

Weslaco Independent School District

Airport Drive Elementary

2025-2026 Campus Improvement Plan



Mission Statement

At Airport Elementary, we are a community of leaders. We honor and celebrate the leaders within us, always striving to attain our goals by creating a culture of excellence.

Vision

SkyCats RISE

Reach Goals

Inspire Greatness

Strive Daily

Excel Always

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Airport was built in 1988 and is located in the center of Hidalgo County in the Rio Grande Valley of South Texas. It is one of the ten elementary schools of the Weslaco Independent School District. The school is situated across the street from the city park and bordered on the left by a subdivision and a large apartment complex to the right. To the South of Airport a new apartment complex is in the process of opening up to new families. About two-thirds of the students live within a two mile radius in nearby neighborhoods and about 1/3 of the students live in neighborhoods north of Weslaco near and around Mile 10 and 11.

We have a total of 35 classroom teachers, 1 STAAR tutor, 1 dyslexia teacher, 8 special education teachers, 4 specialty teachers, 5 support staff, 2 counselors, 3 administrators, one instructional coach and 20 paraprofessional staff. This school year Airport has a new principal and assistant principal. As of August 18, our student enrollment is 741, a decrease of students from than in the 2024-2025 school year.

Our current student population is 99% Hispanic, 1% White, and 78% Economically Disadvantaged. Other special populations includes 20% Special Education, 3.4% Section 504, and 3.2% Dyslexia, 15% LEP, migrant 1% and 3% Gifted and Talented. We had 85.48% At-Risk at the 2024 Fall submission. We will update this percentage at the end of October.

Airport officially implemented *The Leader in Me* eight years ago. The students who have most internalized the seven habits are the students who have been at Airport since their kinder year. Teachers continue to conduct leadership lessons every Monday so students can continue to grow in leadership. Our two counselors gear their guidance classes to seven habits lessons.

In 2019, Airport Elementary applied to become a Lighthouse School. With a lot of hard work and determination, Airport Elementary was notify in March 2020 that we were now a LIGHTHOUSE SCHOOL! This school year Airport will be working on getting recertified.

Demographics Strengths

Airport Strengths Include:

- Low teacher turn over.
- In 2022 Airport Elementary earn an "A" Rating and 6 Distinctions, the only elementary school in Weslaco to achievement this.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our students have an increasing need for Social Emotional Learning (SEL) due to the prolonged quarantine and pandemic.

Root Cause: Many students are anxious and do not have the skills to deal with anxiety, which is partly responsible for our attendance falling below 96% for the last 3 years.

Student Learning

Student Learning Summary

In 2022 Airport earned the "A" status and a "A" rating from TEA with an overall scaled score of 92.

We earned ALL 6 distinctions of the 6 available categories in 2022:

- Academic Achievement in English Language Arts/Reading, Grade 3 and 5
- Academic Achievement in Mathematics, Grade 3 and 5
- Academic Achievement in Science, Grade 5.
- Comparative Academic Growth
- Comparative Closing the Gaps
- Postsecondary Readiness

Domain 1 - Student Achievement - Our scaled score equaled to 76.

Domain II, Part A - Academic Growth - Our scaled score equaled to 96.

Domain II, Part B - Relative Performance - Our scaled score equaled to 84.

Domain III - Closing the Gaps - Our scaled score equaled to 81.

Our overall 2022- 2024 Benchmark#2 test results are shown below:

Benchmark#2 2023- 2024	All Students Low Approaches	All Students High Approaches	All Students Meets	All Students Masters Standard	Benchmark#2 2023- 2024	All Students Low Approaches	All Students High Approaches	All Students Meets Standard	All Students Masters Standard
3rd Reading	78%	62%	44%	13%		69%	54%%	41%	16%
3rd Math	60%	43%	23%	6%		53%	0%	23%	3%
4th Reading	75%	57%	41%	14%		71%	50%	24%	4%
4th Math	61%	49%	35%	12%		55%	0%	27%	9%
5th Reading	80%	64%	46%	17%		59%	55%	37%	17%
5th Math	75%	59%	40%	18%		60%		24%	8%

Benchmark#2 2023- 2024	All Students Low Approaches	All Students High Approaches	All Students Meets	All Students Masters Standard	Benchmark#2 2023- 2024	All Students Low Approaches	All Students High Approaches	All Students Meets Standard	All Students Masters Standard
5th Science	46%	36%	23%	5%		46%		10%	2%
3rd-5th Reading Total	77%	61%	44%	15%		66%	53%	34%	13%
3rd-5th Math Total	66%	51%	33%	12%		55%		24%	7%

Our overall 2022 STAAR test results are shown below:

STAAR 2023- 2024	All Students Approaches	All Students Meets Standard	All Students Masters Standard	STAAR 2024- 2025	All Students Approaches	All Students Meets Standard	All Students Masters Standard
3rd Reading	79%	53%	24%		78%	50%	21%
3rd Math	37%	37%	9%		66%	40%	10%
4th Reading	85%	43%	20%		78%	43%	12%
4th Math	73%	46%	23%		67%	40%	20%
5th Reading	86%	53%	22%		71%	49%	22%
5th Math	71%	45%	18%		62%	32%	16%
5th Science	41%	15%	3%		46%	10%	4%
3rd-5th Reading Total	82%	48%	22%		82%	48%	22%

STAAR 2023- 2024	All Students Approaches	All Students Meets Standard	All Students Masters Standard	STAAR 2024- 2025	All Students Approaches	All Students Meets Standard	All Students Masters Standard
3rd-5th Math Total	70%	43%	16%		68%	43%	14%

Reading	Reporting Category 1 Understanding Across Genres	Reporting Category 2 Writing Revising and Editing			
3	57%	50%			
4	54%	50%			
5	55%	52%			
Math	Numerical Representation and Relationships	Computations and Algebraic Relationships	Geometry & Measurementt	Data Analysis & Personal Financial Literacy	
3	54%	48%	47%	50%	
4	66%	49%	47%	67%	
5	54%	53%	52%	60%	

Student Learning Strengths

After analyzing and comparing our STAAR data from 2023 to 2024, we found the following strengths:

- The percentage of 3rd grade students scoring Meets, Masters in STAAR Reading increased from the previous year (53% from 52% and 24% from 18% respectively)
- The percentage of 4th grade students meeting Approaches in STAAR Reading rose from 81% to 85%.

- Most importantly, the number of 4th grade students achieving Masters in STAAR Reading rose from 19% to 20%.
- The percentage of 5th grade students scoring Meets and Masters in STAAR Math increased from the previous year, (45% from 35% and 15% from 18% respectively)
- In 5th grade STAAR Math, Reporting Category 4: Data Analysis and Personal Financial Literacy there was an increase from the previous year, (60% from 53%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need for improvement of Academic Growth in Math and Science for all students .

