours
- 2023-2024 school year : 250 campus volunteers
- Recognize parents throughout the year and at VIP ceremony.

Instructional Technology, Scott Amdahl

Based on the 2023-2024 Instructional Technology Needs Assessment,

- 91% of teachers responded the current student devices meet learning needs of students
- 89% of teachers responded the campus-issued laptop meets their teaching needs
- 82% of teachers responded the current classroom projection system meets their teaching needs
- 83% of teachers responded they have access to enough online resources to meet student needs in their content area
- Strong interest in addressing AI at the district level to support at the campus level

Engaging, Research-based Learning Environments

- The Instructional Technology department is partnered with the Charles Butt Foundation and CA Group to support selected campuses with the implementation of blended learning. Support includes the use of the professional learning materials to be promoted across the entire district.
- A framework to guide personalized, blended learning is in place to guide implementation of engaging, tech-rich learning environments.

Library Services

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

Career and Technology Education

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

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

PROFESSIONAL PRACTICES

The Weslaco ISD ensures that planning and decision-making is made with the assistance of teachers, administrators, students and board members. If they are major decision then the board will make the final decision and the District Advisory Committee will only make the recommendation. There are five goals for the district that cover academics, extra-curricular, career and college readiness, positive learning environments, parent and community relationships with the district, building leadership and district finances. All are performance objectives are measurable to ensure we can evaluate each strategy to find out if what we are doing is successful. The district uses various data sources; such as, benchmarks, SAT/ACT scores, STAAR scores, attendance at teacher trainings, surveys, etc. to monitor progress 4 times per year. The district has several staff members that

continuously check their performance objectives and how well their initiatives are working to improve student learning and they are continuously searching for root causes. The district improvement plan has a calendar that indicates when staff is supposed to perform the formative assessments (November, January, March) and the final summative evaluation in June.

PROFESSIONAL DEVELOPMENT

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

SPECIAL Education

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

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

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

Provide specially designed instruction and related services to eligible students.

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

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

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

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

Bilingual/ESL

Processes

Ensure compliance with state and federal laws/mandates.

- LPAC (Identification, Progress Monitoring, Reclassification, Exit)

Bilingual Education (Elementary)

- Early Exit Transitional Program

ESL (Secondary)

- ESL Pull-Out (primarily)
- Content-Based

Professional Learning

- Differentiated Instruction FIesta
- Bilingual/ESL Certification Preparation

- Bilingual/ESL Instructional Coaching
- Bilingual/ESL Instructional Strategies
- Bilingual/ESL Curriculum Development

Program Strengths

- In the 2023-2024 school year, a 25% reduction in teachers on a bilingual or ESL waiver was achieved.
- In the 2023-2024 school year, 42% of all emergent bilinguals scored Advanced or Advanced High on TELPAS.
- In the 2023- 2024 school year, 3 out of 16 campuses, met the interim target for growth on TELPAS while 7 out of 16 campuses met the long term target for TELPAS

FINE ARTS

Professional Learning Communities

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

District Events & Performances

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

The Advanced Academics Program Strengths:

Fidelity of Services

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

Student Assessment

- Referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided to the extent possible.
- Referral Forms for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is

provided to the extent possible.

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

Service Design

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

Curriculum and Instruction

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

Professional Development

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

Family/Community Involvement

- Formation and implementation of GT Advisory Committee involving multiple stakeholders for program input, best practices, and areas of need.
- Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.
- Student Showcases and Open Houses are offered several times throughout the year to present students' progress and projects.

College Readiness

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

Health Services

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

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Not all students and staff are consistently provided high-quality, student-centered, engaging, tech-rich, and safe & secure learning environments.

Root Cause:

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

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

Problem Statement 3: The library program struggles to provide the current academic curriculum with adequate resources at the various campuses. **Root Cause:** The campus budgets have been decreasing on a yearly basis.

Problem Statement 4: Library facility needs include replacement of shelving & other furniture which is 20 years or older in 80% of the campus libraries. **Root Cause:** Since the library is the "hub" of the school, it receives much "wear & tear" and the limited budgets do not allow for updating of the overall facility .

Problem Statement 5: CTE Dept - Use various strategies to promote fidelity to a Program of Study within the CTE Career Clusters. This will be for the purpose of increasing the number of students that achieve Industry Based Certifications, Graduation Endorsements, and for District accountability ratings. **Root Cause:** TEA is requiring more stringent rules for CCMR accountability components.

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

Problem Statement 7: Fine Arts Staffing across the district is incomplete, unbalanced or improperly assigned. **Root Cause:** The Fine Arts Organizational chart is dated and lacks comprehensive reasoning for its current structure.

Problem Statement 8 (Prioritized): To continue the work of meeting employees' needs, WISD will need to continue to recruit and retain hard to fill positions including Special Education, Bilingual teachers, and Career and Technical Education vacancies. **Root Cause:** Increase in student enrollments in those programs, rising expectations for teachers, and test-based accountability systems.

Problem Statement 9 (Prioritized): Increasing numbers of students and Staff with mental health challenges are referred to district Licensed Professional Counselors for in-person therapy, which is the preferred mode of Tier III intervention. WISD LPC mental health services sustainability is imperative. **Root Cause:** The pandemic, social media, cultural trends, and lack of sustainability funding to continue the employment of Licensed Professional counselors or establish a Family Therapy program for the district.

Problem Statement 10: The Advanced Academics Department teachers do not get to meet and collaborate with their sister schools to ensure alignment with curriculum, instruction, and program requirements are met with fidelity. **Root Cause:** Teachers are committed to content department meetings and PLCs where their direct needs may not be addressed as most Advanced Academics teachers plan alone due to the fact that they may be the only individuals teaching the subject on their respective campuses.

Problem Statement 11: Decrease in parent and family engagement across WISD. **Root Cause:** Safety & security concerns by principals, funding for materials and campus parent centers are closed at the beginning of the year because parental staff not available due to leaver recovery.

Problem Statement 12: In the 2023-2024 school year, 56% of emergent bilingual students in K-12 did not meet growth on TELPAS. **Root Cause:** Emergent bilinguals need opportunities to develop cognitive, linguistic, and affective domains in content area instruction.

Perceptions

Perceptions Summary

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

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

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

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

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

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

Perceptions Strengths

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

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

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

Problem Statements Identifying Perceptions Needs

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

Problem Statement 2: There is a community perception that multilingualism is bad, though two languages are better than one. **Root Cause:** Larger societal issues are at play. Minorities often are marginalized and part of a lower socio-economic class which has led to languages other than English being looked down upon in the United States as a whole.

Problem Statement 3: Decrease in parent and family engagement across WISD. **Root Cause:** Safety & security concerns by principals, funding for materials and campus parent centers are closed at the beginning of the year because parental staff not available due to leaver recovery.

Priority Problem Statements

Problem Statement 1: All four content areas need to improve in student achievement (Domain I), as well as post-secondary entrance exams. Additionally, for Domain III, improvement is needed in the high focus group (EB, SPED, EcoDis, Highly Mobile.)

Root Cause 1: When first instruction is not bell-to-bell using on-grade-level text and assignments it results in lower performance levels due to a lack of content knowledge & skills acquired. The underlying root cause stems from teacher mindsets around students "not being ready" for on-grade level work, as well as the knowledge and skill to accelerate instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: For Domain III, we need to improve EB performance for TELPAS, all content areas, and graduation rates.

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

Problem Statement 2 Areas: Student Learning

Problem Statement 3: To continue the work of meeting employees' needs, WISD will need to continue to recruit and retain hard to fill positions including Special Education, Bilingual teachers, and Career and Technical Education vacancies.

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

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: Increasing numbers of students and Staff with mental health challenges are referred to district Licensed Professional Counselors for in-person therapy, which is the preferred mode of Tier III intervention. WISD LPC mental health services sustainability is imperative.

Root Cause 4: The pandemic, social media, cultural trends, and lack of sustainability funding to continue the employment of Licensed Professional counselors or establish a Family Therapy program for the district.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: Not all students and staff are consistently provided high-quality, student-centered, engaging, tech-rich, and safe & secure learning environments.

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

Problem Statement 5 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dyslexia data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional development needs assessment data

Parent/Community Data

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

Goals

Revised/Approved: August 28, 2024

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

Performance Objective 1: By Spring 2025:

- 90% | 60% | 30% Approaches | Meets | Masters on STAAR/ EOC/District Assessments
- 90% PK4-2nd graders are "on grade level" by EOY
- 60% of students will meet or exceed expected growth
- WISD is an A-rated District

(IP updated '24-25 SY)

