

Weslaco Independent School District

Dr. R.E. Margo 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
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

As the right choice, Dr. R. E. Margo Elementary delivers a complete educational experience grounded in social emotional learning, creativity, synergy, problem-solving, and critical thinking that develops lifelong learners, confident leaders, and engaged citizens.

Vision

Dr. R. E. Margo Elementary 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

Dr. R. E. Margo Elementary is located 5 miles north of the Mexican Border in Weslaco, TX. Weslaco has a population of 42,231 of those individual 16% are foreign born. The community is predominately bilingual. The median annual income is \$36,157 which is far less than comparable communities in Texas.

Currently Margo Elementary has a population of 1,125 students of which 98% are Hispanic and 2% White. Of those students 89% are Economically Disadvantaged and 84% are At-Risk. Other demographic information includes 28% emergent bilingual learners, 15% Special Education, 3% Gifted and Talented and 2% Migrant.

Our school has a total of a 94 staff members of which 26 are paraprofessionals, 58 are teachers, 4 are professional support and 3 campus administrators. Most of the teachers at our campus are veteran teachers we have 5 teachers with 1-5 years of experience, 11 teachers with 6-10 years of experience, 13 teachers with 11-20 years of experience and 20 teachers with over 20 years of experience.

Demographics Strengths

- Attendance rate for the 2024-2025 school year was at 96%
- Teacher turnover is almost nonexistent
- 94% of teachers have 10 or more years of classroom experience

- Campus leadership team has close to 90 years combined of educational experience
- 50% of classroom teachers are bilingually certified

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Due to low performance in special education for three years in a row, we have to create an improvement plan

Root Cause: Lack of balance of inclusion and resource time.

Student Learning

Student Learning Summary

Dr. R. E. Margo Elementary is a TEA "B" rated school. There was an eleven point improvement from the previous year.

3rd grade: 66% scored Approaches & Above, 43% scored Meets & Above, 20% scored Masters & Above, and 34% Did not Meet

4th grade: 78% scored Approaches & Above, 48% scored Meets & Above, 18% scored Masters & Above, and 27% Did not Meet

5th grade: 71% scored Approaches & Above, 42% scored Meets & Above, 19% scored Masters & Above, and 29% Did not Meet

The TELPAS composite scores were as follows: Beginners-29%, Intermediate-42%, Advanced-25% and Advanced High-4%.

Student Learning Strengths

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a need for improvement on STAAR for Special Ed. students.

Root Cause: There is a need for PD for all teachers servicing the special education students to best meet learner needs.

Problem Statement 2: There is a need for improvement on STAAR for EB students.

Root Cause: There is a lack of student exposure and practice of TELPAS domains.

School Processes & Programs

School Processes & Programs Summary

Dr. R. E. Margo Elementary employs a hiring committee comprised of administrators, counselors, support staff and grade level teachers. This committee is firm on hiring staff who is highly qualified and keen on accepting the school vision and mission.

This school year the instructional coach will be providing coaching opportunities for all staff members in order to build capacity.

During PLCs teachers come together to collaborate, decompose the TEKS covered on a weekly basis for specific core content , plan purposefully and target specific needs of students.

We meet to review and analyze student iReady data, benchmark data, NWEA MAP data in order to drive and differentiate instruction. The data is analyzed for strengths and weaknesses and decisions are made collaboratively for best practices for student growth.

School Processes & Programs Strengths

- Low teacher turnover
- GT Trained Teachers
- Bilingual Certified Teachers
- PLCs
- Strong and committed parental involvement program
- Strong and committed librarian and library staff that help in the promotion of the district and campus goal of improving reading skills through reading challenges
- Monthly newsletter to communicate campus activities and expectations
- Monthly calendar to communicate monthly activities for both staff and parents
- Implementation of SIPPS and Guided Reading to target K-2nd
- Implementation of iReady (reading and math), Reflex Math, and SAVVAS Realize programs
- Instructional coach

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: To continue the effort to maintain highly qualified teachers, Margo Elementary needs to recruit highly qualified and certified bilingual teachers.

Root Cause: High student enrollment in the bilingual program and rising expectations for teachers and students..

Perceptions

Perceptions Summary

Dr. R. E. Margo students are expected to attend school daily. The attendance goal is 97% or above and is monitored closely.

The counselors provide anti-bullying lessons and promote a bully free climate and community. Counselors also provide lessons and promote drug free schools.

Our SBDM committee meets once monthly to discuss concerns tied to curriculum and budget.

Each grade level has a parental grade level meeting in order to inform parents of expectations and other pertinent information that affects their children.

Teachers meet with parents on an individual basis to discuss expectations, progress and attendance (Parent-Teacher-Student Compact).

There is a high level of community involvement. The school sponsors programs and activities such as Loteria with Grandparents, the Giving Tree, Ronald McDonald House, and a Veterans' Program.