Root Cause: Students are lacking critical thinking and scientific problem solving to make informed decisions. Students have gaps in foundational skills necessary for grade-level work.

School Processes & Programs

School Processes & Programs Summary

Airport's reading components in all Kinder through 5th grade classes includes Guided Reading, Shared Reading, Independent Reading, Read Aloud, and phonemic awareness (PK-1st), SIPPS instruction (K-2nd)/phonics instruction (through 3rd grade). This school year we purchased Mackinvia, an online Data Base for E-Books. The district uses NWEA Map to help track student's growth in grades Kinder - 3rd and 5th grade science. The district purchased Summit K-12 for to ready our bilingual students for TELPAS testing.

Teacher training continues and much discussion is included in the Campus PLC meetings conducted by Administration and Instructional Coach. We continue to collect writing samples in a student writing portfolio for all Kinder to 5th grade students.

For mathematics instruction, we rely on the district's math adoption, Bluebonnet Math (including the online component), and other useful math materials/tools such as:

- Reflex Math (1st-5th grade) for basic math fact
- Frax (3rd - 5th grade)

This year Math teachers received training on the state new adopted textbook. "Bluebonnet."

Kinder - 5th grade teachers analyze data from benchmarks by using the reports on Aware. They have students track their progress in their Data Notebooks.

School Processes & Programs Strengths

At Airport, our teachers work diligently to strengthen our students reading, writing, and math skills. Our staff

- Attends many different trainings during the school year.
- Is 100% Highly Qualified
- Includes at least 3-4 bilingually certified teachers in Pre-K, Kinder, first, second, third, and fifth grade and at least two in fourth grade
- Includes a majority of teachers with their 30 basic GT hours and 6 yearly hour update
- Track student progress of MAP, Summit K12 data, reading and phonics levels, benchmark results, and attendance

Perceptions

Perceptions Summary

Airport Elementary is focused on helping students reach their full potential by developing every student's leadership potential and providing the best education for future success. We encourage daily attendance by recognizing student attendance each Monday morning during announcements, providing 15 minutes of free play on Mondays for classes with 100% attendance, and by providing incentives for high attendance each six weeks.

Airport has always been noted as a friendly campus. When parents visit our school, they are greeted by a friendly office staff. Administration has always had an open door policy for any parent or staff with a concern. Our *Leader in Me* training has strengthened good habits of not only students, but of staff. There is a united front among grade levels to help and welcome new staff members to the grade levels.

Parents receive a monthly parent calendar so they can plan for school activities and they can also visit our school website for more information. Teachers use Class Dojo to build classroom community. Administration uses School Messenger, a call out system, to keep parents informed about current events.

Airport staff uses the Whatsapp to communicate with each other in case of an emergency such as a lockdown and severe weather.

During our awards weeks assemblies, Lighthouse members lead by welcoming parents and guests. Students are recognized for Cum Laude, Magna Cum Laude, Summa Cum Laude, attendance, and leadership (Airport Leader Award).

All staff members belong to one of the 9 Action Teams listed below:

- 1) Professional Learning
- 2) Student Learning
- 3) Family Learning
- 4) Leadership Environment
- 5) Shared Leadership
- 6) Leadership Events
- 7) School-wide Goal Achievement
- 8) Student-led Achievement
- 9) Empowering Instruction

Administration receives feedback from staff and addresses concerns brought to the Principal's Advisory Committee, which meets once a month. Site-Based meets six times during the school year to make decisions affecting the school's budget needs and priorities.

And finally, by the end of the 2025-2026 school year, all teachers who service kinder through 3rd grade students will have successfully completed the Texas Reading Academy (TRA).

Perceptions Strengths

- Full implementation of *The Leader in Me* and *The Seven Habits of Happy Kids*
- Encouragement of students to read at least three books daily: 2 at school, 1 at home
- Involving parents in having their kids read at least 20 minutes and reach the 1.8 million word exposure
- A safe and positive learning environment with differentiated instruction for all learners

- Incorporation of technology in the classroom
- Emphasis for students to become independent learners
- Open door policy with administration for parents and staff concerns

Priority Problem Statements

Problem Statement 1: There is a need for improvement of Academic Growth in Math and Science for all students .

Root Cause 1: Students are lacking critical thinking and scientific problem solving to make informed decisions. Students have gaps in foundational skills necessary for grade-level work.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: By Spring 2026, the number of 3rd-5th students who score at the Approaches Level will increase from 75% to 80% on the STAAR Reading Assessment, 50% will score at the Meets Level, and 25% will score at the Masters level. All Kinder - 2nd grade students will show a 10% growth on the NWEA MAP Reading Assessment by Spring 2026.

Evaluation Data Sources: State STAAR Reading Results and NWEA MAP Assessment

Strategy 1 Details	Reviews			
Strategy 1: All students including all sub-groups (e.g. GT, SE, 504, RtI) will receive quality, differentiated ELAR instruction to meet students' individual needs. Airport will: a) Ensure all teachers use TEKS Resource System for lesson planning in all core subjects b) Have teachers attend on-campus Professional Learning Communities (PLCs)/grade level meetings to review data, including data for sub-groups. c) Provide Extended Day 2nd Semester for those students who failed either STAAR Reading or Math or both d) Purchase technology and supplies such as Chromebooks, headphones, printer head, USB drives, and IPADS so student have access to learning online platforms like Google Classroom, Savvas, iReady, Scholastic News, Storyworks, SIPPS, Summit K-12,etc. e) Include a Balanced Literacy Approach to our reading instruction, which includes PA, Phonics, Shared Reading, Guided Reading, Independent Reading, and Writing / Grammar instruction, using campus and state-provided resources, both print and digital. f) Utilize our STAAR teacher in 3rd grade to provide additional tutoring to struggling readers and use our Specialty Teachers to tutor lower grade students. g) Utilize our instructional coach and other staff development resources to grow teachers' teaching practices h) Ensure SE, 504, EB, and RtI students receive their services and accommodations noted in their IEPs and committee notes. i) Incorporate Raising Blended Learners (RBL) strategies in grades kinder through 3rd grade to better differentiate instruction. Allow teachers to attend all the RBL trainings throughout the school year. Provide students and teachers with instructional materials and resources such as online, hard copy, furniture, etc. for the implementation of the RBL process. j) Incorporate writing across all content areas. k)Utilize STAAR Mentors teachers in 3rd -5th Grade to provide additional tutoring to struggling students in reading, math and science. Strategy's Expected Result/Impact: All TEKS for each grade level will be taught and performance on the Reading and Writing assessments will improve. Staff Responsible for Monitoring: PK - 5th Teachers Campus Administration Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide Extensive/Intensive Program of Instructional (IPI) for Special Ed. Students in the areas of reading and math. Strategy's Expected Result/Impact: Performance on Reading and Math assessments will improve including: *District Benchmarks *STAAR Assessments *NWEA MAP Staff Responsible for Monitoring: Campus Administrators / Instructional Coaches Homeroom Teachers Special Ed. Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Continue implementation of the Linguistic Instructional Alignment Guide and the ELPs in all bilingual classrooms. Strategy's Expected Result/Impact: Increase in English language proficiency level of all EBs and increase percentage in attainment of Advanced High on TELPAS composite. Staff Responsible for Monitoring: Bilingual teachers, Campus Principal, Assistant Principals, Bilingual/ESL Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide the means so students become life long readers by creating a 21st Century future-ready library. Strategy's Expected Result/Impact: Through fixed or flexible scheduling as well as remotely, all students will use library resources for their assignments, reading, and collaborative learning. Staff Responsible for Monitoring: Campus Library Staff Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Ensure all campus and district resources are used to increase our weekly attendance rate at all grade levels. Strategy's Expected Result/Impact: When in class each day, students do not miss out on instruction.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Target HB3 literacy and math proficiency plans by providing instructional materials, programs, staff development, technology and furniture to enhance learning environment. Strategy's Expected Result/Impact: All TEKS for each grade level will be taught and performance on the Reading, Writing and Math assessments will improve Staff Responsible for Monitoring: K-3rd Teachers Campus Administration Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: By Spring 2026, the number of 3rd-5th students who score at the Approaches Level on the STAAR Math Assessment in 2025 will increase from 65% to 70%. All 3rd - 5th grade students will show a growth of 5% in the 2026 STAAR Math Assessment. All 5th grade students will improved at the Approaches Level on the 2026 STAAR Science Test by 4%from 46% to 50%. All Kinder - 2nd grade students will show a 10% growth on the MAP Assessment by Spring 2026.