High Priority

HB3 Goal

Evaluation Data Sources: STAAR/EOC Data



NWEA MAP



iReady



CLI Engage





District Benchmarks

Common Formative Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for cross curricular instruction in RLA, Mathematics, Science and Social Studies to promote literacy and numeracy across all content areas.</p> <p>-Cross-curricular collaboration -Problem-solving and decision-making models for real world applications</p> <p>Strategy's Expected Result/Impact: By Spring 2025: -90% 60% 30% Approaches Meets Masters on STAAR/ EOC/District Assessments -90% PK4-2nd graders are on "on grade level" by EOY -60% of students will meet or exceed expected growth -WISD is an A-rated District</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction Content Coordinators Campus Administration</p> <p>Title I: 2.4, 2.5 - Results Driven Accountability</p> <p>Funding Sources: - 211 - Title I, Part A, - 255 - Title II Part A, - 289 - Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>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.</p> <ul style="list-style-type: none"> -Professional Learning Communities -Content Conferences (Teacher and Supervisor) -Region I -Content Specific Workshops/Professional Development <ul style="list-style-type: none"> Scholastic, Heggerty, Savvas, S3 Strategies, Carlin Liborio, UT Austin The Meadows Center, Lead4ward, McGraw Hill -Professional Coaching (Reading & Math Instructional Coaching) <ul style="list-style-type: none"> Strategy's Expected Result/Impact: By Spring 2025: <ul style="list-style-type: none"> -90% 60% 30% Approaches Meets Masters on STAAR/ EOC/District Assessments -90% PK4-2nd graders are on "on grade level" by EOY -60% of students will meet or exceed expected growth -WISD is an A-rated District Staff Responsible for Monitoring: Director of Curriculum and Instruction Content Coordinators Campus Administration Title I: 2.4, 2.6 - Results Driven Accountability Funding Sources: - 211 - Title I, Part A, - 289 - Title IV 	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Support the implementation and development of curriculum resources including the alignment of the curriculum, on-grade-level instruction and assessments.</p> <p>TEKS Resource System Curriculum Writing Heggerty Pre-K Phonics Instructional Technology -No Red Ink, iStation, iReady, Reflex Math with Frax, Imagine Math, Active Classroom, Lowman Education, Lemoney Learning, IXL, Edmentum, Sirius, TX Test Maker, TEKS Ready, Mavis, Problem Attic, Lead4ward, TEKSBank</p> <p>Strategy's Expected Result/Impact: By Spring 2025: -90% 60% 30% Approaches Meets Masters on STAAR/ EOC/District Assessments -90% PK4-2nd graders are on "on grade level" by EOY -60% of students will meet or exceed expected growth -WISD is an A-rated District</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction Content Coordinators Campus Administration</p> <p>Results Driven Accountability Funding Sources: - 255 - Title II Part A, - 289 - Title IV, - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





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







Performance Objective 2: By May 2025, identified dyslexic students' STAAR scores will increase by 5% in Reading and Writing. (se)

High Priority

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement an Orton-Gillingham intervention program with fidelity</p> <p>Strategy's Expected Result/Impact: Improved Reading and Writing scores on Benchmarks, Six Weeks' Progress Reports, Progress Monitoring, walk-throughs, STAAR and STAAR EOC's</p> <p>Staff Responsible for Monitoring: Providers of Dyslexia Intervention, Campus Administration, Dyslexia Designee</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- Results Driven Accountability</p> <p>Problem Statements: District Processes & Programs 8</p> <p>Funding Sources: MTA , Language Live, Susan Barton, Scottish-Rite, Herman Method, Lexia Core5, Lexia PowerUp - 163 - State Special Education - \$25,650</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide staff development on how to use instructional strategies in reading, the contents of the Dyslexia Handbook, and the understanding of written language to assist students.</p> <p>Strategy's Expected Result/Impact: Benchmark scores, Six Weeks' Progress Reports, Progress monitoring reports, improved Reading and Writing STAAR and STAAR EOC scores</p> <p>Staff Responsible for Monitoring: Dyslexia Teacher, RLA Teacher, General Education Teacher, Campus Administration, Dyslexia Designee</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- Results Driven Accountability</p> <p>Problem Statements: District Processes & Programs 1</p> <p>Funding Sources: Staff Development, Technological resources (software, hardware), training resources, human capital - 163 - State Special Education - \$25,650</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement accommodations for eligible students to assist students in reading and writing.</p> <p>Strategy's Expected Result/Impact: Benchmark scores, Six Weeks' progress reports, progress monitoring, improved Reading and Writing STAAR and STAAR EOC scores</p> <p>Staff Responsible for Monitoring: Dyslexia Teacher, General Ed. Teachers, Campus Administration, Dyslexia Designee</p> <p>Title I: 2.4, 2.5, 2.6 - Results Driven Accountability</p> <p>Problem Statements: District Processes & Programs 1</p> <p>Funding Sources: Technological resources (software, hardware), Learning Ally, dyslexia intervention programs, n2y, unique learning systems, symbolstix - 163 - State Special Education - \$49,999</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



Performance Objective 2 Problem Statements:






District Processes & Programs
<p>Problem Statement 1: Not all students and staff are consistently provided high-quality, student-centered, engaging, tech-rich, and safe & secure learning environments. Root Cause: Teachers need time to plan for blended learning instruction, continued training in personalized instruction strategies, follow up support that includes examples and real-time classroom visits, access to high-quality online and offline resources, and students need equity in devices and access to online resources.</p> <p>Problem Statement 8: To continue the work of meeting employees' needs, WISD will need to continue to recruit and retain hard to fill positions including Special Education, Bilingual teachers, and Career and Technical Education vacancies. Root Cause: Increase in student enrollments in those programs, rising expectations for teachers, and test-based accountability systems.</p>

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

Performance Objective 3: The Fine Arts Department will increase the quality and quantity of literacy used in all EC-12 Fine Arts Curriculums across the district for the 2024/25 school year. (FA Dept.)

Evaluation Data Sources: BOY Current Year's Campus Enrollment Data.
EOY Campus Enrollment Data.
Active in class monitoring & adjustments.

Strategy 1 Details	Reviews			
<p>Strategy 1: The performing/visual arts disciplines will have access to content specific literature, publications or online resources.</p> <p>Strategy's Expected Result/Impact: Weslaco ISD Fine Arts classrooms will have built in reading time across all grade levels and disciplines to access content specific literature, publications and/or online resources.</p> <p>Staff Responsible for Monitoring: Campus Admin Campus Instructional Coach Fine Arts Director</p> <p>Funding Sources: Multiple Funding Sources - 410 - IMA Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
Strategy 2 Details	Reviews			
<p>Strategy 2: The Weslaco ISD Fine Arts Department will plan and host students from campuses around the district to attend performances at The Susan M. Peterson PAC.</p> <p>Strategy's Expected Result/Impact: The WISD Fine Arts Dept. will educate our students on audience etiquette and developing an interest in the performing Arts all while exposing them to dramatic literature.</p> <p>Staff Responsible for Monitoring: Fine Arts Director Fine Arts Council All WISD Teachers Campus Admin,</p>	Formative			Summative
	Nov	Jan	Mar	June
	 50%			

Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure that Fine Arts Teachers are building in time in the daily, weekly and monthly lesson plans for reading.</p> <p>Strategy's Expected Result/Impact: Fine Arts students will have built in reading time in their classes, regardless of the content area.</p> <p>Staff Responsible for Monitoring: Fine Arts Faculty Campus Admin. Instructional Coaches Fine Arts Director</p> <p>Funding Sources: Online or in person reading material that is content specific. - 410 - IMA Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase participation numbers for all programs 7-12.</p> <p>All facilities continue to support the growth of our programs</p> <p>All programs support the mission and goals for WISD.</p> <p>All programs to be memorable experiences for all participating</p> <p>Financial strength must support program growth, success, capital outlay</p> <p>Strategy's Expected Result/Impact: Continue to enforce the No Cut policy</p> <p>Weekly meetings with staff</p> <p>Growth numbers to continue and stay strong throughout the year</p> <p>Hold staff accountable</p> <p>Staff Responsible for Monitoring: Athletic Director Assistant Athletic Director Campus Athletic Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Promote moderate to vigorous levels of physical activity that will promote health and wellness levels in the future.</p> <p>Staff Responsible for Monitoring: Physical Education Teachers</p> <p>Physical Education District Coordinators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 50 percent of a PE course (on a weekly basis) comprise actual student physical activity at a moderate or vigorous level</p> <p>Ensure that we meet the needs of students of all ability levels, including students with disabilities.</p> <p>Additionally, WISD must establish goals that include class-size ratios small enough to ensure student safety.</p> <p>If a district establishes class-size ratios exceeding 45-to-1, the district must identify how student safety will be ensured.</p> <p>Strategy's Expected Result/Impact:</p> <p>Monitor Class enrollments</p> <p>Monitor contact minutes</p> <p>staff development sessions</p> <p>continue to provide resources to staff to ensure student engagement</p> <p>Staff Responsible for Monitoring:</p> <p>Athletic Director</p> <p>Campus Principal</p> <p>Physical Education Teachers</p> <p>District Physical Education Coordinators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4:</p> <p>Physical Education Requirements</p> <p>Physical Education</p> <p>State law requires that at least 50 percent of a PE course (on a weekly basis) comprise actual student physical activity at a moderate or vigorous level, while meeting the needs of students of all ability levels, including students with disabilities. It is required that districts establish goals that include class-size ratios small enough to ensure student safety. If a district establishes class-size ratios exceeding 45-to-1, the district must identify how student safety will be ensured.</p>	Formative			Summative
	Nov	Jan	Mar	June

Physical activity requirements

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

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

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

Find more information on curriculum/instruction

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

Continuous monitoring of campus utilization of SPARK Curriculum

Campus participation with SHAC, Fitnessgram

Staff Responsible for Monitoring: Campus Principal

Assistant Superintendent C&I Elementary

Assistant Superintendent C&I Secondary


Campus Physical Education Teachers


District Physical Education Coordinator

Athletic Director

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 No Progress

 Accomplished

 Continue/Modify






 Discontinue









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

Performance Objective 5: CTE - The successful achievement of students of all populations (including SpEd, EB, etc.) will be supported through quality instructional materials, technology, equipment and support for CTE Staff using resources, strategies, and methodologies specific to student populations.

