Weslaco Independent School District

Memorial Elementary

2025-2026 Campus Improvement Plan



Mission Statement

At Memorial Elementary, we recognize, honor, and celebrate the learners in all of us.

We...#LEAD&LEARN

Learn for a Lifetime

Encourage achievement

Always do the right thing

Determined to finish strong

Vision

Memorial Elementary will create a positive, nurturing environment for all members of our school so that we can prepare our students to achieve excellence by providing a high quality education that empowers them to become lifelong learners, readers and leaders that one day contribute to our community and the world.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 5
School Processes & Programs 7
Perceptions 8
Priority Problem Statements 9
Comprehensive Needs Assessment Data Documentation 10
Goals 12
Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative programs that develop college, career, and service ready leaders. 12
Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, drug-free, technology-rich, and inviting environments district-wide that promote high performance 29
Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Exceptional community service, open communication, and positive collaboration for student success. 35
Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT-High-Quality,research based training development and support for all employees. 38
Goal 5: FINANCIAL STRENGTH-Strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding. 40
State Compensatory 41
Budget for Memorial Elementary 41
Personnel for Memorial Elementary 41
Title I Personnel 42
Campus Funding Summary 43
Addendums 44

Comprehensive Needs Assessment

Demographics

Demographics Summary

Memorial Elementary is part of the Weslaco Independent School District and is situated in Hidalgo County in the Rio Grande Valley of South Texas. In 2024, the total student population was 1,1099 students and employed 100 employees which makes this the second largest school in the district.

Memorial Elementary was a Leader in Me School. However, it is no longer a district initiative. The 7 Habits of Happy Kids are still practiced and modeled daily by students and staff. These 7 Habits are clearly visible through the hall of Memorial Elementary. Upon entering the campus, the habits are seen suspended from the ceiling and clearly posted on the front doors. Every morning fifth grade students are at the entrance of the school to greet students and accompany any student who has difficulty finding their classroom.

The student population is 96% Hispanic, and 4% White. Other demographic information includes students in Special Education (15%), Migrant (0%), LEP (13%), and Gifted and Talented (7%).

According to the most recent 2021-2022 TAPR, teachers serving this school are 51 Hispanic and 6 Whites. There are only five teachers with 1-5 years of experience, six teachers with 6-10 years experience, twenty eight teachers with 11-20 years of experience, and seventeen teachers with over 20 years experience. The average years of overall experience is 17 years which is above the school district average.

Demographics Strengths

- Our turnover rate for teachers is lower than the state's rate.
- The TELPAS Reading Beginning Proficiency Level rate is higher than the state requirement.
- Earned five out of six distinctions on the Spring 2022 STAAR Assessment (Math, Science, Comparative Academic Growth, Closing the Gap, and Post Secondary)
- Earned an A ratings from TEA for three years
- Memorial Elementary supports student achievements by recognizing students at awards assemblies.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for improvement for all core area content on STAAR 3-5 for all students including specific populations of ELL, SPED, and Economically Disadvantaged have areas of growth.
Root Cause: Identified students lack foundational reading skills (phonics, phonemic awareness, fluency, vocabulary, and comprehension).

Student Learning

Student Learning Summary

Administrators, coaches and teachers evaluate student achievement data by generating state testing results using Aware. Administration analyzes trends in student achievement by evaluating testing data in our special population groups. The campus administrators in conjunction with teachers meet to desegregate data to identify the strengths and weaknesses of students to determine specific concerns and a plan of action.

2021-2022 STAAR Summary 3rd-5th Grade

Accountability Rating: Met Standard

	All Students	Hispanic	Special Ed.	Econ. Disadv.	EB
	All Subjects 2022 - 84%	All Subjects 2022 - 83%	All Subjects 2022 - 47%	All Subjects 2022 - 84%	All Subjects 2022 - 76%
	Reading 2022 - 87%	Reading 2022- 86%	Reading 2022- 49%	Reading 2022 - 87%	Reading 2022 - 81%
	Math 2022 - 82%	Math 2022 - 81%	Math 2022- 47%	Math 2022- 72%	Math 2022 - 72%
	Science 2022 - 80%	Science 2022- 79**%**	Science 2022 - 33%	Science 2022 - 80%	Science 2022 -71%

Student Learning Strengths

Memorial Elementary special education students showed improvement on Reading STAAR (from 38% to 49%) and on Science STAAR (from 14% to 33%).

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only 47% of special education students passed all subjects on STAAR.
Root Cause: Identified students lack foundational reading and math skills

Problem Statement 2: Only 49% of special education students passed the reading STAAR test.
Root Cause: identified students lack foundational reading skills (phonics, phonemic awareness, fluency, vocabulary, and comprehension).

School Processes & Programs

School Processes & Programs Summary

Memorial Elementary uses a hiring committee consisting of administrators, counselors, and teachers to make a hiring determination. A record of how applicants are interviewed and evaluated is maintained. Teacher performance evaluations are kept by the school principal. Novice teachers are provided a grade level mentor as well as support from administration.

Campus level PLC's are held every Friday to provide teachers opportunities to meet with colleagues and plan for the week including RBL.

School Processes & Programs Strengths

- Continuous professional development in the areas of reading, writing, and math to help support and promote teacher growth.
- 100% Highly Qualified Staff
- Low Teacher Turnover Rate
- Bilingual Certified Teachers
- GT Core Trained Teachers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Memorial Elementary has only approximately 50% of teachers bilingually certified.
Root Cause: Teachers do not feel the need and are hesitant to take the bilingual certification exam.

Perceptions

Perceptions Summary

Memorial Elementary has a positive school climate. Teachers and faculty members work together to ensure student success in a safe, educational environment as well as preparing them for a college ready path. Our campus Site Based Decision Making (SBDM) involves stakeholders working collaboratively to assure the needs are carefully considered and met. Our campus budget is designed and developed to meet the needs of the students and teachers.

Perceptions Strengths

- Implementation of *The Seven Habits of Happy Kids*
- A positive learning environment
- Campus personnel works together to address student absences, tardies, and discipline referrals.
- Teachers meet in Professional Learning Committees every Friday to share ideas and strategies.
- Teachers are rewarded with jean passes and hour lunches.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Memorial Elementary has taken all possible measures to keep students and staff safe and secure.
Root Cause: Our enrollment is currently 1,175 students and we two security guards on campus. One is a level I Security and the other is a Level II Armed Security Guard.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- 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:
-90%/60%/30% Approaches/Meets/Masters on STAAR/District Assessments
-90% PK4-2nd graders are "on grade level" by EOY
-60% of all students will meet or exceed expected growth
-Memorial Elementary continue with A Rating

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Data
NWEA MAP
Bluebonnet Math Grades K-5 Assessment Data
Science Grades K-4 Chapter Test Data
Social Studies Grades 1-5 Unit Test Data
CLI Engage
District Benchmarks
Common Formative Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strategy 1: Provide opportunities for cross curricular instruction in RLA, Mathematics, Science and Social Studies to promote literacy and numeracy across all content areas. -cross curricular collaboration **Strategy's Expected Result/Impact:** By Spring 2025: -90%/60%/30% Approaches/Meets/Masters on STAAR/District Assessments -90% PK-2nd graders are "on grade level" by EOY -60% of all students will meet or exceed expected growth **Staff Responsible for Monitoring:** Campus Administration Content Coordinators Elementary Academic Officer **Results Driven Accountability** **Funding Sources:** - 211 - Title I, Part A, - 164 - State Comp. Ed. [SCE]				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide professional learning, coaching, guidance and support in core content areas to enhance content knowledge and the application of research based instructional strategies (RBIS), as well as accelerated learning. -Professional Learning Communities -Content Conferences (Teacher and Supervisor) -Region One -Content Specific Workshops/Professional Development Scholastic, Heggerty, SAVVAS, NWEA, IXL, Teacher Created Materials, Lead4ward -Professional Coaching (Reading & Math Instructional Coaching) -Strong Foundations Implementation Grant **Strategy's Expected Result/Impact:** By Spring 2025: -90%/60%/30% Approaches/Meets/Masters on STAAR/District Assessments -90% PK-2nd graders are "on grade level" by EOY -60% of all students will meet or exceed expected growth **Staff Responsible for Monitoring:** Administration Content Coordinators Elementary Academic Officer **Funding Sources:** - 164 - State Comp. Ed. [SCE]				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Support the implementation and development and curriculum resources including the alignment of the curriculum on grade level instruction and assessments. TCMPC - TEKS Resource System & Texas Curriculum Resources Curriculum Writing Heggerty Pre-K Phonics Instructional Technology -No Red Ink, iStation, Reflex Math with Frax, Active Classroom, Lowman Education, Lemoney Learning, IXL, Edmentum, Sirius Online Educational Resources, TX Test Maker, TEKS Ready, Lead4ward, TEKSBank, and Math Warm Ups Reading and Writing **Strategy's Expected Result/Impact:** By Spring 2025: -90%/60%/30% Approaches/Meets/Masters on STAAR/District Assessments -90% PK-2nd graders are "on grade level" by EOY -60% of all students will meet or exceed expected growth **Staff Responsible for Monitoring:** Elementary Academic Officer Content Coordinators Campus Administration				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Purchase warehouse supplies including general supplies to help create literacy stations for Pre-K to 5th grade students and big books sets and dressing frames for Pre-K 3. Use workshop to print materials that will enhance reading and writing (Texas Reading fluency) and Math Warm Ups-writing 3-5. **Strategy's Expected Result/Impact:** Improved performance on reading and writing assessments. Keep student cumulative folders safe.				

 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: Engage in essential skills for college, career, and community at campus library by increasing the number of studens that read for learning, personal growth, and enjoyment by 10%.

Evaluation Data Sources: monthly circulation statistics
observations
online and social media posts

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Librarians will provide learning experiences through literacy and research in both the physical and digital environments. Purchase library books. **Strategy's Expected Result/Impact:** Through fixed and flexible scheduling as ell as emoely, all students will use library resources for their assignments and/or read for enjoyment. **Staff Responsible for Monitoring:** Librarians				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: 2025-2026 School Year, EB students' performance will improve on STAAR at the Meets Performance Level in all content areas by 3 %. AND improve 1 Proficiency level on TELPAS.

High Priority

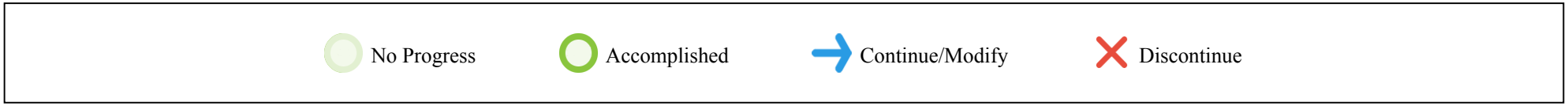
HB3 Goal

Evaluation Data Sources: STAAR Data
TELPAS DATA

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Processes and programs in place to provide second language support for students in cognitively demanding and context embedded content area instruction. **Strategy's Expected Result/Impact:** Improvement on benchmarks and STAAR performance levels **Staff Responsible for Monitoring:** Bilingual Dept. Campus Administration Bilingual Chair				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Processes and programs in place to ensure emergent bilinguals are provided opportunities to develop all four language domains including listening, speaking, reading, and writing. **Strategy's Expected Result/Impact:** 4% increase in emergent bilinguals demonstrating growth by one proficiency level on TELPAS. Curriculum and instruction that embeds English Language Proficiency Standards. **Staff Responsible for Monitoring:** Bilingual Dept Admin Bilingual Chair				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: TELPAS camp to provide opportunities for students to showcase the development of the 4 language domains. **Strategy's Expected Result/Impact:** Pre Indicator oh how students will perform of TELPAS **Staff Responsible for Monitoring:** Region 1 Bilingual Dept Admin Teachers				


No Progress
Accomplished
Continue/Modify
Discontinue

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

Performance Objective 4: By May 2026 identified dyslexic students' STAAR scores will increase by 5% in Reading and Writing.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Orton-Gillingham intervention programs with fidelity. **Strategy's Expected Result/Impact:** Improved reading and writing score on benchmarks, six weeks progress reports, progress monitoring, walkthroughs, and STAAR. **Staff Responsible for Monitoring:** Dyslexia Teacher Campus Administration Dyslexia Coordinator **Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement accommodations for eligible students to assist in reading and writing. **Strategy's Expected Result/Impact:** Improved reading and writing score on benchmarks, six weeks progress reports, progress monitoring, walkthroughs, and STAAR. **Staff Responsible for Monitoring:** General Ed. Teacher Dyslexia Teacher Campus Administration Dyslexia Coordinator **Results Driven Accountability**				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 5: By the end of the 2025-2026 school year the Advance Academics will increase gifted students performance by mastering grade level standards on the State Assessments by 3%.

