

LSG Presentation

May 12, 2025



WESLACO
INDEPENDENT SCHOOL DISTRICT

Dr. Richard Rivera
Superintendent of Schools

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Lone Star Governance Board Monitoring Calendar					
School Board: Weslaco ISD				Years: 23/24-27/28	
Month	Student Outcome Goals GPMs (Goal Progress Measures)	Constraints CPMs (Constraint Progress Measures)	Leadership Evaluations	Trainings	Other
August	TEA A-F Accountability Ratings (STAAR/EOC/CCMR) *	CPM 1.1 Discipline Reports		Team Building	
September	Goal 5 GPM 5.3 CCMR Associates Degrees	CPM 5.1 LSG Framework	Board Self-Evaluation	School Safety Training (every other year) Due 2024	TASB Conference
October	Goal 1 GPM 1.1-1.3 BOY MAP Rdg K-2	CPM 2.1 Class Counts		Child Abuse Prevention (1 hr. every 2 yrs.)- Due 2023	
November	Goal 2 GPM 2.1-2.3 BOY MAP Math K-2	CPM 3.1 - 3.2 Panorama Survey		Cybersecurity Statutory (1 hr. every year)	
December	Goal 5 GPM 5.1 CCMR/TSI	CPM 4.1 & 4.2 Fund Balance / FIRST Report	Board Self-Evaluation		
January	Goal 3 GPM 3.1-3.2, Goal 4 4.1-4.2 Benchmark 1 Results	CPM 5.2 TTESS			
February	TAPR/HB 3 Public Hearing *	CPM 2.1 Class Counts			
March	Goal 1 GPM 1.1-1.3 MOY MAP Rdg K-2	CPM 5.1 LSG Framework	Board Self-Evaluation		Budget Workshop
April	Goal 2 GPM 2.1-2.3 MOY MAP Math K-2	CPM 3.1 - 3.2 Panorama Survey	Superintendent Annual Evaluation	SB 1566: Evaluating & Improving Student Outcomes (3 hrs. every 2 yrs.)- Due 2024	NASBA Conference
May	Goal 3 GPM 3.1-3.2, Goal 4 GPM 4.1-4.2 Benchmark 2 Results	CPM 1.1 Discipline Reports			Region One Conference
June	Goal 1 GPM 1.1-1.3, Goal 2 2.1-2.3 EOY MAP Rdg & Math K-2	CPM 4.1 Budget	Board Self-Evaluation		NALEO
July	Goal 5 GPM 5.1-5.2 CCMR/TSI/IBCs	CPM 5.2 TTESS			



MATH

Goal 3

GPMs - 3.1 & 3.2

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LSG Progress Monitoring - May

Weslaco ISD
HB 3 Board Goal 3

Goal 3: The percent of 6th grade students that score meets grade level or above on STAAR Math will increase from 24% in August 2023 to 56% by August 2028

[31%-2024, 37%-2025, 43%-2026, 49%-2027, 56%-2028]

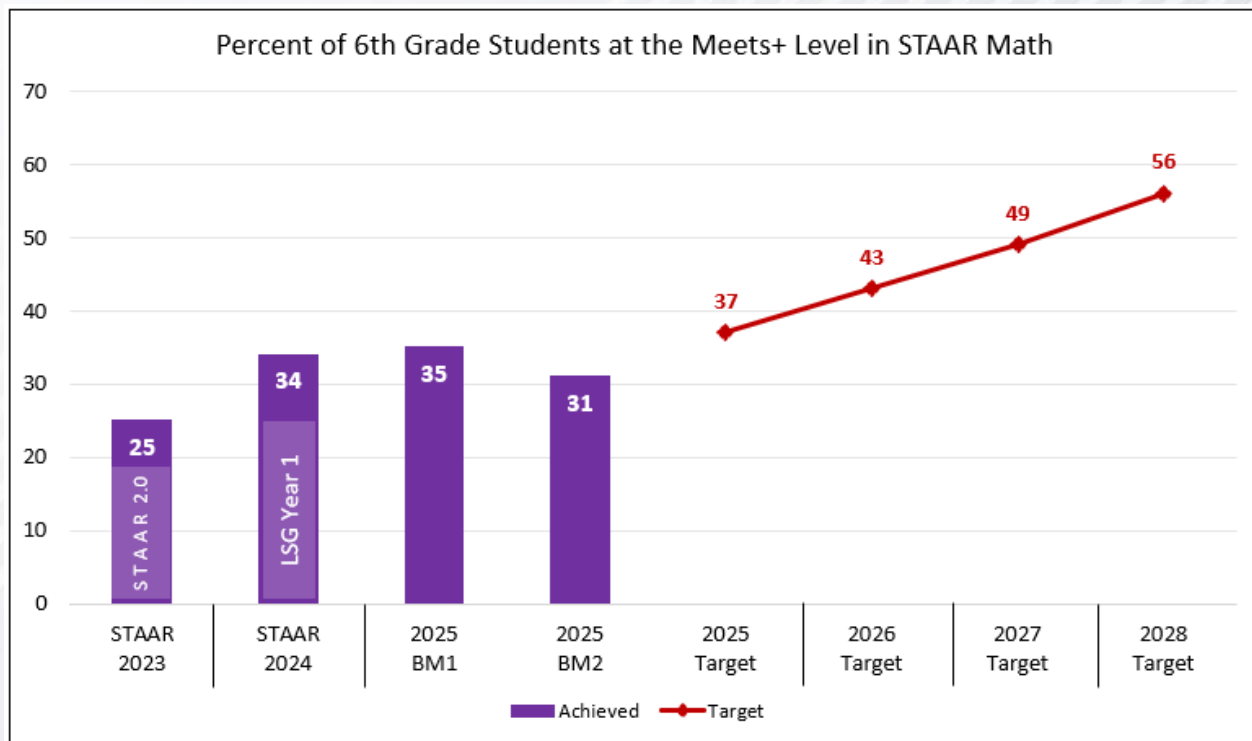
**Not on
Track**

State Targets for
Middle Schools at the
MEETS Performance Level-

2023-2027 Interim- 47

2028-2032 Next Interim - 56

2038 Long Term - 74



LSG Progress Monitoring - May

Weslaco ISD HB 3 Board Goal 3

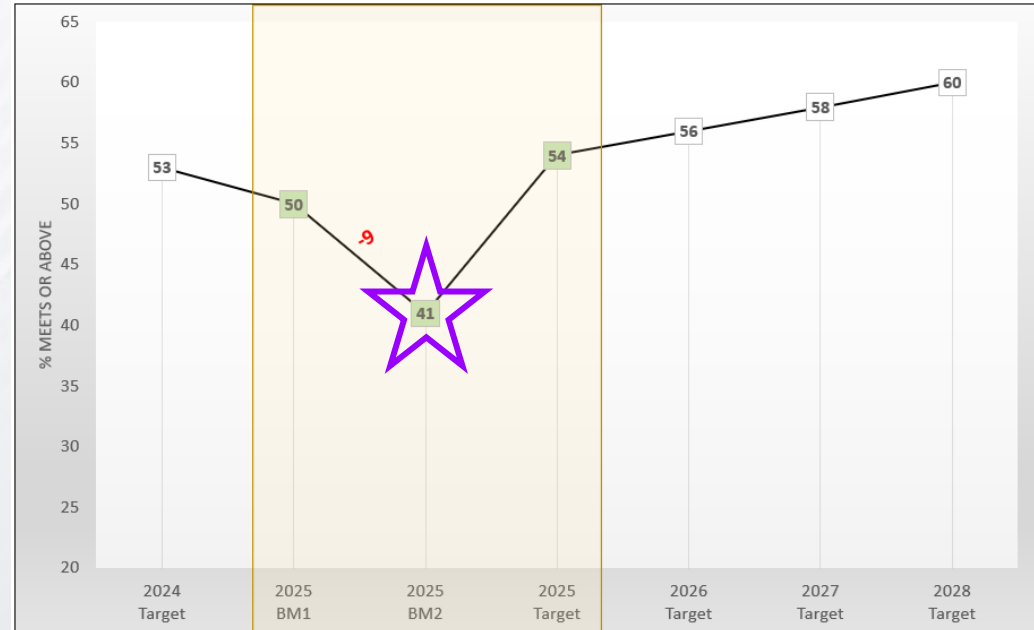
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[31%-2024, 37%-2025, 43%-2026, 49%-2027, 56%-2028]