HB3 Goal

Evaluation Data Sources: TAPR Report, District EOC/STAAR Performance Reports, State Accountability System (CCMR, Outcomes Bonus), CTE Annual Program Evaluation Summary

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire highly qualified CTE Instructional Staff and provide purposeful professional development that helps instructors assist students in setting and achieving quality academic and career goals.</p> <p>Strategy's Expected Result/Impact: Improvement (primarily) on TAPR performance levels in RLA and Math.</p> <p>Staff Responsible for Monitoring: CTE Director, CTE Dean, CTE Administrative Support staff, CTE Instructional Staff, CTE Career Development Advisor, CTE Instructional Technology Strategist</p> <p>Funding Sources: Classroom teachers - 162 - State Career and Technical - \$4,868,875, CTE staff - 244 - Perkins Career & Technical Education - \$175,186</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Maximize the support of educational experiences targeting literacy via CTE implementation of up to date technology equipment and online-based resources and lab/shop resources and equipment. This includes providing software to provide career exploration, career development activities, and software to support the integration of academic skills into CTE programs of study.</p> <p>Strategy's Expected Result/Impact: District improvement on secondary core CBA scores, progress reports, six weeks reporting periods, TBA scores, CTE student certification preparation reports and acquisitions, CTE course outcomes</p> <p>Staff Responsible for Monitoring: Campus Administration, District Curriculum & Instructional Staff, SPED Director, Bil/ESL Director, Title I Director, CTE Administration & Administrative Support staff, CTE Instructional Staff, Career Development Advisor, CTE Instructional Technology Strategist</p> <p>Title I: 2.4, 2.5, 2.6 - Results Driven Accountability</p> <p>Funding Sources: Monitors, printers, - 244 - Perkins Career & Technical Education - \$48,487, Computers and parts, printers, usb storage, shop equipment, touch panels and stands, - 162 - State Career and Technical - \$417,723</p>	Formative			Summative
	Nov	Jan	Mar	June
			N/A	

Strategy 3 Details	Reviews			
<p>Strategy 3: Increase the number of nationally or internationally industry certified or licensed CTE students by at least 1% through training for more certification opportunities. This will provide the skills necessary to pursue careers in high-skill, high-wage, in-demand occupations.</p> <p>Strategy's Expected Result/Impact: Help meet or exceed respective domain for the new accountability system of 2022-23 that will be based on this school year</p> <p>Staff Responsible for Monitoring: CTE Administrative Staff, ESC 1 Strategist, CTE TEA staff, Career Development Advisor, CTE Instructional Technology Strategist</p> <p>Funding Sources: Career Inventory software - 244 - Perkins Career & Technical Education - \$6,300, Industry Based Certification exam vouchers and practice test software simulation - 162 - State Career and Technical - \$118,500</p>	Formative			Summative
	Nov	Jan	Mar	June
			N/A	
Strategy 4 Details	Reviews			
<p>Strategy 4: Support student achievement through Academic and Career-based competitions both state and national.</p> <p>Strategy's Expected Result/Impact: Help meet or exceed respective domain for federal CTE compliance (Carl D. Perkins) & accountability system of 2022-23 that will be based on this school year.</p> <p>Staff Responsible for Monitoring: Campus Administration & Counseling, CTE Administration & Administrative Support staff, CTE Instructional Staff, Career Development Advisor, CTE Instructional Technology Strategist, CTE Academic Associates, CTE Instructional Staff</p> <p>Funding Sources: travel funds, student meals, student competition fees - 244 - Perkins Career & Technical Education - \$11,780, travel funds, meals, student competition fees - 162 - State Career and Technical - \$224,750</p>	Formative			Summative
	Nov	Jan	Mar	June
			N/A	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

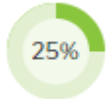

Goal 1: STUDENT SUCCESS/LITERACY FOCUS - Provide high-quality, engaging, and innovative programs that develop college, career, and military service-ready leaders.



Performance Objective 6: By the end of year 2024-2025, STAAR and EOC scores for students serviced by special education will increase 5%.





High Priority

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training to designated stakeholders on instructional strategies, use of various learning platforms, Universal Design for Learning, designated supports, behavioral strategies/supports, and IEP requirements to include PLAAFP's and annual measurable goals.</p> <p>Strategy's Expected Result/Impact: By the end of year 2024-2025, STAAR and EOC scores for students serviced by special education will increase 5%. One hundred percent compliance on State Performance Plan indicators.</p> <p>Staff Responsible for Monitoring: Special Education Administration, Central Office Administration, Campus Administration, and Assistive Technology Team</p> <p>Title I: 2.4, 2.5, 2.6, 4.1 - Results Driven Accountability</p> <p>Problem Statements: District Processes & Programs 1</p> <p>Funding Sources: Staff development, training materials, technology software - 163 - State Special Education - \$75,650</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Allow students to access the curriculum and additional 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 needed accommodations, collaboration between special and general education teachers, and the provision of services deemed necessary by the ARD committee.</p> <p>Strategy's Expected Result/Impact: By the end of year 2024-2025, STAAR and EOC scores for students serviced by special education will increase 5% in addition to increased student engagement through IEP progress</p> <p>Staff Responsible for Monitoring: Special Education Administration, Campus Administration, Special Education Teachers, & General Education Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Staff development, training materials, human capital, testing materials, technology resources (software, hardware) - 163 - State Special Education - \$75,650</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue



Performance Objective 6 Problem Statements:



Student Learning
<p>Problem Statement 1: All four content areas need to improve in student achievement (Domain I), as well as post-secondary entrance exams. Additionally, for Domain III, improvement is needed in the high focus group (EB, SPED, EcoDis, Highly Mobile.) Root Cause: When first instruction is not bell-to-bell using on-grade-level text and assignments it results in lower performance levels due to a lack of content knowledge & skills acquired. The underlying root cause stems from teacher mindsets around students "not being ready" for on-grade level work, as well as the knowledge and skill to accelerate instruction.</p>
District Processes & Programs
<p>Problem Statement 1: Not all students and staff are consistently provided high-quality, student-centered, engaging, tech-rich, and safe & secure learning environments. Root Cause: Teachers need time to plan for blended learning instruction, continued training in personalized instruction strategies, follow up support that includes examples and real-time classroom visits, access to high-quality online and offline resources, and students need equity in devices and access to online resources.</p>





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

Performance Objective 7: During 2023-2024, the Instructional Technology Department will guide educators in the implementation of the ASPIRE Blended Learning Framework and with instruction aligned to the Technology Application TEKS.

Evaluation Data Sources: Classroom Observations
 PLCs/PDs
 Usage data from Learning.com

Strategy 1 Details	Reviews			
<p>Strategy 1: Kindergarten. In coordination with the Elementary RLA Coordinator, guide campus leadership to support, scale, and sustain educators in the blended learning model with fidelity. Kinder-4th grade RBL teachers will continue to follow the BL implementation plan while all kinder teachers follow the new ASPIRE implementation plan.</p> <p>Strategy's Expected Result/Impact: 90% of elementary campuses will implement the ASPIRE Kindergarten RLA blended learning 90% of teachers will meet teaching implementation goals 58% or greater of Kindergarten students will achieve the 60% percentile on MAP</p> <p>Staff Responsible for Monitoring: Scott Amdahl, Director of Instructional Technology Julie Kelly, Instructional Technology Coordinator Emily Rodriguez, Elementary RLA Coordinator Campus principal Campus RLA administrator</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: MS RLA- MHMS. In coordination with the secondary RLA Coordinator, guide campus leaders and teachers with piloting blended learning at the MS RLA level.</p> <p>Strategy's Expected Result/Impact: 90% of teachers will meet teaching implementation goals 47% or more of 6th grade students will score MEETS grade level or above on STAAR Reading by May 2025. 44% or more of 7th grade students will score MEETS grade level or above on STAAR Reading by May 2025.</p> <p>Staff Responsible for Monitoring: Scott Amdahl, Director of Instructional Technology Julie Kelly, Instructional Technology Coordinator Elida Ramirez, Secondary RLA Coordinator Campus principal Campus RLA administrator</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 3 Details	Reviews			
<p>Strategy 3: Guide elementary campus leadership and lab managers to support, scale, and sustain instruction in the Technology Application TEKS.</p> <p>Strategy's Expected Result/Impact: 100% of K-5 students will engage in digital skills including digital literacy, computer coding, keyboarding, and online safety. 80% of K-5 students meet meet CIPA-compliance requirements with digital citizenship lessons.</p> <p>Staff Responsible for Monitoring: Julie Kelly Scott Amdahl Campus administration Campus lab manager</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 7 Problem Statements:












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

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

Performance Objective 8: During the 2024-2025 academic year, PFS migrant students in grades 3-12 will grow between 1-3 RIT points. End of year RIT scores are an accurate predictor of STAAR/EOC, PSAT, SAT and ACT scores.

High Priority

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

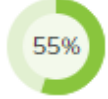





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide individualized and small group instruction in reading and math utilizing online based platforms and live, in-person tutorials, and appropriate resources necessary.</p> <p>Strategy's Expected Result/Impact: Students will grow 1-3 RIT points in content areas and experience growth on state assessments.</p> <p>Staff Responsible for Monitoring: Campus staff, Migrant Coordinator</p> <p>Results Driven Accountability - Equity Plan</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The Migrant Department will provide a Supplemental Summer Program to enhance and/or enrich the learning of the struggling migrant student and/or enrich their learning.</p> <p>Strategy's Expected Result/Impact: 8% increase in participation of summer program.</p> <p>Staff Responsible for Monitoring: Migrant Coordinator, Migrant clerks, summer staff</p> <p>Results Driven Accountability - Equity Plan</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


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


Performance Objective 9: By the end of the 2024-2025 school year, students' perceptions of their SEL skills, emotional well-being, and experiences at school will be favorable by 5% more compared to the Fall Semester SEL survey. Support to helping professionals such as counselors, social workers, LPCs, and intervention specialists in developing students' social-emotional knowledge and skills based on actionable data gathered from the SEL survey will be provided.