Evaluation Data Sources: State STAAR Math Results and MAP Assessment

Strategy 1 Details	Reviews			
Strategy 1: Integrate the application of technology and other resources to promote a blended learning environment in mathematics and Science classrooms through various online programs: *Reflex Math Grades 2nd - 5th *BlueBonnet K - 5th *Frax Grades 3rd -5th Strategy's Expected Result/Impact: Increased performance of students on assessments: *District Benchmarks *STAAR Staff Responsible for Monitoring: Math Strategist Math Assistant Principals Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide professional learning, coaching, guidance, and support in core content areas to enhance content knowledge and the application of research-based Instructional Strategies (RBIS) as well as accelerated learning. Strategy's Expected Result/Impact: Increased performance of students on assessments *District Benchmark *STAAR Staff Responsible for Monitoring: Math Teachers, Instructional Coach, Math Strategist, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Regular Ed. Teachers and Special Ed. teachers will collaborate in order to help all our students to be successful. Strategy's Expected Result/Impact: Performance on Reading and Math assessments will improve including: *District Benchmarks *STAAR Assessment Staff Responsible for Monitoring: Campus Administrators Teachers Special Ed. Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Community and Higher Learning Science Center Partnerships (Pre-K- 5th) Utilize local science resources for real-world science relevance, science career investigations, and community outreach, and teacher professional development. Frontera Audubon Society, the Valley Nature Center, TSTC Challenger Learning Center, UTRGV Coastal Studies Laboratory and Estero Llano Grande State Park field trips and student investigations. Weslaco Water Treatment Facility tour and information for science projects. Strategy's Expected Result/Impact: Improved performance for all populations on benchmarks, NWEA MAP and STAAR. Staff Responsible for Monitoring: Science Teachers, Instructional Coach, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Coaching and development of teachers and leaders through PLCs , as well as in-house and out-of-district trainings. * Create benchmarks and curriculum documents so that true backwards planning can take place * Provide PD on backward planning * Provide mastery machine materials for highly aligned practice leading up to STAAR & train teachers on it. * Follow up on PD through instructional rounds and one-on-one feedback for high priority teachers *S3 Strategies Training *Region 1 Training Strategy's Expected Result/Impact: Increased performance of students on assessments. *District Benchmarks *NWEA MAP *STAAR Staff Responsible for Monitoring: Science Teachers, Instructional Coach, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Provide instructional materials for students and staff for the improvement of student achievement in the areas of reading, writing, math, science, social studies, Fine Arts and P.E. Strategy's Expected Result/Impact: Performance on District Benchmark, NWE MAP, STAAR and Fitness Gram. Staff Responsible for Monitoring: Pre -K 5th grade Teachers Instructional Coach Adminstration	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

Evaluation Data Sources: Discipline Reports

Strategy 1 Details	Reviews			
Strategy 1: 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 Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide Social Emotional Learning (SEL) lessons utilizing the Leader in Me program, and Ripple Effects for K-5th grade students that strongly address personal/social skills and bullying. *Leader In Me Workbooks *Student Leadership Binders Staff Responsible for Monitoring: Administration Counselors Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide CPR/AED/First Aid, general supplies (band aids, cotton balls, antiseptic, etc.) and Covid testing for school personnel. Staff Responsible for Monitoring: Nurse Licensed vocational Nurse Funding Sources: - 164 - State Comp. Ed. [SCE] - 164.33.6129.00.110.1.30 - \$49,682	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS-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: Annual Parent-Teacher-Student Surveys and End of Year Federal e-Grant Application

Strategy 1 Details	Reviews			
Strategy 1: Utilize all forms of contact with parents including parent/teacher conferences, student homework logs, behavior logs/ Class Dojo, monthly parent calendar, school messenger, KWES, social media (Airport Facebook page), Awards Assemblies, Meet the Teacher, Open House in March, and Absence Call Out Program, SASI, Class Dojo App, and Parent Center meetings and trainings. Strategy's Expected Result/Impact: When parents are engaged and participate in campus activities and events, student achievement increases. Children whose parents are involved learn more and are more successful in school. Their behavior is almost always better. Staff Responsible for Monitoring: Teachers, Campus Administration, Counselors, Accelerated Learning Campus Coordinators, Parent Specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide parent trainings on topics such as effective reading strategies, STAAR, Bullying and Drug Prevention, The Leader in Me, Mental Health Awareness, Technology and College & Career Exploration and Readiness. Topics are scheduled based on campus needs and parental request. Meetings will be held once a month. Strategy's Expected Result/Impact: Research has shown that children of parents who volunteer and/or participate with events on campus make better grades and perform better on tests. They're also better behaved, have better attendance, and are more likely to graduate and continue their education. The more parents participate at school, the more successful their children will be. Staff Responsible for Monitoring: Parent Specialist, Accelerated Learning Campus Coordinator, Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Recognize students' achievements with incentives. Strategy's Expected Result/Impact: Performance on District Assessments, STAAR will improve. Staff Responsible for Monitoring: Pre- K 3 - 5th Grade Teachers, Administration	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 1: To ensure Airport students are taught by highly qualified and state certified teachers, staff members will participate in district and Region One trainings and new teachers will be provided mentor teachers.