Not on Track

GPM 3.1: The percent of 4th grade students achieving MEETS grade level on STAAR MATH Benchmarks will increase from 53% to 54% by June 2025
[53%-2024, 54%-2025, 56%-2026, 58%-2027, 60%-2028]



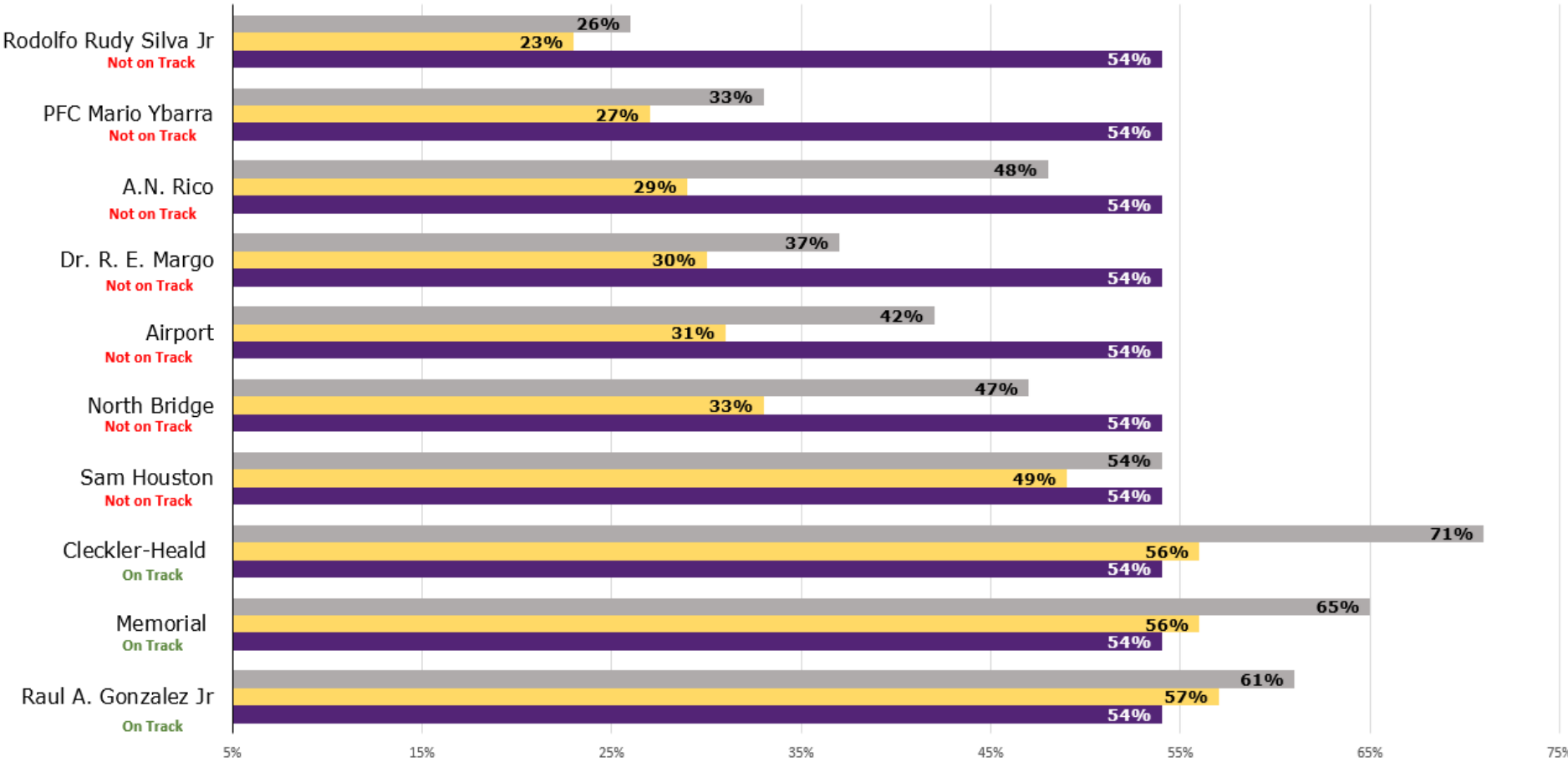
4th Grade Demographic Group Progress	BM1	BM2	2025 STAAR Target
All Students & Hispanic	50%	41% (-9)	54%
Eco. Disadvantaged	46%	37% (-9)	39%
Emergent Bilingual	44%	33% (-11)	38%
Special Education	17%	13% (-4)	18%





GPM 3.1 - 4th Grade Math at Meets or Above

■ BM1 ■ BM2 ■ 2025 Target



LSG Progress Monitoring - May

Weslaco ISD HB 3 Board Goal 3

Goal 3: The percent of 6th grade students that score meets grade level or above on STAAR Math will increase from 24% in August 2023 to 56% by August 2028

[31%-2024, 37%-2025, 43%-2026, 49%-2027, 56%-2028]

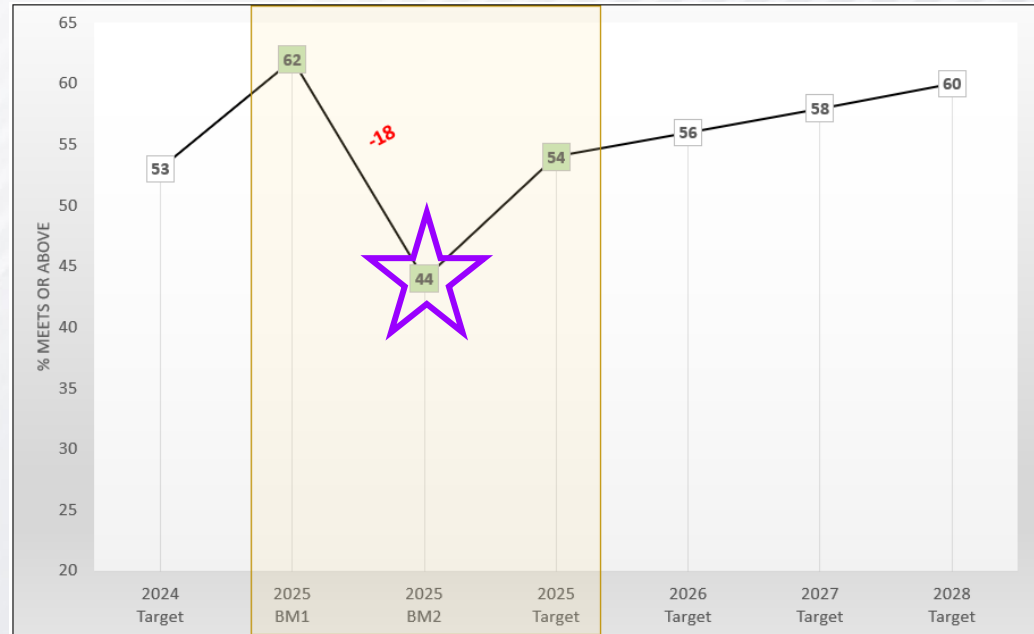
**Not on
Track**

GPM 3.2: The percent of 5th grade students achieving MEETS grade level on **STAAR MATH** Benchmarks will increase from 53% to 54% by June 2025.

