Weslaco Independent School District

Justice Raul A. Gonzalez Elementary

2025-2026 Campus Improvement Plan



Mission Statement

Justice Raul A. Gonzalez Elementary

The mission of Justice Raul A. Gonzalez Elementary School is to inspire, educate, and empower students to live meaningful, joyous, positive lives by providing them with high quality instruction.

Vision

Justice Raul A. Gonzalez Elementary

Justice Raul A. Gonzalez in partnership with parents and the community, will encourage children to achieve their full potential and become responsible citizens and lifelong learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Justice Raul A. Gonzalez Elementary is located in Weslaco, Texas, on the southern border between McAllen, TX., and Brownsville, TX. According to the Census Bureau, as of July 1, 2023, Weslaco's population is 43,053, 88.2% Hispanic Population, 9% white alone, and with a median household income of $53,517 (www.census.gov). Gonzalez Elementary was built in 2002 and is one of ten elementary schools in the Weslaco Independent School District. For the academic year 2025-2026, the student population at Justice Raul A. Gonzalez Elementary is approximately 536, and it serves students in grades PK-3 through 5th grade.

According to our campus profile's most recent TAPR report, 2023-2024 TAPR Report, 98.4% of our population is Hispanic, 82.4% are identified as At-Risk, 90.5% are Economically Disadvantaged, and 28.9% are Bilingual, and 100% of students are Title I. Furthermore, our ED population (90.5%) is higher than the district (81.9%) and State (62.3%). The Emergent Bilingual (EB) population (28.9%) is higher than the district (26.9%) and the State (24.4%). The campus' mobility rates 16.2%) are lower than the district's (26.2%) but approximately 10% higher than the state's (16.1%) (www.texas.gov, 22-23). The ethnic distribution is 98.4% Hispanic students, 1.3% white, and .03% two or more races.

Justice Raul A. Gonzalez Elementary involves every stakeholder during campus-based activities and special events, such as parents, community leaders, teachers, and students. Some special events include the America Goes Back to School Rally, Career Day, UIL events, SBDM committee meetings, and other school events.

Justice Raul A. Gonzalez Elementary School students are provided a well-balanced curriculum that includes but is not limited to, SAAVAS, Heggerty, SIPPS, and Scholastic. In addition to the curriculum, Gonzalez Elementary provides blended learning opportunities for students, offers the QUEST program for our Gifted and Talented students, and encourages the students to take an active social role through a variety of clubs, including U.I.L, the Kindness Club, Announcements Technology Crew, Folklorico, and others. Students have supplemental materials such as Joy Reading and SUMMITK12 for our Emergent Bilingual populations.

Gonzalez Elementary measures student achievement and growth through State testing (STAAR), NWEA Map, CLI, and TXKEA. The average years of experience for teachers is 15.6 years.

The current staff at Justice Raul A. Gonzalez Elementary consists of 30 classroom teachers, 2 campus administrators, 1 instructional coach, 1 counselor, 1 RN, 1LVN, 1 parent liaison, 1 librarian, 4 specialty teachers, 6 Educational Aides/paraprofessionals, 1 armed security guard, 6 cafeteria workers, 1 yard man, 1 Ace Coordinator, and 4 custodians.

Demographics Strengths

At Justice Raul A. Gonzalez Elementary, our Attendance rates are comparable to the state rate.

Justice Raul A. Gonzalez, our teacher turnover rate is less than half of the state's rate.

At Justice Raul A. Gonzalez, the TELPAS Reading Beginning Proficiency Level rate is higher than the state requirement.

Justice Raul A. Gonzalez Elementary has many supportive parents who value the importance of education.

Justice Raul A. Gonzalez Elementary has a supportive community that is involved and continuously supports student achievement, community endeavors, and fundraisers.

Justice Raul A. Gonzalez Elementary promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as Kindness Club, Folklorico, Track, Choir, Robotics, and Academic U.I.L.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for improvement in all core area contents on STAAR 3-5 for all students including the specific populations of ELL, SPED, Migrant, and Economically Disadvantaged have areas for growth. There is a need to improve science academic achievement in the 5th-grade STAAR assessment.
Root Cause: Students lack foundational reading skills to comprehend and use writing as an output to write their responses and reactions to what they read (phonics, phonemic awareness, fluency, vocabulary, and comprehension). In addition, students lack the foundational writing skills to help them become fluent writers (transcription, writing craft, text structure, syntax, critical thinking).

Student Learning

Student Learning Summary

Administrators, counselors, and teachers evaluate student achievement data by generating state testing results reports using our district purchased program (Eduphoria Aware). Administration analyzes trends in student achievement by evaluating testing data in our special population groups. The campus meets in conjunction with teachers to desegregate student data to identify the strengths and weaknesses of students to determine specific concerns and plan of action.

2021-2022 STAAR Summary 3rd-5th Grade

Accountability Rating: Met Standard - A School

STAAR	All Students	Eco. Dis.	LEP	Sp. Ed.	Gifted and Talented	Hispanic
3rd Grade Reading	70%	50%	63%	23%	100%	70%
3rd Grade Math	79%	50%	76%	45%	100%	78%
4th Grade Reading	90%	60%	85%	63%	100%	90%
4th Grade Math	83%	40%	77%	47%	100%	83%
5th Grade Reading	78%	80%	73%	33%	100%	78%
5th Grade Math	78%	80%	83%	20%%	100%	78%

STAAR	All Students	Eco. Dis.	LEP	Sp. Ed.	Gifted and Talented	Hispanic
5th Grade Science	73%	73%	70%	29%	100%	70%

TELPAS

Kinder:

Number of Students Rated: 9

Domains	Beginning	Intermediate	Advanced	Advanced High
Listening	100%	0%	0%	0%
Speaking	100%	0%	0%	0%
Reading	100%	0%	0%	0%
Writing	100%	0%	0%	0%

1st Grade:

Number of Students Rated: 22

Domains	Beginning	Intermediate	Advanced	Advanced High
Listening	23%	77%	0%	0%
Speaking	50%	50%	0%	0%
Reading	77%	23%	0%	0%
Writing	91%	9%	0%	0%

2nd Grade: 23

Domains	Beginning	Intermediate	Advanced	Advanced High
Listening	0%	22%	48%	30%
Speaking	26%	65%	4%	4%
Reading	22%	48%	22%	8%
Writing	26%	48%	22%	4%

3rd Grade:

Number of Students Rated: 36

Domains	Beginning	Intermediate	Advanced	Advanced High
Listening	0%	6%	17%	77%
Speaking	22%	45%	25%	8%
Reading	14%	28%	36%	22%
Writing	22%	56%	22%	0%

4th Grade:

Number of Students Rated: 29

Domains	Beginning	Intermediate	Advanced	Advanced High
Listening	14%	24%	34%	28%
Speaking	41%	34%	21%	3%
Reading	3%	38%	21%	38%
Writing	31%	24%	38%	7%

5th Grade:

Number of Students Rated: 30

Domains	Beginning	Intermediate	Advanced	Advanced High
Listening	10%	13%	30%	47%
Speaking	13%	50%	30%	7%
Reading	10%	17%	17%	56%
Writing	13%	27%	33%	27%

Student Learning Strengths

Justice Raul A. Gonzalez Elementary 95.8% did not meet the attendance rate 96% State Standard.

Justice Raul A. Gonzalez received 6 of 6 distinctions in the following area: *Destinction Designations Earned in

Top 25 percent: Comparative Closing the Gaps

Academic Achievement in Reading /Language Arts

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25% Comparative Academic Growth

Postsecondary Readiness

*Accountability Rating: A

Justice Raul A. Gonzalez Elementary has a supportive community that is involved and continuously supports student achievement, community endeavors, and fundraisers.

Justice Raul A. Gonzalez Elementary has many supportive parents because they value the importance of education, and wants to be part of student achievement.

Justice Raul A. Gonzalez Elementary promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as Art Club, Kindness Club, Folklorico,Choir, Robotics, and Academic U.I.L.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: ELL's have a 58% rate in Reading. Our ELL students lack foundational skills such as; phonics, phonological awareness, comprehension, vocabulary, and fluency.
Root Cause: Lack of consistency and uniform reading instruction by all staff.

Problem Statement 2: Economically disadvantaged and ELL students have a passing rate in writing of less than 60%. With the new STAAR Redesign where writing is embedded with reading students lack explicit targeted writing instruction.
Root Cause: Lack of consistent and uniform writing program implementation by all staff.

Problem Statement 3: There is a need for improvement for all core area contents on STAAR 3-5 for all students including the specific populations of ELL, SPED, Migrant, and Economically Disadvantaged.
Root Cause: Identified students lack foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension.

Problem Statement 4: Students in grades 3-5 scored 60%< on Meets on Math Benchmarks. On NWEA MAP scores were 50% Average and 69-84% Meets across all grade levels.
Root Cause: Students lack foundational Math Skills such as basic addition and subtraction.

School Processes & Programs

School Processes & Programs Summary

Justice Raul A. Gonzalez values hiring and retaining talented and effective personnel. Justice Raul A. Gonzalez uses a hiring committee consisting of administrators 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. Teachers are given the opportunity to observe mentor teachers to provide academic support.

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: Stronger Parental Involvement Team
Root Cause: Lessons that engage parent learning on a monthly basis. More parent/student events. Additional parent/student events such as; open-door events.

Perceptions

Perceptions Summary

Justice Raul A. Gonzalez has a positive school climate. Teachers and faculty members work together to ensure student success. Our number one priority is to provide a safe, educational environment as well as preparing them for a college ready path. Our campus Site Based Decision Making (SBDM) Committee involves the 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, teachers, parents and our community.

Perceptions Strengths

The faculty members at Justice Raul A. Gonzalez are committed to ensure community members and students are working towards academic, social, and emotional success of our students. Our campus is committed to working together along with the district through PLC's to provide our students with the best possible education.

Our campus also works together to address student absences, tardies, and discipline referrals. Staff members are assigned a certain grade level to follow up on students with excessive absences and or tardies. This is done through phone calls or home visits.

Our campus Courtesy Committee works on building our school culture by celebrating employee successes. Teachers are rewarded with jean passes, hour lunches, recognition over the morning announcements.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Panorama Survey Results shows a decline in student and teacher social and emotional need from Fall to Spring.
Root Cause: Students lack social and emotional support from home. Teachers need to find a balance between home and work.

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ASPIRE
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Study of best practices

Goals

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

Performance Objective 1: By Spring 2026, the students will score at 80% or higher on the Social Studies CBA's

Social Studies

Evaluation Data Sources: District Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide opportunities for students to explore social studies concepts and processes through modeling and experiences (to include field trips): *Concepts History *Geography *Economics *Government *Citizenship *Culture *Science, Technology and Society *Museum of South Texas *Pearson *District Assessment *Writing (Extended Constructed Response) (Short Constructed Response) **Strategy's Expected Result/Impact:** Improved learning opportunities. **Staff Responsible for Monitoring:** Campus Administrators Teachers Social Studies District Coordinators Instructional Coach **Funding Sources:** - 164 - State Comp. Ed. [SCE]				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Effective Reading Strategies in Social Studies Integrate the application of technology to promote a blended learning environment in social studies classrooms Virtual Field Trips Weslaco Museum **Strategy's Expected Result/Impact:** Improved performance for all populations on CBA's and benchmarks. **Staff Responsible for Monitoring:** Campus Administrators Teachers Instructional Coach				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Workshop and training for Social Studies Teacher **Strategy's Expected Result/Impact:** Improve performance in benchmarks **Staff Responsible for Monitoring:** Campus Administrators Teachers Social Studies Coordinators Instructional Coach **Funding Sources:** - 164 - State Comp. Ed. [SCE]				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Instructional Coach will provide professional development to improve instruction to help our At Risk population. **Strategy's Expected Result/Impact:** Improve performance of our At Risk Population. **Staff Responsible for Monitoring:** Campus Administrations Teachers Social Studies Coordinators				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: By Spring 2026, there will be an increase in the number of students who score at the Meets level on the Science STAAR assessment (60% or higher). By Spring 2026, students will score at 85% or higher on Science STAAR

Evaluation Data Sources: STAAR, Benchmarks, Progress Monitoring, Summit K12, NWEA Map Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Community and Higher Learning Science Center Partnership (Pre-K-12) Utilize local science resources for real-world science relevance, science career investigations, and community outreach, and teacher professional development *UTRGV Science Department Physics science mentorship student program, teacher professional development, Mole Day chemicals and instructional planning The Valley Nature Center, Student investigations, and science club events, Science Fair, Summit K12, *Texas State Aquarium (Corpus Christi) **Strategy's Expected Result/Impact:** Improved performance for all populations on benchmarks and STAAR **Staff Responsible for Monitoring:** Science Strategist Campus Administrators Department Chair Teacher Science Fair Coordinator Instructional Coach **Funding Sources:** Summit K-12 - - 211 - Title I, Part A - - 211.11.6299.27.106.6.24 - $4,029.85, - 211 - Title I, Part A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Science Summit K12 provides comprehensive, standards-aligned science curriculum and programs for students, offering interactive lessons, hands-on investigations, phenomenon-based learning, personalized learning plans, and real-time progress monitoring to promote understanding and achievement. Develop students' understanding of science concepts with differentiated instruction with several hands-on manipulatives and science laboratory activities Access digital copies of each student textbook and teacher guide, student reproducible. Provide Tutoring for K-5th grade through the ACE Program **Strategy's Expected Result/Impact:** Improved performance for all populations on Benchmarks, NWEA MAP, and STAAR **Staff Responsible for Monitoring:** Campus Administrators Science Teachers **Funding Sources:** Summit K12 Science License - 164 - State Comp. Ed. [SCE]				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teacher-guided instructional tool to enhance instruction and maximize learning through the use of proven research-based strategies Lowman Sirius Edpuzzle TEKS Resource System TCMPC Education Galaxy Nearpod Premium Read Works Clever NWEA MAP 2) Provide students with hands on investigation using the following consumables: D Size Batteries Iron Fillings Sugar Cubes Vegetable Oil Honey Corn Syrup Cereal Motors Laser pointers Skittles M&M's Oreo Cookies				

Supplies for At-Risk and Economically Disadvantaged Students 3) Edusmart Science (K-12) Digital Subscriptions and software teacher-guided instructional tools to enhance instruction and maximize learning through the use of proven research-based strategies. Build student concept knowledge using real world examples, graphics, narrated text, and strategically placed interactive opportunities. 4) Support the implementation of the TEKS Resource System (TCMPC), including alignment, instruction, and assessment through Professional Learning Communities. 5) Professional Learning Communities for Grades K-5 to meet once every six weeks to develop scope and sequence, activities, and benchmarks. 6) Campus Vertical Alignment Meeting to be held every six weeks by content to review TEKS, scope and sequence, activities, and TEKS Resource System. Teachers will have open and consistent communication with teachers to maximize student success. All teachers will work towards the same goal, and improve the quality of instruction for all students. 7) Campus PLC's to be held weekly (Friday's). PLC days will be designated to review TEKS, scope and sequence, activities, and TEKS Resource System. Teachers will have open and consistent communication with teachers to maximize student success. 8) Provide support afterschool through the ACE program. **Strategy's Expected Result/Impact:** Improved performance for all population on benchmarks and STAAR **Staff Responsible for Monitoring:** Science Teachers **Funding Sources:** Renaissance Nearpod - 211 - Title I, Part A - 211.11.6299.27.106.6.24 - $4,838.40, Instructional Supplies - 164 - State Comp. Ed. [SCE], Walmart -Match and Learn Educational Materials for Eco. Disc. PreK Students - 211 - Title I, Part A - 211.11.6399.00.106.6.24 - $200				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide materials and supplies that enhance and promote high-quality instruction for Economically Disadvantaged students. These materials/supplies will be used for classroom instruction addressing the State Standards (TEKS) and foundational literacy. **Strategy's Expected Result/Impact:** Promote academic achievement (TEKS). Enhance differentiated instruction to increase student understanding of content. **Staff Responsible for Monitoring:** Teachers Admin Instructional Coach Tutors **Funding Sources:** Warehouse - Supplies (Students) - 211 - Title I, Part A, Knight Technology Group - Toners needed for printing items such as progress reports, graphs, goals, assignments, performance status on CBAs and benchmarks. - 211 - Title I, Part A, Southern Computer WHSE - 211 - Title I, Part A, Gateway Printing Ink - 164 - State Comp. Ed. [SCE], Amazon - Printer Ink - 211 - Title I, Part A, Gateway Printing - Labels for all economically disadvantaged students. - 211 - Title I, Part A, Supplies for student instruction. - 211 - Title I, Part A - $3,021.05, Instructional Materials for Economically Disadvantaged Students - 211 - Title I, Part A - 211.11.6399.00.106.6.24 - $278.65				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: By Spring 2026, there will be an increase in the number of students who score at the Meets level on the Math STAAR assessment (60% or higher)
By Spring 2026, students will score at 90% or higher on Math STAAR

HB3 Goal

Evaluation Data Sources: STAAR TEST, District Math Test, and Progress Monitoring Assessments, NWEA Map Assessment, iReady

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement problem solving strategies, skills and activities. Problem solving strategies to include: drawing a picture, making a T-chart, acting it out, working backwards, guess and check, making an organized list, making a pattern. Students will be provided opportunities and resources necessary to be successful during class and on district/state assessments. Provide Afterschool Tutoring for K-5th grade through the ACE Program. **Strategy's Expected Result/Impact:** Increased Performance of students on assessments * District Benchmarks * STAAR *NWEA **Staff Responsible for Monitoring:** Campus Administrators Math Teachers District Math Coordinators Instructional Coach **Funding Sources:** Expo Dry Erase Fine Tip markers for STAAR practice and related activities. (Walmart) - 164 - State Comp. Ed. [SCE], Purchase eyeglasses for student needing extra support during daily instruction and for assessments. (Weslaco Vision Source) - 164 - State Comp. Ed. [SCE]				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 1) Implement Bluebonnet curriculum with fidelity. 2) Incorporate math process standards including problem solving strategies to strengthen students' oral and written communication in mathematics 3) Support the implementation of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities. 4) Professional Learning Communities for Grades K-5 to meet once every six weeks to develop scope and sequence, activities, and benchmarks. 5) Campus Vertical Alignment Meeting to be held every six weeks by content to review TEKS, scope and sequence, activities, and TEKS Resource System. Teachers will have open and consistent communication with teachers to maximize student success. All teachers will work towards the same goal, and improve the quality of instruction for all students. **Strategy's Expected Result/Impact:** Increased Performance of students on assessments * District Benchmarks * STAAR *NWEA **Staff Responsible for Monitoring:** Campus Administrators Math Teachers Numeracy Coach **Funding Sources:** - 164 - State Comp. Ed. [SCE]				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3: Provide staff development opportunities to enhance content knowledge and effectively implement research-based instructional strategies:
*Bluebonnet
* Region 1
* RGVCTM
*Creative Mathematics
*Hand 2 Mind
*Teacher Created Materials
*TEKS Resource System
*Guided Math
*Quizizz
*Class DoJo
*Nearpod Premium
*Entry/Exit Tickets
*Pearson
*Freckle.com
*Math Leveled Readers (Creative Classroom)
*Scholastic Leveled Readers for Math
*Imagine Math
*Math Manipulatives
*STMath
*Mentoring Minds Think Up
*NWEA MAP
*Collaborative Classroom
*Problematic
*RBIS
*Hand to Mind

Strategy's Expected Result/Impact: Increased Performance of students on assessments
* District Benchmarks
* STAAR
*NWEA Map

Staff Responsible for Monitoring: Campus Administrators
Math Teachers
Numeracy Coach

Funding Sources: Hand 2 Mind - 211 - Title I, Part A, Warehouse Supplies - 164 - State Comp. Ed. [SCE], Region I - PD - 164 - State Comp. Ed. [SCE], Region One Workshops - 164 - State Comp. Ed. [SCE] - 164.13.6411.00.6.30 - $450

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: By Spring 2026, there will be an increase in the number of students who score at the Meets level on the Reading STAAR assessment.(70% or higher) By Spring 2026, students will score at 85% or higher on Reading STAAR.
By Spring 2026, there will be an increase in the number of students who score at the Approach Level on the Writing STAAR assessment (90% or higher)

Provide Tutoring for K-5th grade through the Ace Program.

