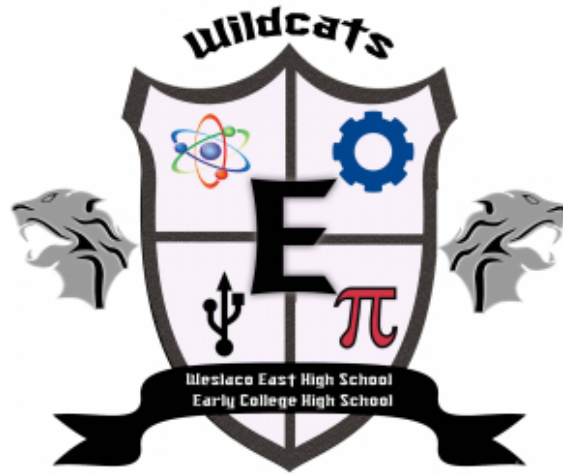


Weslaco Independent School District

Weslaco East High School

2025-2026 Campus Improvement Plan



Mission Statement

Weslaco East High School

Mission Statement

The mission of WEHS is to create in each student the desire to:

-

Personify the qualities of success

-

Responsibly and productively contribute to their community and society,

-

Independently achieve life-long goals

-

Develop the skills required to work collaboratively

-

Excel in life.

Weslaco East Early College High School

Mission:

To cultivate interest in careers and prepare students through rigorous, engaging and innovative instruction.

Vision

Purpose: The purpose of Weslaco East High School is to prepare ALL students to successfully pursue their post-secondary education and/or career goals and to become productive and positive contributors to society.

Weslaco East Early College HS

Vision:

To increase the number of professionals in the fields of science, technology, engineering and mathematics in the Rio Grande Valley.

Value Statement

Values:

Integrity, Collaboration, Trust, Respect, Quality Work, Concern for Others, Self-directedness, Commitment, Responsibility, Self-discipline

Expectations:

We expect ALL staff members to intentionally act in a manner that will help ALL students to attain high levels of academic learning.

We expect ALL staff members to act according to the school excellence Pathways, i.e., to contribute to the school's purpose and visions, to continuously act on best knowledge, and to live our beliefs, values, and expectations.

We expect ALL staff members to be caring, professional, and responsible in all behaviors and relationships.

We expect ALL students to actively engage in the learning process, to respect self, peers, staff and school property and to demonstrate concern for others.

We expect ALL parents or guardians to be actively involved in their child's learning process, academic achievements, personal growth, and emotional well-being.

Ethics:

All staff members will abide by the Professional Code of Conduct.

All staff actions will be consistent with the School Excellence Pathways, i.e. adhering to our purpose and vision, committing to knowledge for decision-making, and demonstrating our beliefs, values, and expectations.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Weslaco East High School is located in Weslaco, TX, in Hidalgo County. Weslaco East is one of two comprehensive high schools in Weslaco ISD, a district of approximately 16,292 students located approximately 8-10 miles from the US/Mexico border. Weslaco is primarily Hispanic although a diverse number of ethnicities are represented. The median cost of a home is \$71,700. The average family size is 3.12. Mean travel time to work for residents is just under 20 minutes. South Texas Community College has a branch in Weslaco that enrolls many area students and Knapp Medical Center provides hospital services to the community.

The Weslaco area encompasses a population of 39,474. Local businesses include retail and service businesses, the school district, higher education, medical professions, and agriculture. Per capita, household income is \$15,676 while the median household income is \$37,057.

27.7% of persons in the area live in poverty.

The student population at Weslaco East High School is 2004. The campus is 99% Hispanic and 1% White. 32% of the school population is considered to be English Language Learners, 10% are in Special Education, and 68% are categorized as At-Risk and 85% are categorized as Economically Disadvantaged.

Demographics Strengths

62% of the teaching staff has 11 or more years of experience with the average years of experience being 15.5.

The campus operates an A/B block schedule with 100 minute classes, and a split block schedule during 1A/1B and 5A/5B.

Technology is widely available on the campus. All students have been issued a Chromebook, headset, and carrying case. All teachers have a laptop and overhead projectors in their classrooms.