[53%-2024, 54%-2025, 56%-2026, 58%-2027, 60%-2028]

DISTRICT

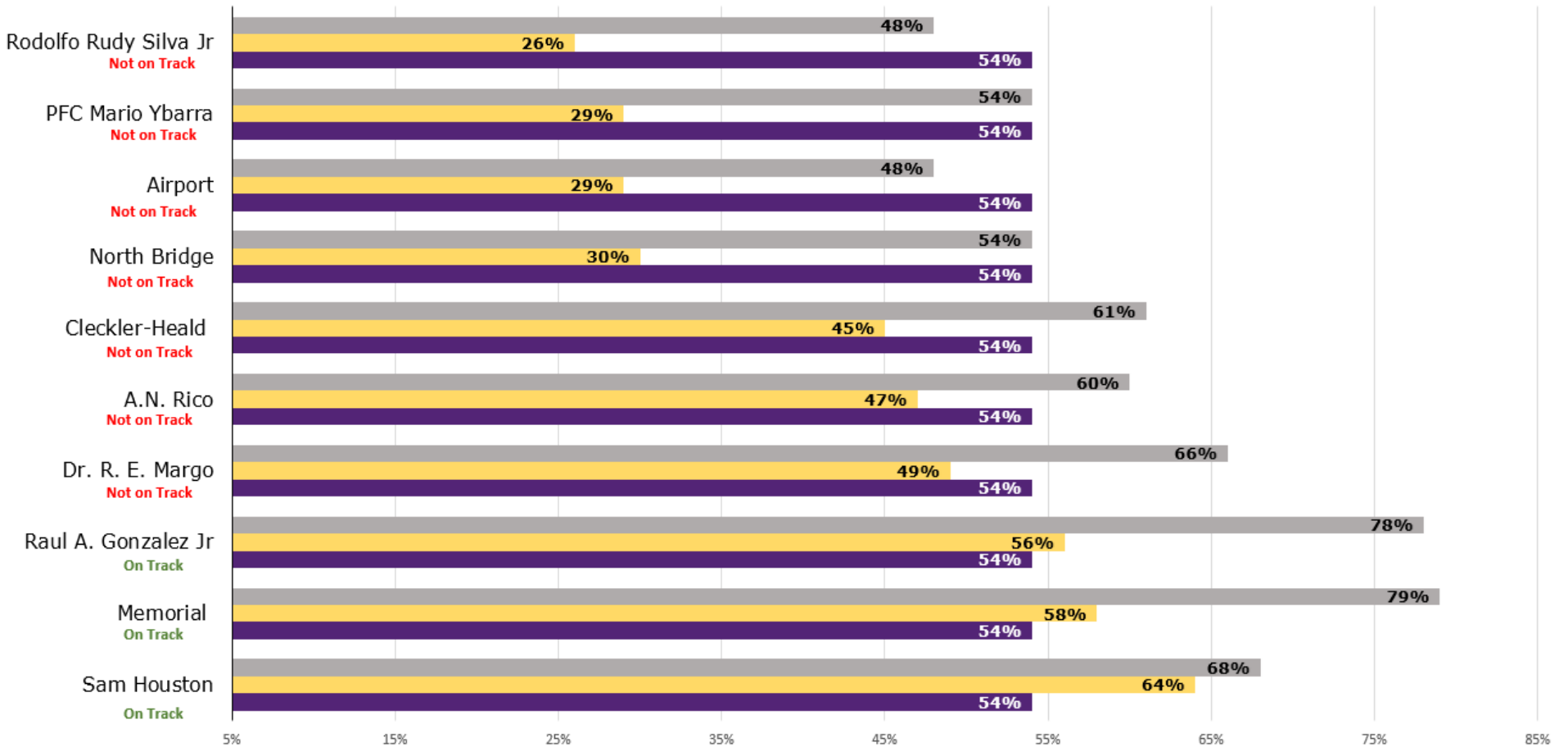
5th Grade Demographic Group Progress	BM 1	BM 2	2025 STAAR Target
All Students & Hispanic	62%	44% (-18)	54%
Eco. Disadvantaged	57%	39% (-18)	42%
Emergent Bilingual	59%	40% (-19)	37%
Special Education	26%	11% (-15)	21%





GPM 3.1 - 5th Grade Math at Meets or Above

■ BM1 ■ BM2 ■ 2025 Target





READING

Goal 4

GPMs - 4.1 & 4.2

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LSG Progress Monitoring - May

Weslaco ISD
HB 3 Board Goal 4

Goal 4: The percent of 6th grade students that score meets grade level or above on STAAR Reading will increase from 38% in August 2023 to 53% by August 2028

[41%- 2024, 44%-2025, 47%-2026, 50%-2027, 53%-2028]