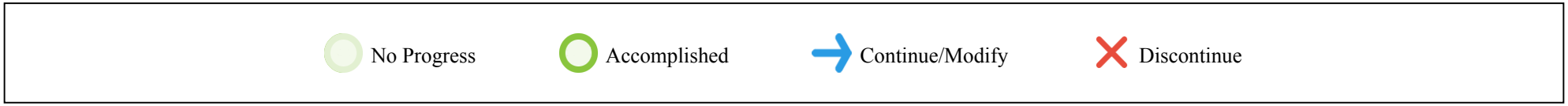
High Priority

Evaluation Data Sources: STAAR DATA
Accountability Ratings

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: GT KG-5th Grade students will be serviced via differentiated strategies by their core content teachers and GT pull out services. **Strategy's Expected Result/Impact:** Students will receive services to increase performance, engagement, and content mastery. **Staff Responsible for Monitoring:** GT specialist Administration Counselors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor teacher servicing GT to ensure differentiation utilizing learning walks, feedback, and coaching. **Strategy's Expected Result/Impact:** Students" needs will be met with enrichment opportunities through differentiation, problem solving, and critical thinking skills. **Staff Responsible for Monitoring:** Administration IC Content Coordinators Advanced Academic Coordinator				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students will be assessed for mastery using performance tasks, check points, progress checks, district assessments, and a project based curriculum. **Strategy's Expected Result/Impact:** Students increased mastery in grade level on State Assessments. **Staff Responsible for Monitoring:** GT Teachers Content Coordinators Administration Advanced Academics Coordinator				


No Progress
Accomplished
Continue/Modify
Discontinue

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

Performance Objective 6: The Fine Arts Department will increase the quality and quantity of literacy used in Pre-K-5th Fine Arts Curriculums.

High Priority

HB3 Goal

Evaluation Data Sources: choir attendance rosters
art club attendance rosters
BOY enrollment DATA
EOY Enrollment DATA
Active in class monitoring and adjustment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The school choir will perform at school and community events and programs such as: Christmas Program Talent Show **Strategy's Expected Result/Impact:** Students will be successful during performances. **Staff Responsible for Monitoring:** Music teacher Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The art department will work with local arts advocacy groups to promote the arts through shows and competitions. **Strategy's Expected Result/Impact:** Students will participate in local shows and competitions. **Staff Responsible for Monitoring:** Art teacher				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 7: To assist all students with proper library resources, materials, and aligned classroom and library curriculum in order to ensure that 70% of the students prepare for the rigors of STAAR and all other academic curriculum.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase collaboration with teachers while providing resources and activities that support classroom instruction at every grade level. - Purchase Book Taco Reading Program (2-5) **Strategy's Expected Result/Impact:** Increase in scores on benchmarks, IRIs and STAAR **Staff Responsible for Monitoring:** Library Staff Teachers Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Maintain a reading environment where frequent and flexible access is encouraged and students will become life-long library users and enjoy reading. **Strategy's Expected Result/Impact:** Students will become better readers and become life long readers. **Staff Responsible for Monitoring:** Library Staff Teachers Administration				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

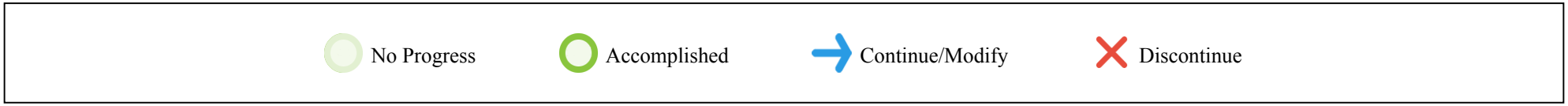
Performance Objective 8: 100% of students will participate in Physical Education

Evaluation Data Sources: Lesson Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will attend PE & Health classes with each of the three different coaches. Coaches will purchase PE equipment so students can have an opportunity to participate in different PE activities. **Strategy's Expected Result/Impact:** Students will become healthier. **Staff Responsible for Monitoring:** Administration PE Coaches **Funding Sources:** PE equipment and artificial turf - 164 - State Comp. Ed. [SCE] - $696.13				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: In order to promote a healthy lifestyle including social emotional wellbeing, the lead coach will attend staff development that will focus on up to date PE curriculum, instruction, assessment, wellness and new state standards. **Strategy's Expected Result/Impact:** Students will benefit from new up to date curriculum and instruction that focuses on healthy bodies and healthy minds. **Staff Responsible for Monitoring:** Lead Coach Administration **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Staff Development - 164 - State Comp. Ed. [SCE]				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Promote moderate to vigorous levels of physical activity that will promote health and wellness levels in the future. 50 percent of a PE course (on a weekly basis) comprise actual student physical activity at a moderate or vigorous level. **Strategy's Expected Result/Impact:** Monitor Class enrollments Monitor contact minutes **Staff Responsible for Monitoring:** Physical Education Teachers Physical Education District Coordinators Campus Principal				


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 9: By the end of 2025-2026 STAAR scores for students serviced by Special Education will increase by 5%.

High Priority

Evaluation Data Sources: STAAR Performance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Allow students to access the curriculum and educational opportunities (accelerated instruction and/or intensive program of instruction) through proper evaluation/identification, the development of compliant and appropriate IEP Programs, the use of assistive technology, implementation of accommodations, collaboration between Special and General education teachers, and the provision of services deemed necessary by the ARD committee. **Strategy's Expected Result/Impact:** By the end of the 2025-2026 school year STAAR scores by students serviced by Special Education will increase by 5%. **Staff Responsible for Monitoring:** Administration Special Education Staff				

 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 10: During the 2025-2026, KG-2nd grade will implement the ASPIRE Blended Learning Framework including the alignment of Technology application TEKS in KG-5th grade)

Evaluation Data Sources: Classroom observations
PLC's/PD
Usage Data from Learning.com

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Purchase warehouse supplies including general supplies to help create literacy stations for Pre-K to 5th grade students and big books sets and dressing frames for Pre-K 3. Purchase document cameras to help with presentation of lessons. Purchase printers, toner, adapters and accessories. Purchase furniture for PreK-3 classrooms. Purchase laminator to ensure material can be reused for several years.				

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 11: During the 2025-2026 academic year, PFS migrant students in grades 3-5 will grow between 3-5 RIT points. End of year RIT scores are an accurate predictor of STAAR scores.

High Priority

Evaluation Data Sources: STAAR data, MAP data, District benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide individualized and small group instruction in reading and math utilizing online based platforms, in person tutorials, and appropriate resources necessary. **Strategy's Expected Result/Impact:** Students will grow 3-5 RIT points in content areas and experience growth on state assessments. **Staff Responsible for Monitoring:** Campus staff, Migrant Coordinator				

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 12: During 2025-2026, provide instructional technology resources and instructional technology best practices for K-5 students that promote student success and digital citizenship behaviors.

Evaluation Data Sources: Walkthroughs
PD
Classroom-level data
Formal data, to include NWEA MAP.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Kindergarten-2nd Grade. In coordination with the Elementary RLA coordinator and Bilingual/ESL coordinator, guide campus leadership to support, scale, and sustain educators in the blended learning model with fidelity. Pilot and Implement Seesaw- Elementary Learning Experience Platform. Keeps all stakeholders in the learning loop. Aligned to TEKS (standards) and SAVVAS (skills) instruction in English and Spanish and additional scaffolding supports. **Strategy's Expected Result/Impact:** 100% of elementary campuses will implement the ASPIRE Kindergarten RLA blended learning 90% of teachers will meet teaching implementation goals 48% or greater of 1st and 2nd grade students will achieve the 60% percentile on MAP Reading Assessment (2026) **Staff Responsible for Monitoring:** Scott Amdahl, Director of Instructional Technology Julie Kelly, Instructional Technology Coordinator Emily Rodriguez, Elementary RLA Coordinator Campus principal Campus RLA administrator				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: During the 2025-2026 school year, the Instructional Technology Department will provide guidance for safe, secure, technology-rich, and inviting environments through:
Online instruction in Technology Application TEKS K-5 and Digital citizenship lessons K-12,
Innovative Learning spaces in K-2 general education classrooms.
Technology-rich learning environments classroom-level check-ins.

Evaluation Data Sources: Needs assessment survey
Usage data from programs that support safe and secure technology learning environments
CIPA compliance data from Learning.com
Digital citizenship lessons

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Processes and programs in place for a technology rich learning environment through the student device replacement program and developing a new process for softeware selections. **Strategy's Expected Result/Impact:** Equity in student devices. Balance of oline and offline instructinal resources **Staff Responsible for Monitoring:** Teachers Coaches Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Counseling department will provide classes to promote social emotional learning using different programs. **Strategy's Expected Result/Impact:** Ripple Effects WISD Counseling Program. Crest Award (TCA conference-1 counselor) **Staff Responsible for Monitoring:** Counselors				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Equip each counselor with a dedicated computer to enhance real-time student data monitoring and counseling preparation. Improve tracking of at-risk student progress through consistent use of digital documentation and intervention logs. **Strategy's Expected Result/Impact:** Reduce the percentage of students identified as chronically at-risk by 10% through more timely, data-informed counseling support. **Staff Responsible for Monitoring:** Principal, Tech Dept., Counselor(s)				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Weslaco ISD trained Campus Emergency Response Teams will assist nursing staff when medical emergencies arise and the Nursing Staff are not on campus or unable to respond.

Evaluation Data Sources: Sign-in rosters from training sessions

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Nurse will provide aid to students and staff. **Strategy's Expected Result/Impact:** Ensure that all students and staff feel safe that a nurse is available at all times. **Staff Responsible for Monitoring:** Campus Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Train personnel at campuses in CPR/AED/First Aid **Strategy's Expected Result/Impact:** Ensure that all students and staff can rest assured that they will be taken care of should they need CPR/AED/First Aid. **Staff Responsible for Monitoring:** Nurse School Admin District Admin				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: By the end of the school year 2025-2026 Memorial will be in compliance with the minimum standards for bulling set forth by TEA. Memorial will continue to implement a bullying prevention, conflict resolution, and violence prevention plan that will help students feel safe and secure in their learning environment.

Evaluation Data Sources: Bullying compliance report/disciplinary action
SEL survey report
Minimum standards of bulling checklist

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Anti Bullying Week Anti Bullying Lessons via counseling classes **Strategy's Expected Result/Impact:** Decrease the number of bullying reports. Improve student behavior (be Kind) **Staff Responsible for Monitoring:** Administration Counseling				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Curriculum on bullying prevention, conflict resolution, and positive behavior interventions will be implemented. **Strategy's Expected Result/Impact:** Decrease the number of fights and bullying incidents. **Staff Responsible for Monitoring:** Administrators, counselors/social workers, LPCs, teachers, and Director of Student Support Services				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: Student resource officers will ensure that all students are safe.

Evaluation Data Sources: Increase attendance
Decrease behavior issues

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: School resource officers will ensure that all doors are in working order and secured throughout the day. **Strategy's Expected Result/Impact:** Increase a safe and secure building Increase student/parents feeling safe at school **Staff Responsible for Monitoring:** Administration WISD Daily Door Sweeps TEA weekly Door Sweeps				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 5: Establish and maintain a safe, secure, and supportive leaning environment for staff and students through the prevention of and education concerning unwanted physical or verbal aggression and sexual harassment in school and school grounds.

Evaluation Data Sources: Discipline incidents

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Promote a positive school climate that fosters safety and embraces respectful, trusting, and caring relationships. SEL lessons focusing on these traits will be delivered to all students. **Strategy's Expected Result/Impact:** minimal disciplinary incidents. **Staff Responsible for Monitoring:** Administration Counselors Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement a tiered intervention system (universal, targeted, and intensive supports) to address unwanted behaviors, providing school-wide education for all students, small-group counseling for at-risk students, and individualized support plans for students demonstrating repeated aggression or harassment behaviors. **Strategy's Expected Result/Impact:** Minimal disciplinary incidents **Staff Responsible for Monitoring:** School administrators, counselors, teachers				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: There will be a 5% increase in the number of parents and guardians involved in campus Parent & Family Engagement activities compared to the prior school year.

Evaluation Data Sources: Campus Aligned Parent Meetings, Campus Events, Six week individual staff meetings, Six Weeks Log-In's, Parents Sign-In's, Parent Evaluations, Parent/Teacher Conference Form.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize all forms of contact with parents through calls, email, parent teacher conferences, school messenger, Class Dojo, KWES and Facebook. **Strategy's Expected Result/Impact:** Increase parental engagement to spurt student achievement. **Staff Responsible for Monitoring:** PFE Engagement coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide meaningful consultation and trainings to fulfill Title 1, Part A requirements and the needs of the campus. **Strategy's Expected Result/Impact:** Increase student achievement by building parental capacity. **Staff Responsible for Monitoring:** PFE Engagement coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: To assist with attendance the parent specialist will make phone calls and conduct home visits throughout the school year as follow up. **Strategy's Expected Result/Impact:** Increased student attendance **Staff Responsible for Monitoring:** Parent Specialist Teacher Attendance Clerk Administration **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: To assist the teachers with classroom projects, the parent center will be supplied with general supplies and storage containers to store the supplies. **Strategy's Expected Result/Impact:** Improved time management and reduce teacher workload. **Staff Responsible for Monitoring:** parent specialist				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: The Advanced Academic Teachers will provide information about GT testing, services and program framework.