Weslaco East embodies its purpose by offering a wide variety of high-quality educational offerings to students including many Dual Enrollment core area courses, CTE specific Dual Enrollment and Articulated courses, Advanced Placement and Pre-Advanced Placement courses, functional skills courses and courses leading to an endorsement. Students also have the opportunity to enroll in the Early College High School, and as juniors and seniors, they may apply for the DEMSA (Dual Enrollment Medical Science Academy), DEEA (Dual Enrollment Engineering Academy), DECSA (Dual Enrollment Computer Science Academy), and DECJA (Dual Enrollment Criminal Justice Academy) through the STC Mid-Valley campus. High expectations are held for all students but the staff recognizes that academic and emotional support are required to help the students meet the high expectations. These supports include tutoring times, extended day, test prep sessions, counseling support, the FAS curriculum, and the student advocates.

Weslaco East opened the doors of an Early College High School in the fall of 2015. WEHS UIL Academic teams have performed strongly in the past several years, including the UIL Accounting Team which has won the Regional title and advanced to state the past several years. Weslaco East has received Performance Distinction Designations in **Math and/or Science**. Weslaco East students have also performed exceptionally well in the Regional Science Fairs, Business Professionals of America, Athletics, Band, and FCCLA.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special Education, EL, and Economically disadvantaged students performed lower on state assessments than other subgroups, and many students did not come in to take their state assessments during the Spring of 2023.

Root Cause: Teachers need additional resources, training, and support to meet the needs of EL, SPED and economically disadvantaged students. In addition, teachers will need support to implement HB4545.

Problem Statement 2 (Prioritized): CCMR points awarded scale score 79 point percentage of graduates who meet specific college, career, and military readiness criteria. Not enough students earned CCMR points. A large fraction of students did not earn college credit through Advanced Placement (AP) or dual credit courses, qualifying score on the SAT, ACT, or TSIA2, earn an industry-based certification or license or enlist in the milit

Root Cause: Weslaco East High School needs to increase the number of certified teachers in specific career and technical education (CTE) courses so that our students can earn industry-based certifications or licenses and increase the efforts for CCMR qualifying tests.

Problem Statement 3 (Prioritized): English Language Arts scores continue to be low.

Root Cause: Teachers need additional support to plan engaging rigorous lessons in order to meet the specific instructional needs of students

Problem Statement 4 (Prioritized): Weslaco East did not make gains on the TELPAS state assessment.

Root Cause: Teachers and students need additional support and training to meet TELPAS goals.

Student Learning

Student Learning Summary

2019 Accountability ratings for Weslaco East are as follows:

Overall Rating B

Student Achievement: Rating B

STAAR Performance: 67(scaled)

College Career and Military Readiness 92 (scaled)

Graduation Rate 80 (scaled)

School Progress: Rating B

Academic Growth: 72

Relative Performance 85

Closing the Gaps: Rating C

Student Learning Strengths

Weslaco East High School earned two of the seven Distinction Designations. WEHS earned a Distinction Designation in Mathematics for attendance rate, SAT scores, and Advanced/Dual Credit Completion in Mathematics (9-12). WEHS also earned a Distinction Designation in Science for attendance rate and AP examination results.

Schoolwide initiatives:

- Regular Peer observation to improve teaching
- Integrate technology and/or blended learning during instruction
- AVID
- Extended Day Tutoring
- Night School
- College Tutors and Mentor Teachers for the Core Areas
- Family Literacy Programs
- Family Engagement Programs
- Volunteer-in-Place Programs
- Parental Involvement Professional Development
- Community Out Reach Projects
- Technology Digital Natives, WISD 21st Century Learners
- Parent Education Programs/Health And Wellness Programs

- Parent Meetings
- Colonia Door To Door Visits
- Family Advocacy System
- Attendance Task Force

The social studies department at Weslaco East has the following continuing initiatives:

- Unit Exams in World History and U.S. History
- Benchmark testing throughout the school year / 2 CBAs
- Vertical Alignment of Pre-AP – AP Course
- Remedial EOC US History Courses for retesters
- Data Meetings -Review of Data Analysis Reports for proper instructional adjustments
- Implement the Revised TEKS Resource World History Curriculum
- Implement the Revised TEKS Resource U.S. History Curriculum
- Early Intervention Program – various populations to review US EOC student expectations
- Increase Level III Scores for US History EOC
- Analyze End of Course objectives for proper instructional adjustments
- Continue to share using the Google Classroom
- Stock Market Game Program with Economics Classes
- Implement lessons to integrate technology into the classroom
- Constitution Poster National Contest during Freedom Week (Sept. 18th to 22)
- Teacher Collaboration within Social Studies Department
- Cross-curricular Collaboration with the English Department and electives for ELL Strategies
- U.S. History Sheltered Instruction for ELLs
- Implement S3 Strategies to close gap of Special Education students
- TEKS Resources Staff Development
- Curricular Alignment between World History and U.S. History courses.
- Implement Thinking Maps Strategies
- Voter Registration Drive
- Use Upfront Magazine and newspapers to promote reading skills
- After School Tutoring available for all students and PALS Tutoring

The science department at Weslaco East has the following initiatives:

Continuing Initiatives:

- Staff Development during department planning periods
- Subject-area planning
- Science Tutoring
- AP and Pre-AP science professional development
- Student research program
- Biology EOC classes and Review
- Participation in science fair competitions: Campus, District, Region, State, and International
- Science clubs, National Science Honor Society, and UIL participation
- Use of web-based science supplemental resources
- Two benchmarks (Fall & Spring) for Biology
- Participation in Science, Technology, Engineering, Arts, and Math Summer Program

- GT Independent Study Mentorship Elective Course in conjunction with research program

Problem Statements Identifying Student Learning Needs

Problem Statement 1: English Language Arts scores continue to be low.

Root Cause: Teachers need additional support to plan engaging rigorous lessons in order to meet the specific instructional needs of students

Problem Statement 2 (Prioritized): CCMR points awarded scale score 79 point percentage of graduates who meet specific college, career, and military readiness criteria. Not enough students earned CCMR points. A large fraction of students did not earn college credit through Advanced Placement (AP) or dual credit courses, qualifying score on the SAT, ACT, or TSIA2, earn an industry-based certification or license or enlist in the milit

Root Cause: Weslaco East High School needs to increase the number of certified teachers in specific career and technical education (CTE) courses so that our students can earn industry-based certifications or licenses and increase the efforts for CCMR qualifying tests.

Problem Statement 3 (Prioritized): Weslaco East did not make gains on the TELPAS state assessment.

Root Cause: Teachers and students need additional support and training to meet TELPAS goals.

Problem Statement 4 (Prioritized): Special Education, EL, and Economically disadvantaged students performed lower on state assessments than other subgroups, and many students did not come in to take their state assessments during the Spring of 2023.

Root Cause: Teachers need additional resources, training, and support to meet the needs of EL, SPED and economically disadvantaged students. In addition, teachers will need support to implement HB4545.

School Processes & Programs

School Processes & Programs Summary

All teachers at Weslaco East High School are highly qualified. 25.2% of the Teachers at Weslaco East hold master's degrees, and 1.4% hold doctorate degrees. 37% of the staff has between 11 to 20 years of experience, while 28.8% of the staff have over 20 years of experience in the teaching profession. 33% of the staff has between 1 to 10 years of experience.

School Processes & Programs Strengths

Weslaco East prides itself on being the "East Side, Strong Side." The stakeholders take pride in being part of the Wildcat family and supporting one another in academic and extracurricular pursuits. We like to say that "some teams have fans, Weslaco East Wildcats have Family!"

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): CCMR points awarded scale score 79 point percentage of graduates who meet specific college, career, and military readiness criteria. Not enough students earned CCMR points. A large fraction of students did not earn college credit through Advanced Placement (AP) or dual credit courses, qualifying score on the SAT, ACT, or TSIA2, earn an industry-based certification or license or enlist in the milit

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Root Cause: Teachers need additional resources, training, and support to meet the needs of EL, SPED and economically disadvantaged students. In addition, teachers will need support to implement HB4545.

Problem Statement 4 (Prioritized): English Language Arts scores continue to be low.

Root Cause: Teachers need additional support to plan engaging rigorous lessons in order to meet the specific instructional needs of students

Perceptions

Perceptions Summary

Weslaco East High School was awarded the distinction of having a Weslaco East Early College (school within a school). The school prides itself on integrating all stakeholders in decision making and celebrations. We are well known for being a close-knit family school. All students and staff support each other towards a common goal, which is to accomplish the mission and vision of Weslaco East High School and Weslaco East Early College High School.