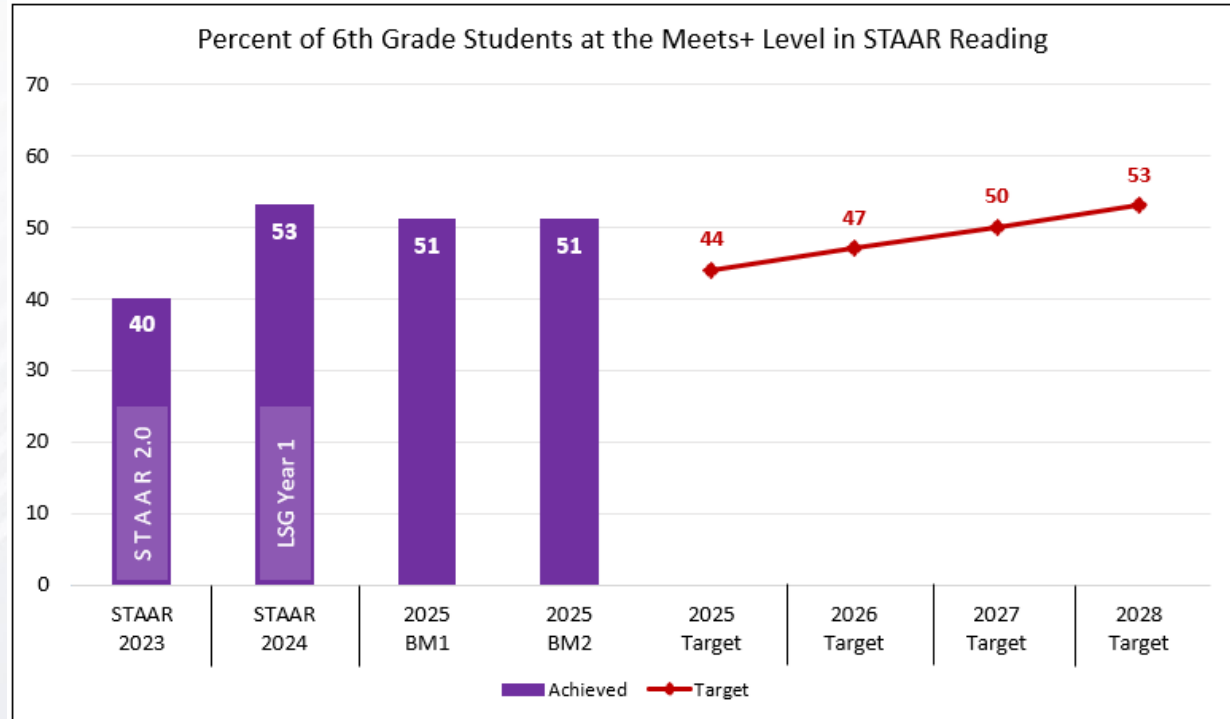
On
Track

State Targets for
Middle Schools at the
MEETS Performance Level-

2023-2027 Interim- 44

2028-2032 Next Interim - 53

2038 Long Term - 72



LSG Progress Monitoring - May

Weslaco ISD
HB 3 Board Goal 4

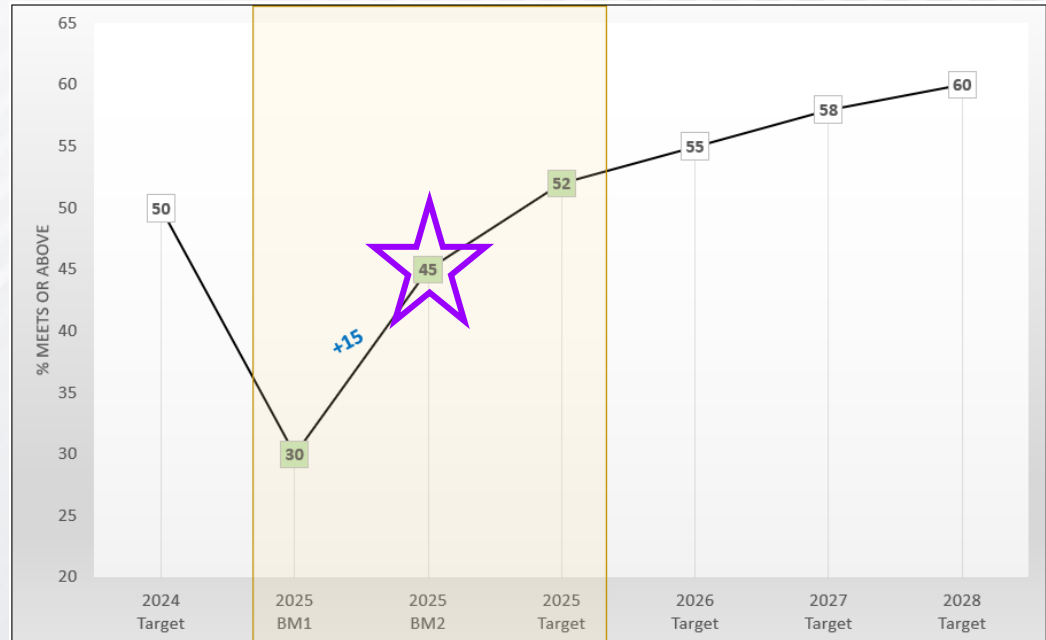
Goal 4: The percent of 6th grade students that score meets grade level or above on STAAR Reading will increase from 38% in August 2023 to 53% by August 2028
[41%- 2024, 44%-2025, 47%-2026, 50%-2027, 53%-2028]

On Track

GPM 4.1: The percent of 4th grade students achieving MEETS grade level on STAAR Benchmarks -Reading will increase from 50% to 52% by June 2025
[50%-2024, 52%-2025, 55%-2026, 58%-2027, 60%-2028]



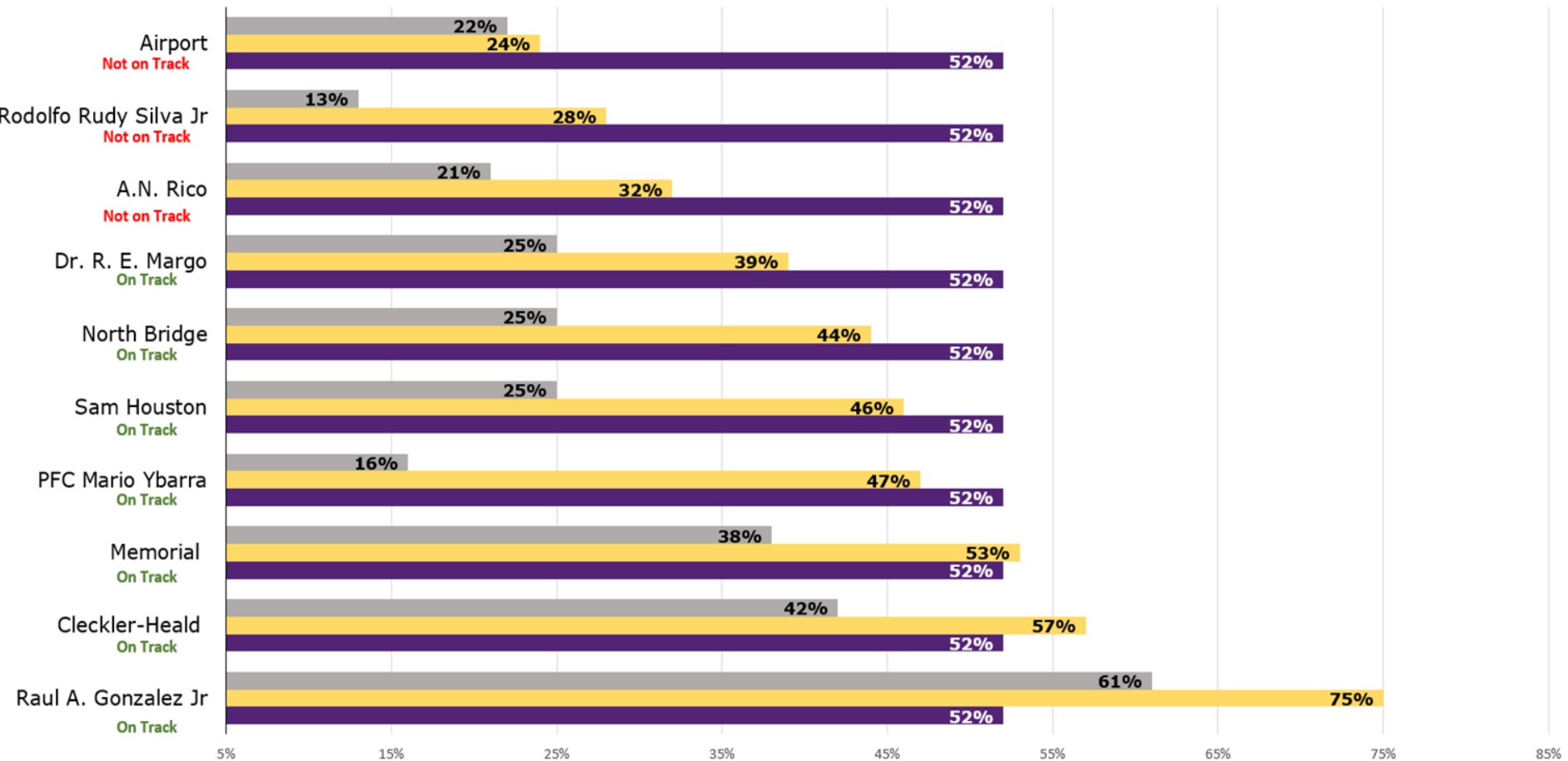
4th Grade Demographic Group Progress	BM 1	BM 2	2025 STAAR Target
All Students & Hispanic	30%	45% (+15)	52%
Eco. Disadvantaged	26%	41% (+15)	40%
Emergent Bilingual	22%	41% (+19)	34%
Special Education	6%	11% (+5)	16%





GPM 3.1 - 4th Grade RLA at Meets or Above

■ BM1 ■ BM2 ■ 2025 Target



LSG Progress Monitoring - May

Weslaco ISD
HB 3 Board Goal 4

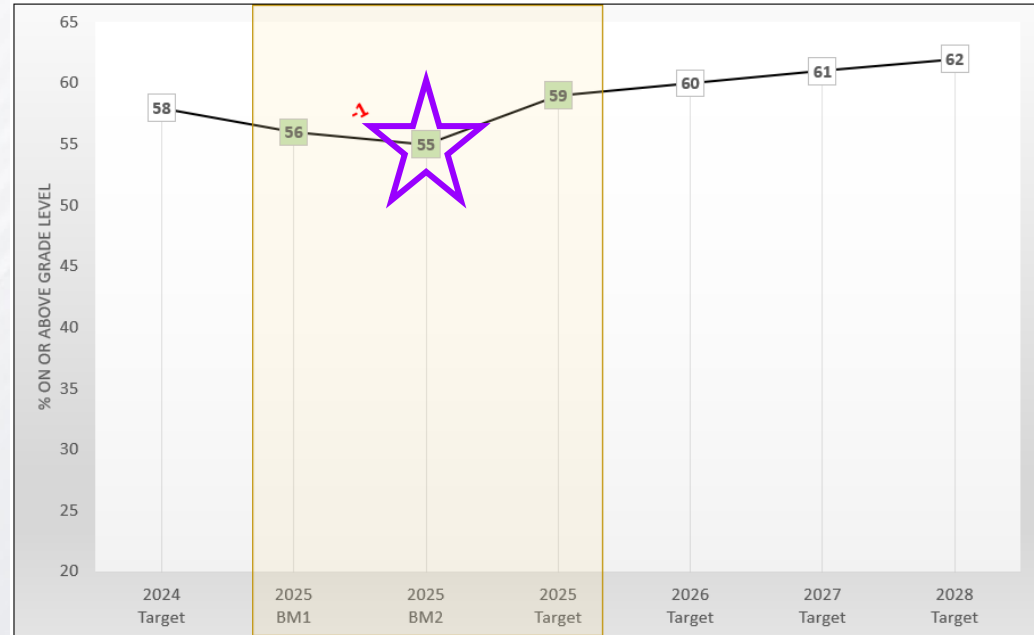
Goal 4: The percent of 6th grade students that score meets grade level or above on STAAR Reading will increase from 38% in August 2023 to 53% by August 2028
[41%- 2024, 44%-2025, 47%-2026, 50%-2027, 53%-2028]