Evaluation Data Sources: Eduphoria Reports and Sign In Sheets

Strategy 1 Details	Reviews			
Strategy 1: Airport teachers will attend district trainings for all core subject areas, PLC meetings, and Region One staff development. *Differentiation Instruction *Technology *Blended Learning *BlueBonnet Strategy's Expected Result/Impact: Teachers will use research based strategies to increase student achievement Staff Responsible for Monitoring: Campus Administration District Strategists, Assistant Supt. of Elementary	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 Airport Drive Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 8

Brief Description of SCE Services and/or Programs

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Personnel for Airport Drive Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alice Nelson	Teacher PK	0.5
Alicia Rodriguez	Instructional Aide	0.5
Blanca O. Palomares	Instructional Aide	1
Elia Zamora	Counselor Clerk	1
Elysia Vela	Instructional Aide	1
Felicita Pequeno	Instructional Aide	1
Leticia Medelez	Instructional Aide	0.5
Lizvia Barbosa	Instructional Coach	1
Raquel Espinoza	Teacher PK	0.5
Virginia Silva	Teacher STAAR (PT.50)	1

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

CIP Committee Members;

- | | |
|----------------------|---------------------------------|
| 1. Gilert Reboloso | Principal |
| 2. Amy Guajardo | Assistant Principal |
| 3. Crisette Mojica | Assistant Principal |
| 4. Raquel Espinoza | Pre-K Teacher |
| 5. Yolanda Martinez | Kinder Teacher |
| 6. Eva Nava | First Grade Teacher |
| 7. Elizabeth Cansino | Second Grade Teacher |
| 8. Melissa Limon | Third Grade Teacher |
| 9. Corina Martinez | Fourth Grade Teacher |
| 10. Marival Pina | Fifth Grade Special Ed. Teacher |
| 11. Jaime Vasquez | P.E. Coach |
| 12. Lizeth Rodriguez | Counselor |
| 13. Viviana Guillen | Fifth Grade Teacher |
| 14. Elizabeth Lopez | Kinder Teacher |

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

Airport Elementary Campus Improvement Plan is located in the campus's main office and at the Parental Involvement (Room#101). It is also located on the Weslaco Independent School District website. (wisd.us) or Airport Elementary website (airport.wisd.us).

The Campus Improvement Plan can be translated into Spanish if needed. For translation, please contact the principal, Gilbert Reboloso at (956) 969-6770 or community aide, is the person who serves as translator at Airport Elementary.

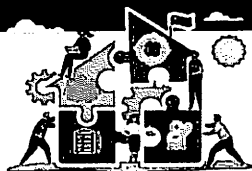
Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christina A. De La Garza	Computer Lab Aide	Title I Part A	1
Diana G. Orta	Instructional Aide	Title I Part A	1
Eli Orta	Library Aide	Title I Part A	1
Jose L. Garcia	Media Aide	Title I Part A	1
Marleni Magali Cabrera	LVN	Title I Part A	1
Ofilia Zamarron	Library Aide	Title I Part A	1
Vacancy	Instructional Aide	Title I Part A	1

Campus Funding Summary

164 - State Comp. Ed. [SCE]					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3		164.33.6129.00.110.1.30	\$49,682.00
Sub-Total					\$49,682.00
Budgeted Fund Source Amount					\$648,049.00
+/- Difference					\$598,367.00
Grand Total Budgeted					\$648,049.00
Grand Total Spent					\$49,682.00
+/- Difference					\$598,367.00

Addendums



Prioritization Tool



Demographics

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

Potential Data Types:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- | | |
|-----------------------------------|---------|
| • 2022-23 TAPR | • _____ |
| • Attendance Data | • _____ |
| • Teacher - Student Ratios (TAPR) | • _____ |
| • 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 for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- 90% Teachers have more than 10 years experience

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

Needs

- Attendance Rate below 97%

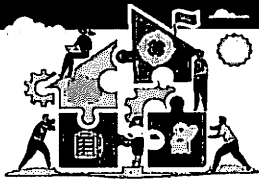
- Student - Chronic absenteeism
- Student - Teacher Ratio (Kinder classes 24 -26 students)
- _____
- _____
- _____
- _____

•	•
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•	•

Summary of Needs

- This year's attendance is 94.3%. It went up only .3% from last year.
- Chronic absenteeism rose from 19.3% in 2021 to 32.8% in 2022.
- Lower # of student ration to teacher in the lower grades.

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Prioritization Tool



Student Achievement

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

Potential Data Types:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

• NWEA MAP	• Istation
• District Benchmark Data	• Progress Check ins -2nd grade only
• TELPAS	• WISD Passing Rate Summary Report (by teacher)
• iReady	• WISd Failure Attestation Report. (by campus)
• Imagine Math	

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

Findings/Analysis

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

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

Strengths

- Bilingual Learners are showing progress through TELPAS
- 3rd STAAR RLA students showed growth to the 4th grade Benchmark #2
- Growth from BOY to EOY on NWEA MAP Math in grades K-3rd except 2nd grade.
- Growth from BOY to EOY on NWEA MAP Reading in grades K-3rd except K - 1st grade.
- From BOY to EOY NWEA MAP Math went from a 40th percentile to 42nd percetile

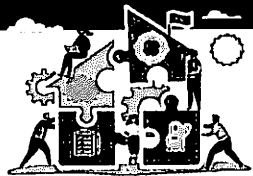
Needs

- STAAR Performance for all tested subjects
- Benchmark Reults for 3rd - 5th
- 2nd Grade performance
- 5th Grade Science
- Kinder and 1st grade students showed very little growth on NWEA MAP Reading

• 2nd and 3rd grade students showed growth in NWEA MAP Reading. • • • • • •	• • • • • • •
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Summary of Needs

• Increase student achievement in core content areas Reading and Math at all levels in order to prepare our students for local and state assessment in 3rd - 5th grades. • Our 2nd grade students did not show growth from NWEA BOY to NWEA EOY. 1st grade teachers need to meet needs of students in core areas(Reading/Math) through interventions/tutoring, differentiated lessons, and various teaching strategies to help students show growth. • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • •
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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 personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Types:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- | | |
|-------------------|---------|
| • Panorama Survey | • _____ |
| • TAPR | • _____ |
| • LIM Survey | • _____ |

● Leader in Me	●
● DRS/Compact	●

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

Findings/Analysis

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

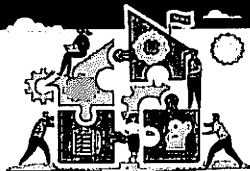
Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as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

Strengths

● Lighthouse Team
● Safety is a priority
● Extra Curricular activities - ACE
● Parent Conferences/DRS Forms
● In house counseling is being utilized
●
●

Needs

● Teachers feeling frustration with behavior
● 53% school climate
● 54 % well- being
● Decline on positive experiences based on surveys
●
●
●