Perceptions Strengths

-Meet the Teacher Night

-Literacy Night

-America Goes Back to School/Leadership Rally

-Veterans' Day Program

- Career Day
- The Giving Tree
- College Quarter Thursday
- Parental Engagement Workshops
- Jump Rope for Heart
- Ronald McDonald House (Pull Tab Collection)
- Recognize all birthdays via announcements
- High parental engagement program
- Drug Free Week
- Just Say No Week

Priority Problem Statements

Problem Statement 1: Due to low performance in special education for three years in a row, we have to create an improvement plan

Root Cause 1: Lack of balance of inclusion and resource time.

Problem Statement 1 Areas: Demographics

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)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

Student Data: Student 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.
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: By Spring 2026

- 90% Approaches, 60% Meets, 30% Masters on STAAR
- 51% 2nd graders will perform at or above grade level are on Reading NWEA MAP EOY
- 48% 2nd graders will perform at or above grade level are on Math NWEA MAP EOY
- 46% 1st graders will perform at or above grade level are on Reading NWEA MAP EOY
- 51% 1st graders will perform at or above grade level are on Math NWEA MAP EOY
- 54% Kindergarten students will perform at or above grade level are on Reading NWEA MAP EOY
- 56% Kindergarten students will perform at or above grade level are on Math NWEA MAP EOY

- High Priority
- HB3 Goal
- Evaluation Data Sources: STAAR
 - District benchmarks
 - Common Formative Assessments
 - NWEA MAPS
 - CLI Engage

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for cross curricular instruction in RLA, Math, Science and Social Studies to promote literacy and numeracy across all contents. Cross curricular collaboration Problem solving and decision making models for real world applications Strategy's Expected Result/Impact: Improved performance for all populations on benchmarks, STAAR, and NWEA MAP Growth. Staff Responsible for Monitoring: Campus Administration Instructional coach	Formative			Summative
	Nov	Jan	Mar	June
		✗ Discontinue		

Strategy 2 Details	Reviews			
Strategy 2: Provide professional learning, coaching, guidance, and support in core content areas to enhance content knowledge and the application of research-based instructional strategies (RBIS), as well as accelerated learning. Professional Learning Communities Region I Lead4Ward Content specific workshops/professional development, such as Extended Constructed Response-Reading & Writing Best Practices for 3rd-5th teachers and literacy coaches Strategy's Expected Result/Impact: Improved performance for all content areas on benchmarks, STAAR, and NWEA MAP Growth Staff Responsible for Monitoring: Campus Administration Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
	 No Review	 Discontinue	 Discontinue	
Strategy 3 Details	Reviews			
Strategy 3: Purchase a variety of resources and materials such as, teaching and student supplies, headphones, and toner. Strategy's Expected Result/Impact: Improved performance for all content areas on benchmarks, STAAR, and NWEA MAP Growth Staff Responsible for Monitoring: Campus Administration Instructional Coach Teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Discontinue	 Discontinue	 Discontinue	
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: By May 2026, identified dyslexic students' STAAR scores will increase by 5% in Reading and Writing.

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 and state accountability system results.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Implement MTA intervention program with fidelity. Strategy's Expected Result/Impact: Improved RLA on benchmarks, six weeks progress reports, progress monitoring, NWEA MAP, and STAAR Staff Responsible for Monitoring: Dyslexia teacher Literacy coach Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
	 Discontinue	 Discontinue	 Discontinue	
Strategy 2 Details	Reviews			
Strategy 2: Implement accommodations for eligible students to assist in all subjects. Strategy's Expected Result/Impact: Improved benchmark scores, six weeks reports, progress monitoring and improved STAAR scores Staff Responsible for Monitoring: Dyslexia teacher Teachers Assistant principal	Formative			Summative
	Nov	Jan	Mar	June
				 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: The Fine Arts Department will increase quality and quantity of literacy used in Fine Arts curriculum.

Evaluation Data Sources: Enrollment data from fine arts programs.

Strategy 1 Details	Reviews			
Strategy 1: The fine arts department will plan and perform programs at The Susan M. Peterson PAC. Strategy's Expected Result/Impact: Fine Arts department will educate students on audience etiquette and developing an interest in performing arts all while exposing them to dramatic literature. Staff Responsible for Monitoring: Fine Arts teachers Fine Arts director Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: The fine arts disciplines will have access to content specific literature, publications or online resources. Strategy's Expected Result/Impact: The fine arts classrooms will have built in reading time across all grade levels and disciplines to access specific literature, publications and/or online resources. Staff Responsible for Monitoring: Fine Arts teacher Fine Arts director Instructional coach Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				 Continue/ Modify
Strategy 3 Details	Reviews			
Strategy 3: Ensure the Fine Arts teachers are building in time in the daily, weekly and monthly lesson plans for reading. Strategy's Expected Result/Impact: Fine Arts students will have built in reading time in their classrooms. Staff Responsible for Monitoring: Campus Administration Instructional Coach Fine Arts Director	Formative			Summative
	Nov	Jan	Mar	June
				 Continue/ Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: To create educational experiences where students grow and develop as human beings, by ensuring an increase in enrollment of 10% of students in extra curricular activities.