**Not on
Track**

GPM 4.2: The percent of 5th grade students achieving MEETS grade level on STAAR Benchmarks -Reading will increase from 58% to 59% by June 2025
[58%-2024, 59%-2025, 60%-2026, 61%-2027, 62%-2028]



5th Grade Demographic Group Progress	BM 1	BM 2	2025 STAAR Target
All Students & Hispanic	56%	55% (-1)	59%
Eco. Disadvantaged	51%	49% (-2)	47%
Emergent Bilingual	45%	47% (+2)	39%
Special Education	11%	9% (-2)	17%





GPM 3.1-3.2 (4th & 5th Grade MATH)
GPM 4.1 4.2 (4th and 5th Grade READING)

MATH

What is working?

- Instructional pacing guides are well-aligned with the district's approved math curriculum
- Teachers collaborate effectively in grade-level campus teams to support student learning

What needs more attention?

- Instructional time prioritizing Tier 1 instruction over supplemental programs
- Strengthening the balance between conceptual understanding and skill-based practice to support long-term math success

READING

What is working?

- Teacher knowledge/experience of STAAR 2.0
- Extended Constructed Response Writing - knowledge and coherence of writing structure (RACE: Restate, Answer, Cite, Evidence) to respond to writing prompt
- Writing Visibility - NoRedInk

What needs more attention?

- Comprehension Strategies
- Systemic Progress Monitoring of Skills
- Monitoring Rigor of all Instructional Materials used during Tier 1 Instruction and Intervention



Campus Feedback

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Gonzalez Elementary Campus Report

(4th & 5th Grade)

MATH

What is working?

- Teacher collaboration
- Established time for planning (covering teachers)
- Consistent PLCs
- Admin team leading each PLC
- Students tracking their progress
- Teachers tracking their progress

What needs more attention?

- Planning time
- Knowledgeable person in the content to guide each grade level
- Networking across the district. Set up established dates and times for grade levels to meet during office hours
- Timeline for benchmarks
 - Assessed after Spring Break
 - Assessed TEKS that weren't covered because some concepts are too difficult and more time is spent teaching them. In other words, the scope and sequence doesn't allow time for concepts that may be more difficult for students to master so more days are taken to teach and not all TEKS are covered by BM2

READING

What is working?

- 3-5 teacher collaboration
- Covering teachers to allow the 3-5 collaboration
- Increased writing in each content area
- Follow the writing rubric
- Students knowing the expectations to earn their points
- Incorporating STAAR stem questions in each lesson

What needs more attention?

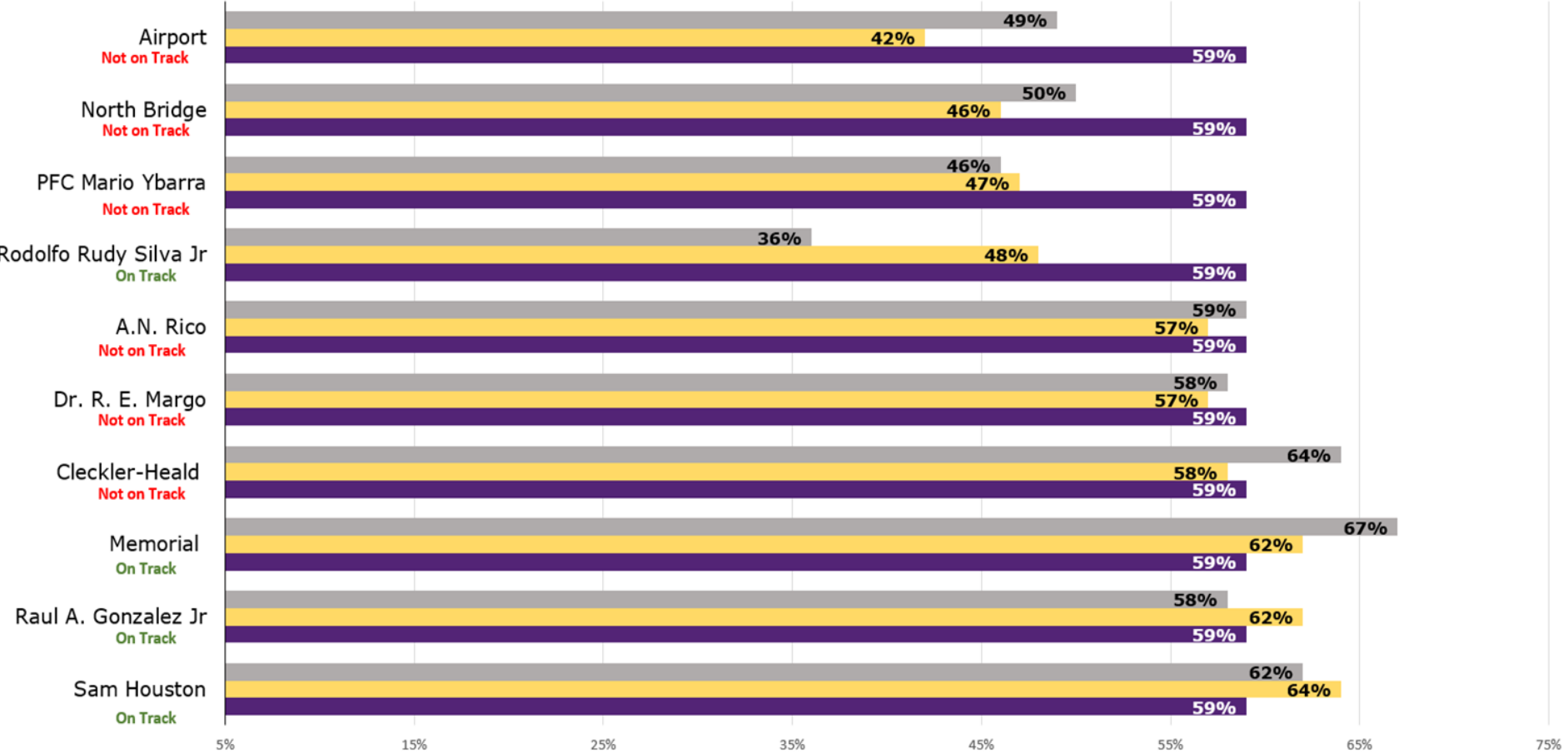
- Planning time for teachers
- Networking across the district





GPM 3.1 - 5th Grade RLA at Meets or Above

■ BM1 ■ BM2 ■ 2025 Target



Cleckler-Heald Elementary Campus Report

(4th & 5th Grade)

MATH

What is working?

- Small group instruction
- TEKS/data tracker-Study Island
- STAAR tutor
- Spiraling TEKS/Number Talks
- iReady Standards Mastery

What needs more attention?

- Math Tutor beginning 1st semester to help bridge the gap
- Hand to Mind Training
- Class Sizes under 23

READING

What is working?