The school has a positive and safe learning environment for all staff, students, parents, and all community members. As a school, we make sure that our students and Staff are prepared for any emergency. In order to establish a safe school environment, we conduct fire drills once a month and practice lockdown procedures. We also have established hurricane procedures. Security Officers and Administrators are on duty before school, during school, and after school (throughout the day). A Tardy Station program is in place to discourage tardies and encourage students to be in class on time. We have an Attendance Force Task Committee (ATF) made of professionals and paraprofessionals who monitor tardies and are proactively calling parents of students who are absent during the day. We believe that in order for students to be academically successful, they need to be in class for bell-to-bell instruction.

At Weslaco East High school, we have a college-going culture. We have a Family and Student Advocacy classes twice a month during an extended second block, where teachers and students discuss college admission process and financial aid process. Our dynamic counselors hold Junior Conferences with parents and students to discuss college courses offered on campus, college applications, and financial aid applications. We are a Texas Success Initiative testing site, so our students sign up to take the test as needed. We also have an Advance Placement Program and Dual Enrollment Program on campus. Through these programs, students have the opportunity to earn college credits. All our seniors are encouraged to complete ApplyTexas college application through the English classes and Financial Aid application through the Social Studies classes. Students also take the ACT and SAT starting their junior year.

The Weslaco East Early College High School serves students interested in obtaining an associates degree at the same time as their high school diploma, and prepares our students through rigorous, engaging and innovative instruction. The college going culture on campus goes hand in hand with promoting Early College High School initiatives for our students, including our incoming students from the feeder middle schools.

Perceptions Strengths

Our stakeholders believe that Weslaco East High School maintains and communicates our mission and vision, high expectation for learning, and our values about teaching and learning effectively and clearly. In addition, our stakeholders believe we have the adequate technology resources and services to support our purpose and direction, and to ensure that all students succeed. Weslaco East Early College High school will works collaboratively and harness the skills and talents of our Science, Technology, Engineering, and Math Teachers, so as to increase the number of students who are interested in pursuing STEM fields.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): CCMR points awarded scale score 79 point percentage of graduates who meet specific college, career, and military readiness criteria. Not enough students earned CCMR points. A large fraction of students did not earn college credit through Advanced Placement (AP) or dual credit courses, qualifying score on the SAT, ACT, or TSIA2, earn an industry-based certification or license or enlist in the milit

Root Cause: Weslaco East High School needs to increase the number of certified teachers in specific career and technical education (CTE) courses so that our students can earn industry-based certifications or licenses and increase the efforts for CCMR qualifying tests.

Priority Problem Statements

Problem Statement 1: English Language Arts scores continue to be low.

Root Cause 1: Teachers need additional support to plan engaging rigorous lessons in order to meet the specific instructional needs of students

Problem Statement 1 Areas: Demographics - School Processes & Programs

Problem Statement 2: CCMR points awarded scale score 79 point percentage of graduates who meet specific college, career, and military readiness criteria. Not enough students earned CCMR points. A large fraction of students did not earn college credit through Advanced Placement (AP) or dual credit courses, qualifying score on the SAT, ACT, or TSIA2, earn an industry-based certification or license or enlist in the milit

Root Cause 2: Weslaco East High School needs to increase the number of certified teachers in specific career and technical education (CTE) courses so that our students can earn industry-based certifications or licenses and increase the efforts for CCMR qualifying tests.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: Special Education, EL, and Economically disadvantaged students performed lower on state assessments than other subgroups, and many students did not come in to take their state assessments during the Spring of 2023.

Root Cause 3: Teachers need additional resources, training, and support to meet the needs of EL, SPED and economically disadvantaged students. In addition, teachers will need support to implement HB4545.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 4: Weslaco East did not make gains on the TELPAS state assessment.

Root Cause 4: Teachers and students need additional support and training to meet TELPAS goals.

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: Student Growth:

Every student grows academically every year in English Language Arts, Reading, Math, Science, and Social Studies.

By April 2026, we will implement a campus-wide initiative to enhance student performance in RLA, math, science, and social studies by integrating high-quality, engaging, and innovative instruction that focus on critical thinking, problem-solving, and collaboration.