ELA

HB3 Goal

Evaluation Data Sources: STAAR results, campus and district assessment Sign-In sheets, Lesson Plans, District Reading Test, Results, Campus Language Arts, Assessments, Guided Reading, Benchmark, Results SRI

Strategy 1 Details	Reviews			
Strategy 1: 1) Implement a process to address TEKS, depth of knowledge, critical thinking, creative thinking, PD analytical thinking in preparation of STAAR.	Formative			Summative
	Nov	Jan	Mar	June
* Study and review STAAR objectives and TEKS * Identify STAAR objectives and TEK that need to be implemented based on teachers understanding of STAAR *Provide staff development on identified objectives based on campus assessments and STAAR results * Model/present research-based strategies/lessons to teachers * Involve teachers in lessons * Have teachers implement strategies lessons in the classroom and attend TEKS amplification training * Have teachers share/follow-up * Assistant Principal/Instructional Coach meetings with RLA Coordinators * Teachers to address all areas, scope & sequence * Model DOK with classroom libraries leveled from K-5th *STAAR Mentor *Summit K12 Listening, Speaking Language Domains *Picture Journals *Reading Materials *Student Instructional Materials *Reading Materials *NWEA MAP *Istation *Renaissance Learning (AR) *Liborio Consulting *Starfall Education Foundation * RBIS *BlueBonnet **Staff Responsible for Monitoring:** Campus Administrators Teachers Vertical Team District RLA Coordinators Instructional Coach **Funding Sources:** STAAR Instructional Mentor Salary - 164 - State Comp. Ed. [SCE], Renaissance Learning - 211 - Title I, Part A - 211.11.6299.27.106.6.24 - $4,838.40, WISD Warehouse - 211 - Title I, Part A, WISD Warehouse - 164 - State Comp. Ed. [SCE], Starfall Education Foundation - 211 - Title I, Part A, Warehouse Supplies - 211 - Title I, Part A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide opportunities for a literacy focus through a balance literacy framework which includes Phonics, Phonological Awareness, SIPPS, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar, Guided Spelling, including fluency, comprehension, and vocabulary. Provide Tutoring for K-5th grade through ACE Program. **Strategy's Expected Result/Impact:** Performance on the Reading and Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments *NWEA *CLI/TXKEA *Learning Without Tears **Staff Responsible for Monitoring:** Campus Administrators Teachers Literacy Coach **Funding Sources:** - 164 - State Comp. Ed. [SCE], Liborio Consulting, LLC - 164 - State Comp. Ed. [SCE] - 164.13.6299.00.10.4.30, Learning Without Tears Instructional Materials. - 211 - Title I, Part A - 211.11.6399.00.106.5.24, Learning Without Tears - Hands-On Manipulatives (PK-K) - 164 - State Comp. Ed. [SCE] - 164.11.6399.00.106.5.30, Learning Without Tears Instructional Materials. - 211 - Title I, Part A - 211.11.6399.00.106.5.24				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Involve students in a balanced literacy program that addressed writing and using depth and complexity and critical thinking skills to analyze the topics. * Shared Writing Interactive * Writing Journal Writing * Interactive Journals * Guided Writing or Writing Workshop * Independent Writing * Mini-Lessons * Write Time for Kids * Guided Spelling * Education Galaxy * Being a Writer * Writing Academy * Pearson *Student Instructional Materials *SIPPS Curriculum Writing *Nearpod Premium *Epic				

*Test Teach
*TEKS Resource System
*Eduphoria
*Aware
*Comprehension Reading Kits
*Writing Tiles
*The Science of Reading Academies
*Liborio Consulting (Extended Constructed Responses and Short Constructed Responses).
*Extended Day Tutorials
*Tutorials during ACE Program
*Lead4ward
*Problemattic
*Sirius

Strategy's Expected Result/Impact: Performance on the Writing assessments will improve:

* Curriculum Based Assessments
* District Benchmarks
* STAAR Assessments
*NWEA Map Assessments

Staff Responsible for Monitoring: Campus Administrators
Literacy Coach
Teachers

Funding Sources: SIPPS Hub - 211 - Title I, Part A, Nearpod Premium - 211 - Title I, Part A, NearPod - 211 - Title I, Part A, Liborio Consulting - 164 - State Comp. Ed. [SCE]

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide staff development and support on No Red Ink, Heggerty ThreeCheers, Scholastic On My Way, and Istation. 5) Support the implementation of the TEKS Resource System, including alignment, instruction, and assessment through Professional Learning Communities. 6) Professional Learning Communities for Grades PreK3-5 to meet once every six weeks to develop scope and sequence, activities, and benchmarks. 7) Campus Vertical Alignment Meeting to be held every six weeks by content to review TEKS, scope and sequence, activities, and TEKS Resource System. Teachers will have open and consistent communication with teachers to maximize student success. All teachers will work towards the same goal, and improve the quality of instruction for all students. **Strategy's Expected Result/Impact:** Performance on the Reading and Writing assessments will improve: * Curriculum Based Assessments * District Benchmarks * STAAR Assessments **Staff Responsible for Monitoring:** Campus Administrators Teachers Literacy Coach **Funding Sources:** - 164 - State Comp. Ed. [SCE]				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Improve the writing component on STAAR. Our goal is to increase the number of students scoring a "10" on the writing ECR to 20% of all students. **Strategy's Expected Result/Impact:** Performance on Reading and Writing assessements will improve : Benchmark STAAR Currciulum Based Assessements **Staff Responsible for Monitoring:** Teachers Campus Administrators Literacy Coach				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 5: Gonzalez Elementary will provide students with opportunities to become aware of career opportunities.

Guidance &Camp; Counseling

Evaluation Data Sources: Student Survey
Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: * Devote 20% of the counselor's time in the area of guidance curriculum through:	Formative			Summative
	Nov	Jan	Mar	June
* Classroom presentations * School-wide programs and other special events * Career and college awareness activities *America Goes Back to School Rally **Strategy's Expected Result/Impact:** Students will be motivated to successfully complete high school and pursue a college degree. **Staff Responsible for Monitoring:** Campus Administrators Teachers Counselors **Funding Sources:** Counselor Aid Salary - 211 - Title I, Part A				

Strategy 2 Details	Reviews			
Strategy 2: Create an anti-bullying environment by providing awareness programs for our students.	Formative			Summative
Strategy's Expected Result/Impact: Students will be motivated to successfully complete high school and pursue a college degree.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administrators Teachers Counselors **Funding Sources:** - 164 - State Comp. Ed. [SCE]				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement a strong conflict resolution program that promotes positive relationships and student success. **Strategy's Expected Result/Impact:** Students will be motivated to successfully complete high school and pursue a college degree. **Staff Responsible for Monitoring:** Campus Administrators Teachers Counselors **Funding Sources:** - 164 - State Comp. Ed. [SCE] - $21,384				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 6: All ELL students will be at a 90% mastery level and build a foundation of Reading and Math.
Bilingual

Evaluation Data Sources: STAAR results and comply with all accountability results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Assess all students the first 20 days of enrollment to find the student's independent, instructional and frustration levels of reading **Strategy's Expected Result/Impact:** Increase independent reading levels of all students **Staff Responsible for Monitoring:** Campus Administrators Teachers Counselors **Funding Sources:** PreK Instructional Aide Salary - 211 - Title I, Part A - $35,810, PreK Instructional Aide Salary - 164 - State Comp. Ed. [SCE] - $21,792, Match and Learn Educational Materials- Walmart - 211 - Title I, Part A - 211.11.6399.00.106.6.24 - $200, Lakeshore Learning- Bilingual (Trace & Write Alphabet & Numbers & Light Up Math Act Centers.) - 165 - State Bilingual/ESL - 165.11.6399.00.106.6.25 - $1,139.64				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement model strategies to help LEP students: * small group discussions * peer tutoring * use of graphic organizers * vocabulary instruction * differentiated instruction * instructional materials/supplies *Summit K12 *Bilingual Reading Materials Perma-Bound **Strategy's Expected Result/Impact:** Establish strong academic vocabulary foundation for ELL success **Staff Responsible for Monitoring:** Campus Administrators Counselors **Funding Sources:** Instructional Supplies - 165 - State Bilingual/ESL				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue implementing leveled readers in the classroom. **Strategy's Expected Result/Impact:** Establish strong academic vocabulary foundation for ELL success **Staff Responsible for Monitoring:** Campus Administrators Teachers Counselors Instructional Coach **Funding Sources:** - 165 - State Bilingual/ESL				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Continue implementation of the Linguistic Instructional Alignment Guide and the ELPS Toolkit in all Bilingual setting **Strategy's Expected Result/Impact:** Increase English language proficiency level of all ELL's and increase percentage of the Advanced High TELPAS composite **Staff Responsible for Monitoring:** Campus Administrators Teachers Counselors Instructional Coach **Funding Sources:** - 165 - State Bilingual/ESL				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 7: By May 2026, all identified dyslexic students' STAAR scores will increase by 5% in Reading.
Dyslexia/Special Ed

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement accommodations to assist eligible students in reading and writing **Strategy's Expected Result/Impact:** Benchmark scores Six Weeks' progress report Reading and Writing STAAR **Staff Responsible for Monitoring:** Campus Administrators Dyslexia Teacher General Ed. Teacher **Funding Sources:** Special Ed Instructional Aide Salary - 211 - Title I, Part A - 211.11.6129.80.106.6.24 - $38,720, Special Ed Aide Salary - 211 - Title I, Part A - 211.11.6129.80.106.6.24 - $49,814				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement staff development on instructional strategies to assist in reading and writing **Strategy's Expected Result/Impact:** Benchmark scores Six Weeks' progress report Reading and Writing STAAR **Staff Responsible for Monitoring:** Campus Administrators Dyslexia Teacher General Ed. Teacher Instructional Coach				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 8: All student populations will achieve 100% mastery on all STAAR and increase Level III performance Advanced Academics

Evaluation Data Sources: STAAR results, number of Level III students

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide advanced lessons and activities that extend beyond the TEKS/STAAR framework for identified gifted students through a "pull-out" program. **Strategy's Expected Result/Impact:** All GT students will be serviced by teachers that are in compliance with the Texas State Plan. **Staff Responsible for Monitoring:** Campus Administrators Quest Teacher Teachers **Funding Sources:** - 161 - State Gifted and Talented (G/T)				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor to ensure 100% of the classroom teachers servicing GT students have received training in the Nature and Needs Assessment of gifted students. Teachers must maintain 6 hour update yearly. **Strategy's Expected Result/Impact:** All GT students will be serviced by teachers that are in compliance with the Texas State Plan. **Staff Responsible for Monitoring:** Campus Administrators **Funding Sources:** - 161 - State Gifted and Talented (G/T)				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 9: By Spring 2026, migrant students will achieve 85% mastery on Reading and Math STAAR.
Migrant

Evaluation Data Sources: *STAAR results
*NWEA Map Assessments

Strategy 1 Details	Reviews			
Strategy 1: Implement and plan reading math curriculum in small group tutorials for grades 3rd-5th	Formative			Summative
Strategy's Expected Result/Impact: Curriculum based assessment District Benchmarks STAAR Assessments **Staff Responsible for Monitoring:** Campus Administrators TIM staff Teachers Instructional Assistant **Funding Sources:** - 212 - Title I, Part C	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: All migrant students will receive appropriate school supplies in order to provide them with the necessary tools to complete their classroom assignments and access to www.tutor.com. (Online tutorials and assistance on any subject will be available for students 24/7)	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Curriculum based assessment District Benchmarks STAAR Assessments **Staff Responsible for Monitoring:** Campus Administrators TIM staff Teachers Instructional Assistants Instructional Coach				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: All K-5th Grade Migrant students will receive tutoring by migrant instructional assistants. A research-based software program designed to increase language and literacy will be used with PreK. They will use Heggerty program,Scholastic, and On My Way. **Strategy's Expected Result/Impact:** Curriculum Based Assessment District Benchmarks STAAR Assessments **Staff Responsible for Monitoring:** Campus Administrators TIM Staff Teachers Instructional Assistant Instructional Coaches				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 10: The Fine Arts will increase student participation.

Fine Arts

Evaluation Data Sources: UIL rosters

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will compete and perform well during UIL competition. **Strategy's Expected Result/Impact:** Successful at competitions through individual and group performance. **Staff Responsible for Monitoring:** Administration Teachers UIL Coordinator				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Student art work/projects will be showcased at the district/campus level and community. Students will take part in the Art Club, and their projects will be showcased at the district/campus level, state and outside art competitions and community. **Strategy's Expected Result/Impact:** Increase student participation and appreciation of the Fine Arts. **Staff Responsible for Monitoring:** Administration Art Teacher Music Teacher Instructional Coach				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Student Music Performance will be recognized at the district/campus level and community. Create a Fine Arts Expo Students will have an opportunity to take part in the All Star Choir. Students will participate in various performances at the district/campus level and community. **Strategy's Expected Result/Impact:** Increase student participation and appreciation of the Fine Arts. **Staff Responsible for Monitoring:** Administration Music Teacher				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Guide students through many areas of Physical activities and methods of physical and mental wellness to continue lifelong learning and participation in sports **Staff Responsible for Monitoring:** Administration Physical Education Coaches **Funding Sources:** P.E. Equipment - Great Lakes Sports - 164 - State Comp. Ed. [SCE] - 164.11.6395.00.106.5.30 - $1,986.97				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Folklorico will be offered as an afterschool activity and students will showcase their performances at school at the district/campus level and community. **Strategy's Expected Result/Impact:** Increase student participation adn appreciation of the Fine Arts. **Staff Responsible for Monitoring:** Folklorico Teacher Administration				

 No Progress  Accomplished  Continue/Modify  Discontinue

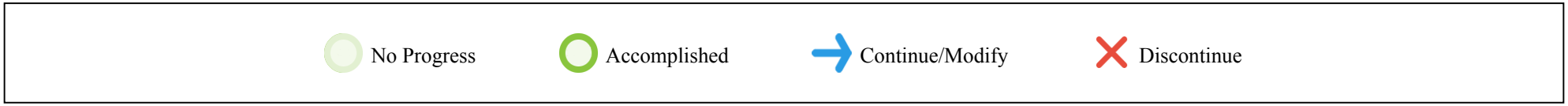
Goal 1: STUDENT SUCCESS/LITERACY FOCUS: Provide high-quality, engaging and innovative, technology programs that develop college, career, military and service ready leaders.

Performance Objective 11: The school library wil be a user-friendly information center that will provide equal, open, and flexible access to students personnel, parents and the community.
Library

Evaluation Data Sources: Library Circulation Statistics

Strategy 1 Details	Reviews			
Strategy 1: Implement reading promotions and school clubs that foster a love of reading and produce responsible citizens:	Formative			Summative
	Nov	Jan	Mar	June
*2x2 Reading List *Spelling Bee *National Children's Book Week *National Library Week *Dot Day *Book Club *Read Aloud Day *Veteran's Day Celebration *Accelerated Reading (AR) *100th Day of School Celebration **Staff Responsible for Monitoring:** Librarian Library Assistants **Funding Sources:** Library Aide Salary - 211 - Title I, Part A - 211.12.6129.36.106.6.24 - $47,215, Renaissance Accelerated Readers - - 211 - Title I, Part A - 211.11.6299.27.106.6.24 - $3,967.20				

Strategy 2 Details	Reviews			
Strategy 2: Librarian will encourage Reading through:	Formative			Summative
*Accelerated Reading - AR *Author Visits *Book Club	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: STAAR scores AR points **Staff Responsible for Monitoring:** Librarian Library Assistnant Classroom Teachers				


No Progress
Accomplished
Continue/Modify
Discontinue

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

Performance Objective 12: By Spring 2026, most students will acquire computer skills, increasing their effectiveness and efficiency of the information technology system to create and support student and staff learning the the classrooms and labs.