Prioritization Tool



Staff Quality, Recruitment, and Retention

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

• 2023 TAPR • _____ • _____ • _____ • _____ • _____	• _____ • _____ • _____ • _____ • _____
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See page 26 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

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

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

Strengths

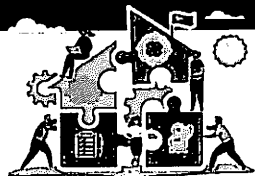
- 90% of teachers have 10+ years of teaching experience
- _____
- All teachers are certified
- _____
- High retention
- _____
- Interview committees are used to seek out highly qualified candidates.
- _____
- _____

Needs

- Professional development data per content/grade level needed
- _____
- Special Ed. paras needed
- _____
- Maintaining low student to teacher ratio
- _____
- _____
- _____

Summary of Needs

- Lower student to teacher ration is needed in Kinder. This year we had classroom with 23 -25 students from Kinder.
- Teachers need to be informed first hand to relevant content information.
- Qualified staff is needed to meet the growing special education student population.
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Prioritization Tool



Curriculum, Instruction, and Assessment

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

Potential Data Types:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

• Forethought (Lesson Plans)	• _____
• _____	• _____
• TEKS Resources System	• _____
• iReady	• _____
• iStation	• _____
• Imagine Math	• _____
• _____	• _____

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

Findings/Analysis

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

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

Strengths

• Knowledge of Curriculum
• _____
• Knowledge of TEKS
• _____
• Pacing Guides, Scope and Sequence
• _____
• Data Driven Instruction
• _____
• Use of Eduphoria, Aware, edtech software
• _____
• _____

Needs

• Analysis of lessons
• _____
• Alignment of YAG
• _____
• Backward Planning
• _____
• Learn new adoption for Science
• _____
• Learn Science TEKS (new)
• _____
• _____

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Summary of Needs

•	A need to adjust and vary lessons on needs of students from year to year. Lesson Plans must be written for the class of current year. (Differentiate)
•	All scope and sequence of curriculum should be aligned to YAG for assurance of grade level instruction.
•	All lessons should match the TEKS requirement as written and noted on Focus Wall.(Unpack TEKS,Backward Planning)
•	Continue to use on level adopted curriculum of instruction to keep students aligned across the district
•	Learn TRS - TEKS Resource System (new)
•	Use evidence based interventions to address learning gaps - Mapping and tracking data collected from NWEA MAP, Benchmark, Imagine Math, iReady and Istation
•	
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Prioritization Tool



School Context and Organization

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

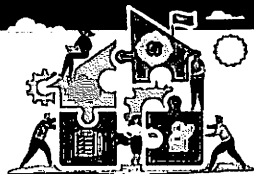
Potential Data Types:

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

Data Sources Reviewed

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

- Author Unknown



Prioritization Tool



Parent, Family and Community Engagement

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

Potential Data Types:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- | | |
|-------------------------------|---------|
| • TAPR Report | • _____ |
| • Parent Meetings Sign Sheets | • _____ |
| • Parent Volunteer Sign | • _____ |

- _____
- _____
- _____
- _____

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

Findings/Analysis

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

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

Strengths

- Parent Volunteers
- _____
- _____
- _____
- _____
- _____

Needs

- Monthly Parent Meeting-More Participation
- Above the State average for mobility (25.5% Campus, 27.5% District, 16.8% State)
- Above State average special education for mobility (30.1% Campus, 33.1% District, 18.6% State)
- Above the State average for EB for mobility (31.3% Campus, 33% District, 17.1% State)
- Above the State average for economic disadvantage for mobility 13.9% Campus, 29.9% District, 18.1% State)

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Summary of Needs

•	We need more parents to attend the monthly parent meetings. We have an average of 1 - 5 parents that do attend.
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- _____
- _____
- _____
- _____
- 53% School Climate
- 53% Staff- Leaders
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

List the actual data sources reviewed below.

- | | |
|-------------------------------|---------|
| • Panorama Survey Spring 2024 | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

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

Findings/Analysis

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

Strengths

- Safety and Security
- Decision Making Process
- Staff Accountability/Staff Mentoring(Data Duos)
- Principal Advisory Committee Meetings
- _____
- _____

Needs

- 46% Belonging
- 45% School Climate
- Improve School Coommittee's Activity
- Campus Behavioral Plan to support teachers and staff
- _____
- _____

• CIP	•
• Online Instructional system status report	•
• RBL	•
•	•
•	•

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

Findings/Analyses

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

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

Strengthen

- Technology Programs available for every content/grade level.
- 1:1 Student devices.
- Bandwidth is sufficient enough to maintain daily student technology use
- Back-up hot spots are available
-
-

Needs

- Training and support for all teachers to properly use programs.
- Data reports on programs.
- Monitoring student time on devices.
- Consistency in use of technology programs that are used for grade level goals.
-
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Summary of Needs

- Students need to be monitored and allowed age appropriate time on technology devices.
- Training and support is needed for all teachers to use available technology to their fullest potential including data reports.
- Goal orientated campus technology needs to be consistently used properly by all classroom teachers.
-
-
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-

Collaborative Comprehensive Needs Assessment Summary of Priority Needs

Demographics

This year's attendance is 94.3%. It went up only .3% from last year.
Chronic absenteeism rose from 19.3% in 2021 to 32.8% in 2022.
Lower # of student ration to teacher in the lower grades.

Student Achievement

Increase student achievement in core content areas Reading and Math at all levels in order to prepare our students for
Our 2nd grade students did not show growth from NWEA BOY to NWEA EOY. 1st grade teachers need to meet needs of

School Culture and Climate

Curriculum needs to remain consistent for quality teaching
Train teachers on District adopted Curriculum.
Teachers need to use adopted curriculum available instead of using other curriculum that may not be aligned and takes
Identify root cause of teacher satisfaction in order to improve school climate.
Classroom management contributes to productive learning; therefore must be consistant.

Staff Quality, Recruitment, and Retention

Lower student to teacher ration is needed in Kinder. This year we had classroom with 23 -25 students from Kinder.
Teachers need to be informed first hand to relevant content information.
Qualified staff is needed to meet the growing special education student population.

Curriculum, Instruction, and Assessment

A need to adjust and vary lessons on needs of students from year to year. Lesson Plans must be written for the class of
All scope and sequence of curriculum should be aligned to YAG for assurance of grade level instruction.
All lessons should match the TEKS requirement as written and noted on Focus Wall.(Unpack TEKS,Backward Planning)
Continue to use on level adopted curriculum of instruction to keep students aligned across the district
Learn TRS - TEKS Resource System (new)
Use evidence based interventions to address learning gaps - Mapping and tracking data collected from NWEA MAP,

Parent, Family & Community Engagement

We need more parents to attend the monthly parent meetings. We have an average of 1 - 5 parents that do attend.