Evaluation Data Sources: Number of students enrolled in extra curricular activities.

Strategy 1 Details	Reviews			
Strategy 1: 50% of a PE class should be comprised of actual student physical activity at a moderate or rigorous level. Strategy's Expected Result/Impact: Students being healthy and physically fit. Staff Responsible for Monitoring: PE Coaches Administration	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: By the end of 205-2026, STAAR scores for students serviced by special education will increase 5%.

High Priority
Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Allow students to access the curriculum and additional opportunities through proper identification. the development of compliant and appropriate IEP programs, the use of assistive technology, implementation of needed accommodations. Strategy's Expected Result/Impact: Improve STAAR scores Staff Responsible for Monitoring: Special Ed. teachers Diagnostician Administration	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 6: By the end of 2025-2026 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.

Evaluation Data Sources: SEL panorama survey

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of guidance lessons provided to students. Strategy's Expected Result/Impact: Decrease the number of bullying and disciplinary issues. Increase student attendance. Staff Responsible for Monitoring: Counselors Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement WISD Elementary Guidance Curriculum. Strategy's Expected Result/Impact: Decrease the number of bullying and disciplinary issues. Increase student attendance. Staff Responsible for Monitoring: Counselors Administration Title I: 2.52, 2.531, 2.533 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 7: For the 2025-2026 academic school year, the Advanced Academics Department will work on increasing the number of 3d-5th grade students scoring Masters on STAAR.
K-2nd students will perform above grade level on NWEA MAP EOY.

Evaluation Data Sources: STAAR scores
NWEA MAP EOY data

Strategy 1 Details	Reviews			
Strategy 1: GT students will be serviced via differentiated strategies by their core content teachers and GT pull out teacher. Strategy's Expected Result/Impact: Increase Master achievement on STAAR Increase achievement on NWEA MAP data Staff Responsible for Monitoring: Teachers GT teacher Administration	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 8: For the 2025-2026 academic year, the bilingual department will increase emergent bilingual students' performance by increasing growth on STAAR and TELPAS scores by 5%.

Evaluation Data Sources: STAAR results
TELPAS results

Strategy 1 Details	Reviews			
Strategy 1: Processes and programs in place to provide second language support for students in cognitively demanding and context embedded content are instruction. Strategy's Expected Result/Impact: Improvement on benchmarks and STAAR performance levels. Staff Responsible for Monitoring: Bilingual teachers Instructional Coach Administration TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: During the 2025-2026 school year, processes and programs will be in place for 1) technology rich and 2) safe and secure learning environments. (Instructional Technology)

Evaluation Data Sources: Digital Citizenship Week
Cyber Security Training and Certificates
Chromebook documentation
Online instructional resource documentation

Strategy 1 Details	Reviews			
Strategy 1: Processes and programs in place for Safe & Secure learning environments through software management & Digital Citizenship lessons. Strategy's Expected Result/Impact: Seamless usage of online resources that meets safe and secure expectations at least one Digital Citizenship lesson. Staff Responsible for Monitoring: Administrators Librarian Instructional coach Title I: 2.53 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: ITC - 164 - State Comp. Ed. [SCE] - \$83,629	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 2: Continue to implement an Anti-Bullying plan that will help students feel safe and secure in their learning environment.

Evaluation Data Sources: Bullying complaint reports
Student SEL survey report

Strategy 1 Details	Reviews			
Strategy 1: School wide bullying prevention activities. Strategy's Expected Result/Impact: Decrease bullying incidents Staff Responsible for Monitoring: Counselors Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 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: Counselors Administration	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 3: 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.

High Priority

Evaluation Data Sources: Discipline referrals

Strategy 1 Details	Reviews			
Strategy 1: Promote a positive school climate that fosters safety and embraces respectful, trusting, and caring relationships through SEL lessons. Strategy's Expected Result/Impact: Decrease in discipline referrals Staff Responsible for Monitoring: Counselors Teachers Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Maintain consistent discipline management and sexual harassment policies that align with district policies for discipline management. Strategy's Expected Result/Impact: Decrease in discipline referrals. Staff Responsible for Monitoring: Administration Counselors Teachers	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Dr. R. E. Margo Elementary will engage parents, families, and the community by utilizing various methods of communication to inform them of events and meetings.

Evaluation Data Sources: Parent newsletter & calendar
 School Facebook page
 Class Dojo
 Parent meetings
 School & District parent phone notifications.

