Weslaco Independent School District

Cleckler-Heald Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Postsecondary Readiness

Mission Statement

At Cleckler-Heald Elementary, we learn to work together, solve problems, and think creatively so we can grow into kind leaders and lifelong learners.

Vision

At Cleckler-Heald Elementary, we help every student grow, shine, and make a difference in the world.

Value Statement

Campus Goals

1. Provide high-quality, and innovative programs along the continuum of learning environments that develop college, career, military and service-ready leaders.
2. Ensure a safe, secure, drug-free, technology-rich, and inviting environment which promotes high performance along the continuum of learning environments.
3. Foster exceptional community service, open communication, and positive collaboration using innovative and multiple platforms that support teacher and student success.
4. Implement high-quality research-based professional development and continuous support for all employees so that they are able to facilitate teaching and learning along the continuum of learning environments.
5. Facilitate strategic planning, management, accountability and transparent stewardship to optimize federal, state, and local funding that supports the teaching and learning along the continuum of learning environments.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cleckler-Heald Elementary is situated in Weslaco, Texas, and is one of ten elementary schools within the Weslaco Independent School District (WISD). The campus was established in 1994 and currently serves approximately 936 students in grades Pre-Kindergarten through 5th grade.

According to the PEIMS Data Review of the campus profile, the demographic composition of the student population is as follows: 97% Hispanic, 54% identified as At-Risk, 80% recognized as Economically Disadvantaged, and 15% Bilingual.

The school actively engages community leaders during various special events, including Career Day, America Goes Back to School Rally, Literacy Night, and the Site-Based Decision-Making (SBDM) committee, among others.

Cleckler-Heald Elementary provides a well-rounded curriculum, encompassing a wide range of subjects. Instructional programs include academic core subjects at different levels, such as the QUEST Program for Gifted and Talented students, and Blended Learning in Kk- 3rd grade RLA classrooms. All students are expected to meet the passing standards for the three assessments that make up the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at Cleckler-Heald Elementary comprises 47 teachers, 1 principal, 2 assistant principals, 1 instructional coach, 2 counselors and 1 assistant, 1 librarian and 2 assistants, 1 ACE campus coordinator, 5 non-classroom staff members, and 11 educational aides.

Demographics Strengths

1. Cleckler-Heald Elementary benefits from a highly supportive parent community that recognizes the significance of education and observes the positive developments taking place within the school.
2. The school's attendance rate consistently ranks among the highest in the district.
3. The Cleckler-Heald Elementary community demonstrates strong engagement by actively supporting student achievements, participating in community initiatives, and contributing to fundraising efforts.
4. Cleckler-Heald Elementary School fosters student participation through a variety of engaging school activities.
5. Cleckler-Heald provides full-day Pre-K programs for both 3- and 4-year-olds.
6. Cleckler-Heald Elementary excels in both academic performance and fine arts education.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Currently, 74% of 5th-grade students met the Approaches standard on the 2024-2025 STAAR Science exam, indicating a need to strengthen performance in scientific reasoning and application.
Root Cause: While science teachers are actively closing learning gaps, the increased rigor of the STAAR assessment requires deeper comprehension and problem-solving skills, which many students are still developing.

Problem Statement 2 (Prioritized): Students in 4th and 5th grades did not achieve the 90% threshold for Approaches on the Math STAAR assessment.
Root Cause: Students struggle with academic vocabulary, as the exam questions are designed to assess the process of problem-solving rather than simply eliciting a single answer.

Problem Statement 3 (Prioritized): Students in 4th and 5th grades did not achieve the 90% threshold for Approaches on the RLA STAAR assessment.
Root Cause: There are gaps in foundational reading skills, compounded by the complexity and readability of STAAR reading passages, which exceed grade-level expectations.

Student Achievement

Student Achievement Summary

Administrators, instructional coach, and teachers systematically assess student achievement data by generating reports from state testing results through our district's adopted program, Eduphoria. The administration examines trends in student achievement by analyzing testing data within our special population groups.

In collaboration with teachers, the campus conducts meetings to disaggregate student data, enabling the identification of students' strengths and weaknesses. This process facilitates the determination of specific concerns and the formulation of targeted action plans.

According to the Texas Education Agency's 2024-2025 state accountability system, Cleckler-Heald Elementary has achieved a "B" rating, along with four distinction in the areas of Reading Language Arts, Mathematics, Science, and Post Secondary Readiness.