School Context & Organization

53% School Climate
53% Staff- Leadership Relationships

Technology

Students need to be monitored and allowed age appropriate time on technology devices.
Training and support is needed for all teachers to use available technology to their fullest potential including data reports.
Goal orientated campus technology needs to be consistently used properly by all classroom teachers.

Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023-2024

LEA: _____

Campus Name: Airport

Step 3 Meeting Date: 5/15/24

Progress Checkpoint 3 Due: 5/22/24

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson
Name and Role: Amy Guayardo / Assistant Principal

COMMITTEE MEMBER NAME	ROLE
<u>Ms E. Nava</u>	<u>teacher</u>
<u>Vann Ryo</u>	<u>teacher</u>
<u>Mindy Ortega</u>	<u>teacher</u>
<u>Angelica Morales</u>	<u>teacher</u>
<u>VKif</u>	<u>teacher</u>
<u>BEL</u>	<u>teacher</u>
<u>Dolank My</u>	<u>teacher</u>
<u>Ece Veste</u>	<u>teacher</u>
<u>AS</u>	<u>Counselor</u>
<u>Rebecca R. Padriguez</u>	<u>Community Member</u>

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

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

What data will we collect?
Map STAAR iStation iReady TELRAS Imagine Math Benchmarks Attendance Panorama Survey
Do data collection tools need to be developed?
NO
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
Charts and tables
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
Sign a Confidential form Oaths Data Rooms
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?
Diligently analyze the data.

Weslaco Independent School District
AIRPORT ELEMENTARY
A Leader in Me School

Ms. Ida Cuadra, Principal
Ms. Laura Huerta, Assistant Principal
Ms. Amy Guajardo, Assistant Principal

410 N Airport Drive
Weslaco, Texas 78596
phone: (956) 969-6770
fax: (956) 968-4062

CCNA Agenda
May 15, 2024
Location: Room# 101
Time: 3:50

- I. Welcome
- II. CCNA Focus Areas
 - School Culture & Climate
 - Curriculum, Instruction and Assessment
 - School Context and Organization
 - Student Achievement
 - Parent, Family & Community Engagement
- III. Questions

M. Pina

5/17/2024

CCNA Probing Questions

Student Achievement #3

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

Student Achievement

Potential Data Types

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

1. How are student achievement data disaggregated?

PLC every Friday, PLC Campus Days,
Staff development, grade level meetings
Data District PLCs

collaborating
looking at TEKS
Reading standards
Student SELs

2. What do the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category?

- 1 That's how we are compared to other campuses. - Campus Group.
- 2 different scores for each group.

3. What do the data indicate when disaggregated at various levels of depth?

Science showed more growth than R. & Math.

4. How do student achievement data compare from one data source to another?

depending on the focus of the tool used:
personal pathway, comparing them to
others nationwide or by others in TX

5. In which areas are we showing growth? At what rate? Compared to which standard of achievement?

Science — MAP, BOY & Benchmarks

6. Which students are making progress? Why?

Students determined, focused, and driven to
succeed. Absence plays a big role.

When you miss school, You miss out!

7. What impact are intervention programs having on student achievement?

Which students are benefiting and which are not? Why? Why?

Power Hour: i-ready, imagine math,
Small group tutoring, summit

→ At risk, ELLs, SPED, SOY

8. What do the longitudinal student achievement data indicate?

long term

Absences; low achievement; more consistency

Students that come to school more often
do better.

↓
This affects their learning and growth

9. What do the data reflect within and among content areas?

Some growth in most classes. Student showed gains at end of year for the most part.

10. Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroups, etc.?

{ Quintile Reports
MAP
STAAR info

Students that show growth are the ones that consistently come to school, parent involvement, and student drive

CCNA Focus Area Committee Assignments Template

School Year: 2023 - 2024

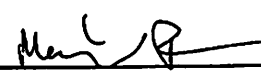
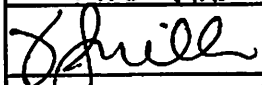
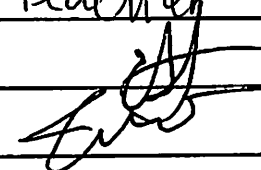
LEA: _____

Campus Name: Airport Elem

Meeting Date: 5/17/24

Campus CCNA Committee Members

Committee Chairperson
Name and Role: _____

COMMITTEE MEMBER NAME	ROLE
Marivel Pinon 	SPED Teacher
	Teacher
Maikel Rodriguez	Teacher
Laura Balderrama	Teacher
Claudia Perez	
Jaime O. Carrazos	

CCNA Focus Area Committee Assignments Template

School Year: 2023-2024

LEA: _____

Campus Name: Airport Elementary

Meeting Date: 5-20-24

Campus CCNA Committee Members

Committee Chairperson
Name and Role: Berenice Treviño Teacher

COMMITTEE MEMBER NAME	ROLE
Orfa Aguilar-Carnes	Bilingual Math Teacher
Corine Martinez	Math Teacher
Marisa Martinez	ELA Teacher
Lori Garces	ELA Teacher

CCNA Probing Questions

Student Achievement

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

Student Achievement

Potential Data Types

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

1. How are student achievement data disaggregated?

Student achievement data can be separated into smaller sub groups. For example, they get placed into content areas and then by program/test.

2. What do the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category?

When data is disaggregated by these categories, it can reveal patterns, trends, and disparities that could otherwise not been seen. That's how we are compared to other campuses and/or zones in the district.

3. What do the data indicate when disaggregated at various levels of depth?

It can indicate if certain demographic groups are more vulnerable than others.

Most of our students fall under the same status so it is difficult to see it at various levels.

4. How do student achievement data compare from one data source to another?

Various data sources can demonstrate different TEKS being monitored.

- iReady scores are higher than benchmarks.
- Imagine Math scores are higher/lower than benchmarks.

5. In which areas are we showing growth? At what rate? Compared to which standard of achievement?

Growth in Imagine Math. Growth ranged from 5% to 21%.

6. Which students are making progress? Why?

General education students are making ~~programs~~ progress. They participate in power hour and specialized learning pathways.

7. What impact are intervention programs having on student achievement?

Which students are benefiting and which are not? Why? Why?

The general population is growing and having a positive impact. The special population is showing some benefits from the intervention programs. All students are benefiting from the personalized programs.

8. What do the longitudinal student achievement data indicate?

Students are showing slow growth.

9. What do the data reflect within and among content areas?

Math is showing more growth than reading and science.

10. Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroups, etc.?

Bilingual learners are making annual progress through TELPAS. Students also showed growth from 3rd STAAR RLA to benchmark EOY. This data shows equal comparisons through the programs.