Strategy 1 Details	Reviews			
Strategy 1: Utilize all forms of contact to inform parents and the community through phone calls, different technology platforms, flyers, email, parent teacher conference, school messenger, KWES, and social media. Strategy's Expected Result/Impact: Increase parental and community engagement and collaboration to increase students' success. Staff Responsible for Monitoring: Community liaison Administrators Teachers Funding Sources: Parent Specialist - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Revise, distribute and evaluate the District Parental and Family Engagement policy. Strategy's Expected Result/Impact: Parents, staff and community will become aware of the Title 1, Part A requirements. Parental engagement and student achievement will increase. Staff Responsible for Monitoring: Community liaison Administrators Parental involvement director Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Conduct Title 1 meetings about the program and requirements. Strategy's Expected Result/Impact: Parents, staff and community are aware of Title 1, Part A requirements. Parental engagement and student achievement will increase. Staff Responsible for Monitoring: Community liaison Parental Involvement Director Administrators Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIP: 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 the Parental and Family engagement department.

Evaluation Data Sources: Volunteer logs
Community liaison reports

Strategy 1 Details	Reviews			
Strategy 1: Students will be provided opportunities to be involved in community based projects such as: -Loteria with Grandparents -The Giving Tree -The Vannie E. Cook Campaign -Veteran's Day Event (Rotary Club) -Military Family Parade -Mother & Son Dance -Father & Daughter Dance Strategy's Expected Result/Impact: School and community collaboration and partnership which fosters a sense of understanding students responsibility to community and others. Staff Responsible for Monitoring: Community liaison Librarian Administration Funding Sources: Library Aide - 164 - State Comp. Ed. [SCE] - \$41,032	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: During 2025-2026, 100% of teachers will have access to high-quality, engaging and innovative professional development and continuous support for all teachers that build capacity of staff to grow professionally in their practice of personalized blended learning.

Evaluation Data Sources: PD Sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Provide staff development that support differentiation instruction, blended learning and online platform updates. Strategy's Expected Result/Impact: Improve student engagement Increase the number of teachers providing data informed blended instruction Staff Responsible for Monitoring: Instructional coach Administration	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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

State Compensatory

Budget for Dr. R.E. Margo Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 9

Brief Description of SCE Services and/or Programs

Personnel for Dr. R.E. Margo Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cynthia Zamarripa	Instructional Assistant	1
Delia Reyna	Medical Assistant	1
Delicia Ballea	Instructional Aide	1
Dina Gonzalez	Instructional Assistant	1
Iliana Rodriguez	Instructional Assistant	1
Karina Mendoza	Instructional Aide	1
Maria De La Torre	Instructional Aide	1
Sandra Ramirez	Counselor Clerk	1
Silvia Arreola	LVN	1

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brenda Gonzalez	Instructional Aide	Title I Part A	1
Christopher Pineda	Sp. Ed. Aide	Title I Part A	1
Emma Luna	Library Aide	Title I Part A	1
Jose A. Sanchez	Instructional Aide	Title I Part A	1
Kassandra Garcia	Instructional Aide	Title I Part A	1
Monica Reyna	Instructional Aide	Title I Part A	1
Nilda Pena	Instructional Aide	Title I Part A	1
Ruth Galvan	Community Aide	Title I Part A	1
Sylvia Guerra	Library Aide	Title I Part A	1

Campus Funding Summary

164 - State Comp. Ed. [SCE]					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	ITC		\$83,629.00
3	2	1	Library Aide		\$41,032.00
Sub-Total					\$124,661.00
Budgeted Fund Source Amount					\$498,456.00
+/- Difference					\$373,795.00
Grand Total Budgeted					\$498,456.00
Grand Total Spent					\$124,661.00
+/- Difference					\$373,795.00

Addendums



Prioritization Tool



Demographics

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

Potential Data Types:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- | | |
|-----------------------|--------------------------|
| ● At-Risk by Category | ● Teacher-Student Ratios |
| ● Attendance | ● |
| ● Mobility/Stability | ● |
| ● | ● |
| ● | ● |

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

Findings/Analysis

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

Strengths

- Earned an A rating for two years

Needs

- Mobility/Stability
- Attendance
- Teacher-Student Ratios
- High number of special education students
- Foundational numeracy and reading skills for special ed & EB students

Summary of Needs

- Reduce the number of teacher-student ratio
- Need of improvement in foundational numeracy and literacy skills for special ed & EB students
- Need of improvement on STAAR for special ed & EB populations



































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Prioritization Tool

Student Achievement

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

Potential Data Types:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- | | |
|--|---------|
| • Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures | • _____ |
| • State Assessment Data | • _____ |
| • Texas English Language Proficiency Assessment System (TELPAS) Results | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

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

Findings/Analysis

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

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

Strengths

- Increase in benchmark 1 data to 2 in LA (4th & 5th)
- Increase in Interim 1 data to 2 (Reading & Math)
- Increase from Benchmark 1 (Math 3-4) data from last year
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Needs

- Increase the number of students scoring Meets on TELPAS
- Foundational reading skills in grades K-3
- Foundational numeracy skills in grades K-3
- Increase the number of students scoring Meets on STAAR
- Increase the number of special ed. students scoring Approaches
- Increase the number of EB students scoring Meets on STAAR
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Summary of Needs