High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Build counselor and social worker capacity using Social-Emotional Learning Programs.</p> <p>Strategy's Expected Result/Impact: Increase the number of guidance/advisory lessons provided to students.</p> <p>Staff Responsible for Monitoring: Campus SEL Committee Administrator; Student Support Services Director</p> <p>Equity Plan</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the number of guidance/advisory lessons provided to students.</p> <p>Strategy's Expected Result/Impact: Decrease the number of bullying and disciplinary issues. Increase student attendance.</p> <p>Staff Responsible for Monitoring: Administrators; Student Support Services Director</p> <p>Equity Plan</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue with the robust implementation of the Leader in Me Program in WISD elementary schools. Leadership, responsibility, accountability, problem-solving, adaptability, and social-emotional skills will continuously be embedded and practiced in all instructional areas. Success will be measured by increasing the number of Lighthouse campuses.</p> <p>Strategy's Expected Result/Impact: High trust school culture is created and students demonstrate the 7 habits of highly effective students.</p> <p>Staff Responsible for Monitoring: School principals</p> <p>Funding Sources: - 289 - Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue







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




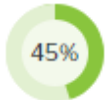




Performance Objective 10: By the end of the school year 2024-2025, college, career, and military readiness indicators must be met by 88 % of students district-wide. This is a collaborative effort of multiple stakeholders.

High Priority

HB3 Goal

Evaluation Data Sources: HS Accountability ratings

Strategy 1 Details	Reviews			
<p>Strategy 1: Core content area coordinators will also focus on embedding the TSIA2 Blueprint into the curriculum and provide assistance in the ACT and SAT areas.</p> <p>Strategy's Expected Result/Impact: Increase student TSI, ACT, and SAT scores</p> <p>Staff Responsible for Monitoring: Instructional Programs</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase Parental Involvement & Family engagement when it comes to CCMR activities.</p> <p>Strategy's Expected Result/Impact: Increase CCMR</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement College, Career, and Military Readiness (CCMR) curriculum for K-12 students during Guidance & Counseling or Advisory lessons.</p> <p>Strategy's Expected Result/Impact: Increase awareness of CCMR</p> <p>Staff Responsible for Monitoring: Campus Counselors & Director of Student Support Services</p>	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to provide information to stakeholders about college admissions, financial aid, including Texas Grant Program & Teach for Texas Grant Program, making informed curriculum choices to be prepared for success beyond high school, and higher education admissions and financial aid.</p> <p>Strategy's Expected Result/Impact: Increase the number of students who complete Apply Texas and Financial Aid</p> <p>Staff Responsible for Monitoring: CCMR Advisors, CCMR Specialists, HS Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to implement the Texas College Bridge Program at the high schools</p> <p>Strategy's Expected Result/Impact: Increase the number of students who meet CCMR indicators.</p> <p>Staff Responsible for Monitoring: CCMR Advisors, CCMR Specialists, HS Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Performance Objective 11: For the 2024-2025 academic year, the Advanced Academics Department will increase Gifted Students' performance by mastering grade-level standards on the state assessments and increase college credit through AP exams, OnRamps, and dual credit courses by 3%.

High Priority

Evaluation Data Sources: Accountability ratings

Strategy 1 Details	Reviews			
<p>Strategy 1: GT-identified K-12 grade students will be serviced via differentiated strategies by their core content teachers, advanced classes, and GT pull-out services K-8.</p> <p>Strategy's Expected Result/Impact: Students will receive services to increase performance, engagement, and content mastery.</p> <p>Staff Responsible for Monitoring: Advanced Academics teachers, GT specialists, counselors, administrators, Advanced Academics Coordinators, and Content Coordinators.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor teachers servicing GT and Advanced Academic Courses to ensure differentiation of instruction is taking place utilizing learning walks, feedback, and coaching.</p> <p>Strategy's Expected Result/Impact: Student needs will be met with enrichment opportunities through differentiation, problem-solving, and critical thinking skills.</p> <p>Staff Responsible for Monitoring: campus administration, instructional coaches, and content coordinators, and Advanced Academics Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be assessed for mastery using performance tasks, checkpoints, progress checks, district assessments, and a project-based curriculum.</p> <p>Strategy's Expected Result/Impact: Student increase in mastery grade level on state assessments and a 3% increase in college credit earned based on AP, OnRamps, and dual credit courses.</p> <p>Staff Responsible for Monitoring: Advanced Academics teachers, GT Specialist, Content Coordinators, Campus Administrators, and Advanced Academics Coordinator.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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








Performance Objective 12: For the 2024-2025 academic year, emergent bilingual students' performance will improve on STAAR at the meets performance level in all grade levels in all content areas by 3%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Data

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Processes and programs in place to provide second language support for students in cognitively demanding and context embedded content area instruction.</p> <p>Strategy's Expected Result/Impact: Improvement on benchmarks and STAAR performance levels for emergent bilinguals.</p> <p>Staff Responsible for Monitoring: Bilingual Department, Campus Administration and Bilingual Chairperson.</p> <p>Funding Sources: - 165 - State Bilingual/ESL, - 263 - Title III</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				








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

Performance Objective 13: For the 2024- 2025 academic year, emergent bilinguals demonstrating improvement by one proficiency level on TELPAS will increase from 44% to 49%.

High Priority

Evaluation Data Sources: TELPAS Data







Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Processes and programs in place to ensure emergent bilinguals are provided opportunities to develop all four language domains including listening, speaking, reading, and writing.</p> <p>Strategy's Expected Result/Impact: 5% increase in emergent bilinguals demonstrating growth by one proficiency level on TELPAS. Curriculum and instruction that embeds English Language Proficiency Standards. Staff Responsible for Monitoring: Bilingual Department, Campus Administration and Bilingual Chairperson.</p> <p>Results Driven Accountability Funding Sources: - 165 - State Bilingual/ESL, - 263 - Title III</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: During 2024-2025, processes and programs will be in place for 1) technology-rich and, 2) safe and secure learning environments. (Instructional Technology)

Evaluation Data Sources: Needs assessment survey
Usage data from programs that support safe and secure technology learning environments

Strategy 1 Details	Reviews			
<p>Strategy 1: Coordinate with the Technology Department to provide infrastructure support for hardware, software, and security needs that allow staff and students to engage in technology rich environments safely and securely.</p> <p>Strategy's Expected Result/Impact: Equity in student devices Balance in online and offline instructional resources Students and staff experience safe online experiences</p> <p>Staff Responsible for Monitoring: Scott Amdahl, Director of Instructional Technology Julie Kelly, Instructional Technology Coordinator</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

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

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





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

High Priority

Evaluation Data Sources: A district wide security plan will be created and approved by the District Safety & Security Committee, School Board.

Summative Evaluation: Significant progress made toward meeting Objective





Next Year's Recommendation: Access control be at 100% at all campuses.

Strategy 1 Details	Reviews			
<p>Strategy 1: Assess all facilities to determine the number and locations for the installation of magnetic doors.</p> <p>Doors to be installed by May 2019.</p> <p>Strategy's Expected Result/Impact: Provide safety and security for students and staff.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Administration and Support Services Assistant Superintendent for Business and Finance Maintenance Supervisor Facility Administrators Director of Risk Management Director for Safety and Security</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: Weslaco ISD trained Campus Emergency Response Teams will assist nursing staff when medical emergencies arise and the Nursing Staff are not on campus or unable to respond.

Evaluation Data Sources: Sign-in rosters from training sessions

Strategy 1 Details	Reviews			
<p>Strategy 1: Train personnel at campuses in CPR/AED/First Aid</p> <p>Training will be completed by May 2018</p> <p>Strategy's Expected Result/Impact: Ensure that all students and staff can rest assured that they will be taken care of should they need CPR/AED/First Aid.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Administration and Support Services Director of Risk Management Nurse Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Train personnel at campuses in CPR/AED/First Aid</p> <p>Training will be completed by May 2018</p> <p>Strategy's Expected Result/Impact: Ensure that all students and staff can rest assured that they will be taken care of should they need CPR/AED/First Aid.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Administration and Support Services Director of Risk Management Nurse Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 4: By the end of the school year 2024-2025, WISD schools will be in compliance with the Minimum Standards of Bullying set forth by TEA. WISD 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 complaint reports number received, and type of disciplinary action.
 Student SEL survey report on school climate and school safety.
 Minimum Standards of Bullying Checklist

Strategy 1 Details	Reviews			
Strategy 1: Review/present WISD Anti-Bullying Plan with campus principals, administrators, counselors, & social workers. Slide deck which includes policies and procedures on bullying will be posted online. Strategy's Expected Result/Impact: Improved documentation on bullying. Staff Responsible for Monitoring: Principals; Assistant Superintendents	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: District-wide Bullying Prevention activities will be implemented on different campuses. Strategy's Expected Result/Impact: Decrease student bullying behaviors. Staff Responsible for Monitoring: Administrator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: K-12 curriculum on bullying prevention, conflict resolution, and positive behavior interventions will be implemented. Strategy's Expected Result/Impact: Decrease the number of fights and bullying incidents. Staff Responsible for Monitoring: Administrators, counselors/social workers, LPCs, teachers, and Director of Student Support Services	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Performance Objective 5: Student Resource Officers will ensure that all students are safe. Secondary campuses will be assigned School Resource Officers, who will be responsible for safety and crime prevention in schools. They will also mentor and conduct presentations on youth-related issues.

High Priority

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

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

Performance Objective 6: By the end of the school year 2024-2025, evidence-based practices that meet the needs of students, including suicide prevention programs (which include parental notification procedures), dropout reduction, Positive behavior interventions (including integration of best practices on grief-informed and trauma-informed care), mental health promotion & intervention, and a comprehensive school counseling program will be implemented.