Technology

HB3 Goal

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide a variety of technology media and methods for delivery of instruction. Purchase additional mobile technology such as Apple TV 4K WiFi adaptors, laptops, Chromebooks and Document Cameras, printers, and headphones. **Strategy's Expected Result/Impact:** Computer Lab Reports District Assessments **Staff Responsible for Monitoring:** Administrators Instructional Coach Computer Lab Technology Asst. **Funding Sources:** Dell Marketing - 211 - Title I, Part A - 211.11.6395.27.106.6.24 - $1,230, Apple TV 4K WiFi for Classrooms - 164 - State Comp. Ed. [SCE] - 164.11.6399.27.106.6.30 - $516				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ensure that students use technology as a tool to solve problems, create original products and communicate effectively by providing them with more "hands on" Technology tools **Strategy's Expected Result/Impact:** Computer Lab Reports District Assessments **Staff Responsible for Monitoring:** Administration Instructional Coach Computer Lab Technology Assistant **Funding Sources:** Instructional Aide- Computer Lab - 211 - Title I, Part A - 211.11.6129.00.106.6.24 - $36,053				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement Accelerated Reader to enhance students' reading. Purchase and use early reading, phonics, and phonemic awareness with the use of software and internet resources, and technology equipment (pens, lights, mice, doc cameras, MacBooks, headphones). **Strategy's Expected Result/Impact:** Computer Lab Reports District Assessments **Staff Responsible for Monitoring:** Principal Campus Technology Coordinator Computer Lab Technology Asst. **Funding Sources:** - 164 - State Comp. Ed. [SCE]				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: Gonzalez Elementary staff and students will incorporate in their classroom, presentations, and activities.

Evaluation Data Sources: The campus will receive and Advanced level 4 in all 4 areas of the STAR chart.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Gonzalez staff will be provided with profession training on campus with computer software programs, blended learning, Google Apps and integration of technology in their daily lessons, Differentiated Learning, and incorporate blended learning environments. 2) Provide teachers with Eduphoria training to become knowledgeable with data, and how to track student's growth. **Strategy's Expected Result/Impact:** Sign-In Sheets T-Tess Domains increased from previous year. **Staff Responsible for Monitoring:** Administration Hardware Technician Instructional Coach				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students in PK-5th grade will use technology to develop reading and math skills. Technology will include chromebooks, scanners, televisions, IPADS, computer-desktops, document cameras, media carts, Promethan Boards, and mounted projectors. **Strategy's Expected Result/Impact:** Benchmarks, weekly test, Reading levels, STAAR scores, Report cards **Staff Responsible for Monitoring:** Administration Hardware Technician Teacher Instructional Coach **Funding Sources:** Knight Document Cameras - 211 - Title I, Part A - 211.11.6399.27.106.6.24 - $6,275.89, Knight Technology Group-Scanner - 164 - State Comp. Ed. [SCE] - 164.11.6399.27.106.6.30 - $449.99, Knight Technology-Printer - 164 - State Comp. Ed. [SCE] - 164.11.6399.27.106.6.30 - $231, Knight Technology -USB 3.5 Aux Adapter - 164 - State Comp. Ed. [SCE] - 164.11.6399.27.106.6.30 - $209.70				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The campus will continue with the anti-bullying campaign. Students will be provided lessons and teachers will continue to attend staff development in these areas. **Staff Responsible for Monitoring:** Administration Teacher Counselor				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: Strengthen and increase our parental involvement and community engagement in schools.

Evaluation Data Sources: Surveys and Parent Advisory Council

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize all forms of contact with parents through phone calls, email, parent teacher conferences, and social media. Teacher will print out the parent/teacher conference form to review grades, attendance, student's growth and data. **Strategy's Expected Result/Impact:** When parents are engaged and participate in campus activities. **Staff Responsible for Monitoring:** Administration Community Aide Counselors Teachers **Funding Sources:** Community Aide Salary - 211 - Title I, Part A - 211.61.6129.29.106.6.24 - $47,791, At-Risk Attendance Clerk Salary - 164 - State Comp. Ed. [SCE] - $22,344				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide aligned parent trainings and resources on effective reading strategies, HEB Read 3 **Strategy's Expected Result/Impact:** When parents are engaged and participate in campus activities. **Staff Responsible for Monitoring:** Administration Community Aide Counselors Teachers Librarian **Funding Sources:** Media Aide (Paraprofessional) Salary - 211 - Title I, Part A - 211.12.6129.00.106.6.24 - $44,981				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue to implement a system for tracking participation and volunteer hours. Parents will be recognized for their participation. **Strategy's Expected Result/Impact:** When parents are engaged and participate with campus events. **Staff Responsible for Monitoring:** Administration Community Aide				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Ensure Title I Parental Program Meetings, Orientations for Staff and Parent Volunteers on how parents can promote 21st Century Learning. **Strategy's Expected Result/Impact:** When parents are engaged and participate with campus events. **Staff Responsible for Monitoring:** Administration Community Aide Librarian Nurse Counselors				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: Establish a network of community partners that will enhance the parental involvement program

Evaluation Data Sources: Sign-In's Annual Health Fair and Volunteer Logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Gonzalez Elementary will provide resources and partnerships that meet the need of our families. (Uniform Drive, Secret Angel, Food Drive, and Health Fair) **Strategy's Expected Result/Impact:** When parents are engaged and participates in campus activities. **Staff Responsible for Monitoring:** Campus Administrators Community Aide Counselors Teachers **Funding Sources:** LVN (Paraprofessional) Salary - 211 - Title I, Part A - $34,636				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Building stronger relationships with higher educations institutions: STC, UTRGV, TSTC, and Texas A&M extension services: so parents can be knowledgable in the planning and preparation for college. America Goes Back To School Rally Love My School Day **Strategy's Expected Result/Impact:** When parents are engaged and participates in campus activities. **Staff Responsible for Monitoring:** Campus Administrators Community Aide Counselors Teachers				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: All students will be taught by highly qualified and state certified teachers through professional development opportunities.

Evaluation Data Sources: Eduphoria and sign-in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide mentors and training for new teachers. **Strategy's Expected Result/Impact:** Mentor assignments Feedback **Staff Responsible for Monitoring:** Campus Administrators Teachers **Funding Sources:** - 255 - Title II Part A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide appropriate job-related training for personnel. **Strategy's Expected Result/Impact:** Sign-In sheets Evaluations Feedback **Staff Responsible for Monitoring:** Campus Administrators Teachers Staff Instructional Coach **Funding Sources:** Learning Without Tears - Literacy Program based on the science of reading and handwriting. - 164 - State Comp. Ed. [SCE], DataWorks Educational Reserch - Explicit Direct Instruction (EDI), delivering effective lessons.for all learners. - 164 - State Comp. Ed. [SCE], 2025 Rockin' Review Conference (Ms. Garcia). Sessions will provide high-impact review strategies and plans for the STAAR assessment. - 211 - Title I, Part A				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Research and broaden the bilingual education program for teachers by offering tutoring services for the bilingual certification exam. **Strategy's Expected Result/Impact:** An increase in bilingual certified teachers **Staff Responsible for Monitoring:** Administration Bilingual Chairs Bilingual Coordinators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Research and created a staff awards and incentive program. PLC'S **Strategy's Expected Result/Impact:** Retain Teachers **Staff Responsible for Monitoring:** Adminisration Instructional Coach				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide the appropriate tools and technology to enhance the daily school's operations, staff development, and professional growth. **Strategy's Expected Result/Impact:** Enhance productivity, communication, and collaboration in the school's daily operations.				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

State Compensatory

Budget for Justice Raul A. Gonzalez Elementary

Total SCE Funds: $329,724.00
Total FTEs Funded by SCE: 5
Brief Description of SCE Services and/or Programs

Personnel for Justice Raul A. Gonzalez Elementary

Name	Position	FTE
Carina Cantu	PK4 Teacher	1
Maribel Torres	Nurse Aide, LVN	0.5
Natasha Caballero	Counselor Clerk	0.5
Ninfa Garcia	Instructional Aide	0.5
Olivia Caballero	Pre K4 Teacher	1
Romelia Florez	PreK 3 Teacher	1
Victoria Montalvo	Instrutional Aide	0.5

Title I Personnel

Name	Position	Program	FTE
Alexandra Aguilar-Perez	Community Aide	Title I Part A	1
Anna I. Rios	Library Aide	Title I Part A	1
Covarrubias, Bianca	Instructional Aide	Title 1 Part A	1
Delma Munoz	Sp. Ed. Aide	Title I Part A	1
Emily Luna	Computer Lab Aide	Title I Part A	1
Kevin L. Pacheco	Media Aide	Title I Part A	1
Perez, Edna	Special Ed Instructional Aide	Title 1 Part A	1

Campus Funding Summary

164 - State Comp. Ed. [SCE]					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	3			$0.00
1	2	2	Summit K12 Science License		$0.00
1	2	3	Instructional Supplies		$0.00
1	2	4	Gateway Printing Ink		$0.00
1	3	1	Purchase eyeglasses for student needing extra support during daily instruction and for assessments. (Weslaco Vision Source)		$0.00
1	3	1	Expo Dry Erase Fine Tip markers for STAAR practice and related activities. (Walmart)		$0.00
1	3	2			$0.00
1	3	3	Warehouse Supplies		$0.00
1	3	3	Region One Workshops	164.13.6411.00.6.30	$450.00
1	3	3	Region I - PD		$0.00
1	4	1	WISD Warehouse		$0.00
1	4	1	STAAR Instructional Mentor Salary		$0.00
1	4	2	Learning Without Tears - Hands-On Manipulatives (PK-K)	164.11.6399.00.106.5.30	$0.00
1	4	2	Liborio Consulting, LLC	164.13.6299.00.10.4.30	$0.00
1	4	2			$0.00
1	4	3	Liborio Consulting		$0.00
1	4	4			$0.00
1	5	2			$0.00
1	5	3			$21,384.00
1	6	1	PreK Instructional Aide Salary		$21,792.00
1	10	4	P.E. Equipment - Great Lakes Sports	164.11.6395.00.106.5.30	$1,986.97
1	12	1	Apple TV 4K WiFi for Classrooms	164.11.6399.27.106.6.30	$516.00
1	12	3			$0.00
2	1	2	Knight Technology Group-Scanner	164.11.6399.27.106.6.30	$449.99

164 - State Comp. Ed. [SCE]					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	Knight Technology -USB 3.5 Aux Adapter	164.11.6399.27.106.6.30	$209.70
2	1	2	Knight Technology- Printer	164.11.6399.27.106.6.30	$231.00
3	1	1	At-Risk Attendance Clerk Salary		$22,344.00
4	1	2	DataWorks Educational Reserch - Explicit Direct Instruction (EDI), delivering effective lessons.for all learners.		$0.00
4	1	2	Learning Without Tears - Literacy Program based on the science of reading and handwriting.		$0.00
				Sub-Total	$69,363.66
				Budgeted Fund Source Amount	$352,086.00
				+/- Difference	$282,722.34

165 - State Bilingual/ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	1	Lakeshore Learning- Bilingual (Trace & Write Alphabet & Numbers & Light Up Math Act Centers.)	165.11.6399.00.106.6.25	$1,139.64
1	6	2	Instructional Supplies		$0.00
1	6	3			$0.00
1	6	4			$0.00
				Sub-Total	$1,139.64
				Budgeted Fund Source Amount	$0.00
				+/- Difference	-$1,139.64

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Summit K-12 -	- 211.11.6299.27.106.6.24	$4,029.85
1	2	1			$0.00
1	2	3	Renaissance Nearpod	211.11.6299.27.106.6.24	$4,838.40
1	2	3	Walmart -Match and Learn Educational Materials for Eco. Disc. PreK Students	211.11.6399.00.106.6.24	$200.00
1	2	4	Southern Computer WHSE		$0.00
1	2	4	Supplies for student instruction.		$3,021.05
1	2	4	Knight Technology Group - Toners needed for printing items such as progress reports, graphs, goals, assignments, performance status on CBAs and benchmarks.		$0.00

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4	Instructional Materials for Economically Disadvantaged Students	211.11.6399.00.106.6.24	$278.65
1	2	4	Warehouse - Supplies (Students)		$0.00
1	2	4	Amazon - Printer Ink		$0.00
1	2	4	Gateway Printing - Labels for all economically disadvantaged students.		$0.00
1	3	3	Hand 2 Mind		$0.00
1	4	1	Renaissance Learning	211.11.6299.27.106.6.24	$4,838.40
1	4	1	WISD Warehouse		$0.00
1	4	1	Warehouse Supplies		$0.00
1	4	1	Starfall Education Foundation		$0.00
1	4	2	Learning Without Tears Instructional Materials.	211.11.6399.00.106.5.24	$0.00
1	4	2	Learning Without Tears Instructional Materials.	211.11.6399.00.106.5.24	$0.00
1	4	3	Nearpod Premium		$0.00
1	4	3	SIPPS Hub		$0.00
1	4	3	NearPod		$0.00
1	5	1	Counselor Aid Salary		$0.00
1	6	1	Match and Learn Educational Materials- Walmart	211.11.6399.00.106.6.24	$200.00
1	6	1	PreK Instructional Aide Salary		$35,810.00
1	7	1	Special Ed Instructional Aide Salary	211.11.6129.80.106.6.24	$38,720.00
1	7	1	Special Ed Aide Salary	211.11.6129.80.106.6.24	$49,814.00
1	11	1	Renaissance Accelerated Readers -	211.11.6299.27.106.6.24	$3,967.20
1	11	1	Library Aide Salary	211.12.6129.36.106.6.24	$47,215.00
1	12	1	Dell Marketing	211.11.6395.27.106.6.24	$1,230.00
1	12	2	Instructional Aide- Computer Lab	211.11.6129.00.106.6.24	$36,053.00
2	1	2	Knight Document Cameras	211.11.6399.27.106.6.24	$6,275.89
3	1	1	Community Aide Salary	211.61.6129.29.106.6.24	$47,791.00
3	1	2	Media Aide (Paraprofessional) Salary	211.12.6129.00.106.6.24	$44,981.00
3	2	1	LVN (Paraprofessional) Salary		$34,636.00
4	1	2	2025 Rockin' Review Conference (Ms. Garcia). Sessions will provide high-impact review strategies and plans for the STAAR assessment.		$0.00
				Sub-Total	$363,899.44

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$0.00
				+/- Difference	-$363,899.44

211 - Title I, Part D					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
				Grand Total Budgeted	$352,086.00
				Grand Total Spent	$434,402.74
				+/- Difference	-$82,316.74

Addendums

CCNA Focus Area Committee Assignments Template

School Year: 2023/24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Meeting Date: 4/19/24

Campus CCNA Committee Members

Committee Chairperson Name and Role: C. Quiroz (Technology Committee)

COMMITTEE MEMBER NAME	ROLE
D. Rivas	Teacher/Member
C. Cantu	Teacher/Member
E. Rubio	Teacher/Member
M. Carlin	Teacher/Member
L. Solis	Teacher/ Member
C. Jasso	Teacher/ Member
M. De La Pena	Teacher/ Member
E. Jaramillo	Teacher/ Member
V. Guzman	Teacher/Member
C. Rodriguez	Teacher/Member
L. Juarez	Teacher/Member
O. Caballero	Teacher/Member
R. Flores	Teacher/Member

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Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023/24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Step 3 Meeting Date: 4/19/24

Progress Checkpoint 3 Due: 5/16/24

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: C. Quiroz (Technology Committee)

COMMITTEE MEMBER NAME	ROLE
C. Quiroz	Chair/member/teacher
D. Rivas	Member/teacher
C. Cantu	Member/teacher
M. Carlin	Member/teacher
E. Rubio	Member/teacher
L. Solis	Member/teacher
C. Jasso	Member/teacher
M. De La Pena	Member/teacher
E. Jaramillo	Member/teacher
C. Rodriguez	Member/teacher

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Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023/24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Step 3 Meeting Date: 4/19/24

Progress Checkpoint 3 Due: 5/16/24

CCNA Focus Area:

- ☐ **Demographics**
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- ☐ **Student Achievement**
- ☐ **Staff Quality, Recruitment and Retention**
- ☐ **Parent, Family & Community Engagement**
- ☑ **Technology**

Campus CCNA Committee Members

Committee Chairperson Name and Role: C. Quiroz (Technology Committee)

COMMITTEE MEMBER NAME	ROLE
L.Juarez	Member/teacher
V. Guzman	Member/teacher
O. Caballero	Member/teacher
R. Flores	Member/teacher
P. Chavez	Facilitator/Instructional Coach

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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?
The data reports used for this analysis include usage and diagnostic reports for Istation Reports, Imagine Math, iReady, AR, NWEA Map, and Sumit K-12.
Do data collection tools need to be developed?
No, the instructional technology resources provide the needed reports.
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
The data will be presented on Google Slides using a variety of charts, tables, and 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?
We will ensure that the data sharing meets FERPA and district policies by sharing general campus data (no isolated data of less than 25 students in a group). All data documents will be picked up after meetings and slides will be restricted to campus personnel only (WISD emails).
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?
The data analysis process and purpose were explained during the CCNA Process Training (3/28/24). The goals of this meeting will be stated before the analysis of data. Additionally, it is common practice at our campus to evaluate data to identify areas of need to ensure continuous growth in student learning.