Student Achievement Strengths

1. Cleckler-Heald Students in K-2nd Grade - Students in the lower grades are making great gains in reading and math. This past year SIPPS, a phonics program, showed greatsuccess in the lower grades. The reading levels increased by 15% from the previous year, based on Istation. Students also demonstrated a great mastery in math. Students benchmark scores increasedby 30%.

2. Cleckler-Heald Students in 3rd-5th grade showed great growth in the area of Reading. Cleckler-Heald Elementary recieved a distinction in this area due to the accelerated readingprogress for 4th and 5th and the performance of 3rd grade.

3. 3rd Grade RLA and Math Teachers were rated among at the top in the district on their STAAR scores

4. 3rd and 5th Grade RLA teachers were on the top 3 in the district on their STAAR scores.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Currently, 74% of 5th-grade students met the Approaches standard on the 2024-2025 STAAR Science exam, indicating a need to strengthen performance in scientific reasoning and application.
Root Cause: While science teachers are actively closing learning gaps, the increased rigor of the STAAR assessment requires deeper comprehension and problem-solving skills, which many students are still developing.

Problem Statement 2 (Prioritized): Students in 4th and 5th grades did not achieve the 90% threshold for Approaches on the Math STAAR assessment.
Root Cause: Students struggle with academic vocabulary, as the exam questions are designed to assess the process of problem-solving rather than simply eliciting a single answer.

Problem Statement 3 (Prioritized): Students in 4th and 5th grades did not achieve the 90% threshold for Approaches on the RLA STAAR assessment.
Root Cause: There are gaps in foundational reading skills, compounded by the complexity and readability of STAAR reading passages, which exceed grade-level expectations.

Priority Problem Statements

Problem Statement 1: Currently, 74% of 5th-grade students met the Approaches standard on the 2024-2025 STAAR Science exam, indicating a need to strengthen performance in scientific reasoning and application.

Root Cause 1: While science teachers are actively closing learning gaps, the increased rigor of the STAAR assessment requires deeper comprehension and problem-solving skills, which many students are still developing.

Problem Statement 1 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 2: Students in 4th and 5th grades did not achieve the 90% threshold for Approaches on the RLA STAAR assessment.

Root Cause 2: There are gaps in foundational reading skills, compounded by the complexity and readability of STAAR reading passages, which exceed grade-level expectations.

Problem Statement 2 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 3: Students in 4th and 5th grades did not achieve the 90% threshold for Approaches on the Math STAAR assessment.

Root Cause 3: Students struggle with academic vocabulary, as the exam questions are designed to assess the process of problem-solving rather than simply eliciting a single answer.

Problem Statement 3 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

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 released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

Revised/Approved: September 15, 2025

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 2026, students will score at the 90|60|30 (Approaches, Meets, Masters) mark in Reading STAAR. In addition, 80% of Cleckler-Heald Students will show an increase in reading ability and fluency.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores
NWEAmap
Starfall

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement instructional materials and resources, both online and hard copy, for students and staff for the improvement of student achievement in the areas of reading language arts. **Strategy's Expected Result/Impact:** District Benchmarks, NWEAmap, STAAR, and Reading fluency will improve **Staff Responsible for Monitoring:** Teacher, Instructional Coaches, Assistant Principals, and School Principal **Problem Statements:** Demographics 3 - Student Achievement 3 - Curriculum, Instruction, and Assessment 3 **Funding Sources:** Starfall - 211 - Title I, Part A - 211.11.6299.27.114.6.24 - $355, Scholastic News - 164 - State Comp. Ed. [SCE] - $3,013.99, Renaissance Learning (AR) - 211 - Title I, Part A - $5,214, Edpuzzle - 164 - State Comp. Ed. [SCE] - 164.11.6299.27.114.6.30 - $2,745				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Support the implementation of the TEKS Resource System in all subject areas, including alignment, instruction, and assessment through Professional Learning Communities. Provide materials needed for students to be successful. **Strategy's Expected Result/Impact:** Benchmarks, NWEAmap, Workshop Activites, RBL Implementation, and STAAR scores **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coaches, and Teachers.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses phonemic and phonological awareness, shared reading, small group, independent reading, writing, grammar/mechanics, including fluency, comprehension, and vocabulary. **Strategy's Expected Result/Impact:** Expected Results: Progress will be made in meeting the early childhood literacy Board goals (HB3) by 2024. Performance on the Reading and Writing assessments will improve: *NWEA Map Growth & Map Fluency *CLI Engage *TX KEA *District Benchmarks *STAAR assessments *Amira (PK4) *Starfall (PK3 & 4) *Formative Assessments *SIPPS **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coaches, and Teachers.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Students in Prek3-2nd grade will utilize manipulatives, foldables, TpT lessons, and more to assist with their literacy centers. *Prek3-4 will use toys for imaginative play and to develop social skills* **Strategy's Expected Result/Impact:** Students communication skills and reading ability will increase. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, and Administration.				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Students in 4th and 5th grades did not achieve the 90% threshold for Approaches on the RLA STAAR assessment. **Root Cause**: There are gaps in foundational reading skills, compounded by the complexity and readability of STAAR reading passages, which exceed grade-level expectations.