High Priority









Evaluation Data Sources: SB 179 Logs, Social Worker Group Counseling Sessions, DropOut sheet







Strategy 1 Details	Reviews			
<p>Strategy 1: Counselors, Social Workers, and LPCs will follow the Standard Operating Procedures for Mental Health. The helping professionals will implement the Multi-Tiered System of Support (MTSS) as part of the Suicide Prevention Program, grief-informed and trauma-informed care, mental health & intervention, and the comprehensive school counseling program.</p> <p>Strategy's Expected Result/Impact: Improve SEL and resiliency skills among students.</p> <p>Staff Responsible for Monitoring: Counselors, Social Workers, LPCs, and Director of Student Support Services</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue implementing the Countdown to Zero Program and monitor students who are withdrawing and code them appropriately throughout the year.</p> <p>Strategy's Expected Result/Impact: Reduce dropout rate</p> <p>Staff Responsible for Monitoring: Counselors, Social Workers, Principals, Intervention Specialist, and Director of Student Support Services.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Performance Objective 7: Establish and maintain a safe, secure, and supportive learning environment for staff and students through the prevention of and education concerning unwanted physical or verbal aggression and sexual harassment in school, on school grounds, and in school vehicles.

Evaluation Data Sources: Discipline incidents, Offense Reports

Strategy 1 Details	Reviews			
<p>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 at the MTSS Tier, 2, and 3 levels.</p> <p>Strategy's Expected Result/Impact: Minimal disciplinary incidents</p> <p>Staff Responsible for Monitoring: School administrators, counselors, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Comply with Title IX sex discrimination prohibitions. Staff and students will be provided with information and corresponding policies on Title IX every school year.</p> <p>Strategy's Expected Result/Impact: Elimination or reduction of Title IX incidents.</p> <p>Staff Responsible for Monitoring: Principals & Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide lessons on gender equity and bystander mobilizations; promote healthy relationships, and enhance individual respect and empowerment.</p> <p>Strategy's Expected Result/Impact: Minimal disciplinary incidents</p> <p>Staff Responsible for Monitoring: Administrators, counselors, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide interventions that target bullying, sexual abuse, other maltreatment of children, harassment, and dating violence behaviors.</p> <p>Strategy's Expected Result/Impact: Minimal disciplinary incidents</p> <p>Staff Responsible for Monitoring: Administrators, counselors, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Maintain consistent discipline management and sexual harassment policies that align with district policies for discipline management.</p> <p>Strategy's Expected Result/Impact: Minimal disciplinary incidents</p> <p>Staff Responsible for Monitoring: Administrators, counselors, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 8: For the 2024-2025 academic year, elementary emergent bilinguals will be afforded a bilingual instructional learning environment in both English and Spanish. Secondary emergent bilinguals will be afforded an English as a second language learning environment with native language support.

High Priority








Evaluation Data Sources: Classroom observations

Lesson plans

District benchmark results







Instructional software reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: The Bilingual/ESL Department will invest in instructional platforms and materials that provide equity while also engaging emergent bilinguals in English language acquisition and development.</p> <p>Strategy's Expected Result/Impact: Increase of proficiency in English listening, speaking reading and writing district-wide. Engaged emergent bilinguals in cognitively demanding and context embedded instruction.</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Department, Bilingual/ESL Teachers, Campus Administrators, Bilingual/ESL Chairperson</p> <p>Results Driven Accountability - Equity Plan</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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









Performance Objective 9: At the end of SY 2024-2025, evidence-based interventions to prevent substance abuse among 5-12 students will be implemented.















Strategy 1 Details	Reviews			
<p>Strategy 1: Increase awareness of the dangers of fentanyl, drugs, and vaping during Tier 1, II, and III interventions. Strategy's Expected Result/Impact: Decrease substance abuse among students. Staff Responsible for Monitoring: Principals, Assistant Principals, Counselors, Social Workers, LPCs, and Director of Student Support Services.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Train Campus Alternative Education Programs (CAEP) & Health teachers and Counselors, Social Workers, LPCs on school-based drug prevention programs (Ex: Life Skills Training and/or Project Towards No Drug Abuse) . Strategy's Expected Result/Impact: Reduce vaping among students. Staff Responsible for Monitoring: Director for Student Support Services (Life Skills Training: http://www.lifeskillstraining.com) Project Towards No Drug Abuse: http://tnd.usc.edu)</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Performance Objective 1: Weslaco ISD Parent and Family Engagement Title 1, Part A department will engage parents, families, and the community by utilizing various methods of communication and informing them of the events and meetings within the district. We will include parents in the planning and implementation all PFE programs, activities, procedures, and documents.

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize all forms of contact with parents and the community through phone calls, home visits, different platforms utilized by teachers, flyers, email, parent teacher conferences, school messenger, K-WES and social media.</p> <p>Strategy's Expected Result/Impact: Increase parental engagement to spurt student achievement.</p> <p>Staff Responsible for Monitoring: PFE Engagement coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide meaningful consultation and trainings to fulfill Title 1, Part A requirements and the needs of the campus and district.</p> <p>Strategy's Expected Result/Impact: Increase student achievement by building parental capacity.</p> <p>Staff Responsible for Monitoring: PFE Engagement coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Promote Adult/Continuing Education classes for parents that include GED, ESL and other continuing education courses. Creating opportunities such as these for parents and families will create better opportunities for the home environment.</p> <p>Strategy's Expected Result/Impact: An increase in parental engagement and student achievement.</p> <p>Staff Responsible for Monitoring: PFE Coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 4 Details	Reviews			
<p>Strategy 4: Plan and coordinate SHAC (School Health Advisory) meetings that will promote for all children to lead a healthy lifestyle by making health choices. Parents, community members and WISD school staff will be part of this committee.</p> <p>Strategy's Expected Result/Impact: Students will make healthier choices that will lead to positive outcomes in the classroom.</p> <p>Staff Responsible for Monitoring: PFE Coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: District Homeless and Foster Care Liaison will coordinate district meetings that will explain the McKinney-Vento (Homeless) and Foster Care program requirements and will bring awareness regarding both programs.</p> <p>Strategy's Expected Result/Impact: Students will be coded correctly so services can be provided.</p> <p>Staff Responsible for Monitoring: Community Engagement Coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Revise, distribute and evaluate annually the District Parent and Family Engagement Policy. Also, monitor that each campus has revised the Parent and Family Engagement Policy and Campus Compact.</p> <p>Strategy's Expected Result/Impact: Parents, staff and the community will be aware of the Title 1, Part A requirements. Parents will know and understand their rights to be involved. Parental engagement and student achievement will increase.</p> <p>Staff Responsible for Monitoring: PFE Coordinator, Parental Specialist & Community Liaisons and campus administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Conduct a Title 1 meeting at each Title 1 campus. Information regarding the Title 1 program and the requirements will be shared. The meeting will include supporting documentation such as a flyer, agenda, sign-in sheet, meeting notes and a copy of the presentation. The presentation will be scheduled twice at a flexible time for parents.</p> <p>Strategy's Expected Result/Impact: Parents, staff and community members are made aware of the Title 1, Part A requirements. Parents will know what their rights are as parents. Parental engagement and student achievement will increase.</p> <p>Staff Responsible for Monitoring: PFE Coordinator, Parental Specialist & Community Liaisons and campus administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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

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

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

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





Strategy 3 Details	Reviews			
<p>Strategy 3: The district has a parental advisory committee (PAC) that meets throughout the school year to develop, discuss, evaluate and make any recommended changes to the district parent and family engagement policy. The policy is located online at wisd.us (parental department), a hard copy can be located at the parental office and copies will be distributed during district parental meetings and functions. Policy is also provided to WISD parents in a format and language that parents can understand. The district offers several flexible meetings at convenient time, morning and evening, to which all parents of participating children shall be invited and encouraged to attend. The district also provides childcare when needed.</p> <p>Strategy's Expected Result/Impact: Parents and community will be aware of Title 1, ESSA and information related to school and parent programs, meetings and other activities as related to their campus.</p> <p>Staff Responsible for Monitoring: Community Engagement coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

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







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

Strategy 1 Details	Reviews			
<p>Strategy 1: All teacher's who head a CTSO will meet with their Business and Community members of their Advisory Committee at least twice in the school year to ascertain the most recent skills and training that CTE students need for the job market.</p> <p>Strategy's Expected Result/Impact: CTE students will receive the up to date training and skills they need to compete in the RGV job market right out of high school.</p> <p>Staff Responsible for Monitoring: CTSO Sponsors, CTE Supervisor, CTE Director</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 4: By the end of the school year 2024-2025, communication with parents regarding mental wellness resources, SEL family toolkit, and family/community engagement activities would have been sustained by the Student Support Services department. Family engagement in schools contributes to positive student outcomes.

Evaluation Data Sources: Family & Community Engagement participation
 SSS website
 Event Flyers

Strategy 1 Details	Reviews			
Strategy 1: Communication with parents through family engagement activities. Strategy's Expected Result/Impact: Increased communication with parents. Staff Responsible for Monitoring: Student Support Services Director	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				







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

Performance Objective 5: The Bilingual/ESL Department will provide open communication with families of emergent bilinguals to provide guidance and support including hosting informational meetings and various engagements throughout the year.