High Priority

Evaluation Data Sources: State and local assessment data, including, MAP, District Benchmark, Aware, DRS, STAAR/EOC, collaborated progress measures, teacher, developed common formative assessments, TELPAS, and Advanced Placement College Board progress checks. The implementation of Summit K12 this year will help English learners grow in language acquisition and be able to perform at a higher level. State and local assessment data, including, MAP, District Benchmark, Aware, DRS, STAAR/EOC, TSIA, collaborated progress measures, teacher developed common formative assessments and Advanced Placement College Board progress checks. The implementation of the above with the emphasis on TSIA for upper level Mathematics classes will help our students be college ready.

Strategy 1 Details	Reviews			
Strategy 1: Data Analysis Meetings will be conducted every six weeks by subgroup and teachers will identify the strengths and needs for their students and address them strategically. Strategy's Expected Result/Impact: Teachers will have specific needs for their students to allow for differentiation and individualized instruction. Staff Responsible for Monitoring: Principal, Asst. Principals, Instructional Coaches, Department Heads, and Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implementation of "WE: Wildcat Excellence Team" sessions to empower, provide TIER I instruction tools, and support WEHS Freshman and Sophomore Teachers in all core areas (ELA, Math, Science & Social Studies). Strategy's Expected Result/Impact: Overall, student achievement will improve teacher communication and collaboration to minimize classroom behaviors and optimize effective teaching strategies. Staff Responsible for Monitoring: Principal, Asst. Principals, Instructional Coaches, Department Heads, and Teachers	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 2: Student Growth: Every student understands the expected standards of behavior in the district and they feel (Social Emotional Learning) that their safety and well-being are a priority of the district.

High Priority
Evaluation Data Sources: Panorama Survey and Ripple Effect

Strategy 1 Details		Reviews			
Strategy 1: Create the Advisory Schedule Topics based on Panorama results, follow up as needed based on the data taken after each Tier 1 service (Advisory Lessons), and provide Tier 2 and or Tier 3 services as needed. Surveys will be implemented via advisory class to ensure compliance on all levels for both students and teachers. SEL committee meets regularly to discuss ways to improve the overall mental health of both students and staff and work at improving the overall health of the organization. Strategy's Expected Result/Impact: Allow faculty and students training on Empathy, respect, and understanding with their peers. Staff Responsible for Monitoring: Principal, Asst. Principals, Counselors, Social Emotional Learning Committee TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

Performance Objective 3: Student Growth: 94% of high school graduates will be college, career, or military-ready, and CCMR numbers increase year over year. CTE: All CTE students will be college and career-ready by receiving high-quality educational instruction designed to attain CTE sub-group industry certifications.

High Priority

Evaluation Data Sources: On Point Data, State Accountability Ratings. CCMR Advisory will meet regularly with counselors and students to determine path to earn a ccmr distinction.

Strategy 1 Details	Reviews			
Strategy 1: Implementation of On-Point and on-campus CCMR-generated list to track CCMR and 4-year graduations. CCR Specialists will promote testing opportunities to students through classroom presentations, assist students who need assistance registering, and inform counselors of students who have and have not taken a college readiness test. Strategy's Expected Result/Impact: Every student is prepared for success in college, a career, or the military. State accountability implications are to improve scores on district and campus report cards. Review of the Programs of Study and realign courses to ensure students are completers within the Weslaco East pathways. Review of data to ensure students are afforded an opportunity to earn an IBC or ensure all students are placed in classes where a CCMR opportunity will be given. Staff Responsible for Monitoring: CCMP Specialist, Administrator, counseling TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: CEAP students will demonstrate academic and behavioral progress as measured by individualized progress monitoring tools, course completion rates, and decreased behavioral referrals, with at least 70% meeting passing standards on assigned district benchmarks and/or EOC assessments, where applicable.

High Priority
Evaluation Data Sources: Attendance and PIEMs records

Strategy 1 Details	Reviews			
Strategy 1: Goal #1: Reduce recidivism Strategy's Expected Result/Impact: 50% of students will not return to CAEP this school year. Staff Responsible for Monitoring: Campus Behavior Coordinator, Roger Perez, administration, teachers and staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 5: As a campus we will prioritizes the mental and emotional well-being of students by implementing a school-wide system of support, including accessible counseling services, mental health education, and a positive school climate. This initiative will aim to reduce stress and anxiety among students, leading to improved academic performance, increased attendance, and a more positive overall school experience.