Student Achievement
Problem Statement 3: Students in 4th and 5th grades did not achieve the 90% threshold for Approaches on the RLA STAAR assessment. **Root Cause**: There are gaps in foundational reading skills, compounded by the complexity and readability of STAAR reading passages, which exceed grade-level expectations.

Curriculum, Instruction, and Assessment
Problem Statement 3: Students in 4th and 5th grades did not achieve the 90% threshold for Approaches on the RLA STAAR assessment. **Root Cause**: There are gaps in foundational reading skills, compounded by the complexity and readability of STAAR reading passages, which exceed grade-level expectations.

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 Spring 2026, students will score at the 90|60|30 (Approaches, Meets, Masters) mark in Math STAAR. In addition, 85% of Cleckler-Heald Students will show an increase in their math ability

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores (3rd-5th)
NWEAmap
Bluebonnet
District Benchmark (K-2nd)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement instructional materials and resources, both online and hard copy, for students and staff for the improvement of student achievement in the areas of math. **Strategy's Expected Result/Impact:** Increased performance of students on assessments *District Benchmarks *STAAR *NWEA MAP Growth **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches and Teachers **Problem Statements:** Demographics 2 - Student Achievement 2 - Curriculum, Instruction, and Assessment 2 **Funding Sources:** Problem-Attic School Subscription - 211 - Title I, Part A - 211.11.6299.27.114.6.24 - $1,095				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics *Bluebonnet *Reflex Math **Strategy's Expected Result/Impact:** Increased performance of students on assessments *District Benchmarks *STAAR *NWEA MAP Growth **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches and Teachers				

No Progress	Accomplished	Continue/Modify	Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Students in 4th and 5th grades did not achieve the 90% threshold for Approaches on the Math STAAR assessment. **Root Cause**: Students struggle with academic vocabulary, as the exam questions are designed to assess the process of problem-solving rather than simply eliciting a single answer.
Student Achievement
Problem Statement 2: Students in 4th and 5th grades did not achieve the 90% threshold for Approaches on the Math STAAR assessment. **Root Cause**: Students struggle with academic vocabulary, as the exam questions are designed to assess the process of problem-solving rather than simply eliciting a single answer.
Curriculum, Instruction, and Assessment
Problem Statement 2: Students in 4th and 5th grades did not achieve the 90% threshold for Approaches on the Math STAAR assessment. **Root Cause**: Students struggle with academic vocabulary, as the exam questions are designed to assess the process of problem-solving rather than simply eliciting a single answer.

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: By Spring 2026, students will score at the 90|60|30 (Approaches, Meets, Masters) mark in Science STAAR. In addition, 80% of Cleckler-Heald Students will show an increase in their Science ability.

Evaluation Data Sources: STAAR Scores (5th)
NWEAmap (4th & 5th)
McGraw Hill Chapter Test (K-5th)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement instructional materials and resources, both online and hard copy, for students and staff for the improvement of student achievement in the areas of science. **Strategy's Expected Result/Impact:** Scores will improve in the areas of NWEAmap, District Benchmarks, and STAAR Scores **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, and Science Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** Summit K12 Science STAAR Readiness online program - 211 - Title I, Part A - $5,595, Teachers Pay Teacher - 211 - Title I, Part A - $122.79				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Currently, 74% of 5th-grade students met the Approaches standard on the 2024-2025 STAAR Science exam, indicating a need to strengthen performance in scientific reasoning and application. **Root Cause**: While science teachers are actively closing learning gaps, the increased rigor of the STAAR assessment requires deeper comprehension and problem-solving skills, which many students are still developing.

Student Achievement
Problem Statement 1: Currently, 74% of 5th-grade students met the Approaches standard on the 2024-2025 STAAR Science exam, indicating a need to strengthen performance in scientific reasoning and application. **Root Cause**: While science teachers are actively closing learning gaps, the increased rigor of the STAAR assessment requires deeper comprehension and problem-solving skills, which many students are still developing.