High Priority

Evaluation Data Sources: parent, teacher and student surveys
participation in program initiatives

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The GT teacher will ensure information about the identification and assessment process be disseminated to parents, to include kinder pre screener, nominations, parent survey, component of testing framework, and testing timeline. **Strategy's Expected Result/Impact:** Community and parent involvement in program , services, and feedback for areas of growth. **Staff Responsible for Monitoring:** Advanced Academics Coordinator and GT Specialist				

 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: WISD will recruit and retain hard to fill positions by 5% in the shortage identified areas of special education and bilingual.

Evaluation Data Sources: TAPR report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Research and broaden the bilingual education program for teachers by offering tutoring services for the bilingual certification exams, as well as, other support. **Strategy's Expected Result/Impact:** An increase in bilingual certified teachers **Staff Responsible for Monitoring:** Administration Bilingual Chair Coaches				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Research and create a staff awards and incentive program **Strategy's Expected Result/Impact:** Retain teachers Employee/Teacher of the Month **Staff Responsible for Monitoring:** Administration				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Ensure that 100% of content teachers in grades KG-5 complete the initial 30hour GT Bundle and/or 6 hour renewal. **Strategy's Expected Result/Impact:** Eduphoria Google classroom upload **Staff Responsible for Monitoring:** Advanced Academics Coordinator GT Specialist Administration				

 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 2: All students will be taught by highly qualified/state certified teachers through several professional development opportunities.

Evaluation Data Sources: Eduphoria and sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Provide mentors and induction training for new teachers.	Formative			Summative
Strategy's Expected Result/Impact: Mentor assignment and mentor feedback **Staff Responsible for Monitoring:** Administration Coaches	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities and encourage teachers to seek additional training in meeting the needs of the campus.	Formative			Summative
Strategy's Expected Result/Impact: Training records, documentation **Staff Responsible for Monitoring:** Principal	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 Memorial Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 8.5
Brief Description of SCE Services and/or Programs

Personnel for Memorial Elementary

Name	Position	FTE
Alma Gutierrez	Instructional Aide	0.5
Ana Ramirez	Teacher PK	0.5
Arcadia Lopez-Longoria	Instructional Coach	1
Brissa Aguilar	Teacher PK	0.5
Cynthia Aguilar	Instructional Aide	0.5
Edith Salas	Teacher PK	0.5
Hilda Trevino	Teacher PK	0.5
Jolyn Garcia	Instructional Aide	0.5
Maria Garza	Teacher PK	0.5
Robert Gonzalez	Counselor Clerk	1
Selina Martinez	Teacher PK	0.5
Sergio Villarreal	Instructional Coach	1
Vacancy	Instructional Aide	1

Title I Personnel

Name	Position	Program	FTE
Delma C. Solether,	Parent Specialist	Title I Part A	1
Irasema Rodriguez	Teacher Class Size Reduction	Title II Part A	1
Jesus Martinez	Media Aide	Title I Part A	1
Luisa E. Riemersma	Instructional Aide	Title I Part A	1
Mariselva Guzman	Special Ed. Aide	Title I Part A	1
Mary Alice Aguirre	Special Ed. Aide	Title I Part A	1
Soraida Yebra	LVN	Title I Part A	1
Vacancy	Library Aide	Title I Part A	1
Vacancy	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**
1	1	1			$0.00
1	1	2			$0.00
1	8	1	PE equipment and artificial turf		$696.13
1	8	2	Staff Development		$0.00
				Sub-Total	$696.13
				Budgeted Fund Source Amount	$485,350.00
				+/- Difference	$484,653.87
				Grand Total Budgeted	$485,350.00
				Grand Total Spent	$696.13
				+/- Difference	$484,653.87

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

Copyright © 2021 Texas Education Agency

List the actual data sources reviewed below.

- Teacher/student ratio
- Enrollment
- Ethnicity
- Special Populations
-
-
-
-
-
-

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

- Teacher retention/admin
- campus rigor
- student achievement
-
-
-

Needs

- updated facility
- space
- staff for enrollment numbers
-
-
-

Copyright © 2021 Texas Education Agency

Summary of Needs

- Updated facility (furniture, technology, bathrooms, etc...)
- space-more classrooms/working spaces
- staff-more staff for studnet numbers or less students

Copyright © 2021 Texas Education Agency



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-Referemced 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

Copyright © 2021 Texas Education Agency

List the actual data sources reviewed below.

- Standardized test scores
- District Benchmark assessment
- enrollment DATA by grade leve, ethnicity gender, socioeconomic status and special
- Instructional and Curriculum Data
- Teacher and Staff DATA
- Program and Intervention Participation Sata showing effectiveness and outcomes
- technology access and usage Data of tech in instruction
- longitudinal studnet achievement Data
-
-

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

- High student achievement
- effective intervention programs
- engaged and qulified teachers
- comprehensive curriculum and instruction
- technology intergration

Needs

- achievement Gaps among subgroups
- attendance issues
- behavior and discipline concerns
- resource allocation and equity
-

Copyright © 2021 Texas Education Agency

Summary of Needs

- By focusing on strengths & addressing the identified priority need areas, we can enhance continuous improvement efforts & ensure students are provided best educational opportunities.
- We must use data to see educational opportunities we provide our students through an outside-in view to identify patterns & trends to inform targeted, evidence based actions.

Copyright © 2021 Texas Education Agency



Prioritization Tool

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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.

- surveys _____
- _____
- _____
- _____

Copyright © 2021 Texas Education Agency

- _____
- _____
- _____

- _____
- _____
- _____

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

- positive learning environment
- incentives-attendance
- recognition-AR, iReady, Imagine Math and Reflex
- awards assemblies
- school/community projects/events
- parent volunteers

Needs

- reduce school population
- pickup/drop off area
- staff parking
- facilities-water faucets, restrooms and fans
- _____
- _____

Copyright © 2021 Texas Education Agency

Summary of Needs

- Our campus has the highest population studnets and staff. Due to this we are in need of more facilities, parking, drop off/pickup area dn class funiture.
- Our campus does not have the support for the large po;ulation of students/staff.
- Facilities can add up to better student health, attendance, behavior and achievement.
- Teachers can benifit with imporved moale and instrucion.

Copyright © 2021 Texas Education Agency



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 Cetification/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

Copyright © 2021 Texas Education Agency

List the actual data sources reviewed below.

- Professional Development
- Surveys
- Recruitment and Retention Rate
- T-TESS
-
-
-
-
-
-

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

- Friendly Staff
- Teamwork
- Collaboration
-
-

Needs

- Staff Parking
- More Planning Time
-
-
-

Copyright © 2021 Texas Education Agency

Summary of Needs

- Staff needs to know that they have a place to park so they don't stress
- Teachers need more time to plan during PLC's

Copyright © 2021 Texas Education Agency



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

Copyright © 2021 Texas Education Agency

List the actual data sources reviewed below.

- Scope and sequence for pacing guides
- school, class, RBL and Special Ed Schedules
- Instructional Design, Practices and Delivery
-
-
- Common Benchmark assessment and weekly assessment
- PLC Agendas
- Technology Curriculum and Applications
-
-

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

- RLA and Math curriculum align to state standards and logically sequences
- assessment DATA is analyzed to adjust and monitor instrucion, ifentify students' strenghts and
- Weekly and Monthly PLCs to plan instrucion based on upcoming skills
-
-

Needs

- resources for grammer and writing KG-5
- Backward Planning K-5th
- commom grade level assessment
-
-

Copyright © 2021 Texas Education Agency

Summary of Needs

- additional resources to supplement grammar and writing instruction KG-5th
- Weekly PLCs need to focus on internalizing weekly objectives and backward planning
- utilize common grade level assessment to identify areas of instrucion needs and drive instrucional planning

Copyright © 2021 Texas Education Agency



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.

- Family and community participation
- parent activity evaluation and feedback
- parent volunteer information
-
-
-

Copyright © 2021 Texas Education Agency

- _____
- _____
- _____
- _____

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

- Teamwork
- collaboration
- brainstorm ideas
- _____
- _____
- _____

Needs

- Parent Engagement
- parent attendance at meetings
- communication
- _____
- _____
- _____

Copyright © 2021 Texas Education Agency

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

Summary of Needs

- Gather as much Data as possible
- Try to align priorities and needs with student and parent needs
- Student/teacher ratio is too high to meet expectations
- _____
- _____
- _____
- _____
- _____
- _____

Copyright © 2021 Texas Education Agency



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

Copyright © 2021 Texas Education Agency

List the actual data sources reviewed below.

- Anonymous Surveys (e.g., Panorama)
- Professional Learning Communities (PLCs)
- Grade Level Meetings
- Site Based Committees
- Annual Surveys
- Student Performance Assessments
- Curriculum and Instruction Data
- Parental Involvement Records
- Community Event Participation Records
- Enrollment and Retention Data

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

- Consistent High Performance
- Student Achievement
- Parental and Community Engagement
- Data-Driven Instruction
-
-

Needs

- Teacher Input in Decision-Making
- Infrastructure Improvements
- Efficient Student Reception and Dismissal
- Air Conditioning
- Assembly Space
-

Copyright © 2021 Texas Education Agency

- Adequate Time for Struggling Students
- Teacher Involvement in Assessment Selection

Summary of Needs

- SC & O Need 1
- Strengths: The district/school demonstrates consistent high performance and student achievement, supported by dedicated administration and strong community engagement. Data-driven instructional practices are a cornerstone of its success.
- making, addressing infrastructure inadequacies, allocating more time for subjects where students struggle, and involving teachers in assessment selection. These areas are critical for supporting the school's growth and maintaining high educational standards.

Copyright © 2021 Texas Education Agency

Technology

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

Potential Data Sources:

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

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

Copyright © 2021 Texas Education Agency

- Technology Inventory
- Teacher Tech Day Survey
- committee input
-
-

- Software Inventory
- PD offered
-
-
-

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.

Strenths

- 1 to 1 devices
- software available for all core subject areas
- teachers and studnets wll versed in Google Apps
-
-
-

Needs

- storage for student devices
- charging stations for student devices
- faster response on technology work orders
- specific programs for grade levels
- program to monitor studnet misuse of internet or applications
-

Copyright © 2021 Texas Education Agency

Summary of Needs

- Technology Need 1
- teachers feel that a big need on campus is storage and charging stations, classrooms do not currently have ample electrical outlets to support the number of devices
- Teachers would like to see DyKnow or similar program brought back to monitor
- specific grade leels would like age appropriate software
- Also consider purchading EdPuzzles, Quizziz, or other assessment software for grades 3rd-5th

Copyright © 2021 Texas Education Agency

Demographics

Updated facility (furniture, technology, bathrooms, etc...)
space-more classrooms/working spaces
staff-more staff for studnet numbers or less students

Student Achievemer

By focusing on strengths & adc
We must use data to see educa

-
-
-
-
-
-
-
-
-

School Culture and Climate

Our campus has the highest population studnets and staff. Due to this we are in need of more facilities, p
Our campus does not have the support for the large po;ulation of students/staff.
Facilities can add up to better student health, attendance, behavior and achievement.
Teachers can benifit with imporved moale and instrucion.

Staff Quality, Recruit

Staff needs to know that they h
Teachers need more time to pl

-
-
-
-
-
-

Curriculum, Instruction, and Assessment

additional resources to supplement grammar and writing instruction KG-5th
Weekly PLCs need to focus on internalizing weekly objectives and backward planning

Parent, Family & Cor

Gather as much Data as possib
Try to align priorities and need

utilize common grade level assessment to identify areas of instrucion needs and drive instrucional planni

School Context & Organization

SC & O Need 1

Strengths: The district/school demonstrates consistent high performance and student achievement, supp

Priority Needs: Key areas for improvement include increasing teacher input in decision-making, addressir

Student/teacher ratio is too hig

-
-
-
-
-
-
-

Technology

Technology Need 1

teachers feel that a big need o

Teachers would like to see DyK

- specific grade leels would like a
- Also consider purchading EdPu

-
-
-
-
-

ıt

ıressing the identified priority need areas, we can
ational opportunities we provide our students throug

-
-
-
-
-
-
-
-
-
-

tment, and Retention

ıave a place to park so they don't stress
an during PLC's

-
-
-
-
-
-
-
-
-

ımmunity Engagement

le
s with student and parent needs

gh to meet expectations

-
-
-
-
-
-
-

n campus is storage and charging stations, classroom
Know or similar program brought back to monitor
age appropriate software
zzles, Quizziz, or other assessment software for grad

-
-
-
-
-

CCNA Focus Area Committee Assignments Template

School Year: _____

LEA: _____

Campus Name: _____

Meeting Date: _____

Campus CCNA Committee Members

Committee Chairperson Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Copyright © 2021. Texas Education Agency. All Rights Reserved.