- Data driven instruction
- Small Group Instruction
- TEKS/ Data Tracker- Study Island
- STAAR Tutor

What needs more attention?

- Reading Tutor for first semester to help bridge the gap in students who lack phonics
- Professional Development for Para. on SIPPS
- Class Sizes under 23



Memorial Elementary Campus Report

(4th & 5th Grade)

MATH

What is working?

- iReady Math
- Reflex Math (for automaticity)

What needs more attention?

- Spiral Reviews/Unit Tests
- Vertical Alignment
- Problem Solving Model

READING

What is working?

- Guided reading and writing
- Literacy/small group reading and instruction
- Modeling think alouds
- Planning calendar (timelines)
- Monthly newsletters (informative)

What needs more attention?

- Updated material targeting revising and editing
- Bilingual resources
- Grammar resources
- Reading and comprehension platforms
- Vertical alignment between grade levels



Sam Houston Elementary Campus Report

(4th & 5th Grade)

MATH

What is working?

- Collaborative Teaching
- Student Conferences
- Number Talks
- Sharon Wells
- STAAR Mentor Tutoring
- Data-Driven Instruction
- Differentiated Math centers
- I-Ready Math- Monitoring student progress
- Targeted small group instruction
- Personalized & Individualized instruction
- Data-Driven PLC weekly meetings
- Teacher and Student Goal setting

What needs more attention?

- Vertical alignment meetings
- Uniformed Data trackers for teachers and students
- Continuous monitoring of student progress
- Purposeful learning
- The use of math manipulatives to teach and reinforce foundational skills

READING

- Student Conferences
- Word Ladders
- Blended Learning
- STAAR Mentor Tutoring
- Data-Driven Instruction
- Differentiated RLA Centers
- No Red Ink (3rd thru 5th)
- I-Ready Reading - Monitoring student progress
- Targeted small group instruction
- Personalized & Individualized instruction
- Data-Driven PLC weekly meetings
- Teacher and Student Goal setting
- Student Peer Conferencing

What needs more attention?

- Vertical alignment meetings
- Uniformed Data trackers for teachers and students
- Continuous monitoring of student progress
- Purposeful learning



Margo Elementary Campus Report

(4th & 5th Grade)

MATH

What is working?

- PLCs
 - Lesson Internalizations
 - Teacher Collaboration
 - GenEd & SpEd
- Differentiated Instruction
 - Extended Day
 - Math Tutors
 - Student Data Trackers
 - Small Group
- Common Formative Assessments
 - Exit Tickets
 - Unit Assessments on Aware
- Data-Driven Instruction
 - Goal Setting
 - Data Meetings

What needs more attention?

- Instructional Framework
- Student Discourse
- Problem Solving
- Fact Fluency

READING

What is working?

- Data driven instruction
- Small group instruction
- Exit tickets
- RLA Tutors
- Data trackers

What needs more attention?

- Tier I instruction
- Blended learning
- Differentiation



Rico Elementary Campus Report

(4th & 5th Grade)

MATH

What is working?

- Small Group Instruction
- Number talks
- Spiraling the TEKS
- STAAR Tutors
- Common Assessments
- PLC collaboration

What needs more attention?

- Solid Tier 1 Instruction
- Use of manipulatives
- CRA-Concrete-Representational-Abstract
- Research Based Instructional Strategies

READING

What is working?

- Small Group Instruction
- Data Conversations to adjust instruction
- STAAR Tutors
- PLC Collaboration

What needs more attention?

- Tier One Instruction
- Blended Learning
- Science of Teaching Reading
- Reading Endurance



Ybarra Elementary Campus Report

(4th & 5th Grade)

MATH

What is working?

- Student Data Tracking
- STAAR Mentors
- Data Driven Decisions
- Spiraled Reviews
- Use of assessments to inform instruction

What needs more attention?

- Tier I Instruction
- Manipulatives, visuals, and models being used to make abstract math more concrete.
- Ensure reteach plans are focused and delivered with fidelity.
- Provide high-quality professional development (Math Strategies/Modeling)
- Strategist Support
- Model lessons, provide feedback and coach for rigor and engagement

READING

What is working?

- Data Driven Decisions
- Small Group Instruction
- Monitoring Progress
- Guided Reading
- STAAR Mentor

What needs more attention?

- Tier 1 Instruction
- Identifying Student Skill Gaps
- Reteaching/Spiral Review to reinforce learning.
- Differentiation



North Bridge Elementary Campus Report

(4th & 5th Grade)

MATH

What is working?

- Fidelity to the scope and sequence
- Weekly planning with focus on questions
- STAAR mentor for 3rd grade
- STAAR mentor for 4th/5th grades
- Daily spiraled reviews based on data

What needs more attention?

- Prerequisite/Foundational Skills
- More monitoring of Extended Day/ACE Academic Hour

READING

What is working?

- STAAR Mentor to help with individualized instruction
- Data trackers at the student level
- No Red Ink-5th Grade
- Small group instruction

What needs more attention?

- No Red Ink-4th Grade
- Fidelity to Writing
- Stamina for Reading/Writing



Rudy Silva Elementary Campus Report

(4th & 5th Grade)

MATH

What is working?

- 5th Grade:
 - Instruction on targeted skills
 - Grade progress monitoring
 - Targeted tutoring

What needs more attention?

- Progress Monitoring across the board
- Increased walk throughs with feedback
- Data-Driven instruction
- More structured master schedule
- Fidelity to the curriculum

READING

What is working?

- 5th Grade:
 - Instruction on targeted skills
 - Grade progress monitoring
 - Targeted tutoring

What needs more attention?

- Progress Monitoring across the board
- Increased walk throughs with feedback
- Data-Driven instruction
- More structured master schedule
- Depth of Knowledge questioning
- Evidence-based responses



Airport Elementary Campus Report

(4th & 5th Grade)

MATH

What is working?

- Number Talks & iReady engagement
- Flexible scheduling adjustments
- Effective small group instruction
- Use of manipulatives
- Individual data tracking
- Sharon Wells' contributions
- iReady data tracking & student motivation
- Small group instruction
- Focus on foundational skills & spiraling concepts

What needs more attention?

- Kindergarten-friendly math workbooks
- Guided math framework training
- Dedicated time for meaningful activity preparation
- Improved MAP testing procedures/communication
- Expanded resources (e.g., IXL)
- Collaborative planning for shared activities
- Continued development of academic vocabulary instruction

READING

What is working?

- STAAR Tutors
- SkycatRead (DEAR)
- Power Hour
- Fast Focus - Spiral Reviews
- ECR/SCR with RACE
- Exit Tickets

What needs more attention?

- Sequenced Grammar Curriculum
- Vertical Alignment -Teacher Planning
- AR Program
- Reading Stamina
- Start Extended Day Earlier in the Year
- Longer Duration for STAAR Tutors





SUPERINTENDENT'S CONSTRAINT CPM - 1.1

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LSG Progress Monitoring- May

Weslaco ISD
Superintendent Constraint 1

Constraint 1: The Superintendent shall not allow WISD schools to be unsafe.

On Track

CPM 1.1: Discipline reports will reflect a decrease of 3% in fights from 2023- 2024 to the 2024-2025 school year district-wide.