CCNA Probing Questions

School Culture and Climate #4

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

School Culture and Climate

Potential Data Types

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

1. How do students describe the school climate? How does this compare to the staff's perception?

Students have positive feeling towards school's climate in general through daily interactions among staff and students. However, based on surveys there is a decline on positive experiences.

2. What evidence is there that students and staff are collectively aligned with the vision and mission of the school?

Teachers and students are collectively aligned based on due to: 7 habits, assessments, campus policies, and attendance. By identifying the mission of school, we are working on that by the "Leader in Me" and skills that are implemented.

3. How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How do these data compare across groups?

There is evidence of the lack of compliances (rules) from students in some actions. Although, there are positive and negative.

4. What do the data reflect regarding student behaviors, discipline, etc.?

We have yet to see the data.

5. To what degree do students and staff feel physically safe?

The majority of students and staff feel safe.

6. What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc.?

Our focus is on achievement and success.

7. Which students are most satisfied with the school's culture and climate? How does this compare to these students' attendance, tardies, and other behaviors?

The most satisfied are the ones most actively involved in extracurricular activities such as: dance club, choir, flag football, track, field, and other clubs.

8. What do the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data?

Classroom management and organization contributes to a productive learning environment.

9. What do the data reflect regarding gangs, substance abuse, weapons, and other safe schools areas? Who are the students involved? What do we know about these students? What services have these students received?

The have been incidences that reflect the issues. Students are usually upper-grades to occure. In-house counseling is being applied.

10. What students are involved in extracurricular activities, clubs, and other areas? Who are these students? What does student achievement reflect about these students versus those who are not involved?

Upper grade levels 3rd, 4th, 5th grades are being included. Involvement in such activities gives them a sense of belonging.

11. What are the students' and staffs members' perceptions of facilities and the physical environment? What is the impact of the facilities on culture and climate?

Facilities are adequate only when not overpopulated.

12. Is there disproportionality based on race or ethnicity occurring at the LEA/campus with respect to incidence, duration, and type of student disciplinary actions, including suspensions and expulsions? How does the data compare across programs, subgroups, etc.?"

Race and ethnicity have never been an issue on our campus.

CCNA Probing Questions

Curriculum, Instruction and Assessment #6

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

Curriculum, Instruction, and Assessment

Potential Data Types

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

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

Existing evidence which determines if the district's curriculum is clearly linked to the TEKS and other standards for student learning include the following: Teks Resource System, lesson plans, and the scope and sequence.

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

Yes, the curriculum is structured in logically sequenced unites of instruction because the content and learning objectives are stated clearly in classrooms in a manner in which both the students and teachers are able to see, read and underderstand.

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

Data is reviewed and utilized to inform our curriculum, instrucion, and assessment decisions. Data drives our instruction as we teach with the mind set of "beginning with the end in mind."

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

Instructional strategies and activities aligned with student learning needs and expected outcomes for achievement are achieved through the use of rigorous yet relevant and enthusiastic classroom lessons, differentiated instruction, blended learning, reviewed data, and researched based instructional material. Consistency across the schools may somewhat be observed because teachers utilize the district's set curriculum and resources readily available. The district's alignment impact can be observed if and when students move from one campus to another within the district.

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

Curriculum, instruction, and assessments are aligned with College and Career Readiness Standards through the use of the Texas Essential Knowledge and Skills (TEKS), and English Language Proficiency Standards (ELPS) to develop and execute lessons plans.

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

Existing evidence which supports the classroom instruction which incorporates rigorous, high-quality experiences that promote critical-thinking skills with differentiated and scaffolded supports for students includes walk throughs, and observations made by administrators, high interest and relevant lessons, incorporating the science of reading strategies, including small group differentiated instruction, and blended learning.

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

Instructional design and delivery maximizes student engagement and a positive learning climate by ensuring that the learning objectives are clear and aligned with the needs of the students and the context of the learning, incorporating diverse teaching strategies that cater to different learning styles and preferences, encouraging participation and critical thinking through interactive hands-on activities, creating an inclusive environment that values diversity, collaboration, and mutual support, utilizing technology to enhance the learning experience, and providing feedback to students regularly.

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

The processes in place to assure instructional materials include resources intentionally designed to meet the needs of specific student groups include inclusion, differentiation, accommodations, modifications, adaptations, accessibility, assessment and feedback review.

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

The evidence that supports the effectiveness of evidence-based interventions to address learning gaps of struggling students include viewing, reviewing, mapping and tracking data collected from NWEA Map testing, benchmarks, Imaging Math, and Istation. Students that need this type of instruction include but is not limited to Tier 3, RTI, Special Education, and 504 students.

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

The evidence which proves assessments are aligned with clearly specified and appropriate achievement expectations are made available by the district through the use of the Eduphoria Aware edtech software in which both the district and educators are able to develop aligned benchmarks, assessments, and data analysis with the appropriate level of rigor utilizing state standards (TEKS). The software also allows for the alignment of professional learning, and curriculum planning throughout the district which are seamless and in sync. 

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

We know assessments are designed, developed, and used in a fair and equitable manner that eliminates biases because they are developed with the use of the Texas Essential Knowledge and Skills (TEKS) mandated by the state. These assessments are preceived by students as being of a serious matter in which they must be able to show how well they have achieved the learning objectives of a course, unit, or content.

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

The scope of assessments provides a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement because there is a large spectrum of questions which can be assessed. Courses, units and content is assessed throughout the year in which data can be analyzed and made available to teachers in order to drive their instruction.

CCNA Focus Area Committee Assignments Template

School Year:

2023-2024

LEA:

Campus Name:

Airport Elementary

Meeting Date:

5/17/24

Campus CCNA Committee Members

Committee Chairperson
Name and Role:Sara Cavazos / teacher

COMMITTEE MEMBER NAME	ROLE
<u>Sara Cavazos</u>	<u>teacher</u>
<u>Angelica Morales</u>	<u>teacher</u>
<u>Elizabeth Cansino</u>	<u>teacher</u>
<u>John Guillen</u>	<u>teacher</u>

CCNA Probing Questions

Parent, Family, and Community Engagement #1

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

Parent, Family, and Community Engagement

Potential Data Types

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

1. What evidence exists that families and community members are involved in meaningful activities that support students' learning?

Campus holds ~~Camp~~ monthly meetings, sends out campus compact policy.

2. What are the activities? Which parents and community members are involved? What trends and patterns do we observe?

Campus is open for volunteers,
During festivals the community joins in. ~~on Fall festival~~

3. How are families and the community members involved in school decisions?

We meet for campus Involvement Plan, the campus policy and compact.

4. What types of services are available to support families, community members, and students to encourage healthy family relationships?

monthly meetings

5. If families speak languages other than English, what are those languages? How does the school communicate in those languages?

The ~~big~~ majority is Spanish and every document is available in their family native language.

6. What types of services are available to support students in special programs? What are the results?

7. What types of community partnerships exist to support families and students?

We have a food drive, and shoe and clothes vouchers.