Evaluation Data Sources: Counseling referrals. Mental health agencies data review.

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

Performance Objective 1: Teachers servings special populations (i.e. EB and Special Ed.) will have classrooms containing visual displays (i.e. Data Walls, word walls, anchor charts, models, and student work) and enhance differentiated instruction through the utilization of educational apps, and adaptive technology. Summit K12 will be implemented for all EB students to ensure practice and compliance to the models adopted by the campus. Pre-AP Mathematics classes will be using college board for progress checks.

Evaluation Data Sources: Walkthroughs and increase program usage

Strategy 1 Details		Reviews			
Strategy 1: 100% of our students will be able to access technology such as Chromebooks to assist in communication, differentiation of instruction, and assist in the production of academic projects as well as access to relevant subscriptions to resources in a variety of technologies and formats in order to meet their needs. Strategy's Expected Result/Impact: Increase student engagement with differentiation instruction for all student populations. Staff Responsible for Monitoring: Administration, Instructional coaches, Department Heads, teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

Performance Objective 2: Increase student attendance to 94% by fostering dynamic and engaging learning environments that provide relevant, hands-on experiences. We will achieve this by empowering our educators with innovative instructional strategies and resources, ensuring that every classroom is a vibrant space that actively involves students in their own educational journey.

High Priority

Evaluation Data Sources: Daily attendance record, walkthrough data, student assessment performance and home visits.

Goal 3: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT- High quality, research-based training development and support for all employees.

Performance Objective 1: Invest in staff growth through professional learning/ specialized training. WEHS Instructional Coaches will provide opportunities for advancement and educational improvement to our WEHS teachers.

High Priority

Evaluation Data Sources: On-Point,

Strategy 1 Details	Reviews			
Strategy 1: Staff will have opportunities for professional development and specialized training throughout the year at the beginning of the year training and professional learning. Staff will have training access on Response for Learning. Staff will be trained to utilize new programs and respective staff will be sent to trainings for their content areas such as APSI conference, On-Ramps PI, and Differentiated Instruction FIESTA Conference. Teachers will also receive frequent and immediate feedback with our "Look Fors" walkthroughs. Strategy's Expected Result/Impact: Staff will receive appropriate training to encourage growth and personal development throughout the year. WEHS staff will be highly qualified and continue to grow in knowledge and skills in their content areas and field of education. Staff Responsible for Monitoring: Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Promote a collaborative culture by engaging institutional staff in the practices of the Professional Learning Community, core common planning meetings, and monthly department head meetings. Strategy's Expected Result/Impact: The collaboration will increase, engaging lesson delivery and monitored student progress will increase, therefore student success will increase. Staff Responsible for Monitoring: Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Minimize campus disruptions and improve student attendance by increasing administrator visibility and classroom visits. Administrator on wheels will focus on daily positive contact with students and implement structure to ensure minimal class absences. Strategy's Expected Result/Impact: Improve daily Average Daily Attendance and increase student outcomes. Staff Responsible for Monitoring: Administration and deans of instruction. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT- High quality, research-based training development and support for all employees.

Performance Objective 2: We will strengthen foundational teaching practices by investing in in house professional development that focuses on the core tenets of effective Tier 1 instruction, ensuring every teacher is equipped to deliver high-quality, universally accessible lessons that reduce the need for intervention.

High Priority

Goal 3: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT- High quality, research-based training development and support for all employees.

Performance Objective 3: Professional growth initiatives will center on the mastery of essential pedagogical skills, promoting a collaborative culture where teachers refine fundamental strategies for classroom management, student engagement, and content delivery to establish a strong instructional foundation for all learners.

High Priority

Goal 4: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Exceptional community service, open communication, and positive collaboration for student success.

Performance Objective 1: Annually increase satisfaction and engagement of students and families.