The number of fights has decreased by 44% when comparing the 23-24 SY to 24-25 SY. (Sept. 1- May 1)

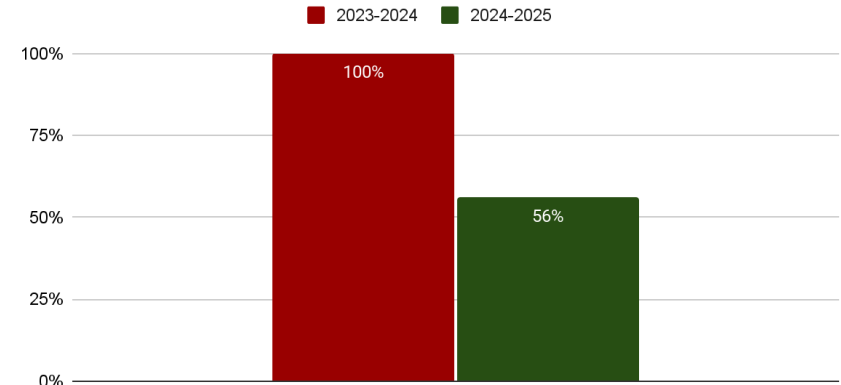
WHAT IS WORKING:

- Weekly review of fights with Dr. Rivera
- Mr. Perez also works with Principals on how many fights they had each week to help plan
- Mr. Perez and Dr. Cantu meet with Campus Behavior Coordinators on a monthly basis
- School Admin being more visible, attentive, and proactive
- Using restorative circles to help resolve issues between students

WHAT NEEDS MORE ATTENTION:

- Having non-administrative staff assist when stopping fights
- Review school duty schedules especially during lunch and after school
- Continue to work with staff to build more rapport with students

WISD Fight Comparison



Fights represented as a percentage



LSG Questions

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LSG Progress Monitoring- May

Goal 3 Questions

GOAL 3: Which TEKS (Texas Essential Knowledge and Skills) in 6th Math are showing the largest gaps or regressions across campuses? - M. De Los Santos

- There are 3 common TEKS across all middle schools with performance below 40% mastery.
- 6.8.A (Properties and relationships of triangles),
- 6.9.B (One step equations and number line representations), and
- 6.14.A (Features of checking/debit accounts). All other TEKS vary by campus.

GOAL 3: Have teachers received sufficient training and support for 6th grade Math instruction, especially for the most missed TEKS? - M. De Los Santos

- After every Benchmark C&I analyzes data with the campuses. C&I also sent one teacher per grade level per campus to Region I based on their experience and performance on benchmark data. Instructional Coordinators review data regularly with the instructional coaches. We have planned a full menu of training for teachers and campus leadership teams to have a strong start to the new year with Bluebonnet math. This will ensure we don't have 'missed' TEKS and a level resource playing field across the district.



LSG Progress Monitoring- May

Goal 3 Questions

GPM 3.1 The percentage of 4th-grade students achieving MEETS grade level on STAAR MATH benchmarks. There was a decline in Benchmark 2, with a score of 41%. What support can we provide to teachers and students to prevent a further decline in the next benchmark? - I. Nieto

- We will address this decline in the coming school year with implementation of the new (Bluebonnet) curriculum with fidelity and extra professional development. After Benchmark 2, during the six weeks prior to STAAR, campuses still engaged in math camps, STAAR mentors, and additional small group interventions.

GPM 3.1. Our LSG data shows a performance dip for the off-track campuses from BM 1 to BM 2. Which root causes do we believe drove that decline, and what specific, measurable interventions are we rolling out—along with clear timelines—to recover and hit our targets by BM 3? - B. Castillo

- 3.1 data reflects that every campus regressed from Benchmark 1 to Benchmark 2. As per TEA in the 2024 STAAR assessments, math performance declined compared to the 2023 results across all grade levels. These are the released assessments WISD used for Benchmark 1 and Benchmark 2. When we assess Benchmark 2 we still have not taught all TEKS assessed nor provide review opportunities.
- After Benchmark 2 campuses were provided a district planning day to finalize all Review/Blitz Plans that would be implemented daily after Spring Break thus increasing scores by the STAAR test. We are planning a heavier dose of PD for next year to support the rollout of Bluebonnet math from K-8 and middle school Algebra. We will also have additional lesson internalization every six weeks next year for the new curriculum.



LSG Progress Monitoring- May

Goal 3 Questions

The qualitative feedback from each campus offered great insight into what is working and what needs attention for both subjects and both grade levels. What is a common theme in what is needed among campuses that are "not on track" in 5th grade math?

How can we, as a Board, align inputs to help these campuses be successful? - J. Sustaita

- One common theme in three low performing campuses (Silva, Airport, North Bridge) the administrative changes and challenges they've experienced since the Fall semester. We have already addressed these administrative concerns.
- With board support we have addressed these administrative concerns. Providing "Time" for internalization of lessons would be extremely helpful. We are looking at our 25-26 SY calendar to see where we can offer these opportunities outside the instructional day.

Given the decrease in Math scores for Benchmark 2, what strategies didn't work and what is the plan to get back on track?
- Dr. J. Rodriguez

- It isn't necessarily strategies as opposed to a different assessment. Benchmark 1 is STAAR length, but limited to what has been taught to that point (CBA). Benchmark 2 is a full STAAR release and can be hampered by teachers not keeping up with scope and sequence and some campuses have STAAR review camps before the test vs. others that have them afterwards. The bottom line is that we need to reinforce our Tier 1 instruction. Bluebonnet will help resolve this issue.



LSG Progress Monitoring- May

Goal 3 Questions

GOAL 3: How targeted and effective are the Tier 2/Tier 3 Math interventions currently in place? Are intervention programs aligned with the root causes identified (TEKS) (e.g., place value misconceptions, lack of academic vocabulary)? - M. De Los Santos

- Our Benchmark 2 indicates that our Tier 2/3 interventions were not successful. Tier 2 Interventions across most campuses include small group instruction (reinforcement) with the teacher or STAAR Mentors, and after school tutorials. Tier 3 interventions include individualized supports usually provided by a committee/program like special education.
- Our data indicates that daily core instruction (TIER 1) and small group instruction embedded during this time is the most effective at our high performing campuses. All interventions should be focused on low performing TEKS.

What areas require more attention? Do administrators conduct walkthroughs and provide effective feedback to all teachers, and do administrators model lessons, provide feedback, and coach for rigor and engagement? - I. Nieto

- The area/skill that requires additional attention in Math is strengthening conceptual understanding.
- Campus leaders balance a series of challenges in serving as instructional leaders. Yearly we provide training for all members of the campus leadership teams on providing effective TTESS based observations and feedback. While we monitor walkthrough data through the TEEMS platforms we do not have a way to gather data on the feedback provided. Our TTESS board approved calendar requires that appraisers provide feedback to their appraisees at least 3 times before their formal observation. Some administrators to include instructional coaches do model lessons as needed.



LSG Progress Monitoring- May

Goal 3 Questions

Looking at page 5 on Goal 3, at the 4th grade level Math, I noticed that we went from a 44% on Benchmark 1 to a 33% on Benchmark 2 with the Emergent Bilingual students. What are our budget strategies to support our teachers for this coming school year to close this gap? - A. Cuellar

- We are fully investing in the Bluebonnet Math curriculum across K-8 as our Tier I instruction. Fidelity to this will strengthen instruction for all sub-populations. In addition to funding the curriculum we are also funding the intensive professional development to ensure our teachers are able to reach all students and improve their achievement/growth. We will be providing Ellevation PD to address instructional strategies for our EB students.



GPM 4.1 The percentage of 4th-grade students achieving MEETS grade on the current benchmark of Reading increased from BM1 to BM2. What resources or teaching methods contributed to this improvement in scores? - I. Nieto

- The increase in 4th grade MEETS performance level can be attributed to the use of appropriately rigorous materials that are on grade level and aligned to the demands of the Reading Language Arts state assessment, the integration of NoRedInk, and adherence to district curriculum maps and resources.
- Additionally, targeted instructional support such camps at individual schools were held prior to the administration of BM2. Notably, most 4th grade teachers bring extensive experience from the TAKS era, where they were the only elementary grade level to test in Reading and Writing, equipping them with a strong understanding of instructional strategies necessary for student success.

In regards to GPM 4.1 and 4.2, what strategies worked and how can we replicate that success at our lower performing schools?
Dr. J. Rodriguez

- Using rigorous on grade level materials that are aligned to the demands of the RLA state assessment. Integration of NoRedInk and adherence to district curriculum maps and resources. We can attempt to replicate the same success at lower performing schools with PLCs and learning walks where teachers from lower performing schools can see what's happening in classrooms at higher performing schools. Aligned conference times to improve coordinator support for campuses. We are working on improving instruction and progress monitoring in the lower grades. Consistent PD to align 2nd grade more closely to 3rd grade. School leaders have agreed that having an EoY 2nd grade RLA benchmark aligned to STAAR is needed to gauge student readiness for 3rd grade.