CCNA Focus Area Committee Assignments Template

 School Year: 2023-2024

LEA: _____

 Campus Name: Airport

 Meeting Date: 5/30/2024

Campus CCNA Committee Members

 Committee Chairperson
Name and Role: Jenilee Marin / Amy Guajardo

COMMITTEE MEMBER NAME	ROLE
Jenilee Marin	Parent Specialist
Deanna Aguilera	Community
Anna Izaquiere	Parent
Christy Sarmiento	Parent
Amy Guajardo	Assistant Principal

CCNA Probing Questions

School Context and Organization #8

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

School Context and Organization

Potential Data Types

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

1. To what degree does the district/school support the organization? How are those supports offered or provided?
Basketball, cheer, folklorico, ACE flag football, sign language. These are after school programs benefit all students.
2. What do the data reflect about classes, schedules, and student/staff teams?
more enrollment, larger classes makes it harder for students, more SPED students
3. How is adequate time devoted to subjects in which students perform poorly?
We follow our daily schedule. Students performing below level meet daily.
4. How do teachers have a voice in decision-making and school policies?
We have a principal advisory committee shares concerns and suggestions.

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

we administer the assessments.

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

our school committees are not very active at the moment.

7. What are the perceptions of students, parents and community about the LEA and campus?

we are a safe school.

CCNA Focus Area Committee Assignments Template

School Year: 2023 -2024

LEA: _____

Campus Name: Airport Elementary

Meeting Date: 5-21-24

Campus CCNA Committee Members

Committee Chairperson
Name and Role: Yolanda Martinez teacher

COMMITTEE MEMBER NAME	ROLE
Elizabeth Lopez	Teacher
Emmanuel Garcia	Teacher
Lilia Ann Carreon	Teacher

CCNA Focus Area Committee Assignments Template

School Year: 2023/ 2024

LEA: _____

Campus Name: Airport

Meeting Date: 5/20/24

Campus CCNA Committee Members

Committee Chairperson
Name and Role: Vannia Reyes

COMMITTEE MEMBER NAME	ROLE
<u>Vannia Reyes</u>	<u>1st Teacher</u>
<u>Susie Lord</u>	<u>1st Teacher</u>
<u>Lisa S. Nava</u>	<u>1st teacher</u>
<u>Marta Chz</u>	<u>1st teacher</u>
<u>Tracely Valero</u>	<u>1st gd. teacher</u>



Weslaco Independent School District

Airport Drive Elementary

Mr. Gilbert Rebollosa, Principal

Ms. Amy Guajardo, Assistant Principal

Mrs. Crisette Mojica, Assistant Principal

410 N. Airport Drive - Weslaco, TX 78596

Telephone (956) 969-6770

Fax (956) 968-4062



Airport Local Improvement Plan

District: Weslaco ISD

Campus: Airport Elementary

Year: 2015 -2026

Campus Priorities:

1. 3rd – 5th Grade Math
2. 5th Grade Science

Problem Statement:

There is a need for improvement of Academic Growth in both math and science for all students.

Root Cause:

- Lack of foundational Skills and conceptual understanding.
- Students are disengaged because they don't see how math or science applies to everyday lives.
- Gaps in understanding previous concepts in math and/or science can make it difficult for students to learn new concepts/skills.

Goals:

By May 2026, 70% of all students' academic performance in both 3rd -5th Grade STAAR Math and 50% 5th Grade STAAR Science will improve in the areas of problem solving and using critical thinking and scientific problem solving to make informed decisions through differentiation and small group instruction.

Strategies:

1) Math Strategies:

- a) Teach Academic Vocabulary
- b) Visuals- Draw, area models
- c) Manipulatives
- d) Built from simple to complex
- e) Cooperative/ Collaborative learning
- f) CRA Method (Concrete, Representational, Abstract)

2) Science Strategies:

- a) Teach Academic Vocabulary
- b) Visuals/Models
- c) Cooperative/Collaborative learning
- d) Hands on Activities-Labs
- e) Real World Connection



Weslaco Independent School District

Airport Drive Elementary

Mr. G. Reboloso Administrator in Charge

Ms. Amy Guajardo, Assistant Principal

Mrs. Crisette Mojica, Assistant Principal

410 N. Airport Drive - Weslaco, TX 78596

Telephone (956) 969-6770

Fax (956) 968-4062



Resources:

- Bluebonnet Math K – 5th
- Reflex Math 2 – 5
- Frax Math 3 -5
- Sirius 3 -5
- McGraw Hill Science K – 5th
- TCMPC Math and Science K -5th

Responsible Staff

- Principal
- Assistant Principal for Math and Science
- Instructional Coach
- Math and Science Teachers
- Elementary Math Coordinator
- Science Coordinator

Timeline:

Sept. 2025 – NWEA MAP 5th Grade Science BOY

Dec. 2025 – 3rd – 5th Grade Math Benchmark #1 and 5th Grade Science Benchmark #1

Jan. 2026 – NWEA MAP 5th Grade Science MOY

Mar. 2026 - 3rd – 5th Grade Math Benchmark #2 and 5th Grade Science Benchmark #2

Apr. 2026 - 3rd – 5th Grade STAAR Math and 5th Grade STAAR Science

May 2026 - NWEA MAP 5th Grade Science EOY

Evidence of Success:

- 3rd – 5th Grade Students will score 70% or higher on the STAAR Math at the Approaches Level.
- 3rd – 5th Grade Students will show an increase of 5% on both Meets and Masters on the STAAR Math.
- 5th Grade Students will score 50% or higher on the STAAR Science.
- There will be a 5% increase in both Meets and Masters on the 5th Grade STAAR Science.



Weslaco Independent School District

Airport Drive Elementary

Mr. G. Reboloso Administrator in Charge

Ms. Amy Guajardo, Assistant Principal

Mrs. Crisette Mojica, Assistant Principal

410 N. Airport Drive - Weslaco, TX 78596

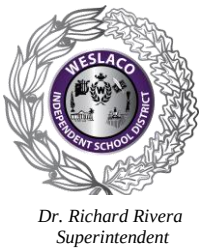
Telephone (956) 969-6770

Fax (956) 968-4062



Summative Evaluation:

Review Dates	Assessments	Evaluation - Met Progress, Still in Progress or No Progress				
Dec. 2025	Benchmark#1 Math 3rd -5th Grades					
Dec. 2025	Benchmark#1 Science 5th Grades					
Jan. 2026	NWEA MAP 5th Grade Science MOY					
Mar. 2026	Benchmark#2 Math 3rd -5th Grades					
Mar. 2026	Benchmark#2 Science 5th Grade					
Apr. 2026	STAAR Math 3rd -5th Grades					
Apr. 2026	STAAR Science 5th Grade					
May. 2026	NWEA MAP 5th Grade Science EOY					



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.

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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.