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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
C. Quiroz	CCNA Rep for Technology

Step 3 Future Meeting Dates:

5/16/24 5/20/24 _____ _____ _____

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Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023/24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Step 4 Meeting Date: 4/19/24

Progress Checkpoint 4 Due: 5/16/24

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: C. Quiroz (Technology Committee)

COMMITTEE MEMBER NAME	ROLE
D. Rivas	Teacher/Member
C. Cantu	Teacher/Member
E. Rubio	Teacher/Member
M. Carlin	Teacher/Member
L. Solis	Teacher/Member
C. Jasso	Teacher/Member
M. De La Pena	Teacher/Member
E. Jaramillo	Teacher/Member
V. Guzman	Teacher/Member
C. Rodriguez	Teacher/Member

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Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023/24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Step 4 Meeting Date: 4/19/24

Progress Checkpoint 4 Due: 5/16/24

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: C. Quiroz (Technology Committee)

COMMITTEE MEMBER NAME	ROLE
L. Juarez	Teacher/Member
O. Caballero	Teacher/Member
R. Flores	Teacher/Member
P. Chavez	Instructional Coach/Facilitator

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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:

5/16/24

5/20/24

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CCNA Probing Questions

Technology

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

Technology

Potential Data Types

- 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

1. What technology do we have?

The technology resources we offer fit into the instructional planning and delivery cycle. We have one-to-one student devices, one-to-one teacher and professional staff devices. Instructional online resources include a full assessment framework with NWEA Map and Eduohoira Aware. Instructional supplemental resources include iReady, Imagine Math, Reflex Math, Istation, and Summit K-12.

2. How does the design of the network provide for the users it supports?

Network design is done at the district level, they provide support on a one-to-one bases when needed.

3. What is the technology proficiency of staff and students?

Students and staff have a strong technology proficiency. Instructional resources are implemented vertically by content area to ensure continuity and consistency in practice.

4. How does staff feel about technology?

Staff feel comfortable with technology. When new resources are incorporated into the technology platform we provide continuous professional development to support the implementation process.

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5. What types of technology professional development have we provided? What was the impact for staff and students?

This year we provided professional development in:
-iReady Reading
-iReady Math
-NWEA Map
-Summit K12
-SAVVAS Realize
-Eduphoria Aware

6. What are some barriers that potentially prevent effective use of technology?

One of the greatest barriers to effective use of technology is limited instructional time. The adopted instructional resources recommend a set time for effective usage which is hard to fit into the instructional schedule.
Another barrier is the overlap in online instructional resources, specifically testing. Diagnostic assessments overlap in three supplemental resources. Other instructional resources also overlap; such as iReady, Istation, and Imagine Math.

7. In which content areas are we using technology and how? What is the effect?

RLA used Istation, iReady, and Summit K-12. These supplement resources were effective in providing differentiated instruction tailored to students' learning gaps. Evidence can be seen in the NWEA Map and iReady diagnostic assessment checkpoints.

8. How is technology utilized to support curriculum, instruction, and assessment integration and implementation?

Technology is used in all parts of the curriculum, instruction, and assessment cycle. Using TEKS Resources System(TRS), SAVVAS Realize, and iReady teacher engaged in planning purposeful lessons that meet grade level expectations and support closing learning gaps. Assessments are created using Eduphoira, TRS, SAVVAS Realize, and Nearpod to evaluate student mastery of lesson delivery. Instructional delivery is supported using various online supplemental resources to provide engaging classroom experiences and prepare students for STAAR 2.0.

9. How is technology used to support students and parents in a virtual learning environment?

Our campus does not offer a virtual learning option, but we have several systems in place that can be tailored to this instructional framework. We are a Google school/district. The Google Suite offers various programs to support virtual learning such as Google Meets and Google Classroom. Staff, students, and parents are currently using these programs.

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10. Is the technology user-friendly for students and parents?

Instructional resources are user-friendly for students and parents. All programs offer resources that can be shared with parents and students to support the implementation process.

11. Is there a cybersecurity plan in place and systems in place to prevent a cybersecurity breech?

Staff and students receive cybersecurity training to support this topic.

12. How do we ensure that confidential student level data are secure?

As per district and FERPA policy, online instructional resources only provide data access to students' teacher and campus administrators. Data sharing is done using an appropriate implementation of this policy.

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CCNA Focus Area Committee Assignments Template

School Year: 2023/24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Meeting Date: 4/19/24

Campus CCNA Committee Members

Committee Chairperson Name and Role: L. Solis (Student Achievement Committee)

COMMITTEE MEMBER NAME	ROLE
D. Rivas	Teacher/Member
C. Cantu	Teacher/Member
E. Rubio	Teacher/Member
M. Carlin	Teacher/Member
C. Quiroz	Teacher/ Member
C. Jasso	Teacher/ Member
M. De La Pena	Teacher/ Member
E. Jaramillo	Teacher/ Member
V. Guzman	Teacher/Member
C. Rodriguez	Teacher/Member
L. Juarez	Teacher/Member
O. Caballero	Teacher/Member
R. Flores	Teacher/Member

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Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023/24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Step 3 Meeting Date: 4/19/24

Progress Checkpoint 3 Due: 5/16/24

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: L. Solis (Student Achievement)

COMMITTEE MEMBER NAME	ROLE
C. Quiroz	Teacher/Member
D. Rivas	Teacher/Member
C. Cantu	Teacher/Member
E. Rubio	Teacher/Member
M. Carlin	Teacher/Member
L. Solis	Teacher/Member
C. Jasso	Teacher/Member
M. De La Pena	Teacher/Member
E. Jaramillo	Teacher/Member
V. Guzman	Teacher/Member

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Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023/24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Step 3 Meeting Date: 4/19/24

Progress Checkpoint 3 Due: 5/16/24

CCNA Focus Area:

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- ☑ **Student Achievement**
- ☐ **Staff Quality, Recruitment and Retention**
- ☐ **Parent, Family & Community Engagement**
- ☐ **Technology**

Campus CCNA Committee Members

Committee Chairperson Name and Role: L. Solis (Student Achievement)

COMMITTEE MEMBER NAME	ROLE
C. Rodriguez	Teacher/Member
L. Juarez	Teacher/Member
O. Caballero	Teacher/Member
R. Flores	Teacher/Member
P. Chavez	Instructional Coach/ Facilitator

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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?
The data collected for this analysis included the 2023 TAPR Report, NWEA Map data, iReady data, and district benchmarks(3rd-5th grade).
Do data collection tools need to be developed?
No, Eduphoira Aware will be the data collection tool used to create the needed reports.
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 charts, tables, and 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?
We will ensure that the data sharing meets FERPA and district policies by sharing general campus data (no isolated data of less than 25 students in a group). All data documents will be picked up after meetings and slides will be restricted to campus personnel only (WISD emails).
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?
The data analysis process and purpose were explained during the CCNA Process Training (3/28/24). The goals of this meeting will be stated before the analysis of data. Additionally, it is common practice at our campus to evaluate data to identify areas of need to ensure continuous growth in student learning.

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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
L. Solis	CCNA Rep for Student Achievement

Step 3 Future Meeting Dates:

5/16/24 5/20/24 _____ _____ _____

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Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023/24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Step 4 Meeting Date: 4/19/24

Progress Checkpoint 4 Due: 5/16/24

CCNA Focus Area:

- ☐ **Demographics**
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- ☑ **Student Achievement**
- ☐ **Staff Quality, Recruitment and Retention**
- ☐ **Parent, Family & Community Engagement**
- ☐ **Technology**

Campus CCNA Committee Members

Committee Chairperson Name and Role: L. Solis (Student Achievement)

COMMITTEE MEMBER NAME	ROLE
C. Rodriguez	Teacher/Member
L. Juarez	Teacher/Member
O. Caballero	Teacher/Member
R. Flores	Teacher/Member
P. Chavez	Instructional Coach/Facilitator

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Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023/24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Step 4 Meeting Date: 4/19/24

Progress Checkpoint 4 Due: 5/16/24

CCNA Focus Area:

- ☐ **Demographics**
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- ☐ **Parent, Family & Community Engagement**
- ☐ **Technology**

Campus CCNA Committee Members

Committee Chairperson Name and Role: L. Solis (Studnet Achievement)

COMMITTEE MEMBER NAME	ROLE
L. Solis	Chair/teacher/memeber
D. Rivas	Teacher/Member
C. Cantu	Teacher/Member
E. Rubio	Teacher/Member
M. Carlin	Teacher/Member
C. Quiroz	Teacher/Member
C. Jasso	Teacher/Member
M. De La Pena	Teacher/Member
E. Jaramillo	Teacher/Member
V. Guzman	Teacher/Member

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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:

5/16/24

5/20/24

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CCNA Probing Questions

Student Achievement

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

Student Achievement

Potential Data Types

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

1. How are student achievement data disaggregated?

Student data can be disaggregated by student demographics, content, grade level, and TEKS using Eduphoria Aware.

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

Preliminary STAAR data generated by the district office indicate an increase in student achievement from 77 in 2022 to 94 in 2023 administration. TAPR disaggregated data indicates third grade as an area of concern in reading and math. SPED Ed and Non-Continuosly Enrolled students subgroups are also identified as an area of concern.

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

BOY diagnostic data at the campus level showed 59% of students at or above the 40th percentile on NWEA Map reading, with 54% of first-grade students performing at or above the 40th percentile. BOY Math NWEA Map data showed 55% of students at or above the 40th percentile, with 55% of third-grade students performing at the 40th percentile.

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

The data presented shows student achievement from the beginning of the year to the middle of the year. These different progress measures showed the yearly growth toward grade-level mastery. Students are showing gains in foundational skills and grade level mastery.

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

Based on NWEA Map Student Growth Report second grade is performing above the expected growth and first grade is performing below the expected growth goal in reading. Kinder through third-grade students are performing above the expected growth in math. Students in second grade and fifth grade are performing above the expected growth in science.

6. Which students are making progress? Why?

All students are making progress in mathematics. This content was an area of concern at the being of the year and most of the teachers set foundational learning goals in this content. Most of the SLOs are tailored to math. Teachers have been building on the students' mathematical foundational skills and this is reflected in the MOY data.

7. What impact are intervention programs having on student achievement? Which students are benefiting and which are not? Why? Why?

We have various intervention programs in place to support student achievement. iReady, Imagine Math, and Istations provide individualized pathways to support students at their instructional level. SIPPS is part of the instructional schedule in kindergarten through second grade. This resource builds a strong reading foundation for students. Afterschool tutoring was provided for students showing signs of math or reading difficulty. The district provided two tutors assigned to support 3rd-grade reading and math, and after March, 4th-grade math.

8. What do the longitudinal student achievement data indicate?

Longitudinal data shows a decline in math achievement in the past 5 years. Instructional losses were due to school closures during the global pandemic. Students' data show a sharp growth in reading performance, but math growth is stagnant.

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

Data reflects strong reading foundational programs. Students are entering 3rd grade reading at grade level. This is reflected in the STAAR performance data. Foundational skill development in math needs strengthening. Students lack fact fluency and problem-solving as they enter third grade. The percentage of students performing at the Meets and Mastery level in math is significantly below the set goal. Similarly, performance at the meets and masters in fifth-grade science is below the set goal. The lack of hands-on labs in kinder through fourth grade is reflected in the limited number of students performing at meets and masters.

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

All students are making progress toward their annual growth. NWEA Map data shows all grade levels participating in this assessment met the Norms Projected Growth in math and science. Kinder, second grade, and 3rd grade met the Norms Projected Growth in reading, with first grade being the only grade level not meeting the projected growth in this content.

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CCNA Focus Area Committee Assignments Template

School Year: 2023/24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Meeting Date: 4/19/24

Campus CCNA Committee Members

Committee Chairperson Name and Role: C. Rodriguez (Demographics Committee)

COMMITTEE MEMBER NAME	ROLE
D. Rivas	Teacher/Member
C. Cantu	Teacher/Member
E. Rubio	Teacher/Member
M. Carlin	Teacher/Member
L. Solis	Teacher/ Member
C. Jasso	Teacher/ Member
M. De La Pena	Teacher/ Member
E. Jaramillo	Teacher/ Member
V. Guzman	Teacher/Member
C. Quiroz	Teacher/Member
L. Juarez	Teacher/Member
O. Caballero	Teacher/Member
R. Flores	Teacher/Member

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Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023/24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Step 3 Meeting Date: 4/19/24

Progress Checkpoint 3 Due: 5/16/24

CCNA Focus Area:

- [x] **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: C. Rodriguez (Demographics)

COMMITTEE MEMBER NAME	ROLE
C. Rodriguez	Chair/teacher/memeber
L. Solis	Teacher/Member
D. Rivas	Teacher/Member
C. Cantu	Teacher/Member
E. Rubio	Teacher/Member
M. Carlin	Teacher/Member
C. Quiroz	Teacher/Member
C. Jasso	Teacher/Member
M. De La Pena	Teacher/Member
E. Jaramillo	Teacher/Member

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Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023/24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Step 3 Meeting Date: 4/19/24

Progress Checkpoint 3 Due: 5/16/24

CCNA Focus Area:

- [x] **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: C. Rodriguez (Demographics)

COMMITTEE MEMBER NAME	ROLE
V. Guzman	Teacher/Member
L. Juarez	Teacher/Member
O. Caballero	Teacher/Member
R. Flores	Teacher/Member
P. Chavez	Instructional Coach/Facilitator

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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?
The data collected for this analysis included the 2023 TAPR Report, NWEA Map data, iReady data, and district benchmarks(3rd-5th grade).
Do data collection tools need to be developed?
No, Eduphoira Aware will be the data collection tool used to create the needed reports.
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 charts, tables, and 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?
We will ensure that the data sharing meets FERPA and district policies by sharing general campus data (no isolated data of less than 25 students in a group). All data documents will be picked up after meetings and slides will be restricted to campus personnel only (WISD emails).
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?
The data analysis process and purpose were explained during the CCNA Process Training (3/28/24). The goals of this meeting will be stated before the analysis of data. Additionally, it is common practice at our campus to evaluate data to identify areas of need to ensure continuous growth in student learning.

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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
C. Rodriguez	CCNA Rep for Demographics

Step 3 Future Meeting Dates:

5/16/24 5/20/24 _____ _____ _____

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Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023/24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Step 4 Meeting Date: 4/19/24

Progress Checkpoint 4 Due: 5/16/24

CCNA Focus Area:

- [x] **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: C. Rodriguez (Demographics)

COMMITTEE MEMBER NAME	ROLE
C. Rodriguez	Chair/teacher/member
L. Solis	Teacher/Member
D. Rivas	Teacher/Member
C. Cantu	Teacher/Member
E. Rubio	Teacher/Member
M. Carlin	Teacher/Member
C. Quiroz	Teacher/Member
C. Jasso	Teacher/Member
M. De La Pena	Teacher/Member
E. Jaramillo	Teacher/Member

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Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023/24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Step 4 Meeting Date: 4/19/24

Progress Checkpoint 4 Due: 5/16/24

CCNA Focus Area:

- [x] **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: C. Rodriguez (Demographics)

COMMITTEE MEMBER NAME	ROLE
V. Guzman	Teacher/Member
L. Juarez	Teacher/Member
O. Caballero	Teacher/Member
R. Flores	Teacher/Member
P. Chavez	Instructional Coach/Facilitator

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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:

5/16/24

5/20/24

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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?**

DRS data shows that 622 students are enrolled. The ethnicity of 608 students is Hispanic. Demographics data indicates that 178 of our students are LEP, 82 are SPED ED, 495 are AtRisk, 30 are GT, and 563 are Eco Dis.

5. **What are the data for special programs over time?**

There are limited data reports to show special programs over time.
The TAPR reports show a significant increase in performance for all grades and all subjects (Pg4).

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

There is limited data to show student performance patterns after they have exited special programs.

The TAPR Reports show a significant increase in all subjects for all grades for Special Ed (Former) and EB/EL (Current and Monitored).

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

Students identified as at-risk can be found using a DRS report. The district office provides the yearly criteria for identifying students at-risk.

M. Garcia input.

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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.

Demographics

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

1. What do enrollment numbers indicate?

DRS data shows that 622 students are enrolled. 98% of our students population ethnicity is Hispanic and 2% are white. Demographics data indicates that 29% of our students are LEP, 13% are SPED ED, 80% are AtRisk, 5% are GT, and 91% are Eco Dis.

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

DRS data shows that 622 students are enrolled. 98% of our students population ethnicity is Hispanic and 2% are white. Demographics data indicates that 29% of our students are LEP, 13% are SPED ED, 80% are AtRisk, 5% are GT, and 91% are Eco Dis.

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

Over the past three years enrollment data has declined.

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

Students identified as at-risk can be found using a DRS report. The district office provides the yearly criteria for identifying students at-risk.

Ask M. Garcia.

8. Who are our migrant students?

We can use DRS to identify migrant students.

Ask C. Jimenez.

9. What is the mobility rate for this campus? What is the stability rate? How are these numbers represented for migrant students?

There is limited data to correlate mobility rates and migrant students.

10. What area of the community do these students come from?

Ask Rosie

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11. What are the staff demographics?

TAPR report indicates that 94.6% of the teaching staff is Hispanic and 5.4% is White. 92% of the teaching staff are female and 8% are male. Staff distribution is 68% teachers, 8% professional support staff, and 7% campus administration.

12. What are the teacher-student ratios? How do these ratios compare to performance?

TAPR Report shows an average of 16.8 students per teacher.