High Priority

Evaluation Data Sources: Panorama Survey

Strategy 1 Details		Reviews			
Strategy 1: Parent specialist will facilitate ongoing, two-way communication between the school, students, families, and other stakeholders. Our campus leadership team will include multiple times a week on social media platforms to inform stakeholders of Weslaco East High School information. Additionally, campus leadership will utilize "all call" to send updates to guardians and students. Strategy's Expected Result/Impact: Increased communication of information to the stakeholders of Weslaco East High School. Staff Responsible for Monitoring: Parent Specialist and Leadership team ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: All students and their families will have open communication with teachers and administration via email, teacher websites, Google Classroom, ARD and 504 meetings, parent contact for progress/ report cards, scheduled teacher tutoring, Meet the Teacher, Open House, Title I meetings and campus events opened up to the community. Strategy's Expected Result/Impact: Increase stakeholder and community input, through analysis of said input and to increase transparency to ensure effective communication practices. Staff Responsible for Monitoring: Leadership team and teachers ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

State Compensatory

Budget for Weslaco East High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 20

Brief Description of SCE Services and/or Programs

--

Personnel for Weslaco East High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adrian Gomez	Teacher Credit Recovery	1
Alicia Marie Valladares	Sp. Ed. Aide	1
Amelia Ramirez	Sp. Ed. Aide	1
Brandon Garcia	Library Aide	1
Brianna Silva	Media Aide	1
Castro Danny	Teacher- CAEP	1
Ciro Mendoza	Media Aide	1
Cynthia Castillo	Counselor Clerk	1
Efrain Molina	Instructional Aide- CAEP	1
Eva Arenivar	Health Records Clerk	1
Iris Crdona	Library Aide	1
Manuelita Rodriguez	Technology Asst.	1
Maria Moreno	Counselor Clerk	1
Mary J. Castillo	Technology Asst	1
Nelda Torres	Social Worker	1
Rebecca Ozuna	Parent Specialist	1
Ruben Rodriguez	Library Aide	1
Silvia Hernandez	Sp. Ed. Aide	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Victoria Elizondo	LVN	1
Virginia Villarreal	Counselor Clerk	1

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amelia Ramirez	Sp. Ed. Aide	Title I Part A	1
Eva N. Arenivar	Nurse Aide	Title I Part A	1
Guadalupe Hernandez	Library Aide	Title I Part A	1
Laura Yzaguirre	Media Aide	Title I Part A	1
Lisa Y. Acevedo	Media Aide	Title I Part A	1
Luisa Garcia	Library Aide	Title I Part A	1
Manuelita Rodriguez	Technology Asst.	Title I Part A	1
Maria D. Garza	Sp. Ed. Aide	Title I Part A	1
Mary J. Castillo	Technology Asst.	Title I Part A	1
Rebecca Ozuna	Parent Specialist	Title I Part A	1
Ruben J. Rodriguez	Library Aide	Title I Part A	1
Silvia Hernandez	Sp. Ed. Aide	Title I Part A	1
Stephanie Juarez	RN	Title I Part A	1
Vacancy	Media Aide	Title I Part A	1
Vacancy	Library Aide	Title I Part A	1

Addendums

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Summary of Needs

- Demographics Need 1
- Need 2
- Need 3
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Prioritization Tool



Student Achievement

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

Potential Data Types:

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

Data Sources Reviewed

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

Summary

List the actual data sources reviewed below.

• Campus Federal Report Card	• TELPAS Scores
• TAPR	• Benchmark results
• NWEA MAP Growth Reports	• College Career and Military Readiness Data
• AWARE Reports	• Advance Placement Report
• TSIA Data Base	• Starfish report (STC)

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

Findings/Analysis

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

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

Strengths

• Dual enrollment classes
• Academic Reports
• CCMR
• STAAR EOC
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Needs

• National Assessment Results
• EOC English 1, 2, Algebra 1, US History and Biology
• Increase the number of students receiving Associates.
• Minimize at risk population
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Summary of Needs

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Prioritization Tool



School Culture and Climate

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

Potential Data Types:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- | | |
|-------------------------------|---------------------------|
| ● Panorama | ● Hospitality committee |
| ● Stronger Connections Survey | ● Cognos Reports |
| ● Social Emotional Lessons | ● Monthly parent meetings |