High Priority

Evaluation Data Sources: District Sign Ins
District Flyers
Parent Surveys

Summative Evaluation: Met Objective







Strategy 1 Details	Reviews			
<p>Strategy 1: The Bilingual/ESL department will provide families of emergent bilinguals social-emotional support, guidance on workforce programs, college and career readiness guidance, and family literacy support.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement of emergent bilinguals resulting in increased student achievement</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Department, Campus Administrators, and Bilingual Chairperson</p> <p>Funding Sources: - 263 - Title III</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 6: The Advanced Academics Department will conduct parent meetings to inform parents about GT Testing, services, and program framework and will provide parent meetings for the Advanced Academics Pathway and courses offered. A GT/Advanced Academics Advisory Committee will also be utilized to promote stakeholder input, feedback, and program needs and areas of strength to ensure the fidelity of services.

High Priority



Evaluation Data Sources: Parent, teacher, and student surveys, attendance at meetings, and participation in program initiatives.


Strategy 1 Details	Reviews			
<p>Strategy 1: The Advanced Academics Coordinator will host a parent meeting in October to inform parents about the identification and assessment process. to include kinder pre screener, nominations, parent survey, component of testing framework, and testing timeline. The Advanced Academics Coordinator will facilitate the induction of a GT Advisory committee and will meet twice a year to inform and collaborate about program services, strengths, and needs. The committee will meet in December and May.</p> <p>Strategy's Expected Result/Impact: Community and parent involvement in program , services, and feedback for areas of growth.</p> <p>Staff Responsible for Monitoring: Advanced Academics Coordinator and GT Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


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


Performance Objective 1: Performance Objective 1: During 2024-2025, develop district level professional learning opportunities that advance high-quality, engaging, and innovative programs that develop college, career, and military service ready leaders, and/or Technology-rich and safe/secure technology-based learning environments.


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

Strategy 1 Details	Reviews			
<p>Strategy 1: Design professional learning experiences that can be sustained over time for building ongoing experiences so learners can track the outcomes, content, resources, and new learnings. Use Canvas, a web-based learning management system for adult learners</p> <p>Strategy's Expected Result/Impact: Improved student engagement Increased number of teachers providing data-informed blended instruction</p> <p>Staff Responsible for Monitoring: Scott Amdahl, Director of Instructional Technology Julie Kelly, Instructional Technology Coordinator</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 20%	 50%		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:





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

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

Performance Objective 2: CTE will provide teachers and staff with professional growth staff development by providing opportunities to attend workshops, trainings, and conferences through state agencies and Region 1 ESC. This includes evaluating Perkins-funded programs included in the CLNA (Ex. training to improve alignment of TEKS in English, Math, and Science)

Evaluation Data Sources: Certificates of attendance and continuing education hours







Strategy 1 Details	Reviews			
<p>Strategy 1: Provide highly qualified CTE Instructional Staff to assist students in setting and achieving quality academic and career goals</p> <p>Strategy's Expected Result/Impact: Improvement (primarily) on PBMAS performance levels in all tested subjects (primarily ELA, Science & SS)</p> <p>Staff Responsible for Monitoring: Campus Administration, District Curriculum & Instructional Staff, SPED Director, Bil/ESL Director, Title I Director, CTE Administration & Administrative Support staff, CTE Instructional Staff, Career Development Advisor, CTE Instructional Technology Strategist</p> <p>Funding Sources: - 162 - State Career and Technical - \$4,868,875, - 244 - Perkins Career & Technical Education - \$175,186</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Maximize the support of educational experiences targeting literacy via CTE implementation of technology-based resources and lab/shop resources and equipment.</p> <p>Strategy's Expected Result/Impact: District improvement on secondary core CBA scores, progress reports, six weeks reporting periods, TBA scores, CTE student certification preparation reports and acquisitions, CTE course outcomes</p> <p>Staff Responsible for Monitoring: Campus Administration, District Curriculum & Instructional Staff, SPED Director, Bil/ESL Director, Title I Director, CTE Administration & Administrative Support staff, CTE Instructional Staff, Career Development Advisor, CTE Instructional Technology Strategist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 162 - State Career and Technical - \$417,723, - 244 - Perkins Career & Technical Education - \$48,487</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Increase the number of nationally or internationally industry certified or licensed CTE students by providing and training for more certification opportunities.</p> <p>Strategy's Expected Result/Impact: Help meet or exceed respective domain for the new accountability system of 2018-19 that will be based on this school year</p> <p>Staff Responsible for Monitoring: CTE Administrative Staff, ESC 1 Strategist, CTE TEA staff, Career Development Advisor, CTE Instructional Technology Strategist</p> <p>Funding Sources: - 162 - State Career and Technical - \$118,500, - 244 - Perkins Career & Technical Education - \$6,300</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Support student achievement through Academic and Career-based competitions both state and national.</p> <p>Strategy's Expected Result/Impact: Help meet or exceed respective domain for federal CTE compliance (Carl D. Perkins) & new accountability system of 2018-19 that will be based on this school year.</p> <p>Staff Responsible for Monitoring: Campus Administration & Counseling, CTE Administration & Administrative Support staff, CTE Instructional Staff, Career Development Advisor, CTE Instructional Technology Strategist, CTE Academic Associates, CTE Instructional Staff</p> <p>Funding Sources: - 162 - State Career and Technical - \$224,750, - 244 - Perkins Career & Technical Education - \$11,780</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: By the end of SY 2024-2025, staff development opportunities would have been provided to social workers, intervention strategists, and counselors to strengthen their skills in the area of social-emotional learning and counseling strategies. This will be used to support the at-risk population.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Meetings will be held with staff to ensure that all support staff receives continuous training that targets skills needed to help students overcome obstacles that affect their education. The meeting will be held monthly with support staff, which includes counselors, social workers, and intervention specialists.</p> <p>Strategy's Expected Result/Impact: This will impact student success.</p> <p>Staff Responsible for Monitoring: Student Support Services Director</p> <p>Funding Sources: Staff Development Funds - 164 - State Comp. Ed. [SCE] - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 4: By the end of the school year 2024-2025, training for counselors, social workers, and Licensed Professional Counselors to ensure they are up to date with current trends and new research for effective practice as well as share best practices so as to improve the provision of student support services would have been provided on a monthly basis.






Evaluation Data Sources: Monthly agenda
SB 179 report

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct Monthly training for Counselors, Social Workers, and LPCs. Hire experts to conduct training on counseling techniques.</p> <p>Strategy's Expected Result/Impact: Increased Individual Planning and Responsive Services for students.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct training for all educators districtwide regarding the detection and education of students who might be at risk for suicide and emotional disorders. This is in compliance with SB 460.</p> <p>Strategy's Expected Result/Impact: Increase knowledge and skills of educators on mental disorders and classroom interventions</p> <p>Staff Responsible for Monitoring: Director of Student Support Services</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

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

Performance Objective 5: Throughout the 2024/25 school year, WISD EC-12 Fine Arts faculty will be supported and sponsored by the Fine Arts Dept. to attend Professional Development that focuses on increasing literacy through the enrichment curriculum. (Fine Arts Dept.)

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

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







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

Performance Objective 6: During the 2024-2025 academic year the district will increase the number of Bilingual/ESL-certified teachers by 10%.

High Priority

Evaluation Data Sources: SBEC

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional learning related to BTLPT, Bilingual Supplemental and ESL Supplemental examinations along with spanish language academies for educators will be offered.</p> <p>Strategy's Expected Result/Impact: Educator registration and success on Bilingual/ESL certification exams.</p> <p>Staff Responsible for Monitoring: Bilingual Department, Human Resources</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 7: The WISD Advanced Academics Department will institute exemplary column expectations aligned with the GT State Plan by ensuring that 100% of classroom teachers teaching core content areas in grades 1st-8th and Advanced Academics teachers 9th-12th, counselors, and administrators complete the initial 30-hour GT Bundle Days 1-5 and or 6-hour renewal.

High Priority

Evaluation Data Sources: Responsive Learning detailed report of courses completed, hours earned, and Eduphoria and Google Classroom uploads.

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

Performance Objective 8: During the 2024-2025 school year effective professional learning will be offered for classroom Bilingual/ESL certified teachers, teachers on a bilingual exception or ESL waiver, principals, and other school leaders to ensure that our immigrant children and emergent bilingual youth acquire English proficiency and develop high levels of academic attainment in English.

High Priority

Evaluation Data Sources: Eduphoria professional learning catalogs
Eduphoria professional learning sign ins







Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional coaching will be provided to prepare our teachers with strategies for bilingual/ESL students. Strategy's Expected Result/Impact: Increased emergent bilingual student performance on STAAR and TELPAS. Staff Responsible for Monitoring: Bilingual/ESL Department Funding Sources: - 165 - State Bilingual/ESL</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Annual Differentiated Instruction Fiesta Conference will be offered to all teachers prior to the beginning of the school year. Strategy's Expected Result/Impact: Increased performance of emergent bilingual on STAAR, MAP, and six weeks report cards. Staff Responsible for Monitoring: Bilingual/ESL Coordinator, Bilingual Instructional Coach, Campus Administrator</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

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

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

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

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

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$11,569,957.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

SCE provides supplemental services to at-risk in a wide variety of methods, to include funding South Palm Gardens and CAEP as well as after-school tutoring programs, Saturday School programs, STAAR mentors, Summer School, and technology initiatives to 'level the playing' field for at-risk and educationally disadvantaged students.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Laura Elizondo	Teacher	1
Yadira Aldava	Instructional Aide	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Cabrera	Migrant Instructional Aide	Title I Migrant	1
Diana Hernandez	Migrant Instructional Aide	Title I Migrant	1
Emma Martinez	NGS/Recruiter	Title I Migrant	1
Erica M. Garcia	Parent-Family Engagment Coordinator	Title I Part A	1
Humberto J. Chavez	Adminstrative Asst.- Federal	Title I Part A	1
Laurinda Cardenas	Migrant Coordinator	Title I Migrant	1
Micaela Rowlett	NGS/Recruiter	Title I Migrant	1
Nilda Y. Alvarez	Budget Specialist	Title I Part A	1
Rosalva Garcia	Admin. Asst.	Title I Part A	1
Yadira Aldava	Instructional Aide	Title I Part A	1