LSG Progress Monitoring- May

Goal 4 Questions

GOAL 4: What interventions or instructional practices are being used for students performing below grade level in 6th grade Reading, and are they evidence-based and how frequently is student reading progress monitored, and how is that data used to adjust instruction continuously? - M. De Los Santos

- Middle schools designed their master schedules to meet HB 1416 requirements for low performing students. The designated day built into the schedule is known as Flex Friday. Campuses who started this initiative the second semester, accumulated approximately 60 hours of intervention in the months of January-March, greatly surpassing the TEA requirement of “no less than 30 hours.” Campuses also used STAAR mentors and extended day opportunities as an intervention method. Instructional materials and programs used were at the discretion of each campus. Our efforts were campus-based with coordinators supporting their efforts.
- These efforts are monitored weekly as teachers need to adjust their interventions for the upcoming week.

GOAL 4: Are 6th grade ELA teachers receiving sufficient and ongoing professional development in reading instruction and intervention and what is the number of trainings to date they have been provided? - M. De Los Santos

- RLA Coordinator and instructional coaches trained at the beginning of the year to become familiar with the curriculum maps from their adoption. Teachers strengthened their internalization of the curriculum during weekly campus PLC's. Middle school teachers also trained on constructed responses using NoRedInk. Teachers learned about the scaffolding and support NoRedInk provides students as they draft full-length essays. Teachers were also given overview of the new AI Grading Assistant to assist with providing immediate feedback to students. Comprehensive reading strategy training was focused on reading comprehension strategies. Our 2024 STAAR data showed students having trouble providing relevant evidence on extended constructed responses due to weak reading comprehension.
- There was a total of 3 district professional development sessions in addition to 3 others that Coordinators provided to Instructional Coaches so that they can turn around to their teachers. Aside from these opportunities, campuses have a daily planning period embedded in their master schedule.



GOAL 4: How are instructional coaches or specialists supporting literacy improvement efforts in 6th grade in the classroom?

- M. De Los Santos

- Instructional coaches regularly attend district level PLCs with the coordinators and turn around information and intervention ideas at their campuses. Content Coordinators also visit campuses to support them during their campus PLCs or by visiting classrooms to provide instructional feedback.

GOAL 4: How are we identifying and supporting students intentionally who are not making sufficient reading progress within the year by campus? - M. De Los Santos

- District and campus leadership review various data sources (iStation, iReady, NWEA MAP, and benchmarks) to identify weak areas and students in need of intervention. This information is shared with instructional coaches to help guide their campus interventions.



What systems or processes are in place to ensure special education teachers receive training in a timely manner on new developments in special education? - E. Serna

- Quarterly Special Education Teacher Coordination Meetings are held by the Special Education Department. These meetings previously occurred every six weeks, but adjustments were made to coincide with the timeliness of any new developments.
- Monthly Meetings are held with evaluation personnel with the expectation that any new information regarding new developments are shared at the campus level.
- Special Education Administration presents pertinent information at Campus Based Professional Learning Community Meetings
- Every Fall, in conjunction with the Assessment and Accountability Department, training is conducted with special education teachers and campus administration to review allowable designated supports for testing. The use of the designated supports, where applicable, during daily instruction is emphasized.
- Special Education Teachers are provided access to online supports and self-paced learning modules through TEA LEARN and SPED TEX platform.
- Maintenance of Special Education Procedures are available online and updated by the Special Education Department

What strategies are we implementing to improve collaboration and planning between general education and inclusion teachers in order to maximize student success in an inclusive classroom? E. Serna

- Information regarding the importance and manner of collaboration and planning between general education and inclusion teachers is shared during quarterly Special Education Coordination Meetings.
- Information regarding the importance and manner of collaboration and planning between general education and inclusion teachers is shared at Principal's Meeting.
- Coordination between Special Education Administration and Content Area Coordinators to ensure that special education teachers are included in professional learning opportunities so that they can better support Tier One instructional initiatives.
- Coordination meetings between general education and special education teachers occur at the campus level and documentation is maintained.



Are teachers currently receiving sufficient assistance, training, and resources, or are high class sizes limiting their ability to effectively meet the diverse needs of our special population students? - E. Serna

- All departments provide adequate training throughout the year to address district wide needs. In addition, campuses schedule their own professional development sessions to address their own unique needs. This year we had a total of 12 district wide professional development and planning opportunities for teachers and campus administrators. To add to this, secondary campuses have a planning and conference period embedded in their daily master schedule.
- Class sizes are addressed on a one to one conversation/conference with district administration and principals. When a class size is above the 22:1 ration in early childhood classrooms (Pk-4th) we study the following carefully - Does the grade level have enough students to open a new classroom? Do we assign an additional aide or substitute to support the teacher/grade? or Does the neighboring campus have slots in the same grade level to support the 22:1 ratio?



LSG Progress Monitoring- May

Constraint 1 Question

Constraint 1. We've exceeded our 3% fight-reduction target with a 40% drop districtwide. To ensure we also tackle unreported bullying and foster positive staff-student relationships, what specific strategies will you deploy to surface and reduce unreported incidents or ensure that reports do get addressed and not ignored? Please define the metrics you'll use (for example, anonymous survey response rates or counseling referrals), and set clear, time-bound milestones—such as rolling out your first initiative by the new school year and reporting interim results by October 31—so we can measure progress toward a meaningful reduction by year's end.” - B. Castillo

- Anonymous Reporting Tool - allow students to safely report bullying without fear of retaliation.
- QR Code- Students can request to see a counselor/social worker. Upon submission, campus/district mental health professional gets notified so we can provide immediate assistance to students.
- Fall and Spring Panorama Climate Surveys- Customized Bullying Prevention questions are included in the Fall & Spring Panorama surveys.
- Quick Check In Survey with Students- short surveys pushed out to students to check their mental well being.
- Analysis of survey responses and create an Action Plan at the District and Campus Level.
- Be in compliance with TEA's Minimum Standards for Bullying Prevention.
- Conduct Monthly Lessons to students on Bullying Awareness and Prevention.
- Summer Curriculum Writing on Bullying Awareness and Prevention facilitated by Student Support Services Department.
- Training on Bullying Awareness and Prevention to Administrators and Mental Health Professionals at the Beginning of the School Year (facilitated by Dr. Cid). [Link](#)
- District-wide/Campus Wide events facilitated by Student Support Services Department during Anti-Bullying Week (November 11-15).
- Facilitate Monthly District/Campus SEL & Bullying Prevention Meeting with stakeholders (facilitated by Dr. Cid).
- Facilitate tiered interventions on SEL skills such as self awareness, self regulation, social awareness, relationship skills, and responsible decision making skills.
- Bullying Definition, Checklist, Forms, and Mandates provided on the website for all stakeholders.

Key Metrics:

- Anonymous Reporting Volume: (Baseline: # of anonymous reports per month or semester) (Target: 20% decrease in anonymous reports by December 2025).
- Survey Response Rates: (Baseline: Response rate to Panorama Survey in the Fall) (Target: Response Rate will increase in the Spring Survey).
- Counseling Referrals for Bullying-Related Concerns (Baseline: # of bullying-related counseling referrals) (Target: 20% decrease in bullying referrals).
- Administrator Follow -Through Compliance (Metric: % of bullying reports logged and resolved within the district/SB 179 mandated time frame) (Target: 100% yearly compliance).

Timeline:

- By August 15: Training on Bullying Prevention (Administrators, Counselors, & Social Workers)
- By October 14-28: Launch Fall Panorama Survey
- By November 10-14: District-wide events for Bullying Prevention Week
- By March 23-April 7: Launch Spring Panorama Survey