- Foundational reading skills need improvement across K-3rd
- Foundational reading skills need improvement across K-3rd
- Increase the number of special ed. students scoring Approaches on STAAR
- Increase the number of EB students scoring Meets on STAAR
- Increase the number of students scoring Advanced and Advanced High on TELPAS
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Prioritization Tool



School Culture and Climate

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

Potential Data Types:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- | | |
|--|---------|
| • Classroom and School Walkthrough Data | • _____ |
| • Surveys | • _____ |
| • _____ | • _____ |
| • Parent Conferences or Meetings | • _____ |
| • _____ | • _____ |
| • Student Discipline Data (including Disproportionality) | • _____ |

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

Findings/Analysis

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

Strengths

- Low teacher turnover

- Parental involvement

- Weekly PLCs

- Student Safety

-

-

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-

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Needs

- Behavior interventions

- ISS

- Campus Committees

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Summary of Needs

- Staff at specific grades lack communication and collegiality amongst each other.

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Prioritization Tool



Staff Quality, Recruitment, and Retention

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- | | |
|----------------------------------|---------|
| • Professional Development Data | • _____ |
| • Retention Rates | • _____ |
| • Special Program Qualifications | • _____ |
| • Staff Mobility | • _____ |
| • Teacher-Student Ratio | • _____ |

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

Findings/Analysis

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

Strengths

- High teacher retention rate
- 100% of K-3rd grade teacher have completed Reading Academy
- GT core trained teachers
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Needs

- Above average teacher-student ratio
- More bilingually certified teachers in _____
- Professional development for Pre-K 3-4 teachers
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Summary of Needs

- There is a need to hire more bilingually certified teachers in Pre-K & Kindergarten.
- Reduce the number of teacher-student ratio.
- Professional development for Pre-K 3-4 teachers
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Prioritization Tool



Curriculum, Instruction, and Assessment

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

Potential Data Types:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- | | |
|--|--|
| ● Class, School, and Special Program Schedules | ● Standards-Based Curriculum Resources and Materials |
| ● Scope and Sequence; Pacing Guides; and Other Focus Documents | ● Technology |
| ● Common Benchmark Assessments and/or Other Assessments | ● |
| ● _____ | ● _____ |
| ● _____ | ● _____ |

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

Findings/Analysis

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

Strengths

- Scope and Sequence; Pacing Guides; and Other Focus Documents
- Technology
- Common Benchmark Assessments and/or Other Assessments
- Weekly PLCs
-
-
-
-
-
-
-

Needs

- Collaborative Horizontal and Vertical Alignment Processes
- Implementation of Blended Learning
- Foundational reading skills in grades K-3
- Foundational numeracy skills in grades K-3
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Summary of Needs

- There is a need for collaboration of horizontal and vertical team alignment
- Professional development and planning in blended learning.
- Professional development and planning in foundational reading and numeracy skills in grades K-3.
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Prioritization Tool



Parent, Family and Community Engagement

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

Potential Data Types:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- | | |
|---|------------------------------------|
| • Demographic Data | • Parent and Community Partnership |
| • _____ | • _____ |
| • Family and Community Participation Counts by Type of Activity | • _____ |
| • Mobility/Stability | • _____ |
| • Parent Volunteer Information | • _____ |

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

Findings/Analysis

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

Strengths

- Communication with parents via different platforms
- Large group of parent volunteers (daily)
- Family engagement in school events
- Community Involvement
-
-
-
-
-
-

Needs

- Parental involvement for student achievement
-
-
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Summary of Needs

- School family initiatives need to be supported through literacy & numeracy goals
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Prioritization Tool



School Context and Organization

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

Potential Data Types:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- | | |
|---|---|
| • <u>Communication: Formal and Informal</u> | • <u>Schedule for Student Support Services (Counseling, Social Work, Library, etc.)</u> |
| • <u>Duty Rosters</u> | • <u>School Map and Physical Environment</u> |
| • <u>Program Support Services (Extracurricular Activities, After School Programs, etc.)</u> | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

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

Findings/Analysis

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

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

Strengths

- Communication: newsletter, calendars, all calls, social media, etc.
- Schedule for Student Support Services (Counseling, Social Work, Library, etc.)
- Program Support Services (Extracurricular Activities, After School Programs, etc.)
- Program Support Services (Extracurricular Activities, After School Programs, etc.)
- Admin/support staff meetings
- _____
- _____
- _____
- _____
- _____
- _____

Needs

- Grade level & support staff meetings
- Organize student centered classrooms
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Summary of Needs

- Teachers will organize and prioritize student-centered classrooms.
- Administration, support staff and grade level chairs will meet monthly to address needs, updates, and resources.
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Technology

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

Potential Data Sources:

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

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. To produce globally competitive students, we have to adapt to the world they will encounter.
Superintendent

List the actual data sources reviewed below.