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CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Meeting Location: Room 315

Meeting Date: 4/19/24

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
C. Quiroz	Teacher	clgonzalez@wisd.us	C Quiroz
R. Rivas	Teacher	drivas@wisd.us	
C. Cantu	Teacher	carcantu@wisd.us	
M. Carlin	Teacher	Mcarlin@wisd.us	
E. Rubio	Teacher	erubio@wisd.us	
L. Solis	Teacher	lmsolis@wisd.us	
C. Jasso	Teacher	Cjasso@wisd.us	
M. De La Pena	Teacher	mcgrares@wisd.us	
E. Jaramillo	Teacher	EJaramillo@wisd.us	
C. Rodriguez	Teacher	clcaballero@wisd.us	
L. Juarez	Teacher	Lcjuarez@wisd.us	
V. Guzman	Teacher	vaguzman@wisd.us	
O. Caballero	Teacher	ocaballero@wisd.us	
R. Flores	Teacher	roflores@wisd.us	

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CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Meeting Location: Room 315

Meeting Date: 4/19/24

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
M. Garcia	Assistant Principal		
R. Garcia	Principal	rsgarcia@wisd.us	
P. Chavez	Instructional Coach	PChavez@wisd.us	

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CCNA Committee Meeting Participant Sign-In Sheet Template

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Campus Name: Justice Raul A. Gonzalez Elementary

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Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
C. Quiroz	Teacher	Clgonzalez@wisd.us	C Quiroz
R. Rivas	Teacher	drivas@wisd.us	
C. Cantu	Teacher	carcantu@wisd.us	
M. Carlin	Teacher	mcarlin@wisd.us	
E. Rubio	Teacher	erubio@wisd.us	
L. Solis	Teacher	msolis@wisd.us	
C. Jasso	Teacher	cjasso@wisd.us	
M. De La Pena	Teacher	Mcazarez@wisd.us	
E. Jaramillo	Teacher	ejaramillo@wisd.us	
C. Rodriguez	Teacher	Clcaballero@wisd.us	
L. Juarez	Teacher	Lejuarez@wisd.us	
V. Guzman	Teacher	viaguzman@wisd.us	
O. Caballero	Teacher	ocaballero@wisd.us	
R. Flores	Teacher	Rflores@WISD.US	

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CCNA Committee Meeting Participant Sign-In Sheet Template

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Meeting Location: Room 315

Meeting Date: 4/19/24

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Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
M. Garcia	Assistant Principal		
R. Garcia	Principal	rosgarcia@wisd.us	
P. Chavez	Instructional Coach		

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CCNA Committee Meeting Participant Sign-In Sheet Template

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Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
C. Quiroz	Teacher	cgonzalez@wisd.us	C Quiroz
R. Rivas	Teacher	rrivas@wisd.us	
C. Cantu	Teacher	carcantu@wisd.us	C M Cantu
M. Carlin	Teacher	Mcarlin@wisd.us	
E. Rubio	Teacher	erubio@wisd.us	
L. Solis	Teacher	lmsolis@wisd.us	
C. Jasso	Teacher	cjasso@wisd.us	
M. De La Pena	Teacher	mcazares@wisd.us	
E. Jaramillo	Teacher	ejaramillo@wisd.us	
C. Rodriguez	Teacher	clcaballero@wisd.us	
L. Juarez	Teacher	Lejuarez@wisd.us	
V. Guzman	Teacher	viaguzman@wisd.us	
O. Caballero	Teacher	ocaballero@wisd.us	O M Caballero
R. Flores	Teacher	Rflores@wisd.us	

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CCNA Committee Meeting Participant Sign-In Sheet Template

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Campus Name: Justice Raul A. Gonzalez Elementary

Meeting Location: Room 315

Meeting Date: 4/19/24

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
M. Garcia	Assistant Principal		
R. Garcia	Principal	rosgarcia@wisdlus	
P. Chavez	Instructional Coach	pchavez@wisd.us	

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Committee Member: L. Juarez

Technology Feedback:

Strength	Area of Growth
1. Various trainings offered	1. IPads
2. Various Programs offered	2. Seesaw
3. one to one student devices	3. (none provided) Math trainings for PK

Student Achievement Feedback:

Strength	Area of Growth
1. Reading except 1st	1. Test students individually
2. Math (all grade levels)	2. Reading tested as full scope of TEKS Benchmark
3. PLCs	3. Data talks? Are they offered?

Demographics Feedback:

Strength	Area of Growth
1. Hispanic Population	1. SPED
2. 4th Grade Reading	2. Bilingual
3. 5th Grade Reading	3. Accomodation

Committee Member: C. Jasso

Technology Feedback:

Strength	Area of Growth
1. SW trainings	1. SAVAS Training for Math
2. i-Ready Math	2. NO Imagine Math
3. Reflex	3. Blank

Student Achievement Feedback:

Strength	Area of Growth
1. Benchmarks 3-5	1. Too many assessments
2. passed MoY growth MAP	2. Math meets and approaches
3. Tutors	3. Get tutors earlier in yr

Demographics Feedback:

Lower grade level assessments

Strength	Area of Growth
1. Reading 4-5 @ meets	1. Benchmarks SPED % 5 need more support
2. Blank	2. math BM % low
3.	3. 3RD RLA/MATH Need support

Committee Member: Victoria Guzman

Technology Feedback:

Strength	Area of Growth
1. Joy English (oral language)	1. Resources
2. Waterford	2. Consider pilot
3. Chromebooks / Ipads	3. headsets / updrd

headsets distributed to 3rd

Student Achievement Feedbac

Strength	Area of G
1. CLI	1. Vocabulary
2. Data Binders	2. Collecting Data
3. PK Trainings	3. PK Guidelines Including Paras in relative trainings

Demographics Feedback:

Strength	Area of Growth
1. Sensory Room	1. Accommodations
2.	2. Manipulative Trainings
3.	3.

Committee Member: D. Rivas

Technology Feedback:

Strength	Area of Growth
1. Iready math (students met)	1. SAVVAS (Math)
2. Iready reading	2. No Imagine math
3. 2nd Map (students met)	3.

Student Achievement Feedback:

Strength	Area of Growth
1. Benchmarks 3-5	1.
2. Tutors	2. full year tutors for sped & EB's throughout all grade levels!
3.	3.

Demographics Feedback:

Strength	Area of Growth
1. 5th reading/math Benchmark #2	1. More tutoring for sped / EB's.
2.	2. 3rd Reading/Math Benchmarks #2
3.	3.

Committee Member: M. Carlin

Technology Feedback:

Strength	Area of Growth
1. i-Ready Math	1. SAVVAS Math
2. i-Ready Reading	2. NO Imagine Math
3. Map Students met	3.

Student Achievement Feedback:

Strength	Area of Growth
1. Benchmark	1. less testing • iReady Math • Benchmark Reading • NWEA • iStation • Reflex
2. tutors	2. full year tutors
3. —	3. —

Demographics Feedback:

Strength	Area of Growth
1. 5th Grade Reading	1. Sped / needs
2. 5th Grade Math	2. 3rd grade Reading & Math
3. 4th Grade Reading	3. 5th grade Science

Committee Member: Olivia Michelle Caballero

Technology Feedback:

Strength	Area of Growth
1. 3 cheers	1. need ipads
2. Boy school English	2. See saw
3. pre-K4 iStation	3. math training

Student Achievement Feedback:

Strength	Area of Growth
1. CLI Pre-K 3.4	1. trainings
2. Wave #1 Wave #2	2. Systen has
3. Wave #3	3. Niches -individual testing support

Demographics Feedback:

Strength	Area of Growth
1. pull out services	1. sped -testing
2. Sensory room	2. trainge for
3. accomodations	3. Speical Skills

Committee Member: M. De La Peña

Technology Feedback:

Strength	Area of Growth
1. Sharon Wells	1. Savaas Training Math
2. iReady Math	2. Take out Imagine Math
3. Reflex	3.

Student Achievement Feedback:

Strength	Area of Growth
1. BMS 3-5	1. Over lapping assessments
2. Passed MOY growth MAP	2. Math Measurement Data + Geometry
3. Tutors	3. Math Meets + Masters

Demographics Feedback:

Strength	Area of Growth
1. 4th + 5th Econ Disadv	1. SPED
2. 2023 STAAR @meets 4th + 5th Hispanic	2. EB/EL 3rd
3.	3. Econ. Disadv. 3rd Reading & Math

Committee Member: Courtney Rodriguez PK4

Technology Feedback:

Strength	Area of Growth
1. Joy English	1. Resources (head sets) with mic
2. Waterford / Seesaw	2. Consider Pilot
3. Chromebooks (1+01)	3. Headsets

Student Achievement Feedback:

Strength	Area of Growth
1. CLI	1. Vocabulary
2. Data Binders	2. Collecting Data
3. Trainings	3. PK Guidelines Trainings (more focus) for PK Assistants

Demographics Feedback:

Strength	Area of Growth
1. DRS	1. Accomidation trainings
2. Support Services	2. Manipulative trainings
3. Data and Coding	3. SPED STAAR

Committee Member: CCanté

Technology Feedback:

Strength	Area of Growth
1. PD's	1. SAAVAS Math Training
2. user friendly (T/Parent) communication platforms	2. overlapping of Tech/Time
3. Devices / Programs Platforms	3.

Student Achievement Feedback:

Strength	Area of Growth
1. iReady ⇒ Rdg Math	1. Math (Pilot)
2. MAP Expectations	2. 2nd grade Tutors (Beg of Year)
3.	3.

Demographics Feedback:

Strength	Area of Growth
1. Sensory room	1. Migrant (more time) for 1/1
2.	2. SPED info %
3.	3. Tutoring

Committee Member: L. Solis

Technology Feedback:

Strength	Area of Growth
1. STAARS Implementation - Guided	1. SIO (clarification) Consistency.
2. iReady (Reports)	2. Too many resources) * Eliminate Istation
3. Trainings w/ purpose	3.

Student Achievement Feedback:

Strength	Area of Growth
1. NWEA Ready Growth.	1. Grow towards STAAR "Target"
2. STAAR on Target	2. Early on tutoring for Ready.
3. iReady supports areas of growth/concern	3.

Demographics Feedback:

Strength	Area of Growth
1. On target / not much in yellow	1. EB/EL
2.	2. SPED
3.	3.

Committee Member: E. Jaramillo

Technology Feedback:

Strength	Area of Growth
1. SAVAS Training	1. SLO (clarification + Consistency)
2. Iready	2. Istation - only using for ISIP
3. NWEA	3.

Student Achievement Feedback:

Strength	Area of Growth
1. Map reading-3rd met growth	1. meet 90 60 30 for 2024-2025 3rd grad. Rdg.
2. Tutors for SIIPS in JAN.	2. Earlier tutors for SIIPS (ie: Sep./Oct.)
3. planing with Testing grades.	3.

Demographics Feedback:

Strength	Area of Growth
1. On target	1. EB/Meets
2.	2. SPEDS
3.	3.

Committee Member: R. Florez

Technology Feedback:

Strength	Area of Growth
1.	1. Use of app. devices
2.	2. at least 3 for a co
3.	3.

Student Achievement Feedback:

Strength	Area of Growth
1. Rewarding Always.	1. Make the Upper
2. helps	2. graded with
3.	3. materials, they still need it

Demographics Feedback:

Strength	Area of Growth
1. enroll from Alief	1. Use parent Specialist
2. helps bring them	2. to attendance
3. don't always absent	3.

Nov 9

Dec 5

Jan

Feb

Committee Member: Claudia Quiroz

Technology Feedback:

Strength	Area of Growth
1. IREADY - OVERVIEW	1. Implementation SAVVAS for Math
2. Personalized Instruction thru IREADY	2. alignment → Sharon Wells
3. Motivational Challenges	3. Stronger typing

Student Achievement Feedback:

Strength	Area of Growth
1. embedding ISLO Instruction (implement)	1. [redacted] Intervention for students
2. Upper Grades Solid platform for testing	2. significantly below grade level grade level common assessments
3. PLC meeting & planning to urdent ul scores/growth.	3. make & take application days

Demographics Feedback:

Strength	Area of Growth
1. All student perform well on reading	1. Support & interventions for special ed
2. data drwn instruction for all pops	2. support & interventions for bilingual students
3. 4th & 5th do well on assessments	3. Do well but room for improvement 3rd grade math w/ support from lower grades.

Committee Member: E. Rubio

Technology Feedback:

Strength	Area of Growth
1. iReady teacher Overview	1. SAVVAS- Math
2. iReady Personalized Inst.	2. Sharm Wells- aligns with scope
3. iReady Motivational Challenges	3. Keyboarding Skills

Student Achievement Feedback:

Strength	Area of Growth
1. SLO guides Instruction	1. Intervention Support for Students below level
2. Structured Solid platform for upper grade	2. Structured Grade level formative Assessments
3. PLC & planning is evident in scores + growth	3. Make & Take & Application Days

Demographics Feedback:

Strength	Area of Growth
1. All student pops perform well in Rdg	1. Support + interventions for Math
2. Data driven instruction for all pops	2. support + interventions for bilingual students
3. 4th & 5th do well in assessments	3. Room for improvement for 3rd Math + support from lower grades

Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: April 23rd, 2024

LEA Name: Weslaco ISD

Campus Name: Raul A. Gonzalez Elementary

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
We are able to celebrate strengths and focus & plan for areas of improvement.
What might we improve and how?
1. SAVVAS Indepth training math similar as to ELA. 2. Uninterrupted grade level plc Planning.
How is our organization better as a result of this process?
Data driven, plc, and planning have led to more focused instruction.

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

NAME	ROLE	SIGNATURE
C. Quiroz	Teacher	Claudia Quiroz
Monica Cavin	Teacher	
Carina Cantu	Teacher	
Daniela Rivas	Teacher	
Enebeth Rubio	Teacher	

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: April 24, 2024

LEA Name: Weslaco ISD

Campus Name: Raul A. Gonzalez Elementary

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
We are able to celebrate strengths and focus & plan for areas of improvement.
What might we improve and how?
1. SAVVAS indepth training for Math (similar to ELA) 2. Uninterrupted grade level PLC Planning
How is our organization better as a result of this process?
Data driven, plc, and planning have led to more focused instruction.

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

NAME	ROLE	SIGNATURE
Enebeth Rubio	Teacher	ERu

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: April 19, 2024

LEA Name: DISD

Campus Name: Gonzalez

Given the goals and outcomes of the CNA process, what was most beneficial, and why?

Get the holistic child to improve for future community success.

What might we improve and how?

Maybe get parent involvement to get kid to ask

How is our organization better as a result of this process?

Brainstorming always helps.

CCNA Focus Area:

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

NAME	ROLE	SIGNATURE
Romelia Flores	prk 3 teacher	R. Flores

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 4-19-24

LEA Name: WISD

Campus Name: Justice Raul Gonzalez Elem.

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Focused on Student growth.
What might we improve and how?
Early stage. Too early to tell.
How is our organization better as a result of this process?
In the planning process.

CCNA Focus Area:

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

NAME	ROLE	SIGNATURE
Esmeralda Jaramillo	Teacher	E. Jaramillo

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 4/19/24

LEA Name: ~~Krole ISD~~ Weslaco ISD

Campus Name: Justice Gonzalez Elem.

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Reminder of what has been on place, and supports with growth occurig & areas of concerns.
What might we improve and how?
Good Start. Cannot fully answer since it's just the beginng
How is our organization better as a result of this process?
First Step allows planning.

CCNA Focus Area:

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

NAME	ROLE	SIGNATURE
Nina Solis	Teacher	

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 4.19.24

LEA Name: C. Jasso

Campus Name: Gonzalez Elem.

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Seeing all sides for each grade level helps see where we are as a campus.
What might we improve and how?
Lower grade level assessments to track grade level assessments.
How is our organization better as a result of this process?
We have more knowledge of strengths and weaknesses.

CCNA Focus Area:

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

NAME	ROLE	SIGNATURE
Christine Jasso	Teacher	C Jasso

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: April 19, 2024

LEA Name: Weslaco ISD

Campus Name: Gonzalez Elem.

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
The info and reality of data and PLC's.
What might we improve and how?
Be transparent w/ info; trainings
How is our organization better as a result of this process?
accountability/fidelity

CCNA Focus Area:

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

NAME	ROLE	SIGNATURE
CCanti	Teacher	CMCanti

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 04-19-2024

LEA Name: Weslaco Indepedent School District

Campus Name: Justice Raul Gonzalez Elementary

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Review and establish committees
What might we improve and how?
Background knowledge as to what is expected from committee members
How is our organization better as a result of this process?
Better structure and understanding of roles

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

NAME	ROLE	SIGNATURE
Courtney Rodriguez	Teacher	Courtney Rodriguez

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 4-19-24

LEA Name: Weslaco ISD

Campus Name: Gonzalez Elementary

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Seeing the whole of offerings in regards to all the grade levels. Looking at trends amongst all grade levels helps to know areas of strengths and weaknesses.
What might we improve and how?
More guidance on what we need to look at to grow our grade level. For example, the correlation between phonics and phonemic awareness and its effect on reading.
How is our organization better as a result of this process?
The teachers can input areas of growth and provide feedback on what works or doesn't work.

CCNA Focus Area:

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

NAME	ROLE	SIGNATURE
Leticia Juarez	Teacher	Leticia Juarez

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 4-19-24

LEA Name: Weslaco Independent School District

Campus Name: Gonzalez Elementary

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Identifying strengths and areas of growth.
What might we improve and how?
Today's meeting was effective way to collaborate and get input.
How is our organization better as a result of this process?
This was an effective way to collaborate and get everyone's input on strengths & growth areas.