Curriculum, Instruction, and Assessment

Problem Statement 1: Currently, 74% of 5th-grade students met the Approaches standard on the 2024-2025 STAAR Science exam, indicating a need to strengthen performance in scientific reasoning and application. **Root Cause**: While science teachers are actively closing learning gaps, the increased rigor of the STAAR assessment requires deeper comprehension and problem-solving skills, which many students are still developing.

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: By Spring 2026, students will score at the 90|60|30 (Approaches, Meets, Masters) mark in Social Studies end of year unit test.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement instructional materials and resources, both online and hard copy, for students and staff for the improvement of student achievement in the areas of social studies. **Strategy's Expected Result/Impact:** Unit Test and Reading STAAR **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, and Teacher				

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: Special Pops: Cleckler-Heald elementary performance for Bilingual, GT, and Special ED students will increase in the areas of Approaches, Meets and Masters in reading, mathematics, and science by 10 percentage points. .

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores
NWEAmap BOY-EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Blended Learning: Teachers will provide opportunities for students to review objectives in small group. **Strategy's Expected Result/Impact:** Students scores will increase **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Teacher, and Special Education Teacher				

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 6: Physical Education: Cleckler-Heald students will increase their physical abilities by the end of the school year.

Evaluation Data Sources: Fitness Gram

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will have opportunities to use creativity and unique ways to learn about the mind-body connection and SEL (Social Emotional Learning) skills in physical education throught games such as but not limited to: Emotional Chains, Domino Effect, Labeling Emotions., Learning to Focus., Coping Skills. and Positive Self-Talk **Strategy's Expected Result/Impact:** Students will understand the connection between the mind-body. **Staff Responsible for Monitoring:** Admin and Physical Education Teachers				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: During the 2025-2026 school year, the number of discipline referrals will decrease by 10% from the 2024-2025 school year ensuring that all students learn in an atmosphere that promotes student success.

Strategy 1 Details	Reviews			
Strategy 1: Provide Social Emotional Learning (SEL) lessons for Pre-K-5th grade students that strongly address personal/ social skills and bullying. **Staff Responsible for Monitoring:** Counselors, Teachers, and Administration	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Create a bully free environment by providing staff development opportunities for all staff and promoting bullying awareness for all students. **Staff Responsible for Monitoring:** Administration and Counselors	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Cleckler-Heald Elementary will implement a safety plan of action to ensure the safety of all students.

Evaluation Data Sources: 1. Daily Door Sweep Log
2. Practice Drills for Lockdowns and Fire
3. Secure Cameras
4. Armed Officers

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

Performance Objective 3: Integrate flexible seatting and application of technology to promote a blended learning environment in the classrooms to support accelerated instruction through various online programs such as but not limited to Bluebonnet, SAVVAS, AR, TCMPC, & NWEAmap.

Evaluation Data Sources: Increased performance of students on assessments:
*Formative Assessments
*District Benchmarks
*STAAR/EOC
*NWEA Map Growth (K-3rd RLA & Math and 4th & 5th Science)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will be provided with the supplies needed to achieve full pontential of all online programs. Supplies such as but not limited to; toner, ink, document camera, projectors, laptops, blutooth devices, speakers, and more. **Strategy's Expected Result/Impact:** Scores will improve on online assessments. **Staff Responsible for Monitoring:** Teachers, Insturctional Coaches, and Administration **Funding Sources:** Butcher Paper - 211 - Title I, Part A - $930.61, Knight Tech Headphones - 211 - Title I, Part A - $4,960, Knight Tech Projector Screens - 211 - Title I, Part A - $1,959.80, Toner - 211 - Title I, Part A - 211.11.6399.27.114.6.24 - $7,344.68				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will be provided with modern furniture to promote a "flexible seatting and positive learning enviroment" **Strategy's Expected Result/Impact:** Increase performance of students on: *classwork *self-motivation *student growth *Distrtict and State Assessments				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: Provide the necessary materials to create a positive learning enviroment for all students.

Evaluation Data Sources: 1. 10% decrease in office referals
2. 15% increase of student culture on the Panaroma survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide classroom/school materials for necessary instruction and positive culture. **Funding Sources:** Flags - 211 - Title I, Part A - $89.89, Warehouse Supplies - 211 - Title I, Part A - 211.11.6399.00.114.6.24 - $6,616.07				

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 1: Strengthen and increase our parental involvement and community engagement in schools by 10%.