- | | |
|--|-------------------|
| ● Assessment of Technology Skills for Students, Staff and Other Stakeholders | ● Technology Plan |
| ● Classroom Technology Needs by Area, Class, Department, etc. | ● _____ |
| ● Professional Development/Teacher Preparation Needs in Technology | ● _____ |
| ● _____ | ● _____ |
| ● Technology Hardware and Software | ● _____ |

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

Findings/Analyses

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

Strengths

- Conducted a technology needs survey

- Majority of classroom teachers have a Clear Touch or Promethean board

- Each teacher has a wireless adapter

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

Needs

- Increase the number of Ipads in Pre K

- Improve typing skills for students

- Staff training on hardware & software

- _____

- _____

- _____

- _____

- _____

- _____

- _____

Summary of Needs

- Pre-K 3-4 teachers will receive Ipads to help support small group instruction.

- Teachers will receive ongoing professional development on technology software.

- Explicit typing lessons during technology specialty classes.

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Demographics

Reduce the number of teacher-student ratio

Need of improvement in foundational numeracy and literacy skills for special ed & EB students

Need of improvement on STAAR for special ed & EB populations

School Culture and Climate

Staff at specific grades lack communication and collegiality amongst each other.

Curriculum, Instruction, and Assessment

There is a need for collaboration of horizontal and vertical team alignment

Professional development and planning in blended learning.

Professional development and planning in foundational reading and numeracy skills in grades K-3

School Context & Organization

Teachers will organize and prioritize student-centered classrooms.

Administration, support staff and grade level chairs will meet monthly to address student needs,

Needs Assessment Summary of Priority Needs

Student Achievement

Foundational reading skills need improvement across K-3rd
Foundational reading skills need improvement across K-3rd
Increase the number of special ed. students scoring Approaches on STAAR
Increase the number of EB students scoring Meets on STAAR
Increase the number of students scoring Advanced and Advanced High on TELI

Staff Quality, Recruitment, and Retention

There is a need to hire more bilingually certified teachers in Pre-K & Kindergarten
Reduce the number of teacher-student ratio.
Professional development for Pre-K 3-4 teachers

Parent, Family & Community Engagement

School family initiatives need to be supported through literacy & numeracy gc

Technology

Pre-K 3-4 teachers will receive Ipads to help support small group instruction.
updates, and res. Teachers will receive ongoing professional development on technology software

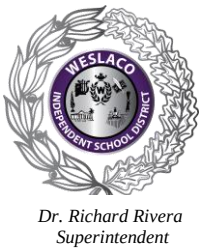
Explicit typing lessons during technology specialty classes.

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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

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 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.

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.

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.



Dr. R. E. Margo Elementary

Improvement Plan

2025-2026

Ms. Arcadia Lopez
Principal



Local Improvement Plan (LIP)

Campus: Dr. R. E. Margo Elementary

District: Weslaco ISD

Plan Year: 2025–2026

Identified Student Group: Special Education

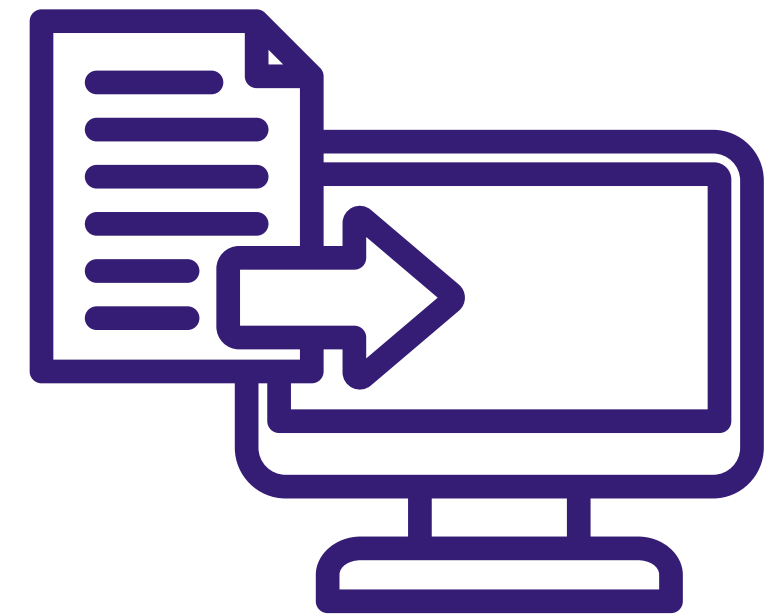
Identified Domain: Closing the Gaps



School Profile

	All		3rd		4th		5th	
EB/LEP	248	22%	27	20%	42	28%	53	32%
SpEd	155	14%	23	17%	31	20%	28	17%
EcoDis	824	74%	103	78%	111	73%	128	77%
GT	30	3%	6	5%	10	7%	8	5%
504	9	1%	2	2%	1	1%	3	2%
Dyslexia	33	3%	7	5%	9	6%	16	10%
Total	1121		132		152		166	