CCNA Focus Area Committee Assignments Template

School Year: _____

LEA: _____

Campus Name: _____

Meeting Date: _____

Campus CCNA Committee Members

Committee Chairperson Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Copyright © 2021. Texas Education Agency. All Rights Reserved.

CCNA Focus Area Committee Assignments Template

School Year: _____

LEA: _____

Campus Name: _____

Meeting Date: _____

Campus CCNA Committee Members

Committee Chairperson Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Copyright © 2021. Texas Education Agency. All Rights Reserved.

CCNA Focus Area Committee Assignments Template

School Year: _____

LEA: _____

Campus Name: _____

Meeting Date: _____

Campus CCNA Committee Members

Committee Chairperson Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Copyright © 2021. Texas Education Agency. All Rights Reserved.

CCNA Focus Area Committee Assignments Template

School Year: _____

LEA: _____

Campus Name: _____

Meeting Date: _____

Campus CCNA Committee Members

Committee Chairperson Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 3 Meeting Date: _____

Progress Checkpoint 3 Due: _____

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Copyright © 2021. Texas Education Agency. All Rights Reserved.

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?
We will collect data from panoroma surveys, questionaries, and feedback data.
Do data collection tools need to be developed?
No, we already have the panorama survey, but we can customize the questionaire if needed.
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
No need to orgaonize in charts, graphs, tables, etc. because it is anonymous and it would be too much information to categorize.
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
It is already confidental.
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?
We will ensure to continue to have them take the survey's and answer them truthfully.

Copyright © 2021. Texas Education Agency. All Rights Reserved.

CCNA Focus Area Committee Member Assignments

For next time, CCNA committee members should bring the following data or do the following:

COMMITTEE MEMBER	ASSIGNMENT FOR NEXT MEETING

Step 3 Future Meeting Dates:

_____ _____ _____ _____ _____

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023-2024

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Step 3 Meeting Date: 5/02/24

Progress Checkpoint 3 Due: 5/09/24

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson Name and Role: Ramiro Treviño/Teacher

COMMITTEE MEMBER NAME	ROLE
Tracy Garza	Teacher
Brissa Aguilar	Teacher
Eliza Grimaldo	Teacher
Irasema Rodriguez	Teacher
Eliza Estrada	Teacher
Maria Torres	Teacher
Sylvia Diaz	Teacher
Lori Ozuna	Nurse
A. Alvarez	Parent

Copyright © 2021. Texas Education Agency. All Rights Reserved.

CCNA Focus Area Committee Member Assignments

For next time, CCNA committee members should bring the following data or do the following:

COMMITTEE MEMBER	ASSIGNMENT FOR NEXT MEETING

Step 3 Future Meeting Dates:

5/09/24 _____ _____ _____ _____

Copyright © 2021. Texas Education Agency. All Rights Reserved.

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?
Attendance
Do data collection tools need to be developed?
No need to develop anything new, be consistent with what we're using.
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
Statistics on graphs
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
Do not use student names. Graphs can include grade levels.
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?
Data will be collected and submitted every 3 weeks.

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023-2024

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Step 3 Meeting Date: Tuesday, April 30, 2024

Progress Checkpoint 3 Due: _____

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson Name and Role: Angela Cavazos/Teacher

COMMITTEE MEMBER NAME	ROLE
Lisa Garcia	Teacher
Joel Perez	Teacher
Edith Salas	Teacher
Sylvia Zepeda	Teacher
Erika Saenz	Teacher
Maureen Vos	Teacher
Criselda Perez-Lopez	Librarian
Celinda Guajardo	Principal

Copyright © 2021. Texas Education Agency. All Rights Reserved.

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?
Staff Quality: gender ratio; Special Programs/Clubs; Teacher-Student Quality Recruitment/Retention: Teacher Rewards/Incentives; Teacher Input; Open door policy with administration
Do data collection tools need to be developed?
No because we have the Panorama Survey.
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
Chart showing ratios
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
N/A
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?
Analyze and review panorama survey responses

Copyright © 2021. Texas Education Agency. All Rights Reserved.

CCNA Focus Area Committee Member Assignments

For next time, CCNA committee members should bring the following data or do the following:

COMMITTEE MEMBER	ASSIGNMENT FOR NEXT MEETING

Step 3 Future Meeting Dates:

5.07.24 5.14.24 _____ _____ _____

Copyright © 2021. Texas Education Agency. All Rights Reserved.

CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Meeting Location: Memorial Elementary Room 104

Meeting Date: Tuesday, April 30, 2024

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
Angela N. Cavazos	Teacher	ancuellar@wisd.us	Nicole C. Cavazos
Lisa Garcia	Teacher	lgarcia@wisd.us	Lisa Garcia
Erika Saenz	Teacher	errsaenz@wisd.us	
Edith Salas	Teacher	esalas@wisd.us	
Joel Perez	Teacher	jperez@wisd.us	
Sylvia Zepeda	Teacher	sguzman@wisd.us	Sylvia Z
Maureen Vos	Teacher	mvos@wisd.us	
Criselda Perez-Lopez	Librarian	criperez@wisd.us	
Celinda Guajardo	Principal	cguajard@wisd.us	Cguajardo

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 1: Steering Committee Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 1 Meeting Date: _____

Progress Checkpoint 1 Due: _____

Campus CCNA Committee Members

Committee Chairperson Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 1: Review the purpose and outcomes for conducting the CCNA

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

What do we want to accomplish with this process?
How will we ensure that it's a process, not an event?
How will we get multiple stakeholders (parents, students, community, etc.) involved in the process?
How will we share the purpose and outcomes with those involved?
What are the short- and long-term timelines? (Share detailed timeline with committee members.)
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?

Step 1 Future Meeting Dates:

_____ _____ _____ _____ _____

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 2: Campus Leadership Committee Agenda and Meeting Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 2 Meeting Date: _____

Progress Checkpoint 2 Due: _____

Campus CCNA Committee Members

Committee Chairperson Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 2: Establish focus area committees for each area of the CCNA.

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

Is there a committee or team with expertise in any of the areas?
If not, which staff members will make the greatest contribution to the committee or team?
How will team members be recruited, selected, and potentially replaced?
How do we ensure there is diversity on each team to challenge assumptions and stretch the group?
Which team member is best suited to lead and facilitate individual teams?
How do we ensure that the team lead is skilled in adult learning, including group facilitation, consensus building, leading conversations regarding data analysis?
How will coordination among committees occur?

Complete all CCNA leadership committee assignments, and fill out the committee assignment forms.

Step 2 Future Meeting Dates:

_____ _____ _____ _____ _____

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 5: Campus Steering Committee Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 5 Meeting Date: _____

Progress Checkpoint 5 Due: _____

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 5: Connect the CCNA to the campus improvement plan development and review process.

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

What are the findings in the CCNA?
How are the findings reflected in summary statements?
How are the CCNA strengths leveraged in the LEA/campus improvement plans as strategies and activities that will be continued and sustained?
How are the CCNA needs addressed in the LEA/campus improvement plans through strategies and activities designed to improve student outcomes?
How do priorities and needs correlate with justifications for ESSA program expenditures?

Step 5 Future Meeting Dates:

_____ _____ _____ _____ _____

Copyright © 2021. Texas Education Agency. All Rights Reserved.

CCNA Probing Questions

Curriculum, Instruction, and Assessment

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

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

PreK curriculum aligns with TEA PreK guidelines. Weekly and daily PreK lessons in the PreK curriculum state which PreK domain aligns with that specific lesson.
SAVVAS curriculum for RLA, Math, & Social Studies states TEKS covered in that lesson/unit daily & weekly.
SIPPS instruction is aligned with the science of reading. (TEKS??)

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

PreK curriculum is structured in logically sequenced units of instruction. The RLA curriculum for kindergarten through 5th grade is structured in logically sequenced units of instruction. The math curriculum in upper grades (3rd to 5th) is meticulously structured in logically sequenced units of instruction, ensuring alignment with educational standards and a solid foundation for advanced math skills. The 2nd-grade math is structured but not logically sequenced. The curriculum jumps from one unit to another in a different book. (Is this the case in Kinder & 1st??)

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

Weekly assessments are based on TEK skills taught for that period. Assessment data is analyzed to adjust & monitor instruction (pacing, scaffolding, reteaching, spiraling, differenting, etc.)

Copyright © 2021. Texas Education Agency. All Rights Reserved.

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?**

SIPPS instructional strategies and activities are aligned with student learning needs by building on each other, lessons follow a routine, and the curriculum is implemented consistently in lower grades. Differentiated strategies and activities must be in place to meet student's needs and learning abilities. The outcome for achievement is consistent across the campus & district although social events & testing interfere within the instructional schedule.

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

TEKS Resource System: The TEKS Clarification section provides instructional examples and questioning that connect with CCRS.

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

Blended learning in the lower grades incorporates rigorous, high-quality experiences that promote critical thinking. The SAVVAS curriculum incorporates scaffolding, DOK questioning, and differentiated options for teacher instruction

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

Students are excited about instruction when the teacher is positive, organized, prepared, and has a routine. Teachers design and deliver developmentally appropriate lessons and incorporate the gradual release of instruction. Teachers provide positive reinforcement

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

PLCs (Campus & District), weekly grade level planning, & curriculum writing. The curriculum offers resources and lessons in English and Spanish. Guided readers are leveled, and technology instructional programs provide individualized pathways based on students' needs.

Copyright © 2021. Texas Education Agency. All Rights Reserved.

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

Small group instruction to target students' areas of need. Students are grouped based on tier levels (tiers 2 & 3). Weekly assessments, daily check-ins, and exit tickets.

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?

Yes. Weekly assessments are based on skills covered for the week. Benchmarks are state-released tests.

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?

Benchmark assessments are state assessments. Curriculum assessments based on skills covered. Curriculum assessments are culturally appropriate or neutral. Students perceive these assessments fairly.

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

Assortment of assessments. BOY, MOY, and EOY will show student growth. Assess different skills at different times of the year.

Should they be the same assessment (???) Comprehensive testing.

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023-2024

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Step 4 Meeting Date: 5/7/2024

Progress Checkpoint 4 Due: 5/8/2024

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson Name and Role: Erica Guajardo/Instrucional Coach

COMMITTEE MEMBER NAME	ROLE
Hilda Trevino	Teacher
Flor Palacios	Teacher
Denise Martinez	Teacher
Angelica Amdahl	Teacher
Diana Montelongo	Teacher
Teresa Campuzano	Teacher
Marivel Cuellar	Teacher
A. Araujo	Parent

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 4: Determine areas of priority and summarize needs.

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

What are the strengths and needs of our LEA/campus and its representative groups?

Strengths: RLA & Math curriculum aligned to the state standards. Data is analyzed to adjust & monitor instruction. Weekly & monthly PLCs to intentionally plan instruction based on upcoming skills.
Needs: Foundational writing/numeracy skills K-2nd. Rigor of questioning/vocabulary/assignments. Evidence based responses K - 3rd. Vertical Planning

What evidence supports the strengths and needs?

Data comparison BOY to EOY (MAP, I-Ready, Benchmarks, Istation)

What are the priorities?

The rigor /use of academic vocabulary K-5th. Vertical planning during weekly PLCs & collaboration of instructional strategies/resources. Foundational writing/numeracy skills in K-2nd.

What are we learning about our LEA/campus, and what connections are we making?

Vertical planning is essential during weekly PLC meetings to ensure foundational skills are mastered for next grade level readiness.
There needs to be coherence across grade levels with use of academic vocabulary.
We need to have intentional planning to ensure rigor.

How do we ensure that we follow the summary process and refrain from identifying solutions in this step?

Identifying overall strengths, needs, and patterns in our data.

How will coordination among committees occur?

Weekly and monthly PLC meetings.

By the end of this meeting, the following documents should also be completed and submitted to the administration:

1. Probing Questions (with answers)
2. CNA Planning Sheet
3. Committee Self-Assessment/Reflection form

Step 4 Future Meeting Dates:

5/14/2024

5/21/2024

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023-2024

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Step 3 Meeting Date: 5/2/2024

Progress Checkpoint 3 Due: 5/7/2024

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson Name and Role: Erica Guajardo/Instructioal Coach

COMMITTEE MEMBER NAME	ROLE
Hilda Treviño	Teacher
Flor Palacios	Teacher
Denise Martinez	Teacher
Angelica Amdahl	Teacher
Diana Montelongo	Teacher
Teresa Campuzano	Teacher
Marivel Cuellar	Teacher
A. Araujo	Parent

Copyright © 2021. Texas Education Agency. All Rights Reserved.