District Planning Team

Committee Role	Name	Position
District Administrator	Abel Aguilar	Deputy Supt.
Parent	Adriana Alejandro	Parent
Community Member	Heather Aquiningoc	Business Owner
District Administrator	Dan Budimir	Asst. Supt. Secondary
District Professional	Adrian Cantu	Social Studies Coordinator
Campus Professional	Tomas Cantu	Instructional Coach
District Professional	Laurenda Cardenas	Migrant Coordinator
Parent	Sandra Cardenas	Parent
District Professional	Maria Luisa Castillo	Science Coordinator
Campus Professional	Sara Cavazos	Teacher
Campus Administrator	Dr. Araceli Chavarin	Assistant Principal
Campus Administrator	Perla Chavez	Assistant Principal
District Administrator	Dr. Cynthia Cid	Student Supt. Svc Director
Community Member	Lilly Cisneros	Business Owner
Campus Administrator	Sonia Closner	Principal
District Professional	Susan Coffman	Nursing Coordinator
Campus Professional	Homero Colunga	Instr. Coach
Campus Professional	Melissa Diaz	Instructional Coach
District Professional	Christopher Fernandez	Fine Arts Coordinator
Campus Professional	Maria Flores	College Readiness Counselor
Paraprofessional	Monica Flores	Paraprofessional
Campus Professional	Mildred Galindo	Parent Specialist
Paraprofessional	Maricela Galvan	Paraprofessional
Campus Administrator	David Gamboa	Principal
Campus Administrator	Andres Garcia	Principal
District Professional	Erica Garcia	PFE Coordinator
Campus Administrator	Rosa Garcia	Principal

Committee Role	Name	Position
District Administrator	John Garlic	C&I Director
Parent	Diana Garza	Parent
District Administrator	Neil Garza	Special Education Director
Campus Administrator	Eliza Gomez	CTE Director
Campus Administrator	Celinda Guajardo	Principal
Campus Administrator	Selma Gutierrez	Principal
Parent	Ailed Guzman	Parent
Campus Professional	Ofelia Hernandez	Nurse
District Professional	Kasey Juarez	Math Coordinator
District Professional	Julie Kelly	Instr. Tech. Coordinator
Parent	Ruth Leal	Parent
Campus Administrator	Arcadia Lopez	Principal
District Professional	Carolina Lopez	Bilingual Coordinator
District Professional	Nora Lopez	Math Coordinator
Campus Professional	Omar Lopez	Teacher
Campus Administrator	Jennifer Luna	Principal
District Administrator	Carlos Martinez	Exec. Director for Technology
District Professional	Claudia Martinez	Adv. Acad. Coordinator
Parent	Judith Martinez	Parent
Parent	Lucia Martinez	Parent
Campus Administrator	Melissa Mora-Rodriguez	Principal
Campus Professional	David Morales	Teacher
Campus Administrator	Enrique Ornelas	Principal
Campus Professional	Rebecca Ozuna	Parent Specialist
Campus Administrator	Graciela Palacios	Principal
Campus Professional	April Peralez	Teacher
Campus Administrator	Roger Perez	Principal
Campus Administrator	Gilbert Reboloso	Asst. Principal
District Professional	Katie Reyes	ESSER Coordinator
District Administrator	Daniel Reyna	Exec. Dir. Safety/Security
Campus Administrator	Dr. Efrain Reyna	Principal

Committee Role	Name	Position
Campus Professional	Sarai Rios-Valdez	Instructional Coach
District Administrator	David Robledo	CFO
District Administrator	Desi Rodriguez	Athletic Director
District Professional	Emily Rodriguez	ELA Coordinator
Campus Professional	Zeida Rodriguez	Counselor
Parent	Sylvia Salinas	Parent
Campus Professional	Martha Santiago	Teacher
Community Member	Sheila Shidler	Community Member
Parent	Daisy Silva	Parent
District Administrator	Beatriz Solano	Asst. Supt. Elementary
Campus Professional	Lissbeth Sustaita	Teacher
District Administrator	Elias Trevino	Director of Assessment
Campus Professional	Ramiro Trevino	Parental Specialist
Campus Professional	Clarissa Valdez	Teacher
Campus Administrator	Monica Vanderveer	Principal
Campus Administrator	Tina Wells	Principal
Campus Professional	Gabe Ybarra	Teacher

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

164 - State Comp. Ed. [SCE]					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
4	3	1	Staff Development Funds		\$10,000.00
5	1	1	Personnel	164	\$49,226.00
5	1	1	Pregnancy Related Services and Counseling Services-Personnel	164	\$185,910.00
5	1	1	Support Services, supplies, contract services., reading materials, and other equipment.	164	\$50,000.00
5	1	1	Intervention Strategists and SSS Secretary Personnel	164	\$210,779.00
Sub-Total					\$505,915.00
Budgeted Fund Source Amount					\$11,569,957.00
+/- Difference					\$11,064,042.00
165 - State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	12	1			\$0.00
1	13	1			\$0.00
4	8	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,434,358.00
+/- Difference					\$2,434,358.00
169 - Early Education Allottment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,660,224.00
+/- Difference					\$2,660,224.00
199 - Local General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

199 - Local General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$193,116,944.00
+/- Difference					\$193,116,944.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
3	1	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,488,835.00
+/- Difference					\$8,488,835.00
211 - Title I, Part D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$25,005.00
+/- Difference					\$25,005.00
212 - Title I, Part C					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$393,804.00
+/- Difference					\$393,804.00
224 - IDEA-B Formula					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,966,421.00
+/- Difference					\$2,966,421.00

225 - IDEA-B, Preschool					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$40,729.00
+/- Difference					\$40,729.00
244 - Perkins Career & Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	CTE staff		\$175,186.00
1	5	2	Monitors, printers,		\$48,487.00
1	5	3	Career Inventory software		\$6,300.00
1	5	4	travel funds, student meals, student competition fees		\$11,780.00
4	2	1			\$175,186.00
4	2	2			\$48,487.00
4	2	3			\$6,300.00
4	2	4			\$11,780.00
Sub-Total					\$483,506.00
Budgeted Fund Source Amount					\$281,772.00
+/- Difference					-\$201,734.00
255 - Title II Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,010,283.00
+/- Difference					\$1,010,283.00
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	12	1			\$0.00
1	13	1			\$0.00
3	5	1			\$0.00
Sub-Total					\$0.00

263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$383,484.00
+/- Difference					\$383,484.00
265 - 21st CCLC [ACE]					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,000,000.00
+/- Difference					\$2,000,000.00
282 - McKinney-Vento Homeless					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$156,690.00
+/- Difference					\$156,690.00
289 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	9	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$594,683.00
+/- Difference					\$594,683.00
410 - IMA Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Multiple Funding Sources		\$0.00
1	3	3	Online or in person reading material that is content specific.		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,184,189.00
+/- Difference					\$3,184,189.00

410 - IMA Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total Budgeted	\$229,307,378.00
				Grand Total Spent	\$989,421.00
				+/- Difference	\$228,317,957.00

Addendums



Dr. Richard Rivera
Superintendent

WESLACO INDEPENDENT SCHOOL DISTRICT

Program Plan Descriptors

319 W. 4th Street / P.O. Box 266, Weslaco, Texas 78599-0266
TEL: 956-969-6914 FAX: 956-969-6867

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Weslaco ISD Program Plan Descriptions

Addendum

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, the local education agency (LEA) plan shall include the following 13 descriptions:

Description 1a. ESSA Sec. 1112 (b)(1)(A)

Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students.

Weslaco ISD utilizes the TCMPC (Updated TEKS Resource System) to guide and implement a well-rounded curriculum program fully integrating HQIM (High-Quality Instructional Materials).

Description 1b. ESSA Sec. 1112(b)(1)(B)

Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure.

Weslaco ISD monitors student learning progress and growth through benchmark testing as well as Beginning of Year and End of Year assessments to monitor and focus on student growth. This allows teachers and administrators to better focus on meeting students individual learning needs.

Description 1c. ESSA Sec. 1112(b)(1)(C)

Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students. The LEA or school determines needs in meeting the challenging State academic standards.

Weslaco ISD monitors student learning progress and growth and provides additional instructional support through after school tutoring programs, STAAR Mentors, and teacher supplemental instruction.

Description 1d. ESSA Sec. 1112 (b)(1)(D)

Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Weslaco ISD monitors and adjusts instructional programs based on student benchmark testing and NWEA MAP testing as well as teacher formative assessments.

Description 2. ESSA Sec. 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Weslaco ISD human resources department ensures that all classes are taught by highly qualified, certified teachers.

Description 3. Sec. 1112(b)(3)

Describe how the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2), identified as (1) Comprehensive support and improvement and (2) Targeted support and improvement.

Weslaco ISD does not have any schools identified for Comprehensive Support. We do have one campus identified in need of Additional Targeted Support. We have an outside provider (MGT) working with the Campus Leadership team (CLT) as well as a Curriculum and Instruction and district leadership team analyzing their efforts and providing support.

Description 4. Sec. 1112(b)(4)

Describe the poverty criteria that will be used to select school attendance areas under Section 1113. (Within-LEA Allocation Procedures)

Weslaco ISD periodically reviews and adjusts school zoning based on population growth/shifts. These reviews include the various sub-populations and economically disadvantaged student numbers.