**Coding In
Progress**



Needs Assessment

STAAR results show that Special Education students scored:

Reading

- **40% Approaches,**
- **10% Meets**
- **0% Masters**

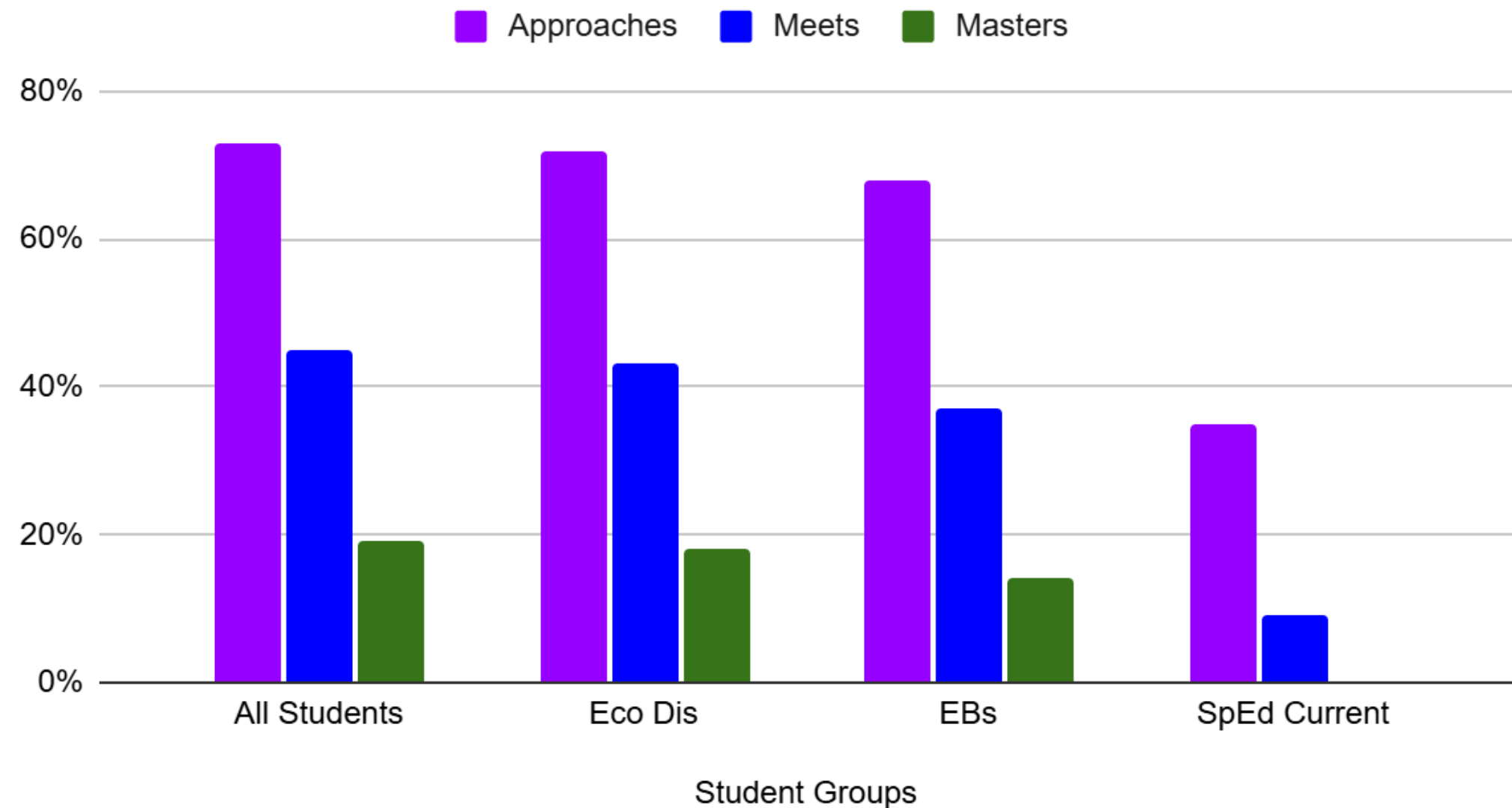
Math

- **33% Approaches,**
- **7% Meets**
- **0% Masters**

RLA
26%

Math
29%

STAAR Performance



This campus is identified for targeted support and improvement.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored) ⁺	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	0	-	-	-	-	-	0	0	3	-	0
Academic Achievement Status: Reading/Language Arts (RLA)												
2023	-	3	-	-	-	-	-	3	3	0	-	0
2024	-	3	-	-	-	-	-	3	0	0	4	0
2025	-	3	-	-	-	-	-	3	3	1	4	3
Academic Achievement Status: Mathematics												
2023	-	3	-	-	-	-	-	3	2	0	-	2
2024	-	0	-	-	-	-	-	0	0	0	3	0
2025	-	3	-	-	-	-	-	3	2	0	4	2
Academic Growth Status: RLA												
2023	-	3	-	-	-	-	-	3	3	0	-	3
2024	-	3	-	-	-	-	-	3	3	1	3	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
Academic Growth Status: Mathematics												
2023	-	3	-	-	-	-	-	3	3	3	-	3
2024	-	0	-	-	-	-	-	0	0	0	3	0
2025	-	3	-	-	-	-	-	3	3	3	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2023	-	3	-	-	-	-	-	3	3	0	3	3
2024	-	0	-	-	-	-	-	3	0	0	3	0
2025	-	3	0	-	-	-	-	3	3	0	3	3
Progress in Achieving English Language Proficiency (EB/EL Current)												
2023									4			
2024									4			
2025									3			

Root Causes:

- Lack of data Transparency from TEA/District
- 3 by 3 Targeted Support Identification
- Inconsistent implementation of accommodations and modifications. (Remediation vs Grade Level Standards)
- Lack of systematic progress monitoring aligned to IEP goals (All Students Vs Special Pops)
- Insufficient intervention resources & PD (Fidelity to instructional resources, misalignment of data & assessments)
- Limited use of high-quality instructional resources for intervention (All Students Vs Special Pops)
- Inadequate co-teaching and inclusion support. (Planning & Collaboration, instructional resources varied, large caseloads with varied instructional levels, staffing)
- Limited Teacher Accountability for Student Performance – Progress Monitoring, TIA incentive



Goal for 2025–2026



Achievement Goal

By May 2026, Special Education students will demonstrate a 16% increase in Meets Grade Level performance in Reading and 22% increase in Meets Grade Level performance in Math as measured by STAAR.



Growth Goal

At least 56% of the Special Education students will demonstrate growth in STAAR Reading and 59% will demonstrate growth in STAAR Math.