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?
Scope and Sequence, Pacing Guides, and Other Focus Documents Common Benchmark Assessments and/or Other Assessments Class School and Special Programs Schedules Instructional Design/Delivery Processes PLC Agendas/ Tech Curriculum (I-Ready & Imagine Math)
Do data collection tools need to be developed?
No, we already have data collection tools in place that can be used to gather information. We can use platforms such as Eduphoria, NWEA MAP, Centralized Reporting System/STAAR Scores), iReady, etc.
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
The data will be presented in Google slides using a variety of chart 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?
We will ensure the data shared meets FERPA and district policies by sharing general data. All data documents will be collected and restricted to campus personnel only.
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?
We will follow protocols and procedures in collecting data. We will evaluate data to identify patterns and areas of need to ensure student success.

Copyright © 2021. Texas Education Agency. All Rights Reserved.

CCNA Focus Area Committee Member Assignments

For next time, CCNA committee members should bring the following data or do the following:

COMMITTEE MEMBER	ASSIGNMENT FOR NEXT MEETING
All Members	Review Probing Questions for Next Meeting
All Teachers	Grade Level Scope and Sequence
All Teachers	Writing Samples
Instructional Coach	2nd Six Weeks Lesson Plans
Instructional Coach	Benchmark Assessments

Step 3 Future Meeting Dates:

5/7/2024 5/14/2024 5/21/2024 _____ _____

Copyright © 2021. Texas Education Agency. All Rights Reserved.

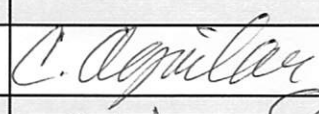
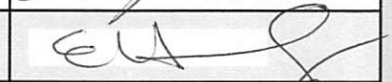
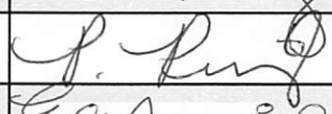
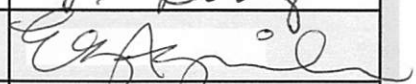
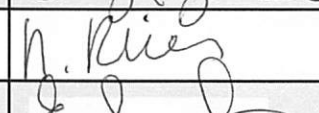
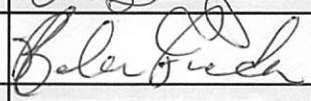
CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: Weslaco ISD

Campus Name: Memorial Elementary

Meeting Location: PLC Room 201

Meeting Date: 5-27-24

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
C. Aguilar	teacher		
E. Hernandez	teacher		
P. Perez	teacher		
E. Aguilar	teacher		
N. Rivas	teacher		
E. Salazar	teacher		
B. Pineda	teacher		
P. Alejandro	Instructional Coach		

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 5: Campus Steering Committee Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 5 Meeting Date: _____

Progress Checkpoint 5 Due: _____

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 5: Connect the CCNA to the campus improvement plan development and review process.

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

What are the findings in the CCNA?
How are the findings reflected in summary statements?
How are the CCNA strengths leveraged in the LEA/campus improvement plans as strategies and activities that will be continued and sustained?
How are the CCNA needs addressed in the LEA/campus improvement plans through strategies and activities designed to improve student outcomes?
How do priorities and needs correlate with justifications for ESSA program expenditures?

Step 5 Future Meeting Dates:

_____ _____ _____ _____ _____

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 5: Campus Steering Committee Meeting Agenda and Minutes Template

School Year: 2023/2024

LEA: _____

Campus Name: Memorial Elementary

Step 5 Meeting Date: 5/16/24

Progress Checkpoint 5 Due: _____

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson Name and Role: Ramiro Trevino Parent Specialist

COMMITTEE MEMBER NAME	ROLE
Maria Torres	Teacher
Elba L. Estrada	Teacher
Irasema Rodriguez	Teacher
Sylvia L Diaz	Teacher
Brissa M. Desiga	Teacher
Crystal Sanchez	Parent
Eliza Quemada	Teacher
Ivon Bruno	Nurse
Angela Alvarez	Parent

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 5: Connect the CCNA to the campus improvement plan development and review process.

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

What are the findings in the CCNA?
Lower teacher-student ratio
How are the findings reflected in summary statements?
The numbers we currently have are not ideal for a ~~successful~~ effective learning environment.
How are the CCNA strengths leveraged in the LEA/campus improvement plans as strategies and activities that will be continued and sustained?
Strengths are brainstorm ideas & come up with new ideas and close gaps. to problem solve.
How are the CCNA needs addressed in the LEA/campus improvement plans through strategies and activities designed to improve student outcomes?
Communication
How do priorities and needs correlate with justifications for ESSA program expenditures?
Try to align it with student & parent needs.

Step 5 Future Meeting Dates:

_____ _____ _____ _____ _____

Copyright © 2021. Texas Education Agency. All Rights Reserved.



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.

- Family & Community Participation
- Parent Activity Evaluation & Feedback
- Parent Volunteer Information
-
-
-

Copyright © 2021 Texas Education Agency

Copyright © 2021 Texas Education Agency 16 Collaborative Comprehensive Needs Assessment (CCNA) Series

Copyright © 2021 Texas Education Agency

- _____
- _____
- _____

- _____
- _____
- _____

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

- Team work
- Collaborative
- Brainstorm Ideas
- _____
- _____
- _____

Needs

- Parent Engagement
- Parent attendance at meetings
- Communication
- _____
- _____
- _____

Copyright © 2021 Texas Education Agency

Copyright © 2021 Texas Education Agency

Summary of Needs

- F&C Need 1
- Gather as much data as possible
- Try to align priorities and needs with student & Parent needs
- student teacher ratio is to high to meet expectations

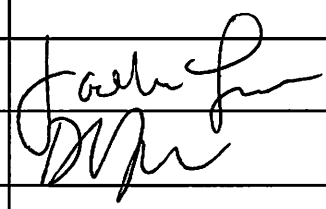
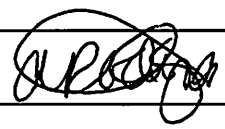
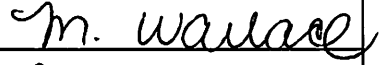
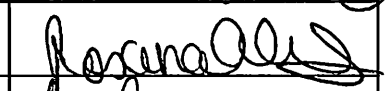
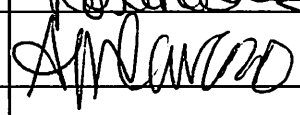
CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Meeting Location:

Meeting Date: 05/03/2024

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
Jackie Losoya	*Teacher*	*jllosoya@wisd.us*	
Dianne Desiga	*Teacher*	*dahinojosa@wisd.us*	
Maria G. Garza	*Teacher*	*mcgarza@wisd.us*	
Alma Rodriguez	*Teacher*	*alrodrig@wisd.us*	
Michelle Wallace	*Teacher*	*mimedelez@wisd.us*	
Rosanna Alvarez	*Teacher*	*ralvarez@wisd.us*	
Alyssa Cavazos	*Teacher*	*alncavazos@wisd.us*	
Rebecca Burget	*Teacher*	*rburget@wisd.us*	
Monica Hernandez	*Parent*	*monikita881619@gmail.com*	

CCNA Resource Toolkit Copyright © 2021. Texas Education Agency. All Rights Reserved.



Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023-2024

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Step 3 Meeting Date: 05/03/2024

Progress Checkpoint 3 Due:

CCNA Focus Area:

Demographics

School Culture & Climate

Curriculum, Instruction and Assessment School Context and Organization

Student Achievement

Staff Quality, Recruitment and Retention

Parent, Family & Community Engagement Technology

Campus CCNA Committee Members

Committee Chairperson
Name and Role: Jackie Losoya/ Teacher

COMMITTEE MEMBER	ROLE
Jackie Losoya	Teacher
Dianne Desiga	Teacher
Maria G. Garza	Teacher
Alma Rodriguez	Teacher
Michelle Wallace	Teacher
Rosanna Alvarez	Teacher
Alyssa Cavasos	Teacher
Rebecca Burget	Teacher
M. Hernandez	Parent

CCNA Resource Toolkit Copyright © 2021. Texas Education Agency. All Rights Reserved.

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?
-Teacher/Student Teacher Ratios - Enrollment - Ethnicity - Special Populations
Do data collection tools need to be developed?
No, this data can be collected through already existing campus/district databases of enrollments and Teacher/Student ratios.
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
Yes, visuals for this data organization are beneficial.
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
Demographic and student/teacher ratios are already available to the public. Avoiding names of people and strictly only obtaining information that is pertinent to the data collection required (enrollment and Teacher/Student ratios.
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?
By following the data collection process and using spreadsheets to organize data while also cleaning out unnecessary data. This will help the committee understand and analyze data prior to trying to identify solutions.

CCNA Resource Toolkit Copyright © 2021. Texas Education Agency. All Rights Reserved.

CCNA Focus Area Committee Member Assignments

For next time, CCNA committee members should bring the following data or do the following:

Step 3 Future Meeting Dates:

CCNA Resource Toolkit Copyright © 2021. Texas Education Agency. All Rights Reserved.

CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Meeting Location: 127A

Meeting Date: 05/10/2024

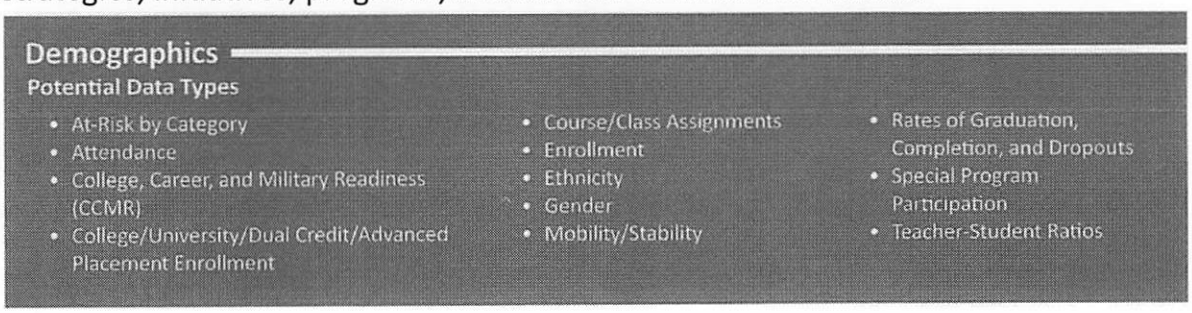
NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
Jackie Losoya	*Teacher*	*jllosoya@wisd.us*	
Dianne Desiga	*Teacher*	*dahinojosa@wisd.us*	
Maria G. Garza	*Teacher*	*mcgarza@wisd.us*	
Alma Rodriguez	*Teacher*	*alrodrig@wisd.us*	
Michelle Wallace	*Teacher*	*mimedelez@wisd.us*	
Rosanna Alvarez	*Teacher*	*ralvarez@wisd.us*	
Alyssa Cavazos	*Teacher*	*alncavazos@wisd.us*	
Rebecca Burget	*Teacher*	*rburget@wisd.us*	
Monica Hernandez	*Parent*	*monikita881619@gmail.com*	

CCNA Resource Toolkit Copyright © 2021. Texas Education Agency. All Rights Reserved.

CCNA Probing Questions

Demographics

Demographics refer to the characteristics or makeup 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.



1. **What do enrollment numbers indicate?**

Enrollment numbers indicate that Memorial Elementary is the most populated Elementary campus in the district with 1, 105 students. The least populated campus is PFC Mario Ybarra Elementary with 519 students. This data shows that we are more than double in population of this Out of the district's 10 elementary schools, Memorial and Margo each have enrollment numbers over 1,000 and these schools are close in distance.

2. **What is the breakdown of students by ethnicity, gender, or other category?**

At Memorial Elementary the breakdown is as followed:

Ethnicity- 96% Hispanic,and 4% White

Gender- 52% Male and 48% Female

Other Categories- Special Populations

3. **How has the enrollment changed over the past three years?**

There has not been enough data provided to us to analyze the enrollment over time, however through collaboration it is identified that enrollment is increasing every year.

Copyright @ 2021. Texas Education Agency. All Rights Reserved.

4. What is the number of students in each special program? What is the breakdown by ethnicity, gender, or other category? Are we over- or underrepresented in certain groups? Why?

LEP: 143

SpEd: 157

At Risk: 695

GT: 82

Migrant: 5

Economically Disadvantaged: 770

Voc: 0

Breakdowns or these totals have not been provided by ethnicity, gender or any other category.