CCNA Focus Area:

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

NAME	ROLE	SIGNATURE
Victoria Guzman	Teacher	

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 4/19/24

LEA Name: ~~D Rivas~~ Weslaco ISD

Campus Name: Gonzalez Elem

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Organized process to improve student achievement.
What might we improve and how?
Technology, Student Achievement and Demographic Educati improv men
How is our organization better as a result of this process?
Better understanding on what to focus on for next year

CCNA Focus Area:

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

NAME	ROLE	SIGNATURE
D. Rivas	Teacher	D Rivas

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 4/19/24

LEA Name: ~~M Carlin~~ WFSD

Campus Name: Gonzalez

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
We ~~are~~ can get ideas and view data to help us.
What might we improve and how?
Demographics; Student Achievement & Technology
How is our organization better as a result of this process?
We are able to share our ideas.

CCNA Focus Area:

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

NAME	ROLE	SIGNATURE
Monica Carlin	Teacher	M Carlin

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 4/19/24

LEA Name: ~~Marla De La Peña~~ WISD

Campus Name: Gonzalez Elementary

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Looking closely into each focus area committee and data.
What might we improve and how?
How is our organization better as a result of this process?
Better knowledge of campus wide stregnths & weeknesses.

CCNA Focus Area:

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

NAME	ROLE	SIGNATURE
Marla De La Peña	Teacher	M. de la Peña

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: April 19, 2024

LEA Name: P. Chavez

Campus Name: Gonzalez Elem.

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
the listing of all the categories
What might we improve and how?
n/A · well presented & explained
How is our organization better as a result of this process?
well organized · planned

CCNA Focus Area:

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

NAME	ROLE	SIGNATURE
Olivia Michelle Caballero	Teacher	Olivia Caballero

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CCNA Focus Area Committee Assignments Template

School Year: 2023-24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Meeting Date: 4/19/24

Campus CCNA Committee Members

Committee Chairperson Name and Role: K. Ancelin & D. Cuevas (School Climate and Culture)

COMMITTEE MEMBER NAME	ROLE
A. Yanez	Teacher
V. Suarez	Teacher
Y. Marichalar	Teacher
H. Hernandez	Teacher
S. De Leon	Teacher
K. Warren	Teacher/PE Coach
V. Gonzalez	Teacher
L. Ortega	Teacher
M. Diaz	Teacher

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Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023/24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Step 3 Meeting Date: 4/19/24

Progress Checkpoint 3 Due: 5/16/24

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: K. Ancelin & D. Cuevas (School Culture & Climate)

COMMITTEE MEMBER NAME	ROLE
D. Cuevas	Chair/Teacher/member
Y. Marichalar	Teacher/member
V. Suarez	Teacher/member
A. Yanez	Teacher/member
K. Ancelin	Chair/Teacher/member
S. De Leon	Teacher/member
H. Hernandez	Teacher/member
L. Ortega	Teacher/member
M. Diaz	Teacher/member
V. Gonzalez	Teacher/member

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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?
The data collected for this analysis included the 2023 TAPR Report, NWEA Map data, iReady data, Panorama Survey, and district benchmarks(3rd-5th grade).
Do data collection tools need to be developed?
No, Eduphoira Aware will be the data collection tool used to create the needed reports.
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 charts, tables, and 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?
We will ensure that the data sharing meets FERPA and district policies by sharing general campus data (no isolated data of less than 25 students in a group). All data documents will be picked up after meetings and slides will be restricted to campus personnel only (WISD emails).
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?
The data analysis process and purpose were explained during the CCNA Process Training (3/28/24). The goals of this meeting will be stated before the analysis of data. Additionally, it is common practice at our campus to evaluate data to identify areas of need to ensure continuous growth in student learning.

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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
K. Ancelin	CCNA Rep for School Cuture and Climate
D. Cuevas	CCNA Rep for School Culture and Climate

Step 3 Future Meeting Dates:

5/19/24 5/20/24 _____ _____ _____

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Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2032/24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Step 4 Meeting Date: 4/19/24

Progress Checkpoint 4 Due: 5/16/24

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: K. Ancelin & D. Cuevas (School Culture & Climate)

COMMITTEE MEMBER NAME	ROLE
V. Gonzalez	Teacher/member
Y. Marichalar	Teacher/member
V. Suarez	Teacher/member
A. Yanez	Teacher/member
K. Warren	Teacher/member
S. De Leon	Teacher/member
H. Hernandez	Teacher/member
L. Ortega	Teacher/member
M. Diaz	Teacher/member

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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:

5/19/24

5/20/24

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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?

Panorama Survey shows 33% of favorable data on school climate. This component of the survey had a 10-point decline. Areas of concern:
-At your school, how much does the behavior of other students hurt or help your learning? (33%)
-How well do people at your school understand you as a person? (57%)
-If a student is bullied in school, how difficult is it for him/her to get help from an adult?(61%)

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

There is limited data that shows 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?

Student:
Panorama Survey shows a decline in student favorable feedback in growth mindset(64%), grit(61%), self-management (60%), social awareness (59%), and emotional regulation (43%).

Staff:
Panorama Survey shows low favorable feedback in faculty growth mindset(52%) and well-being(62%).

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

The Panorama Survey shows the greatest concern in this area.
-How possible is it for teachers to change their ability to work with dissatisfied parents? (54%)
-How much can teacher improve their classroom management approaches? (46%)
-How possible is it for teachers to change how well they relate to their most difficult students? (57%)
Student:
-When things go wrong for you, how calm are you able to stay? (39%)
-How often are you able to control your emotions when you need to? (43%)
-Once you get upset, how often can you get yourself to relax? (46%)

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

Students show 76% favorable data for school safety.
-If a student is bullied in school, how difficult is it for him/her to get help from adults? (61%)
-I have thought about how my actions or words could affect other student's fellings. (72%)
-I know what to say or do if someone tries to bully/cyberbully me. (80%)

Staff data showed 62% favorable data for well-being.
-During the past week, how often did you feel safe? (61%)

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

Student data showed 61% favorable data on grit and 67% Self-Efficacy.
-If you fail at an important goal, how likely are you to try again?(77%)
-When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions? (44%)
-How sure are you that you can complete all the work that is assigned in your class? (65%)
-How sure are you that you can learn all the topics taught in your class? (68%)
Staff data showed 83% favorable data for teaching efficacy.
-How confident are you that you can help your school's most challenging student to learn? (83%)

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?

There is limited data to correlate school culture and climate with attendance or behavior rates.

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

There is limited data on classroom management and organization.

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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?**

There is limited data on this topic. Panorama Survey shows no evidence of these school safety areas.

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?**

Extracurricular activities are offered to students in third through fifth grade. There is limited data to correlate these student activities to student achievement.

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?**

Panorama survey feedback for school climate was 84% for teaching staff, 72% for all staff, and 33% for students. There is limited data on the implications for the physical environment.

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.?"**

There is limited data on these components.

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CCNA Focus Area Committee Assignments Template

School Year: 2023-24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Meeting Date: 4/19/24

Campus CCNA Committee Members

Committee Chairperson Name and Role: K. Warren (School Context and Organization)

COMMITTEE MEMBER NAME	ROLE
A. Yanez	Teacher
V. Suarez	Teacher
Y. Marichalar	Teacher
H. Hernandez	Teacher
S. De Leon	Teacher
K. Ancelin	Teacher
V. Gonzalez	Teacher
L. Ortega	Teacher
M. Diaz	Teacher
D. Cuevas	Teacher

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Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023/24

LEA: Welaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Step 3 Meeting Date: 4/19/24

Progress Checkpoint 3 Due: 5/16/24

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: K. Warren (School Context and Organization)

COMMITTEE MEMBER NAME	ROLE
D. Cuevas	Teacher/member
Y. Marichalar	Teacher/member
V. Suarez	Teacher/member
A. Yanez	Teacher/member
K. Ancelin	Teacher/member
S. De Leon	Teacher/member
H. Hernadez	Teacher/member
L. Ortega	Teacher/member
M. Daiz	Teacher/member
V. Gonzalez	Teacher/member

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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?
The data collected for this analysis included the 2023 TAPR Report, NWEA Map data, iReady data, Panorama Survey, and district benchmarks(3rd-5th grade).
Do data collection tools need to be developed?
No, Eduphoira Aware will be the data collection tool used to create the needed reports.
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
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We will ensure that the data sharing meets FERPA and district policies by sharing general campus data (no isolated data of less than 25 students in a group). All data documents will be picked up after meetings and slides will be restricted to campus personnel only (WISD emails).
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The data analysis process and purpose were explained during the CCNA Process Training (3/28/24). The goals of this meeting will be stated before the analysis of data. Additionally, it is common practice at our campus to evaluate data to identify areas of need to ensure continuous growth in student learning.

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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
K. Warren	CCNA Rep for School Context and Organization

Step 3 Future Meeting Dates:

5/16/24 5/20/24 _____ _____ _____

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Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023/2024

LEA: Weslaco ISD

Campus Name: Justice Raul Gonzalez Elementary

Step 4 Meeting Date: 4/19/24

Progress Checkpoint 4 Due: 5/16/24

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: K. Warren (School Context and Organization)

COMMITTEE MEMBER NAME	ROLE
V. Gonzalez	Teacher/Member
P. Chavez	Instructional Coach/Facilitator

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Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023/2024

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Step 4 Meeting Date: 4/19/24

Progress Checkpoint 4 Due: 5/16/24

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: K. Warren (School Context and Organization)

COMMITTEE MEMBER NAME	ROLE
K. Warren	Chair/Teacher/Member
D. Cuevas	Teacher/Member
Y. Marichalar	Teacher/Member
V. Suarez	Teacher/Member
A. Yanez	Teacher/Member
K. Ancelin	Teacher/Member
S. De Leon	Teacher/Member
H. Hernandez	Teacher/Member
L. Ortega	Teacher/Member
M. Diaz	Teacher/Member

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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:

5/16/24

5/20/24

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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.

School Context and Organization

Potential Data Types

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

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

The district supports campus organization by providing leadership trainings prior to the start of the school year. Campus administration support district and campus goals throughout the school year with targeted professional development, classroom observations, and weekly PLCs.

2. What do the data reflect about classes, schedules, and student/staff teams?

Data show a positive correlation between student achievement and updates to our instructional schedule. We are in our second year of incorporating PLCs to our master schedule and this has positively impacted instructional planning and delivery. Grade level team are able to engaged in TEKS aligned planning with support of campus administrators and instructional coach.

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

In PK through second grade, the instructional schedule supports the development of early literacy in all content areas. Third through fifth grade instructional schedule supports the development of comprehension and strategic thinking in all content areas. Tutoring is provided during school and afterschool to support content areas showing signs of poor performance.

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

Grade level chairs are part of the decision-making team, their input guides the school initiatives. All teachers are part of a core school committee. Their collaboration guides the yearly CCNA and goal setting for the CIP.

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

   District progress measure are created by district administration. Teachers have control of their common formative assessments.

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

   The CCNA process allows teachers, parents, paraprofessional, support staff, and students to be heard and be a part of the development of solutions to identifed problems. Regular meetings allow these key stakeholders to participate in the data analysis and identification of campus needs. Within the process, they also participate in providing input for possible solutions.

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

   Student:
   The Panorama Survey shows a decline in 9 out of 12 student evaluated components. Student supportive relationships ranked the highest with an 88%. Areas of concern are student emotional regulation with 43% and school climate with 33%.

   Staff:
   The Panorama Survey showed a decline in 3 out of the 10 evaluated components. Staff-Leadership Relationships ranked the highest in both staff(76%) and teacher(90%) data. Belonging has the greatest gains in both staff(+9) and teacher(+34) data. Area of concern is well-being with 62% and Faculty Growth Mindset with 52%.

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CCNA Focus Area Committee Assignments Template

School Year: 2023-24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Meeting Date: 4/19/24

Campus CCNA Committee Members

Committee Chairperson Name and Role: L. Ortega (Staff Quality, Recruitment, and Retention)

COMMITTEE MEMBER NAME	ROLE
A. Yanez	Teacher/Member
V. Suarez	Teacher/Member
Y. Marichalar	Teacher/Member
H. Hernandez	Teacher/Member
S. De Leon	Teacher/Member
K. Warren	Teacher/PE Coach
V. Gonzalez	Teacher/Member
K. Ancelin	Teacher/Member
M. Diaz	Teacher/Member
D. Cuevas	Teacher/Member

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Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023/24

LEA: Welsaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Step 3 Meeting Date: 4/19/24

Progress Checkpoint 3 Due: 5/16/24

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: L. Ortega (Staff Quality, Recruitment and Retention)

COMMITTEE MEMBER NAME	ROLE
K. Ancelin	Teacher/memeber
D. Cuevas	Teacher/memeber
V. Suarez	Teacher/memeber
Y. Marichalar	Teacher/memeber
H. Hernandez	Teacher/memeber
S. De Leon	Teacher/memeber
K. Warren	Teacher/memeber
V. Gonzalez	Teacher/memeber
M. Diaz	Teacher/memeber

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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?
The data collected for this analysis included the 2023 TAPR Report, NWEA Map data, iReady data, Panorama Survey, and district benchmarks(3rd-5th grade).
Do data collection tools need to be developed?
No, Eduphoira Aware will be the data collection tool used to create the needed reports.
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 charts, tables, and 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?
We will ensure that the data sharing meets FERPA and district policies by sharing general campus data (no isolated data of less than 25 students in a group). All data documents will be picked up after meetings and slides will be restricted to campus personnel only (WISD emails).
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?
The data analysis process and purpose were explained during the CCNA Process Training (3/28/24). The goals of this meeting will be stated before the analysis of data. Additionally, it is common practice at our campus to evaluate data to identify areas of need to ensure continuous growth in student learning.

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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
L. Ortega	CCNA Rep for Staff Quality, Recruitment, and Retentior

Step 3 Future Meeting Dates:

5/16/24 5/20/24 _____ _____ _____

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Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023/24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Step 4 Meeting Date: 4/19/24

Progress Checkpoint 4 Due: 5/16/24

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: L. Ortega (Staff Quality, Recruitment and Retention)

COMMITTEE MEMBER NAME	ROLE
K. Ancelin	Teacher/member
D. Cuevas	Teacher/member
A. Yanez	Teacher/member
Y. Marichalar	Teacher/member
H. Hernandez	Teacher/member
S. De Leon	Teacher/member
K. Warren	Teacher/member
V. Gonzalez	Teacher/member
M. Diaz	Teacher/member

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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:

5/16/24

5/20/24

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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?

Teachers must have a valid TEA teacher certification for grade level and content being taught. Bilingual certification is required for teachers servicing EB students.

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

TAPR report shows that teachers at this campus have an average of 15.5 years of teaching experience. This is positively reflected in student achievement.
Admin input T-TESS:

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

Teacher evaluation follows the T-TESS cycle. Follow-up data is provided to teachers on Eduphoira Strive and in post/summative conferences.

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

Recruitment is done through HR and the application portal. HR provides a list of possible candidates for staff openings. The administrative/hiring committee reviews applications and conducts interviews.

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

There is limited data in this area.

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

Teacher placements are based on both student need and teacher capacity. Student counts provide the framework for teacher assignments. Teacher certifications and strengths are used to complete teacher assignments.

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

We do not have a teacher mentoring program.

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

Ongoing support is provided through grade-level PLCs, T-TESS observations and feedback, and instructional coaching.

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

Campus leaders provide ongoing professional development to support building capacity. Professional development includes overview sessions of instructional resources, SLOs, PLCs, and instructional delivery.

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

Student achievement data is used to identify areas of need. Additionally, new initiatives and updates to state mandates are also used to support the professional development of staff.

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

Teacher feedback and student achievement data are used to identify needs for professional development.

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?

Professional development opportunities included writing training, Sharon Wells training, Reading Academies, PK Builder Series training, Kinder Builder Series training, T-TESS, and Blended Learning.

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CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzlaez Elementary

Meeting Location: Room 315

Meeting Date: 4/19/24

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
D. Cuevas	Teacher		
Y. Marichalar	Teacher		
V. Suarez	Teacher		
A. Yanez	Teacher		
K. Ancelin	Teacher		
S. De Leon	Teacher		
H. Hernandez	Teacher		
K. Warren	Teacher/PE Coach		
L. Ortega	Teacher		
M. Diaz	Teacher		
V. Gonzalez	Teacher		
P. Chavez	Instructional Coach		
M. Garcia	Assistant Principal		
R. Garcia	Principal		

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CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzlaez Elementary

Meeting Location: Room 315

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Y. Marichalar	Teacher		
V. Suarez	Teacher		
A. Yanez	Teacher		
K. Ancelin	Teacher		
S. De Leon	Teacher		
H. Hernandez	Teacher		
K. Warren	Teacher/PE Coach		
L. Ortega	Teacher		
M. Diaz	Teacher		
V. Gonzalez	Teacher		
P. Chavez	Instructional Coach		
M. Garcia	Assistant Principal		
R. Garcia	Principal		

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CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzlaez Elementary

Meeting Location: Room 315

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Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
D. Cuevas	Teacher		
Y. Marichalar	Teacher		
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A. Yanez	Teacher		
K. Ancelin	Teacher		
S. De Leon	Teacher		
H. Hernandez	Teacher		
K. Warren	Teacher/PE Coach		
L. Ortega	Teacher		
M. Diaz	Teacher		
V. Gonzalez	Teacher		
P. Chavez	Instructional Coach		
M. Garcia	Assistant Principal		
R. Garcia	Principal		

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Committee Member: Veronica Guevara

Staff Quality, Recruitment, and Retention Feedback:

Strength	Area of Growth
1. Professional Development Trainings	1. Training should be first 1/2 of year.
2.	2. lower level need to be trained & follow through with math (the
3. TELPAS training K-2 on how to score.	3. TELPAS training K-2 on how to score

School Climate and Culture Feedback:

Strength	Area of Growth
1. Admin very visible on campus [redacted] Counselor is Quick to help	1. Panorama survey 3-5
2. but we need 2 counselor for the amount of issue our kid have. We as teacher help take the role of counselor	2. [redacted] counseling classes in rotation
3. Teachers communicate w/ Parent ~~Need A 2nd counselor~~	3. Student Emotional Regulation Need A 2nd Counselor

School Context and Organization Feedback:

Strength	Area of Growth
1. Flexable Schedule If we need A planning day Miss Cecilia gives it to us	1. PLC have been talking to much/the whole time.
2. Grade level chair do a great job keeping us informed	2.
3. PLC Allow us to plan & get ready for the following week.	3.