Description 5. Sec. 1112(b)(5)

Describe the nature of the programs to be conducted under Schoolwide (Sec. 1114) and Targeted Assistance (Sec. 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Weslaco ISD campuses identified as school-wide use their funds and resources to maximize supports for all student demographic groups. The district also provides support in the form of teachers, an instructional assistant, and resources to students assigned to the Hidalgo County Boot Camp.

Description 6. Sec. 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.). (Homeless LEA Reservation)

Weslaco ISD provides homeless students with immediate school enrollment, regardless of the child's residency status or lack of required documents. This includes assisting with the collection of necessary records and providing transportation. In addition, we provide academic support, school supplies, and resources and coordinate with local community resources for additional assistance.

Description 7. Sec. 1112(b)(7)

Describe the strategies the LEA will use to implement effective parent and family engagement under Section 1116. (LEA Written PFE Policy)

Weslaco ISD implements an effective parent and family engagement program through our PFE Department which includes centralized district staff and parent specialists/community aides at all of our campuses. The district and campus policy is developed and agreed upon jointly with parents. Key strategies include meaningful two-way communication in a language that parents understand, parent advisory councils, volunteer opportunities, and parent feedback.

Description 8. Sec. 1112(b)(8)

Describe, if applicable, how the LEA will support, coordinate, and integrate the services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs. (LEA Reservation for Preschool)

Weslaco ISD has a rigorous all-day PK3/PK4 programs with full support at the campus and district level, to include district-wide staffing support, curriculum and materials, and a district level coordinator who works with PK teachers to maximize instructional efficacy. The campuses fully support their PK programs and the transition into kindergarten.

Description 9. Sec. 1112(b)(9)

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance school program under section 1115, will identify the eligible children most in need of services under Title I, Part A. (Multiple, educationally related, objective criteria)

Note: Targeted Assistance Programs are different from schoolwide programs in that not all students are eligible to receive Title I, Part A services.

The LEA must identify students based on multiple, educationally related objective criteria so that the campus's Title I, Part A program is targeted to those students who are failing or most at risk of failing to meet the State's academic standards.

- In a Targeted Assistance Program, only those students who are identified as failing or most at risk of failing, according to the LEAs criteria, may receive Title I, Part A services.
- Only instructional staff involved with those students may receive Title I, Part A services.
- And only parents of those students may receive Title I, Part A services.

Weslaco ISD does not have any Targeted Assistance Programs at this time.

Weslaco ISD does not discriminate on the basis of race, religion, color, national origin, sex, age or disability in providing education services, activities and programs, including vocational programs in accordance with Title IV of the Civil Rights Act of 1964, as amended: Title IX of the Education Amendments of 1972; section 504 of the Rehabilitation Act of 1973, as amended.

Description 10a. Sec. 1112(b)(10)(A)

Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through coordination with institutions of higher education, employers, and other local partners.

Weslaco ISD supports the transition of students from middle school to high school and to post-secondary education through a multitude of services provided by the Student Support Services department. Counselors, and College, Career, and Military Readiness advisors work diligently to ensure the smooth transition of students. The GEAR UP program also enhances the efforts provided at the campus to ensure students are college and career ready, as well as provide services to parents and educators to maximize student success.

Description 10b. Sec. 1112(b)(10)(B)

Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Weslaco ISD provides several opportunities to increase awareness of the Early College High School and Dual Credit Programs at the middle and high schools. Counselors and CCMR advisors promote awareness and encourage students to take advantage of these opportunities through guidance & counseling and individual planning. Students' interests, strengths, and skills are taken into consideration when counselors set goals with students and when planning their career pathways. Weslaco ISD has a dual enrollment program in conjunction with South Texas College (STC), UT-RGV, and OnRamps (UT Austin). The CTE program also provides preparation to ensure students meet CCMR requirements.

Description 11. Sec. 1112(b)(11)

Weslaco ISD does not discriminate on the basis of race, religion, color, national origin, sex, age or disability in providing education services, activities and programs, including vocational programs in accordance with Title IV of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; section 504 of the Rehabilitation Act of 1973, as amended.

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c) (2) (Economically disadvantaged; Students from major racial and ethnic groups; Children with disabilities; and English learners).

Weslaco ISD closely monitors campus discipline practices and has focused on ensuring students remain in the classroom or on campus to the maximum extent possible. Our District Alternative Education Program has shifted its focus and is now assigned at the home campus level to better support campuses and keep students close to their sources of instruction.

Description 12a. Sec. 1112(b)(12)(A)

Describe, if determined appropriate by the LEA, how the LEA will support programs that coordinate and integrate academic and career, and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.

2a

Weslaco ISD has worked to better monitor and integrate CTE into its programs through an active CCMR committee to monitor and improve that coordination.

Description 12b. Sec. 1112(b)(12)(B)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Weslaco ISD monitors and implements CTE instruction and work-based learning opportunities through its' CTE Department. This includes instruction, educational pathways, and academic credit.

Description 13a. Sec. 1112(b)(13)(A)

Describe any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will assist schools in identifying and serving gifted and talented students.

Weslaco ISD Advanced Academics department provides training and support for identifying and meeting the needs of gifted and talented students. The advanced academics coordinator also controls the allotted budgets to support these efforts. Our LEA follows

the Texas State Plan for G/T Education by conducting universal pre-screening for all kindergarten and a nomination process for grades 1-12, using a comprehensive matrix to ensure equitable identification across all populations. We provide a pull-out program and full-time inclusion to serve G/T students effectively.

Description 13b. Sec. 1112(b)(13)(B)

Describe any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Weslaco ISD has a coordinator for district library programs and maintains fully supported libraries at all campuses. In addition, it provides full support for instructional technology through its' instructional technology department.



Title I, Part C – Migrant Education Program Priority for Service (PFS) Action Plan Template for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The *Priority for Service Report* on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> ● Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> ● Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <p><u>OR</u></p> <ul style="list-style-type: none"> ● For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:

- (1) the **re**quired components included in the ESSA Consolidated Federal Grant Application (Part 3 – Priority for Service);
- (2) the **Pr**ogram Specific Provisions and Assurances on Priority for Service; and
- (3) **pro**vides districts an opportunity to list additional activities for each component.

NOTE: *This document is available on the TMEP Portal.*

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
1	108916		L. Cárdenas
District Name:		School Year	Date:
Weslaco ISD		24.25	09.18.24

Requirements - ESSA Consolidated Federal Grant Application – Part 3 – Priority for Services (PS3103)

- Each district’s PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., “MEP PFS Action Plan Section”). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determining needs of eligible migratory students who are PFS.
- Providing services to eligible migratory students who are PFS.

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature	<i>Laurie Cárdenas</i>	ESC Reviewer Signature	<i>M. Hinojosa</i>
Date	09.18.24	Date Review Complete	09/19/2024

School Year:	24.25	PFS Action Plan
Region:	District Number:	District Name:
1	108916	Weslaco ISD

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
<p>100% of the Priority for Services students will have access to instructional and support services</p> <p>80% of PFS students will meet the state and federal achievement standards</p> <p>100% of PFS students in grades 11-12 will be exposed to post-secondary opportunities</p>	<p>Utilizing Migrant Education Program Funds (MEP), the WISD MEP will focus on improving instructional services to assist migrant students meeting all academic goals set by the state and federal accountability guidelines.</p> <p>Supplemental services will be provided based on the identified needs of the Priority for Service students.</p>

School Year:	24.25	PFS Action Plan
Region:	District Number:	District Name:
1	108916	Weslaco ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. 	September-June	Migrant NGS Clerk	PFS Reports, Electronic Read/Received notifications, PFS Report Signature Roster
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	August	Migrant Coordinator	PFS Action Plan Email verification
Additional Activities			
<ul style="list-style-type: none"> ▪ PFS Progress Reviews 	Twice/year	Migrant Instructional Assistants, Migrant Coordinator	Progress Review Form DRS Student Profile Sheet
<ul style="list-style-type: none"> ▪ Monitor MAP assessment scores: BOY, MOY, EOY 	September-May	Migrant Coordinator	MAP reports

School Year:	24.25	PFS Action Plan
Region:	District Number:	District Name:
1	108916	Weslaco ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determining needs of eligible migratory students who are PFS.			
<ul style="list-style-type: none"> ▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. 	End of every month	NGS Clerk	NGS Reports, PFS Signature, Roster
<ul style="list-style-type: none"> ▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. 	Once/year	NGS/Recruiter Migrant Coordinator	PAC Meetings Agendas Sign-in sheets
<ul style="list-style-type: none"> ▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children. 	Ongoing	Migrant Instructional Aides, Migrant Coordinator, Recruiter	Parent Contact Log Mileage Log Parent meeting sign-in sheet
Additional Activities			
<ul style="list-style-type: none"> ▪ 			
<ul style="list-style-type: none"> ▪ 			

School Year:	24.25	PFS Action Plan
Region:	District Number:	District Name:
1	108916	Weslaco ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Ongoing	Migrant Coordinator, Migrant Instructional Aides	PFS Reports Student Contact Logs
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Ongoing	Migrant Instructional Aides	PFS Progress Reviews PFS Reports Support service log Supplemental Report
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Ongoing	Migrant Coordinator	Budget Reports District Improvement Plan Master List of Services
Additional Activities			
<ul style="list-style-type: none"> The district's Title I, Part-C Migrant program will provide one-on-one tutorial services for PFS students in grades 5-12 	Ongoing	Migrant Instructional Aides Migrant Coordinator	PFS Reports PFS Contact Logs Supplemental Service Report
<ul style="list-style-type: none"> 			