With our At Risk percentage being over 50% at 63% and our Economically disadvantaged being at 70%---we could consider these special populations as under representations, however in comparison to the whole district—Memorial is 2nd from of bottom with the least percentage of economically disadvantaged population and the elementary with the least percentage. This could be due to the demographics of the area and the socioeconomic status of the residents in the area and them being zoned to and having Memorial as their campus of choice.

5. What is the data for special programs over time?

There is not enough information and data provided to us to determine this, however through first hand experiences it is thought to be that the total population and percentages of special programs students is increasing over time.

6. What does the data reflect regarding students who exit from special programs? How many? Who are they? What trend or pattern do we see?

A low percentage of students exit programs at the elementary level. (Need more information to complete questions.)

Through teacher experiences however these would be students that were in RTI or 504 due to behaviors affecting their academic performance. These are also students who are receiving special education support for a speech impairment that was identified in early childhood.

7. Who are our at-risk students? What is their at-risk category?

697/1101 (We don't have specific information about the full list of at-risk categories, who exactly the students are and what category they belong to.)

Homeless- there are 3 students at Memorial that are at risk due to being identified as homeless

Truancy- 113 students (there has not been enough information provided to us to determine if the absences of these students have been identified as acceptable absences.)

Copyright @ 2021. Texas Education Agency. All Rights Reserved.

Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023-2024

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Step 4 Meeting Date:

Progress Checkpoint 4 Due:

CCNA Focus Area:

Demographics

School Culture & Climate

Curriculum, Instruction and Assessment School Context and Organization

Student Achievement

Staff Quality, Recruitment and Retention

Parent, Family & Community Engagement Technology

Campus CCNA Committee Members

Committee Chairperson
Name and Role: Jackie Losoya/ Teacher

COMMITTEE MEMBER NAME	ROLE
Jackie Losoya	Teacher
Dianne Desiga	Teacher
Maria G. Garza	Teacher
Alma Rodriguez	Teacher
Michelle Wallace	Teacher
Rosanna Alvarez	Teacher
Alyssa Cavasos	Teacher
Rebecca Burget	Teacher
M. Hernandez	Parent

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Committee Documents 5d-Template (cont'd)

Step 4: Determine areas of priority and summarize needs. *Below are some questions to consider. Responses will vary per campus/LEA.*

What are the strengths and needs of our LEA/campus and its representative groups?

Strengths- Administration, Rigor, and Student Achievement, Needs- Updated facility (entire building furniture, technology etc.). More classrooms/more teachers or reduce the enrollment numbers. This also includes a smaller and defined Teacher to Student ratio for our Special Programs (Special Education).

What evidence supports the strengths and needs?

Strengths- STAAR data/Campus rating and teacher retention Needs- The building speaks for itself and teacher rosters for looking at Teacher to Student ratios. Student Achievement for students enrolled in special programs (Special Education. Emergent bilinguals, etc.).

What are the priorities?

Priorities include student safety and high academic achievement .

What are we learning about our LEA/campus, and what connections are we making?

We are learning that enrollment is increasingly high in comparison to other campuses and fellow elementary's in the district especially for the state and size of our campus which does impact student learning and the overall wellness of those involved.

How do we ensure that we follow the summary process and refrain from identifying solutions in this step?

Sticking to stating campus needs as bullets and not allowing committee members to veer off topic thinking or talking about solutions.

How will coordination among committees occur?

Coordination occurs both electronically (through emails and Google chats) as well as in person meetings.

By the end of this meeting, the following documents should also be completed and submitted to the administration:

1. Probing Questions (with answers) 2. CNA Planning Sheet
3. Committee
Self-Assessment/Reflection form

Step 4 Future Meeting Dates:

CCNA Resource Toolkit Copyright © 2021. Texas Education Agency. All Rights Reserved.

CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Meeting Location: 127A

Meeting Date: 05/16/2024

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
Jackie Losoya	*Teacher*	*jllosoya@wisd.us*	
Dianne Desiga	*Teacher*	*dahinojosa@wisd.us*	
Maria G. Garza	*Teacher*	*mcgarza@wisd.us*	
Alma Rodriguez	*Teacher*	*alrodrig@wisd.us*	
Michelle Wallace	*Teacher*	*mimedelez@wisd.us*	
Rosanna Alvarez	*Teacher*	*ralvarez@wisd.us*	
Alyssa Cavazos	*Teacher*	*alncavazos@wisd.us*	
Rebecca Burget	*Teacher*	*rburget@wisd.us*	
Monica Hernandez	*Parent*	*monikita881619@gmail.com*	

CCNA Resource Toolkit Copyright © 2021. Texas Education Agency. All Rights Reserved.



Step 5: Campus Steering Committee Meeting Agenda and Minutes Template

School Year: 2023-2024

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Step 5 Meeting Date:

Progress Checkpoint 5 Due:

CCNA Focus Area:

Demographics

School Culture & Climate

Curriculum, Instruction and Assessment School Context and Organization

Student Achievement

Staff Quality, Recruitment and Retention

Parent, Family & Community Engagement Technology

Campus CCNA Committee Members

Committee Chairperson Name and Role:

COMMITTEE MEMBER NAME	ROLE
Jackie Losoya	Teacher
Dianne Desiga	Teacher
Maria G. Garza	Teacher
Alma Rodriguez	Teacher
Michelle Wallace	Teacher
Rosanna Alvarez	Teacher
Alyssa Cavasos	Teacher
Rebecca Burget	Teacher
M. Hernandez	Parent

CCNA Resource Toolkit Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 5: Connect the CCNA to the campus improvement plan development and review process.

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

What are the findings in the CCNA?
Findings from the CCNA are that we have a minority majority of Hispanic students in comparison to other racial/ethnic groups. Majority of students are also classified or identified to be economically disadvantaged. Memorial is also the most populated elementary campus in WISD. The high number of students can be due to proven student achievement (TEA results) over the years, socioeconomic status of those that live in the area (price on homes in this area is higher in comparison to others), and teacher retention possibly indicating that leadership is strong. All these factors/findings do support the increase in population of students and the increased student to teacher ratios in comparison to other campuses in the district.
How are the findings reflected in summary statements?
They are reflected in the District Population reports by actual numbers and percentages.
How are the CCNA strengths leveraged in the LEA/campus improvement plans as strategies and activities that will be continued and sustained?
As a district teacher retention bonuses are helping to contribute to teacher retention. Gestures of appreciation are also planned by the campus to help retain teachers. PLC days are provided to continue to maintain student achievement results for our demographic of student population.
How are the CCNA needs addressed in the LEA/campus improvement plans through strategies and activities designed to improve student outcomes?
Campus needs as most information about needs is communicated to administration by staff anecdotally but no current campus improvement plans have been shared with staff or other stakeholder groups publicly.

How do priorities and needs correlate with justifications for ESSA program expenditures?
Committee members are unaware of ESSA program expenditures.

Step 5 Future Meeting Dates:

CCNA Resource Toolkit Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 5: Campus Steering Committee Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 5 Meeting Date: _____

Progress Checkpoint 5 Due: _____

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 5: Connect the CCNA to the campus improvement plan development and review process.

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

What are the findings in the CCNA?
How are the findings reflected in summary statements?
How are the CCNA strengths leveraged in the LEA/campus improvement plans as strategies and activities that will be continued and sustained?
How are the CCNA needs addressed in the LEA/campus improvement plans through strategies and activities designed to improve student outcomes?
How do priorities and needs correlate with justifications for ESSA program expenditures?

Step 5 Future Meeting Dates:

_____ _____ _____ _____ _____

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Copyright © 2021 Texas Education Agency



Prioritization Tool

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, 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.

- Surveys
- _____
- _____
- _____
- _____
- _____

Copyright © 2021 Texas Education Agency

- _____
- _____
- _____

- _____
- _____
- _____

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

- Positive learning environment
- Incentives - Attendance
- Recognition - AR, I-Ready, Imagine Math & Reflex
- Awards assemblies
- School/community projects/events
- Parent volunteers
- _____

Needs

- Reduce school population
- Pickup / drop off Area
- Staff parking
- Facilities - water faucets, restrooms, fans
- _____
- _____
- _____

- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____

Summary of Needs

- Our campus has the highest population of
- students and staff. Due to this we are in
- need of more facilities, parking, drop off/pick
- up area, and class furniture. Our campus
- does not have the support for the large population of students/
- staff. Facilities can add up to better student health,
- attendance, behavior, and achievement. In addition,
- teachers can benefit with improved morale & instruction.
- _____
- _____

Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023-2024

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Step 3 Meeting Date: _____

Progress Checkpoint 3 Due: _____

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson Name and Role: Laurie Rodriguez/Teacher

COMMITTEE MEMBER NAME	ROLE
Veronica Alonzo	Counselor
Annalinda Reyna	Teacher
Michelle Rodriguez	Teacher
Jessica Lopez	Teacher
Jessica Gomez	Teacher
Adrianna Peña Valdez	Teacher
Siquio Lozano	Teacher
Nidia De los Santos	Assistant Principal
Simona Gonzalez	Community Member

Copyright © 2021. Texas Education Agency. All Rights Reserved.

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?
Do data collection tools need to be developed?
No, we already have the pandora we can customize the questionaire if needed.
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
NO, because it is anonmyous and ~~it DATA~~ it would be too much information to entergonze.
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
It's already confidentale
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?
Continue to have them take the survey and answer truthfully

Copyright © 2021. Texas Education Agency. All Rights Reserved.

CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: _____

Campus Name: Memorial Elementary

Meeting Location: Room 115

Meeting Date: May 7th, 2024

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
Zeke Lozano	Coach	SLozano@wisd.us	
Adriana Valdez	Teacher	adpena@wisd.us	
Michelle Rodriguez	Teacher	mimartine@wisd.us	
Jessica Gomez	Teacher	jegomez@wisd.us	
Jessica Lopez	teacher	jeslopez@wisd.us	
Laurie Rodriguez	teacher	larodrigue@wisd.us	
Veronica Alonzo	Counselor	valonzo@wisd.us	

Copyright © 2021. Texas Education Agency. All Rights Reserved.

CCNA Probing Questions

School Culture and Climate

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?**

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

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

Copyright © 2021. Texas Education Agency. All Rights Reserved.

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

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

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

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?**

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

Copyright © 2021. Texas Education Agency. All Rights Reserved.

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?**

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?**

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?**

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.?"**

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 4 Meeting Date: _____

Progress Checkpoint 4 Due: _____

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 4: Determine areas of priority and summarize needs.

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

What are the strengths and needs of our LEA/campus and its representative groups?
What evidence supports the strengths and needs?
What are the priorities?
What are we learning about our LEA/campus, and what connections are we making?
How do we ensure that we follow the summary process and refrain from identifying solutions in this step?
How will coordination among committees occur?

By the end of this meeting, the following documents should also be completed and submitted to the administration:

1. Probing Questions (with answers)
2. CNA Planning Sheet
3. Committee Self-Assessment/Reflection form

Step 4 Future Meeting Dates:

_____

_____

_____

_____

_____

Copyright © 2021. Texas Education Agency. All Rights Reserved.

CCNA Probing Questions

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.

Staff Quality, Recruitment, and Retention

Potential Data Types

- 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

1. **What are the qualifications and certifications of our teachers? Paraprofessionals?**

2. **What do the general data reflect regarding teacher quality on the campus?**

3. **How are follow-up data regarding teacher performance provided to teachers?**

Copyright © 2021. Texas Education Agency. All Rights Reserved.

4. **How are we recruiting highly qualified and effective staff?**

5. **What is our staff attendance rate? Retention rate? Turnover rate?**

6. **Are teacher placements strategically based on student need and teacher strengths?**

7. **What is the impact of our teacher mentor program?**

8. **What ongoing support is provided to staff? (e.g., administrative observation, performance coaching and individualized professional development plan.)**

Copyright © 2021. Texas Education Agency. All Rights Reserved.

9. What systems are in place to build capacity and support continuous improvement?

10. How are we using data to determine professional development for staff?

11. How are collective and individual decisions regarding professional development determined?

12. What types of professional development have staff members attended? How is implementation monitored? What impact has it had on performance? What is the follow-up?

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 5: Campus Steering Committee Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 5 Meeting Date: _____

Progress Checkpoint 5 Due: _____

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 5: Connect the CCNA to the campus improvement plan development and review process.

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

What are the findings in the CCNA?
How are the findings reflected in summary statements?
How are the CCNA strengths leveraged in the LEA/campus improvement plans as strategies and activities that will be continued and sustained?
How are the CCNA needs addressed in the LEA/campus improvement plans through strategies and activities designed to improve student outcomes?
How do priorities and needs correlate with justifications for ESSA program expenditures?

Step 5 Future Meeting Dates:

_____ _____ _____ _____ _____

Copyright © 2021. Texas Education Agency. All Rights Reserved.

CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: Weslaco ISD

Campus Name: Memorial Elementary

Meeting Location: PLC Room 201

Meeting Date: 5-16-24

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
C. Aguilar	teacher		C. Aguilar
E. Hernandez	teacher		
P. Perez	teacher		
E. Aguilar	teacher		
N. Rivas	teacher		N. Rivas
E. Salazar	teacher		
B. Pineda	teacher		
P. Alejandro	Instructional Coach		

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 4 Meeting Date: _____

Progress Checkpoint 4 Due: _____

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 4: Determine areas of priority and summarize needs.

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

What are the strengths and needs of our LEA/campus and its representative groups?
What evidence supports the strengths and needs?
What are the priorities?
What are we learning about our LEA/campus, and what connections are we making?
How do we ensure that we follow the summary process and refrain from identifying solutions in this step?
How will coordination among committees occur?

By the end of this meeting, the following documents should also be completed and submitted to the administration:

1. Probing Questions (with answers)
2. CNA Planning Sheet
3. Committee Self-Assessment/Reflection form

Step 4 Future Meeting Dates:

_____

_____

_____

_____

_____

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023-2024

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Step 3 Meeting Date: May 1, 2024

Progress Checkpoint 3 Due: _____

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson Name and Role: Paula Alejandro/Instructional Coach

COMMITTEE MEMBER NAME	ROLE
Cynthia Aguilar	Teacher
Edith Hernandez	Teacher
Perla Perez	Teacher
Elizabeth Aguilar	Teacher
Natalie Rivas	Teacher
Ericka Salazar	Teacher
Belen Pineda	Teacher

Copyright © 2021. Texas Education Agency. All Rights Reserved.

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?
Do data collection tools need to be developed?
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?

Copyright © 2021. Texas Education Agency. All Rights Reserved.

CCNA Focus Area Committee Member Assignments

For next time, CCNA committee members should bring the following data or do the following:

COMMITTEE MEMBER	ASSIGNMENT FOR NEXT MEETING

Step 3 Future Meeting Dates:

_____ _____ _____ _____ _____

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 4 Meeting Date: _____

Progress Checkpoint 4 Due: _____

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 4: Determine areas of priority and summarize needs.

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

What are the strengths and needs of our LEA/campus and its representative groups?
What evidence supports the strengths and needs?
What are the priorities?
What are we learning about our LEA/campus, and what connections are we making?
How do we ensure that we follow the summary process and refrain from identifying solutions in this step?
How will coordination among committees occur?

By the end of this meeting, the following documents should also be completed and submitted to the administration:

1. Probing Questions (with answers)
2. CNA Planning Sheet
3. Committee Self-Assessment/Reflection form

Step 4 Future Meeting Dates:

_____

_____

_____

_____

_____

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023-2024

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Step 4 Meeting Date: Tuesday, May 07, 2024

Progress Checkpoint 4 Due: _____

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson Name and Role: Angela Nicole Cuellar Cavazos

COMMITTEE MEMBER NAME	ROLE
Angela Nicole Cuellar Cavazos	Teacher
Lisa Garcia	Teacher
Joel Perez	Teacher
Maureen Vos	Teacher
Sylvia Zepeda	Teacher
Edith Salas	Teacher
Erika Saenz	Teacher
CriseldaPerez-Lopez	Librarian
Celinda Guajardo	Principal

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 4: Determine areas of priority and summarize needs.
Below are some questions to consider. Responses will vary per campus/LEA.

What are the strengths and needs of our LEA/campus and its representative groups?
Strengths: communication Need: time for collaboration
What evidence supports the strengths and needs?
Supporting strengths: teacher collaboration and input; PLC's were effective to meet and discuss objectives and concerns
What are the priorities?
Scheduling meeting time to discuss student achievement and success.
What are we learning about our LEA/campus, and what connections are we making?
Everyone has different needs and ideas but through collaboration we're able to connect and discuss different ideas for better staff quality.
How do we ensure that we follow the summary process and refrain from identifying solutions in this step?
We conitnue to discuss different ideas to ensure staff quality.
How will coordination among committees occur?
Grade level meetings and PLC's

By the end of this meeting, the following documents should also be completed and submitted to the administration:

1. Probing Questions (with answers)
2. CNA Planning Sheet
3. Committee Self-Assessment/Reflection form

Step 4 Future Meeting Dates:

May 16, 2024

Copyright © 2021. Texas Education Agency. All Rights Reserved.

CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: Weslaco Independent School District

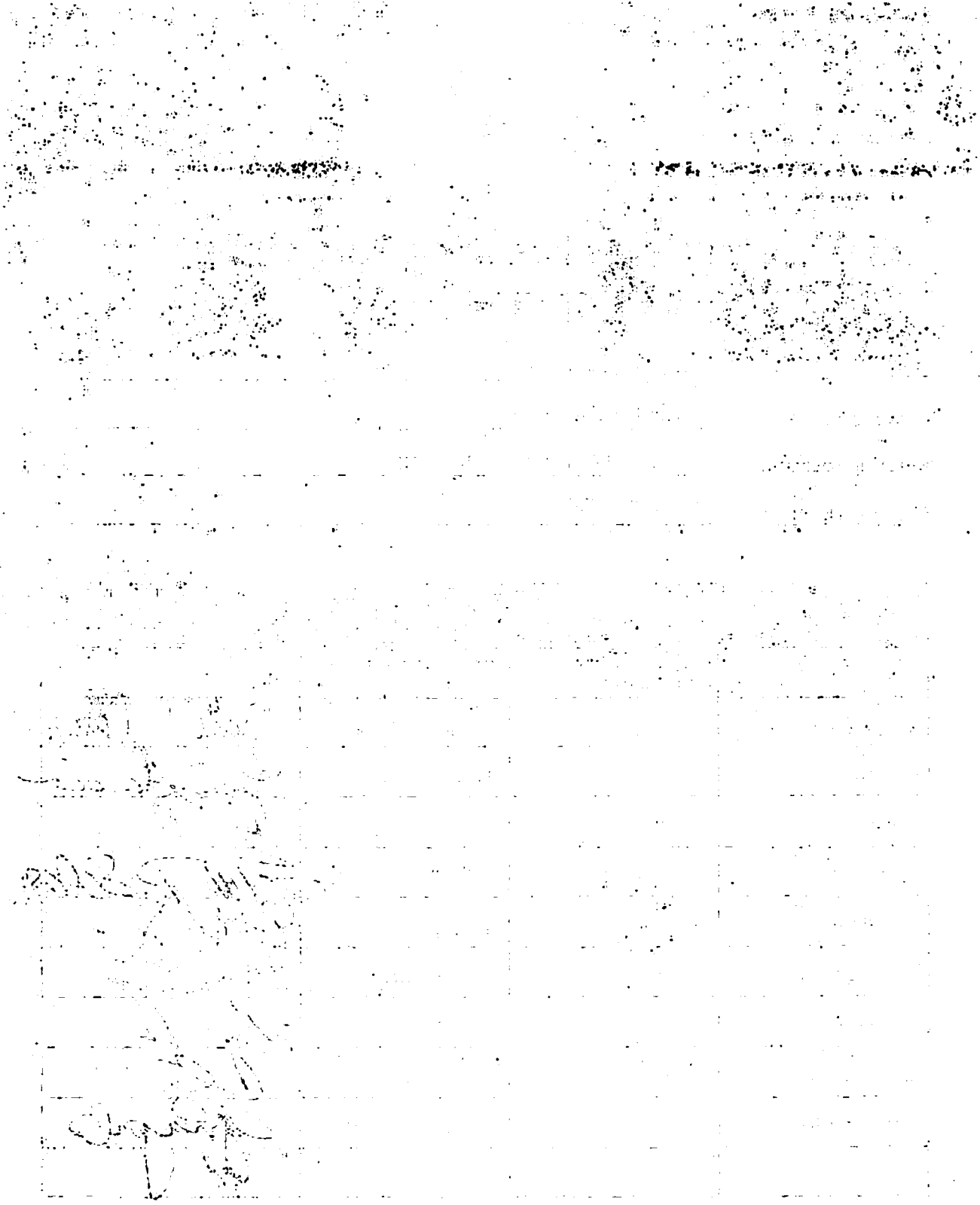
Campus Name: Memorial Elementary

Meeting Location: Memorial Elementary / Room 104

Meeting Date: May 07, 2024

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
Angela N Cuellar Cavazos	Teacher	ancuellar@wisd.us	
Lisa Garcia	Teacher	lgarcia@wisd.us	
Joel Perez	Teacher	jperez@wisd.us	
Edith Salas	Teacher	esalas@wisd.us	
Erika Saenz	Teacher	errsaenz@wisd.us	
Sylvia Zepeda	Teacher	sguzman@wisd.us	
Maureen Vos	Teacher	mvos@wisd.us	
Cris Perez-Lopez	Librarian	criperez@wisd.us	
Celinda Guajardo	Principal	cguajard@wisd.us	

Copyright © 2021. Texas Education Agency. All Rights Reserved.



Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023-2024

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Step 3 Meeting Date: Tuesday, April 30, 2024

Progress Checkpoint 3 Due: _____

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson Name and Role: Angela Cavazos/Teacher

COMMITTEE MEMBER NAME	ROLE
Lisa Garcia	Teacher
Joel Perez	Teacher
Edith Salas	Teacher
Sylvia Zepeda	Teacher
Erika Saenz	Teacher
Maureen Vos	Teacher
Criselda Perez-Lopez	Librarian
Celinda Guajardo	Principal

Copyright © 2021. Texas Education Agency. All Rights Reserved.

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?
Staff Quality: gender ratio; Special Programs/Clubs; Teacher-Student Quality Recruitment/Retention: Teacher Rewards/Incentives; Teacher Input; Open door policy with administration
Do data collection tools need to be developed?
No because we have the Panorama Survey.
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
Chart showing ratios
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
N/A
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?
Analyze and review panorama survey responses

Copyright © 2021. Texas Education Agency. All Rights Reserved.

CCNA Focus Area Committee Member Assignments

For next time, CCNA committee members should bring the following data or do the following:

COMMITTEE MEMBER	ASSIGNMENT FOR NEXT MEETING

Step 3 Future Meeting Dates:

5.07.24 5.14.24 _____ _____ _____

Copyright © 2021. Texas Education Agency. All Rights Reserved.

CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Meeting Location: Memorial Elementary Room 104

Meeting Date: Tuesday, April 30, 2024

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
Angela N. Cavazos	Teacher	ancuellar@wisd.us	Nicole C. Cavazos
Lisa Garcia	Teacher	lgarcia@wisd.us	Lisa Garcia
Erika Saenz	Teacher	errsaenz@wisd.us	
Edith Salas	Teacher	esalas@wisd.us	Edith Salas
Joel Perez	Teacher	jperez@wisd.us	
Sylvia Zepeda	Teacher	sguzman@wisd.us	Sylvia Z
Maureen Vos	Teacher	mvos@wisd.us	
Criselda Perez-Lopez	Librarian	criperez@wisd.us	Criselda
Celinda Guajardo	Principal	cguajard@wisd.us	Cguajardo

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 5: Campus Steering Committee Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 5 Meeting Date: _____

Progress Checkpoint 5 Due: _____

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 5: Connect the CCNA to the campus improvement plan development and review process.

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

What are the findings in the CCNA?
How are the findings reflected in summary statements?
How are the CCNA strengths leveraged in the LEA/campus improvement plans as strategies and activities that will be continued and sustained?
How are the CCNA needs addressed in the LEA/campus improvement plans through strategies and activities designed to improve student outcomes?
How do priorities and needs correlate with justifications for ESSA program expenditures?

Step 5 Future Meeting Dates:

_____ _____ _____ _____ _____

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 4 Meeting Date: _____

Progress Checkpoint 4 Due: _____

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 4: Determine areas of priority and summarize needs.

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

What are the strengths and needs of our LEA/campus and its representative groups?
What evidence supports the strengths and needs?
What are the priorities?
What are we learning about our LEA/campus, and what connections are we making?
How do we ensure that we follow the summary process and refrain from identifying solutions in this step?
How will coordination among committees occur?

By the end of this meeting, the following documents should also be completed and submitted to the administration:

1. Probing Questions (with answers)
2. CNA Planning Sheet
3. Committee Self-Assessment/Reflection form

Step 4 Future Meeting Dates:

_____

_____

_____

_____

_____

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 3 Meeting Date: _____

Progress Checkpoint 3 Due: _____

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

Copyright © 2021. Texas Education Agency. All Rights Reserved.

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?
Do data collection tools need to be developed?
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?

Copyright © 2021. Texas Education Agency. All Rights Reserved.