Evaluation Data Sources: Parent sign in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Celebrations: Acknowledge monthly birthdays, holidays, and end of the year with parents who come to the center **Strategy's Expected Result/Impact:** Increase the number of parents that attend **Staff Responsible for Monitoring:** Parent Specialist **Funding Sources:** HEB Snacks - 211 - Title I, Part A - $200				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monthly Meetings: During our monthly meetings, we will share essential information with parents on significant topics. Furthermore, we will keep parents informed about upcoming workshops, classes, and other community events. Please ensure to reference the relevant documents provided for comprehensive details. **Strategy's Expected Result/Impact:** An increase of parents coming to the meetings **Staff Responsible for Monitoring:** Admin and Parent Specialist				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: To ensure Cleckler-Heald students are taught by highly qualified and state certified teachers, staff members will participate in district, Region One, and campus trainings.

Evaluation Data Sources: Eduphoria Reports and Sign In Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Support teachers who are part of the Texas Reading Academy Cohort. **Strategy's Expected Result/Impact:** Teachers will have a better understanding of the the science of teaching reading **Staff Responsible for Monitoring:** School Principal and Assistant Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Support teachers in various areas of the four content areas: RLA, Math, Science and Social Studies **Strategy's Expected Result/Impact:** Students will improve in their academic performance **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Coach				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Cleckler-Heald staff will attend weekly PLC meetings during their conference period. In addition they will be granted a designate PLC day by the district

Evaluation Data Sources: NWEAmap Growth Percentages
STAAR Scores
Reading Levels will increase
Math Levels will increase

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

State Compensatory

Budget for Cleckler-Heald Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 14
Brief Description of SCE Services and/or Programs

Personnel for Cleckler-Heald Elementary

Name	Position	FTE
Aimee V. Cavazos	Counselor Clerk	1
Beatriz Jackson	Teacher PK	1
Charito Alaniz	Teacher PK	1
Chloe Molina	Instructional Aide	1
Erasmo Garces	Teacher PK	1
Hailey Alexandra Serna	Certified Medical Asst.	1
Hernandez Olivia	Teacher PK	1
Joann Barroso	Teacher PK	1
Karen Rocha	Instructional Aide	1
Naomi Balli	Instructional Aide	1
Rachel Palacios	LVN	1
Rosa Gonzalez	Teacher PK	1
Shelia Sanchez	Instructional Aide	1
Tomasa Sustaita	Instructional Aide	1

Title I Personnel

Name	Position	Program	FTE
Alyssa Marie Medina	Instructional Aide	Title 1 Part A	1
Cristobal V. Jimenez	Computer Lab Aide	Title I Part A	1
Irene Salas	Parent Specialist	Title I Part A	1
Joe Salazar	Computer Lab Aide	Title I Part A	1
Kristen Cordova	Instructional Aide	Title 1 Part A	1
Marco Antonio Lara	Sp. Ed. Aide	Title I Part A	1
Marlene Calderon	Sp. Ed. Aide	Title I Part A	1
Matthew A. Alvarez	Library Aide	Title I Part A	1
Michelle Rowlette	Library Aide	Title 1 Part A	1
Sandra Maldonado	Media Aide	Title 1 Part A	1

Campus Funding Summary

164 - State Comp. Ed. [SCE]					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Edpuzzle	164.11.6299.27.114.6.30	$2,745.00
1	1	1	Scholastic News		$3,013.99
				Sub-Total	$5,758.99
				Budgeted Fund Source Amount	$20,108.00
				+/- Difference	$14,349.01

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Renaissance Learning (AR)		$5,214.00
1	1	1	Starfall	211.11.6299.27.114.6.24	$355.00
1	2	1	Problem-Attic School Subscription	211.11.6299.27.114.6.24	$1,095.00
1	3	1	Teachers Pay Teacher		$122.79
1	3	1	Summit K12 Science STAAR Readiness online program		$5,595.00
2	3	1	Knight Tech Headphones		$4,960.00
2	3	1	Butcher Paper		$930.61
2	3	1	Toner	211.11.6399.27.114.6.24	$7,344.68
2	3	1	Knight Tech Projector Screens		$1,959.80
2	4	1	Flags		$89.89
2	4	1	Warehouse Supplies	211.11.6399.00.114.6.24	$6,616.07
3	1	1	HEB Snacks		$200.00
				Sub-Total	$34,482.84
				Budgeted Fund Source Amount	$41,805.00
				+/- Difference	$7,322.16
				Grand Total Budgeted	$61,913.00
				Grand Total Spent	$40,241.83
				+/- Difference	$21,671.17

Addendums

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

Dr. Richard Rivera
Superintendent

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.

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 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 and no Additional Targeted 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.

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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.

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 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.

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 transitionof 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 Scholl 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)

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.

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 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.

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