Committee Member: Vanessa Suarez

Staff Quality, Recruitment, and Retention Feedback:

Strength	Area of Growth
1. new question types training	1. Trainings that align (races)
2. Liboro training boot camp	2. planning days
3. Rdg/wtg trainings meaningful	3. Teacher voice trainings beg of year

School Climate and Culture Feedback:

Strength	Area of Growth
1. Admin is available for bad behavior	1. Counseling class back to regulate emotion
2. Teacher is in communication with parents	2. Panorama survey needs to be explained for kids
3.	3. sel by elective teacher (friday)

School Context and Organization Feedback:

Strength	Area of Growth
1. Flexible schedule	1. PLC's have been set for mtgs
2. planning day	2.
3.	3.

Committee Member: Laura Ortega

Staff Quality, Recruitment, and Retention Feedback:

Strength	Area of Growth
1. purposeful trainings	1. Science (almost nothing for lower levels)
2. trainings & teacher voice	2. math (other than Sharon Wells)
3. TEIPAS training on how to score kids in K-2	3. Sometimes contradicting

School Climate and Culture Feedback:

Strength	Area of Growth
1. Counselor is usually available when needed	1. Counseling classes need to be put back into elective rotation
2. teachers take on the role of counselor	
3. more counselors	3. are questions explained to them?

School Context and Organization Feedback:

Strength	Area of Growth
1. flexible schedule	1. PLC's this year have been tough for the most part
2. Grade-level chairs do a great job of keeping their grade-level informed	2.
3. Planning days	3.

Committee Member: Yolanda Marichalar

Staff Quality, Recruitment, and Retention Feedback:

Strength	Area of Growth
1. Sharon Wells Curriculum/ Training	1. Teachers attending PLC's
2.	2. Region One Math trai
3.	3.

School Climate and Culture Feedback:

Strength	Area of Growth
1. Shout Outs	1. Panorama Survey training so it may be administered properly.
2. Frequent longer lunches	2. S.E.L. activities for students.
3. Staff incentives	3.

School Context and Organization Feedback:

Strength	Area of Growth
1. PLC time	1. actual PLC time
2. Requested Planning day approved	2.
3.	3.

Committee Member: Ana Yañez

Staff Quality, Recruitment, and Retention Feedback:

Strength	Area of Growth
1. Sharon Wells Professional Development and curriculum	1. Teachers attending content District level PLCs.
2. Professional Development opportunities	2. More professional development for SPED department.
3. Recruitment and retention stipends	3. Region One Trainings (Math/Science)

School Climate and Culture Feedback:

Strength	Area of Growth
1. Parent teacher communication	1. Panorama survey training for staff administering it.
2. Longer lunch period incentives for teachers.	2. Panorama survey administered one class at a time in lab to moniter/explain
3. Student recognition in announcements.	3. Counseling and library lessons being included in elective classes.

School Context and Organization Feedback:

Strength	Area of Growth
1. PLC day included on schedule for Fridays.	1. If meeting with teachers on PLC day, meet for only 45 min. to allow other 45 for planning.
2. Planning day request available.	2. Bring back Elective & Enrichment time. (45 min of PE daily & 45 min of additional elective class
3. Meeting with content level	3. SEL time needed for students during elective (counseling / library time)

Committee Member: K. Ancelin

Staff Quality, Recruitment, and Retention Feedback:

Strength	Area of Growth
1. Math academies/training (Sharon Wedes)	1. SPED strategies for GenEd teachers
2. PLC weekly	2. Teachers attending content area PLCs
3. Numerous reading SD offered	3. SPED coordination meetings (bounce ideas off each other)

School Climate and Culture Feedback:

Strength	Area of Growth
1. Recognizing teachers/paras throughout year	1. Panorama training for administering teacher
2. Recognizing students for their achievements	2. Counseling sessions back in elective schedule
3. Teacher/parent communication	3. SEL activities for kids

School Context and Organization Feedback:

Strength	Area of Growth
1. PLC days (time to plan)	1. Some PLC Days = NO time to plan
2. Admin allows days to plan	2. Too many workdays in calendar
3. Consistent schedule	3. Enrichment/Tutoring built in schedule

Committee Member: Stephanie Dehevn

Staff Quality, Recruitment, and Retention Feedback:

Strength	Area of Growth
1. RLA Trainings	1. Trainings for Sp.Ed / Gen. Ed populations (Autism, ADHD, SLD, Dyslexia, etc.)
2. Retention Stipends	2. Sp. Ed Coordination meetings to bounce ideas off each other. (Resource Teache
3. Student growth / Acheivement on STAAR	3. More incentives

School Climate and Culture Feedback:

Strength	Area of Growth
1. Supportive relationships with students	1. Panorama Survey - Expectations structured to monitor and read aloud questions
2. Student / Staff recognition	2. Emotional Regulation PD's.
3. Issues with student behaviors are taken care of immediately.	3. Faculty Growth mindset

School Context and Organization Feedback:

Strength	Area of Growth
1. PLCs on Fridays	1. Due to All grade levels. It is hard for Sp.Ed to collaborate with gen. Ed teachers
2. Planning days	2. Sp.Ed populations how to work with them Strategies
3. Support on Content from Admin & Instructional Coach.	3. More coordination w/ Sp.Eds / Gen Ed

Committee Member: Heather Hernandez

Staff Quality, Recruitment, and Retention Feedback:

Strength	Area of Growth
1. Financial Incentives -Stipends -TOY bonus	1. Training specific for needs-AU, ADHD
2. School Culture -Activities	2. PLC by department -Classroom specific ~~-make & take~~
3. Scores-turning outlook of Gonzalez around	3. Consistency throughout district w/programs/ curriculum

School Climate and Culture Feedback:

Strength	Area of Growth
1. Fun activities throughoof year for students	1. SEL Activities
2. Inclusive environment throughout school	2. Teacher buy in to benefit students
3. PLC-Collab. Community Zin Den	3. Consistent teams for planning for activities/events

School Context and Organization Feedback:

Strength	Area of Growth
1. PLC Days-provided data & time to plan	1. PLC days w/dept. (SPED-unit) better grouping
2. Consistent schedule even w/modification sch.	2. Event schedule (Plan better)
3. Admin understands PD needs & provides accordingly	3. Follow up w/planning -Consistent comittees

Committee Member: MONICA DIAZ

Staff Quality, Recruitment, and Retention Feedback:

Strength	Area of Growth
1. Professional/Purposeful Training	1. Lower grades Math purposeful training
2. Teacher voice	2. Training - Should be done early - NOT 2nd Semester
3.	3. TELPAS Training -

School Climate and Culture Feedback:

Strength	Area of Growth
1. ~~Panorama Survey~~ Counselors Available	1. → Panorama Survey only 3-5
2. Teachers are always available to kids	2. Counseling Classes - (difficult) especially grade levels - Interes
3. Administrator Always Available Teacher Constant Communication w/ Parents	3. Student Emotional Regulation

Of 2nd Counsel to h

School Context and Organization Feedback:

Strength	Area of Growth
1. ~~Flexible~~ Flexible Schedule	1. PLC - TA ken most time Need little more time to plan
2. Grade Level Chair - Keeps Us Informed	2.
3. Principal - does Allow planning Day Unless Asked	3.

Committee Member: DC Llevas

Staff Quality, Recruitment, and Retention Feedback:

Strength	Area of Growth
1. New questions types training	1. Science Trainings
2. Carlin Libori'd training boot camp	2. Teachers attending District PLCs
3.	3. Teacher trainings earlier in the year

School Climate and Culture Feedback:

Strength	Area of Growth
1. Admin is available to help with student behavior	1. Counseling classes during elective rotation
2. Teacher/parent communication	2. Training to administer panorama survey
3.	3. SEL activities for students

School Context and Organization Feedback:

Strength	Area of Growth
1. Flexible schedules	1. PLCs are mostly set for meetings/more planning time is needed
2. Planning days are given when requested	2.
3.	3.

Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 4-19-2024

LEA Name: Weslaco Isd

Campus Name: Justice Raul Gonzaz

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Voicing our concerns
What might we improve and how?
making sure our concerns are thought about
How is our organization better as a result of this process?
We all had a chance to express our concern

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

NAME	ROLE	SIGNATURE
Vanessa Suarez	Teacher	Suarez

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 4/19/24

LEA Name: WISD

Campus Name: Gonzales Elem

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Voice - Everyone has voice
What might we improve and how?
go through each with our concerns
How is our organization better as a result of this process?
Opinions are taken into consideration

CCNA Focus Area:

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

NAME	ROLE	SIGNATURE
Monica Diaz	Teacher	

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: April 19, 2024

LEA Name: WISD

Campus Name: Gonzalez

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
- ~~Spee~~ voicing our concerns
What might we improve and how?
Make sure concerns are thought about
How is our organization better as a result of this process?
- all voices ~~expressed~~ had an opportunity to speak/express themselves

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

NAME	ROLE	SIGNATURE
Laura Ortega	Teacher (5th grade)	L. Ortega

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: April 19 2024

LEA Name: Weslaco I SD

Campus Name: Gonzalez

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Everyone has a voice
What might we improve and how?
follow through with concerns
How is our organization better as a result of this process?
Everyone has an opportunity to express/their voice

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

NAME	ROLE	SIGNATURE
Veronica Gonzalez	Teacher 5th	VGon

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: April 19, 2024

LEA Name: Weslaco ISD

Campus Name: Gonzalez Elementary

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Voicing concerns
What might we improve and how?
Make sure our concern are taking in consideration
How is our organization better as a result of this process?
Everyone had an opportunity to share their concerns

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

NAME	ROLE	SIGNATURE
Daalma Cuevas	Teacher	Daalma Cuevas

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 4/19/24

LEA Name: Weslaco ISD

Campus Name: R. Gonzalez Elem.

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Voicing our concerns
What might we improve and how?
making sure our voices matter
How is our organization better as a result of this process?
we all had an opportunity to share.

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

NAME	ROLE	SIGNATURE
Yolanda Marichalar	teacher	Y Marichalar

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: _____

LEA Name: Weslaco ISD

Campus Name: Gonzalez Elementary

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Opportunity to voice concerns
What might we improve and how?
School Climate (especially student)
How is our organization better as a result of this process?
Collaboration

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

NAME	ROLE	SIGNATURE
Kirstin Aneelin	Teacher	

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 4/19/2024

LEA Name: Weslaco ISD

Campus Name: Gonzalez

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
• Oppertunity to give feedback and input
What might we improve and how?
• more time/in depth to discuss specific topics
How is our organization better as a result of this process?
• Overall better sense of team/teamwork collaborative processes to meet goals

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

NAME	ROLE	SIGNATURE
Heather Hernandez	Teacher	H. Hernandez

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 4/19/24

LEA Name: Weslaco ISD

Campus Name: Gonzalez Elementary

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
We got to voice our concerns for areas of growth.
What might we improve and how?
More collaboration
How is our organization better as a result of this process?
Changes will be forthcoming. :)

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

NAME	ROLE	SIGNATURE
Ana Yañez	Teacher	Ana Y

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 4/19/24

LEA Name:

Campus Name: Gonzalez Elem.

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Hearing feedback from staff members and data from surveys.
What might we improve and how?
Continue to keep being open with each other and communicate.
How is our organization better as a result of this process?
There is hope/room for continued growth.

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

NAME	ROLE	SIGNATURE
Stephanie Deleón	Teacher	Stephanie Dl

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Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023/24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Step 3 Meeting Date: 4/19/24

Progress Checkpoint 3 Due: 5/16/24

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: D. Warren (Curriculum, Instruction and Assessment)

COMMITTEE MEMBER NAME	ROLE
D. Warren	Chair/Teacher/Member
K. Amador	Teacher/Member
P. Perez	Teacher/Member
J. Rangel	Teacher/Member
G. Garcia	Teacher/Member
P. Hanks	Teacher/Member
C. Rodriguez	Teacher/Member
P.Chavez	Instructional Coach/Member

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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?
The data collected for this analysis included the 2023 TAPR Report, NWEA Map data, iReady data, and district benchmarks(3rd-5th grade).
Do data collection tools need to be developed?
No, Eduphoira Aware will be the data collection tool used to create the needed reports.
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 charts, tables, and 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?
We will ensure that the data sharing meets FERPA and district policies by sharing general campus data (no isolated data of less than 25 students in a group). All data documents will be picked up after meetings and slides will be restricted to campus personnel only (WISD emails).
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?
The data analysis process and purpose were explained during the CCNA Process Training (3/28/24). The goals of this meeting will be stated before the analysis of data. Additionally, it is common practice at our campus to evaluate data to identify areas of need to ensure continuous growth in student learning.

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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
D. Warren	CCNA Rep for CI&A

Step 3 Future Meeting Dates:

5/16/24 5/20/24 _____ _____ _____

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Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023/24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Step 4 Meeting Date: 4/19/24

Progress Checkpoint 4 Due: 5/16/24

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: D. Warren (Curriculum, Instruction and Assessment)

COMMITTEE MEMBER NAME	ROLE
D. Warren	Chair/Member/Teacher
G. Garcia	Member/Teacher
P. Hanks	Member/Teacher
C. Rodriguez	Member/Teacher
K. Amador	Member/Teacher
P. Perez	Member/Teacher
J. Rangel	Member/Teacher
P. Chavez	Instructional Coach/Facilitator

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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:

5/16/24

5/20/24

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CCNA Focus Area Committee Assignments Template

School Year: 2023/24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Meeting Date: 4/19/24

Campus CCNA Committee Members

Committee Chairperson Name and Role: D. Warren (Curriculum, Instruction, and Assessment)

COMMITTEE MEMBER NAME	ROLE
C. Rodriguez	Teacher/Member
P. Hanks	Teacher/Member
G. Garcia	Teacher/Member
A. Amador	Teacher/Member
P. Perez	Teacher/Member
J. Rangel	Teacher/Member

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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?

The WISD curriculum documents in grades K-5 are aligned with the TEKS and ELPS. TEKS Resources System and our state-adopted material were used to align our instructional and supplemental resources.

PK is in the 2nd year of Guidelines/adoption. Based on TEA supporting documents, Three Cheers has some discrepancies in standard alignments.

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

K-5th Grade: The curriculum structures are in logically sequenced units of instruction based on the recommendation of the TEKS Resource System and the content textbook adoptions.

PK: Limited curriculum structures are in place. Textbook adoption has logically sequenced units of instruction.

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

Data-driven practices are incorporated into campus PLCs. The use of diagnostic assessments, common formative assessments, unit assessments, and district assessments guide interventions and instructional modification.

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

Instructional planning during district and campus PLCs is structured using the backward planning framework. Teachers and administrations engaged in TEKS excavations using TRS and Know/Show charts to identify learning needs, plan for explicit and systematic instruction, and assess student learning.

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

Curriculum, instruction, and assessments align with the rigor of state standards to ensure mastery of grade-level expectations and close institutional gaps. NWEA Map diagnostic provides longitudinal/historical data to monitor student progress with CCMR.

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

The T-TESS, NWEA MAP, iReady Diagnostic, and STAAR 2023 provide evidence that classroom instruction incorporates rigors and high-quality experiences that promote critical-thinking skills.

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

Our campus follows the gradual release model with embedded small-group instruction tailored to meet students' differentiated needs. Supplemental frameworks include SIPPS, Guided Math, Workshops, and Stations. All of these are research-based instuctional practices proven to maximize student engagement and create a positive learning environment.

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

All instructional materials used for instruction must be aligned to the state standards. Newly adopted resources must include appropriate professional development to support implementation.

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

Students performing below standard in STAAR, reading levels, NWEA Map, district assessments, and common formative assessments receive interventions to address learning gaps. Small group instruction is part of the instuctional framework, and extended day is offered to students needed additional support based on HB 4906 and teacher recommendations.

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?

Evidence of assessment aligned to state standards can be found on our testing platforms. Summative and unit assessments follow the TEKS alignment, as well as STAAR 2.0 and the STAAR blueprints (a minimum of 70% of the assessment is multiple choice).

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?

Our assessment framework includes all three types of assessment models. NWEA Map, CLI Enage, TxKEA, and iReady assessments offer diagnostic data to inform student learning needs. Common formative assessments and distinct assessments provide progress monitoring data to support intervention and instructional adjustments. STAAR provides summative data to evaluate yearly gains.

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

Our assessment framework supports full evaluation, monitoring, and adjustment of instruction based on a comprehensive analysis of student learning. Additionally, PLCs aligned with T-TESS SLOs support analysis of student progress in grade-level foundational skills using various student sampling.