CCNA Focus Area Committee Member Assignments

For next time, CCNA committee members should bring the following data or do the following:

COMMITTEE MEMBER	ASSIGNMENT FOR NEXT MEETING

Step 3 Future Meeting Dates:

_____ _____ _____ _____ _____

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023-2024

LEA: Weslaco Independent School District

Campus Name: Memorial Elementary

Step 4 Meeting Date:

Progress Checkpoint 4 Due:

CCNA Focus Area:

Demographics

School Culture & Climate

Curriculum, Instruction and Assessment School Context and Organization

Student Achievement

Staff Quality, Recruitment and Retention

Parent, Family & Community Engagement Technology

Campus CCNA Committee Members

Committee Chairperson
Name and Role: Jackie Losoya/ Teacher

COMMITTEE MEMBER NAME	ROLE
Jackie Losoya	Teacher
Dianne Desiga	Teacher
Maria G. Garza	Teacher
Alma Rodriguez	Teacher
Michelle Wallace	Teacher
Rosanna Alvarez	Teacher
Alyssa Cavasos	Teacher
Rebecca Burget	Teacher
M. Hernandez	Parent

Copyright © 2021. Texas Education Agency. All Rights Reserved.

Committee Documents 5d-Template (cont'd)

Step 4: Determine areas of priority and summarize needs. *Below are some questions to consider. Responses will vary per campus/LEA.*

What are the strengths and needs of our LEA/campus and its representative groups?
Strengths- Administration, Rigor, and Student Achievement, Needs- Updated facility (entire building furniture, technology etc.). More classrooms/more teachers or reduce the enrollment numbers. This also includes a smaller and defined Teacher to Student ratio for our Special Programs (Special Education).
What evidence supports the strengths and needs?
Strengths- STAAR data/Campus rating and teacher retention Needs- The building speaks for itself and teacher rosters for looking at Teacher to Student ratios. Student Achievement for students enrolled in special programs (Special Education. Emergent bilinguals, etc.).
What are the priorities?
Priorities include student safety and high academic achievement .
What are we learning about our LEA/campus, and what connections are we making?
We are learning that enrollment is increasingly high in comparison to other campuses and fellow elementary's in the district especially for the state and size of our campus which does impact student learning and the overall wellness of those involved.

How do we ensure that we follow the summary process and refrain from identifying solutions in this step?
Sticking to stating campus needs as bullets and not allowing committee members to veer off topic thinking or talking about solutions.
How will coordination among committees occur?
Coordination occurs both electronically (through emails and Google chats) as well as in person meetings.

By the end of this meeting, the following documents should also be completed and submitted to the administration:

1. Probing Questions (with answers) 2. CNA Planning Sheet
3. Committee
Self-Assessment/Reflection form

Step 4 Future Meeting Dates:



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.

Copyright © 2021 Texas Education Agency

- Teacher/Student ratios
- Enrollment
- Ethnicity
- Special Populations
-

-
-
-
-
-

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

- Teacher retention/Admin
- Campus Rigor
- Student Achievement
-
-
-
-

Needs

- Updated facility
- Space
- Staff for enrollment numbers
-
-
-
-

Copyright © 2021 Texas Education Agency

Summary of Needs

- Demographics Need 1 Updated facility (furniture, technology, bathrooms, etc.)
- Need 2 Space - more classrooms/working spaces
- Need 3 Stuff - more staff for student numbers or less students

Copyright © 2021 Texas Education Agency



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 Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

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

Copyright © 2021 Texas Education Agency

List the actual data sources reviewed below.

- Standardized test scores
- District Benchmark Assessments
- Enrollment Data by grade level, ethnicity, gender, socioeconomic status, & Special Program
- Instructional & Curriculum Data
- Teacher & Staff Data
- Program & Intervention Participation Data showing effectiveness & outcomes
- Technology Access & Usage Data of tech in instruction
- Longitudinal student achievement data
-
-

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

- High Student Achievement
- Effective Intervention Programs
- Engaged & Qualified Teachers
- Comprehensive Curriculum & Instruction
- Technology Integration
-
-

Needs

- Achievement Gaps among subgroups
- Attendance Issues
- Behavior & Discipline Concerns
- Resource Allocation & Equity
-
-
-

Copyright © 2021 Texas Education Agency

Summary of Needs

- By focusing on strengths & addressing the identified priority need areas, we can enhance continuous improvement efforts & ensure students are provided best educational opportunities.
- We must use data to see educational opportunities we provide our students through an outside-in view to identify patterns & trends to inform targeted, evidence based actions.

Copyright © 2021 Texas Education Agency



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 Sources:

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

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.

CCNA Probing Questions.

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.

To what degree does the district/school support the organization? How are those supports offered or provided?

The district and school offer support to the organization through various means. This includes encouraging parental involvement and community engagement in school activities. While there's a shared vision and sufficient curriculum and instruction, there's room for improvement in this aspect. Additionally, the district supports the organization by facilitating staff, student, and parental involvement in community events. They provide access to mental health classes for students and staff, facilitated by counselors.

What does the data reflect about classes, schedules, and student/staff teams?

The data provides insights into various aspects of student learning and support within the school environment:

1. IEP Planning and Student Services: It informs the planning of Individualized Education Programs (IEPs) and the provision of necessary services to support student needs.
2. Assessment of Student Weaknesses and Strengths: Data helps identify students' academic strengths and weaknesses, enabling teachers to tailor instruction accordingly, including targeted reteaching where needed.
3. Subject-specific Performance Analysis: It highlights students' strengths and weaknesses in different subjects, aiding in curriculum refinement and targeted support.
4. Closing Learning Gaps: Data is used to identify areas of strength and weakness, facilitating interventions to address learning gaps and promote academic progress.
5. Student Grouping: The data informs the grouping of students based on their performance, enabling educators to provide appropriate levels of challenge and support tailored to individual needs.

Overall, the data serves as a valuable tool in supporting student learning, informing instructional practices, and ensuring equitable educational opportunities for all students.

How is adequate time devoted to subjects in which students perform poorly?

Adequate time for subjects in which students perform poorly is challenging to allocate due to various interruptions within the school, such as testing, activities, and ARD meetings. Despite efforts to provide extra help, it can be difficult to prioritize struggling students while balancing the needs of the entire group. Teachers, particularly those responsible for teaching multiple subjects, find it challenging to find additional time for reteaching and individualized support. This is especially true for self-contained teachers who cover all subjects. Time constraints within the daily schedule further limit the ability to devote extra time to specific subjects or struggling students. Overall, the challenge lies in finding sufficient time within the school day to address the needs of students who require additional support.

How do teachers have a voice in decision-making and school policies?

Teachers have several avenues for voicing their opinions and influencing decision-making processes:

1. **Anonymous Surveys: Tools like Panorama provide teachers with opportunities to give feedback anonymously, helping decision-makers understand concerns and perspectives.**
2. **Campus Votes: Some suggest implementing campus-wide voting systems for major policy changes, ensuring that the entire faculty has a say in important decisions.**
3. **Meetings: Teachers can voice their concerns and opinions during Professional Learning Communities (PLCs), grade level meetings, and Site Based Committees, where discussions often revolve around school policies and practices.**
4. **Continuous Improvement: Feedback mechanisms, such as annual surveys sent out by the district, allow teachers to provide input on various aspects of school operations. The district then uses this feedback to make improvements.**

Overall, while existing avenues like surveys and meetings provide opportunities for teacher input, there's room for improvement, such as enhancing the effectiveness of PLC discussions and considering broader faculty involvement in decision-making processes.

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

Teachers have limited involvement in deciding which assessments will be used to evaluate individual students or the program as a whole. Teachers are typically given assessments by district appointed leaders, with minimal to no input in the decision-making process. Some teachers feel that the assessments they use may not align with curriculum guidelines, indicating a disconnect between the assessments and instructional goals. Overall, the consensus is that central office staff and strategist largely dictate the assessments and programs used, leaving teachers with little influence over the selection process.

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 be identified?

School committees and decision-making bodies generally provide opportunities for teachers, parents, paraprofessionals, support staff, and students to be heard and contribute to solutions:

- **Parent meetings at the school are open to teachers, allowing for collaboration and communication between different groups.**
- **Positive relationships among parents, teachers, paras, and support staff are emphasized to foster good communication and facilitate the identification of positive solutions.**
- **There are different ways for voicing opinions and concerns, providing everyone with a chance to contribute to decision-making processes.**
- **Teachers feel they have a voice and can provide input in decision-making communities, allowing them to address concerns and suggest solutions.**

Overall, while there are mechanisms in place for input and collaboration. However, some teachers feel they have minimal say in decision-making processes, suggesting that there may be room for improvement in ensuring all voices are heard and valued.

What are the perceptions of students, parents and community about the LEA(Local Education Agency, WISD) and campus?

The perceptions of students, parents, and the community about the Local Education Agency (LEA) and the campus are generally positive, with some key observations:

1. **Parental Involvement: Parents express a desire for more information and involvement in their child's education, particularly during ARD meetings. This suggests a need for increased communication and collaboration between the school and parents.**
2. **Initial Mixed Perceptions: At the beginning of the school year, perceptions may be mixed among parents and students. However, as the year progresses and positive results are observed, perceptions tend to become more favorable.**
3. **Positive Impact on Students: There is a belief that the LEA and campus initiatives contribute to improved student performance and retention rates, leading to fewer dropouts.**
4. **Importance of Involvement: Positive perceptions are often associated with increased parental and community involvement, which is seen as beneficial for students' academic achievements and overall success.**
5. **Overall Positive Image: The campus enjoys a generally positive reputation, as evidenced by its high enrollment within the district, indicating satisfaction and trust among students, parents, and the community.**

Overall, while there may be areas for improvement such as enhancing parental involvement and communication, the prevailing perceptions indicate confidence in the LEA and campus's ability to support student success.

WESLACO INDEPENDENT SCHOOL DISTRICT

Program Plan Descriptors

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

Dr. Richard Rivera
Superintendent

Weslaco ISD Program Plan Descriptions Addendum

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

Description 1a. ESSA Sec. 1112 (b)(1)(A)
Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students.

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

Description 1b. ESSA Sec. 1112(b)(1)(B)
Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure.

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

Description 1c. ESSA Sec. 1112(b)(1)(C)
Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students. The LEA or school determines needs in meeting the challenging State academic standards.

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

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

Description 1d. ESSA Sec. 1112 (b)(1)(D)
Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

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

Description 2. ESSA Sec. 1112(b)(2)
Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

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

Description 3. Sec. 1112(b)(3)
Describe how the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2), identified as (1) Comprehensive support and improvement and (2) Targeted support and improvement.

Weslaco ISD does not have any schools identified for Comprehensive Support and no Additional Targeted Support.

Description 4. Sec. 1112(b)(4)
Describe the poverty criteria that will be used to select school attendance areas under Section 1113. (Within-LEA Allocation Procedures)

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

Description 5. Sec. 1112(b)(5)
Describe the nature of the programs to be conducted under Schoolwide (Sec. 1114) and Targeted Assistance (Sec. 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

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

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

Description 6. Sec. 1112(b)(6)
Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.). (Homeless LEA Reservation)

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

Description 7. Sec. 1112(b)(7)
Describe the strategies the LEA will use to implement effective parent and family engagement under Section 1116. (LEA Written PFE Policy)

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

Description 8. Sec. 1112(b)(8)
Describe, if applicable, how the LEA will support, coordinate, and integrate the services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs. (LEA Reservation for Preschool)

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

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

Description 9. Sec. 1112(b)(9)
Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance school program under section 1115, will identify the eligible children most in need of services under Title I, Part A. (Multiple, educationally related, objective criteria)

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

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

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

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

Description 10a. Sec. 1112(b)(10)(A)
Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through coordination with institutions of higher education, employers, and other local partners.

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

Description 10b. Sec. 1112(b)(10)(B)
Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

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

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

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

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

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

Description 12a. Sec. 1112(b)(12)(A)
Describe, if determined appropriate by the LEA, how the LEA will support programs that coordinate and integrate academic and career, and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.
2a
Weslaco ISD has worked to better monitor and integrate CTE into its programs through an active CCMR committee to monitor and improve that coordination.

Description 12b. Sec. 1112(b)(12)(B)
If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

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

Description 13a. Sec. 1112(b)(13)(A)
Describe any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will assist schools in identifying and serving gifted and talented students.

Weslaco ISD Advanced Academics department provides training and support for identifying and meeting the needs of gifted and talented students. The advanced academics coordinator also controls the allotted budgets to support these efforts. Our LEA follows the Texas State Plan for G/T Education by conducting universal pre-screening for all kindergarten and a nomination process for grades 1-12, using a comprehensive matrix to ensure equitable identification across all populations. We provide a pull-out program and full-time inclusion to serve G/T students effectively.

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

Description 13b. Sec. 1112(b)(13)(B)
Describe any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

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

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.