Distribution

	All				3rd				4th				5th			
	Counts		RLA 26%	Math 29%	Counts		RLA 26%	Math 29%	Counts		RLA 26%	Math 29%	Counts		RLA 26%	Math 29%
SpEd	155	14%	40	45	23	17%	6	7	31	20%	8	9	28	17%	7	8
Dyslexia	33	3%	9	10	7	5%	2	2	9	6%	2	3	16	10%	4	5
Total	1121		49	55	132		8	9	152		10	12	166		11	13

Strategies & Actions

	Strategy	Action Steps	Responsible	Timeline
	Tier I Instruction	Co-teaching PD & collaborative planning	Admin/SPED Coord, DOI	Aug–May
	Small-Group Intervention	Daily 30-min blocks	SpEd STAAR Mentor/ SPED Ts	Sept–May
	Accommodations Fidelity	Weekly walkthroughs & feedback	Admin/DOI/SpEd Coordinator/SpEd STAAR Mentor, GenEd Ts	Weekly
	Data-Driven Instruction	Data Huddles-Progress Monitoring Assessments	SpEd Ts, Admin, DOI, GenEd Ts, SpEd STAAR Mentor	Ongoing
	Family Engagement	Six Weeks Parent Check-Ins	Parent Liaison/SPED Ts	Every Six Weeks
	RBIS RLA RBIS MATH	Lesson Internalization & Classroom Implementation	Teachers, Mentors	Ongoing & Weekly PLCs

Progress Monitoring Tracking Success Content:

- Tools: STAAR Reading/Math, Classroom Formative Assessments, IEP progress reports, NWEA Map, STAAR Alt, IXL
- Reviews: Weekly PLC leadership team check-ins
- Adjustments: Revise strategies if <70% SPED students show progress
- Visuals: Timeline or checklist icons



Commitment to Closing the Gaps:

- Monitor progress – Compare student growth vs. targets
- Adjust interventions as needed
- Collaborate with staff and families



Resources

Implemented:

- Bluebonnet Implementation and support
 - Alignment of SpEd & GenEd Math
- ESF: Strong School leadership and planning, Strategic Staffing, Positive School Culture, HQIM, Effective Instruction
- T-PESS Domains: Strong School Leadership & Planning, Effective, Well-Supported Teachers, Positive School Culture, Instructional leadership, Strategic Operations
- TEA Administrator Standards: Executive Leadership, Human Capital, School Culture, Instructional Leadership, Strategic Operations
- District SpEd Aligned Intervention Supports(Tier 2)
- RLA & Math RBIS-Region One
- Staffing: Assistant Principal & Data Entry

Resources

Needed:

- SpEd Resource Instructional Assistants
- SpEd STAAR Mentor
- District SpEd Aligned Intervention Supports(Tier 2)
- Counselor – 350:1
- Security Guard
- Dyslexia Teacher (DRS Counts)
- Diagnostician
- Resource Case Loads
- LSU Case Loads (Permanent Subs)
- Dean of Instruction

Thank You

For Your Attention and Support!