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CCNA Focus Area Committee Assignments Template

School Year: 2023/24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Meeting Date: 4/19/24

Campus CCNA Committee Members

Committee Chairperson Name and Role: G. Garcia (Parent, Family, and Community)

COMMITTEE MEMBER NAME	ROLE
C. Rodriguez	Teacher/Member
P. Hanks	Teacher/Member
D. Warren	Teacher/Member
A. Amador	Teacher/Member
P. Perez	Teacher/Member
J. Rangel	Teacher/Member

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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
G. Garcia	CCNA Rep for Parent, Family, and Communit

Step 3 Future Meeting Dates:

5/16/24 5/20/24 _____ _____ _____

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Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023/24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Step 4 Meeting Date: 4/19/24

Progress Checkpoint 4 Due: 5/16/24

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: G. Garcia (Parent, Family, & Community Engagment)

COMMITTEE MEMBER NAME	ROLE
G. Garcia	Chair/member/teacher
P. Hanks	Member/teacher
C. Rodriguez	Member/teacher
D. Warren	Member/teacher
K. Amador	Member/teacher
P. Perez	Member/teacher
J. Rangel	Member/teacher
P. Chavez	Facilitator/ Instructional Coach

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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:

5/16/24

5/20/24

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Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2023-24

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Step 3 Meeting Date: 4/19/24

Progress Checkpoint 3 Due: 5/16/24

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: G. Garcia (Parent, Family, & Community Engagement)

COMMITTEE MEMBER NAME	ROLE
G. Garcia	Chair/Member/teacher
P. Hanks	Member/Teacher
C. Rodriguez	Member/Teacher
D. Warren	Member/Teacher
K. Amador	Member/Teacher
P. Perez	Member/Teacher
J. Rangel	Member/Teacher
P. Chavez	Instructional Coach/ Facilitator

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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 use the Panorama Survey, parent sign-in sheets, and TAPR report.
Do data collection tools need to be developed?
There is a need for data collection tools in this area.
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
The Panorama Survey includes charts and tables that facilitate the analysis of this data. Additional data, such as sign-in sheets, will require an analysis for possible organizational structures.
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 that the data sharing meets FERPA and district policies by sharing general campus data (no isolated data of less than 25 students in a group). All data documents will be picked up after meetings and slides will be restricted to campus personnel only (WISD emails).
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?
The data analysis process and purpose were explained during the CCNA Process Training (3/28/24). The goals of this meeting will be stated before the analysis of data. Additionally, it is common practice at our campus to evaluate data to identify areas of need to ensure continuous growth in student learning.

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CCNA Probing Questions

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.

Parent, Family, and Community Engagement

Potential Data Types

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

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

The parental involvement team engages in activities that support student learning in academic and extra-curricular activities. Some evidence of this includes surveys and sign-in sheets.

Flyers, facebook Postings, Class DOJO, Schools Compact + Policy, emails, News letter, calendar, event photos

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

Activities that parents and community members are involved in are Meet The Teacher Night, Open House, 5K run, awards ceremonies, and career day.

Campus Parental meetings, food can drive, Toy drive District classes; Cake & Floral decorations, GED + ESL Classes, District Parental meetings

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

Family and community members are included in the Cite Base Decision-Making team and the yearly CCNA. With their input and feedback, we create actionable plans to meet campus needs. SHAC meetings, Parent, Student + teacher compact, Family engagement policy

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

Gonzalez Elem. help provide support systems to our families concerns threw emotional, personal, advice & information that may help there specific needs. School Counseling department offers services to students & Parents and can make outside referrals as needed. District LPC are also available. Practical Parenting Academies

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

DRS report shows that 98% of our students are Hispanic. Spanish is a second language that is commonly spoken by parents. Our communication system included translations of all messages, emails, and flyers to Spanish.

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

Trips, special Olympics, sensory room, tutoring diagnosticians, therapist. home visits.

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

Some of our school & district partnership include HEB Read 3, Donations of school supplies & Backpacks for different businesses & community members. Clothes & shoes donations, RGV food Bank. 1st Presbyterian Church ~~Mental health programs & meetings offered by Parental~~ Department, Texas A+M nutrition classes, Career days presentations, such as, Border Patrol, DPS, Hidalgo Sheriff etc District Back to school Bash

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CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Meeting Location: Room 315

Meeting Date: 4/19/24

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
G. Garcia	Teacher		
P. Hanks	Teacher		
C. Rodriguez	Teacher		
D. Warren	Teacher		
K. Amador	Teacher		
J. Rangel	Teacher		
P. Perez	Teacher		
P. Chavez	Instructional Coach		
M. Garcia	Assistant Principal		
R. Garcia	Principal		

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CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: Weslaco ISD

Campus Name: Justice Raul A. Gonzalez Elementary

Meeting Location: Room 315

Meeting Date: 4/19/24

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
G. Garcia	Teacher		
P. Hanks	Teacher		
C. Rodriguez	Teacher		
D. Warren	Teacher		
K. Amador	Teacher		
J. Rangel	Teacher		
P. Perez	Teacher		
P. Chavez	Instructional Coach		
M. Garcia	Assistant Principal		
R. Garcia	Principal		

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Committee Member: Patricia Perez

Curriculum, Instruction, and Assessment Feedback:

Strength	Area of Growth
1. BM2 +2 Data — BM1 Higher scores	1. Not finished teaching content by BM2
2. iReady Math Reading	2. Need to assign ~~work~~ for students who struggle — small group with instruction.
3. ~~iReady Reading~~ NWEA	3. to many questions or length of test — for younger students — students get tired & star. clicking just to fin

Parent, Family, and Community Feedback:

Strength	Area of Growth
1.	1.
2.	2.
3.	3.

Committee Member: C. Rodriguez

Curriculum, Instruction, and Assessment Feedback:

Strength	Area of Growth
1. iReady Reading	1. Math
2.	2. Geometry / i-Ready
3.	3. Organization - assessments - exit tickets

Parent, Family, and Community Feedback:

Strength	Area of Growth
1. Parent specialist	1. limited parent participation
2. Class Dojo	2. homework support
3. News letters	3.

Committee Member:_____

Curriculum, Instruction, and Assessment Feedback:

Strength	Area of Growth
1. Phonological Awareness	1. measurement & Financial Literacy is taught later
2. Number & operations	2. Informational ~~text~~ Literature
3. High frequency words	3. Vocabulary & comprehension

Parent, Family, and Community Feedback:

Strength	Area of Growth
1. Partnerships	1. ~~Read~~ parental involvement (learning classes)
2. Social media	2. Parental engagement
3. Opportunities for community involvement	3. Absences (Getting students to class)

Committee Member: K. Amador

Curriculum, Instruction, and Assessment Feedback:

Strength	Area of Growth
1. S.I.P.P.S Program strengthens our phonological awareness	1. 1st grade MAP MOY contains content students haven't learned. Adjust scope?
2. Number operations are strong (Know/show charts help)	2. Vocabulary : Info text need work
3. Algebraic Thinking Guided Math Centers help	3. Geometry needs work

Parent, Family, and Community Feedback:

Strength	Area of Growth
1. Social Media Communication	1. More parent Involvement w/ behavior
2. Praising Students Online	2. Absences
3. [illegible] w/ [illegible], etc.	3. taking School Seriously

Community Involvement

Committee Member: Gloria Garcia

Curriculum, Instruction, and Assessment Feedback:

Strength	Area of Growth
1. Diagnostic tests for lower grades Concept test for upper grades	1. Math Scope & Sequence
2. I Ready for grades K-2	2.
3.	3.

Parent, Family, and Community Feedback:

Strength	Area of Growth
1. a variety of activities to involve parents	1. not many parents involved / parents restricted when volunteering
2. Community involvement	2.
3.	3.

Committee Member: P. Hanks

Curriculum, Instruction, and Assessment Feedback:

Strength	Area of Growth
1. SIPPS program	1. Small group interventions (specific target areas)
2. Variety of assessments being used.	2. Determining a better teaching timeline to target specific obj./areas.
3. Hold students accountable for programs.	3. Knowing / understanding TEKS clarifications / misunderstandings.

Parent, Family, and Community Feedback:

Strength	Area of Growth
1. We have a variety of opportunities for involvement.	1. Low parental engagement.
2. Provide variety of methods to reach out to staff.	2. Come up with ways to get more parent involvement.
3. Provide variety of ways to receive updates.	3. Campus has a lot of restrictions.

Committee Member: Damaris Warren

Curriculum, Instruction, and Assessment Feedback:

Strength	Area of Growth
1. Teks are aligned to curriculum (use teks res.)	1. Sequence of curriculum (perhaps spiral) / adjustment
2. Data driven instruction across the campus has allowed growth.	2. Reading observed growth met or above target by use of a margin. Even in math
3. across the campus Campus has met	3. Both disciplinary text & vocabulary across campus in need of improvement

Parent, Family, and Community Feedback:

Strength	Area of Growth
1. scheduled events on calendar	1. Push of parent involvement
2. Posted events on multiple outlets (Days/Facebook etc.)	2. ~~Push for~~ With all scheduled events, how can we get
3. Community supports campus goals and activities	3. parents in Reaching ~~and~~ a diverse amount of parents

Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 4/19/24

LEA Name: WISD

Campus Name: Justice Raul A. Gonzalez

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
The explanations to each committee & why they are needed
What might we improve and how?
N/A
How is our organization better as a result of this process?
Staff and students are more involved with the community.

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

NAME	ROLE	SIGNATURE
Jennifer Rangel	Teacher	Jennifer Rangel

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 4-19-24

LEA Name: Weslaco ISD

Campus Name: Justice Raul. A Gonzalez Elementary

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
The process is well organized and I can see it bettering the School climate and community as a whole.
What might we improve and how?
As of now no improvement is recoled.
How is our organization better as a result of this process?
The community is more involved with the school. We as teachers understand the importance of everyone's effort to help the School & students.

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

NAME	ROLE	SIGNATURE
Kassandra Amador	Teacher	

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 4-19-24

LEA Name: WISD

Campus Name: Gonzalez

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Explanations
What might we improve and how?
?
How is our organization better as a result of this process?
Understanding

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

NAME	ROLE	SIGNATURE
Patricia Perez	Teacher	

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: April 19, 2024

LEA Name: Weslaco ISD

Campus Name: Gonzalez Elementary

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Data Analysis
What might we improve and how?
Meeting went well !
How is our organization better as a result of this process?
Student achievement

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

NAME	ROLE	SIGNATURE
Gloria Garcia	Teacher	Gloria E Garcia

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: April 19 2024

LEA Name: Weslaco Independent School District

Campus Name: Justice Raul Gonzalez Elementary

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
The data provided allowed for all ~~the essay~~ forms to be filled out.
What might we improve and how?
n/a meeting was timely and moved at a nice pace
How is our organization better as a result of this process?
Student achievement

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

NAME	ROLE	SIGNATURE
Damans Warren	Teacher	

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: April 19, 2024

LEA Name: [redacted] Weslaco ISD

Campus Name: Gonzalez Elementary

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Reviewing the areas of strength + focusing on our areas of weaknesses.
What might we improve and how?
A way to establish stronger parental involvement within the campuses + based on educational needs.
How is our organization better as a result of this process?
Developing areas of growth + creating a plan to improve those areas.

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

NAME	ROLE	SIGNATURE
Patricia J. Hanks	Teacher	

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 4/29/24

LEA Name: WISD

Campus Name: Gonzalez Elementary

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
-Was beneficial for teachers to reflect on areas of need
What might we improve and how?
Consistently follow up with support
How is our organization better as a result of this process?
staff will be better prepared

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

NAME	ROLE	SIGNATURE
C. Rodriguez	Teacher	C. Rodriguez

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 5-16-24

LEA Name: WISD

Campus Name: Justice R. Gonzalez

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Everything Is, Because, It Helps Every Student, And Teachers, To Make It Better for Everyone
What might we improve and how?
Improvement On Trying To Better Everyday To Try To Be Able To Help Students, Teachers, Parents
How is our organization better as a result of this process?

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**

NAME	ROLE	SIGNATURE
Delia Espino	Parent	Delia Espino

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(Steering Committee)

Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 5/16/2024

LEA Name: WISD

Campus Name: Gonzalez Elementary

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
The most beneficial was seeing an overview of strengths and weakness in all the pillars & being able to pinpoint the greatest need.
What might we improve and how?
Organization of leadership roles & areas of focus within the groups & key is organization & consistency/accountability
How is our organization better as a result of this process?
Helps see an overview of the greatest needs for the students - helped decide priority focuses

CCNA Focus Area:

Comments: I believe PD of Emotional Regulation & staff/student relationships is key because setting a positive environment is the 1st step for having a good instructional experience for the students. Parent involvement go next because it will help build support.

- ☐ Demographics
- ☑ School Culture & Climate (1)
- ☐ Curriculum, Instruction and Assessment (2)
- ☐ School Context and Organization
- ☐ Student Achievement
- ☐ Staff Quality, Recruitment and Retention
- ☐ Parent, Family & Community Engagement
- ☐ Technology

NAME	ROLE	SIGNATURE
Cassandra Chavez	Community Member	Cassandra Chavez

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 5/16/2024

LEA Name: Weslaco ISD

Campus Name: R. Gonzalez Elem.

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Presentation of Data creating more information ~~achieved~~ making it clear of where the different department stands.
What might we improve and how?
Continue to provide information.
How is our organization better as a result of this process?
Greater involvement and growth in school.

CCNA Focus Area:

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

NAME	ROLE	SIGNATURE
Frances Molina	Parent	Frances Molina.

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 5-16-2024

LEA Name: W.I.S.D.

Campus Name: Gonzalez Elem.

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Discussion on ~~our~~ School's strengths / weaknesses and ~~we~~ where ~~we~~ can improve.
What might we improve and how?
In all areas, there is always room for improvement.
How is our organization better as a result of this process?
That we look at our weaknesses & work on those.

CCNA Focus Area:

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

NAME	ROLE	SIGNATURE
Flor E. Gonzalez	Business Owner	Flor E. Gonzalez

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 5/16/24

LEA Name: [redacted] Weslaco ISD

Campus Name: Raul A. Gonzalez Elem.

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
• We discussed areas of weakness, and then prioritized which area to focused on.
What might we improve and how?
Focus on student growth through PD, areas of intervention & curriculum and special demographics.
How is our organization better as a result of this process?
Our school is doing amazing, but focusing on areas of needs will make us better prepared to meet the needs of our students next year.

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

NAME	ROLE	SIGNATURE
Claudia Quiroz	Teacher	Claudia Quiroz

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 5/16/2024

LEA Name: Weslaco ISD

Campus Name: Gonzalez Elem.

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Summary reports on different areas was very good. It made it easy to find your focus areas.
What might we improve and how?
• Parent training on instructional process. To establish support to students and teachers • Special Ed. Support to students and teachers
How is our organization better as a result of this process?
It strengthens the team process.

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

NAME	ROLE	SIGNATURE
Mario A. Hernandez	Community Engagement Liaison	

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: May 16, 2024

LEA Name: Weslaco ISD

Campus Name: Raul Gonzalez Elem.

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Presentation of data, clarification, collaboration w/parents & Commun member
What might we improve and how?
—
How is our organization better as a result of this process?
Campus has grown & benefited

CCNA Focus Area:

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

NAME	ROLE	SIGNATURE
Gloria Garcia	Teacher	Gloria Garcia

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Committee Self-Assesssment/Reflection

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Date: May 16, 2024

LEA Name: Westaco ISD

Campus Name: Justice Raul Gonzalez Elementary

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Parent, Family, and Community engagement. Student Achievement.
What might we improve and how?
Collaboration, PDs, organization
How is our organization better as a result of this process?
Better communication and parent perspective.

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**

NAME	ROLE	SIGNATURE
Courtney Rodriguez	Teacher	Courtney Rodriguez

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 5-16-24

LEA Name: Weslaco I.S.D.

Campus Name: Gonzalez Elementary

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
We focused on the areas of improvement, which will benefit student success.
What might we improve and how?
I feel if we focus on vocabulary
How is our organization better as a result of this process?
When we focus on our needs we improve student success.

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~~

NAME	ROLE	SIGNATURE
Laura Ortega	Teacher-5th	L. Ortega

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: May 16, 2024

LEA Name: Weslaco I.S.D

Campus Name: Gonzalez Elementary

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Looking at areas of weakness and targeting the top 3 to start the process of improvement
What might we improve and how?
Focus on vocabulary so we can increase comprehension.
How is our organization better as a result of this process?
We focus on our area of weakness to ensure our students' success.

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

NAME	ROLE	SIGNATURE
Daalma Cuevas	Teacher- 4th	Daalma Cuevas

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 3/14/24

LEA Name: ~~Justice Gonzalez Elem~~ Waskom ISD

Campus Name: Justice Gonzalez Elem

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Review of different committees
What might we improve and how?
Attendance - making/keeping parents understand
How is our organization better as a result of this process?
Input received

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

NAME	ROLE	SIGNATURE
Rosa Garcia	principal	RGarcia

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 5/16-24

LEA Name: Weslaco ISD

Campus Name: Gonzalez Elem.

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Collaboration w/ Parents and community members. Hearing the "outside" voice.
What might we improve and how?
N/A
How is our organization better as a result of this process?
The organization will become better as we work together to improve the "needs" area through collaboration.

CCNA Focus Area:

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

NAME	ROLE	SIGNATURE
Lina Solis	Teacher	Lsli

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 5-16-24

LEA Name: Weslaco ISD

Campus Name: Gonzalez

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Pinpointing and prioritizing needs
What might we improve and how?
The structure of meeting seems fine so far
How is our organization better as a result of this process?
Getting community input to help guide our decisions

CCNA Focus Area:

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

NAME	ROLE	SIGNATURE
Kirstin Ancelin	Librarian Teacher	Kancel

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: May 16, 2024

LEA Name: WISD

Campus Name: Justice Raul Gonzalez Elem.

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
data provided through pres/clarification,
What might we improve and how?
n/a efficient meeting
How is our organization better as a result of this process?
Campus growth and performance

CCNA Focus Area:

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

NAME	ROLE	SIGNATURE
Damaris Warren	Teacher	

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Committee Self-Assesssment/Reflection

CCNA committee members can use this document to reflect on the process.

Date: 16 MAY 2024

LEA Name: WISD

Campus Name: GONZALEZ ELEM

Given the goals and outcomes of the CNA process, what was most beneficial, and why?
Learner Needs
What might we improve and how?
How is our organization better as a result of this process?
Involvement From All Members

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

NAME	ROLE	SIGNATURE
K. Warren		

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WESLACO INDEPENDENT SCHOOL DISTRICT

Program Plan Descriptors

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

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.