• SEL Committee	• Parental Involvement Committees
• Weekly advisory lessons	•

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

Findings/Analysis

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

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

Strengths

- Weekly advisory lesson geared towards needs

• Panorama Survey 3 times a year

• Monthly parent meetings

• Monthly hospitality committee

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Needs

- Parental Involvement

• Review of current Panorama Data/Stonger Connections Survey

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Summary of Needs

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Prioritization Tool



Staff Quality, Recruitment, and Retention

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- | | |
|---|---------|
| • Staff development opportunities for staff to academically grow their field. | • _____ |
| • Certified staff. | • _____ |
| • Paraprofessional trainings. | • _____ |
| • Minimal turnover annually. | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

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

Findings/Analysis

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

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

Strengths

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Needs

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Prioritization Tool



Curriculum, Instruction, and Assessment

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

Potential Data Types:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- | | |
|---|--|
| ● TEKS Resource System | ● Department meetings |
| ● Multitiered System of Support | ● AWARE, IXL, Forethought, Dual Enrollment |
| ● LPC that focus on mental health | ● IBC Certifications |
| ● Curriculum planning with teacher input. | ● IHE partnerships |
| ● Common Planning Time/Data Analysis/PLC | ● OnRamps |

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

Findings/Analysis

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

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

Strengths

- PLC discussions
- Technology
- Dean of Instruction support
- Administrator Support
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Needs

- Instructional support
- Questioning techniques
- Data review
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Summary of Needs

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Collaborative Comprehensive Needs Assessment (CCNA) Series

Prioritization Tool



Parent, Family and Community Engagement

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

Potential Data Types:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Monthly parental meeting
 - Parent Specialist support
 - Parent volunteers
- -
 -

- | | |
|----------------------------------|---|
| ● Home visits | ● |
| ● Scheduled meetings for parents | ● |

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

Findings/Analysis

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

Strengths

- Parent specialist
- Meetings that focus on parental support and growth
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Needs

- Parental Involvement.
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Summary of Needs

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- This image shows a blank sheet of white paper with horizontal ruling lines. There are ten lines in total, each starting with a small black dot on the left margin. The lines are evenly spaced and extend across the width of the page.



Prioritization Tool



School Context and Organization

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

Potential Data Types:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- | | |
|---|---------|
| • STAAR mentors | • _____ |
| • Teacher duty that focus on student safety | • _____ |
| • Teacher leadership group | • _____ |
| • Daily door sweeps. | • _____ |
| • Mentor preparation and support | • _____ |

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

Findings/Analysis

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

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

Strengths

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Summary of Needs

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Collaborative Comprehensive Needs Assessment Summary of Priority Needs

Demographics

- Demographics Need 1
- Need 2
- Need 3

Student Achievement

School Culture and Climate

Staff Quality, Recruitment, and Retention

Curriculum, Instruction, and Assessment

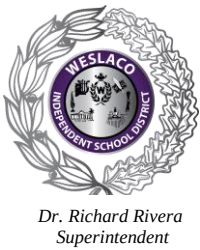
Parent, Family & Community Engagement

School Context & Organization

- SC & O Need 1

Technology

- Technology Need 1



WESLACO INDEPENDENT SCHOOL DISTRICT

Program Plan Descriptors

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

Weslaco ISD Program Plan Descriptions **Addendum**

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

Description 1a. ESSA Sec. 1112 (b)(1)(A)

Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students.

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

Description 1b. ESSA Sec. 1112(b)(1)(B)

Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure.

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

Description 1c. ESSA Sec. 1112(b)(1)(C)

Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students. The LEA or school determines needs in meeting the challenging State academic standards.

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

Description 1d. ESSA Sec. 1112 (b)(1)(D)

Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

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

Description 2. ESSA Sec. 1112(b)(2)

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

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

Description 3. Sec. 1112(b)(3)

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

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

Description 4. Sec. 1112(b)(4)

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

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

Description 5. Sec. 1112(b)(5)

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

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

Description 6. Sec. 1112(b)(6)

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

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

Description 7. Sec. 1112(b)(7)

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

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

Description 8. Sec. 1112(b)(8)

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

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

Description 9. Sec. 1112(b)(9)

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

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

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

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

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

Description 10a. Sec. 1112(b)(10)(A)

Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through coordination with institutions of higher education, employers, and other local partners.

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

Description 10b. Sec. 1112(b)(10)(B)

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

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

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

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

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

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

Description 12a. Sec. 1112(b)(12)(A)

Describe, if determined appropriate by the LEA, how the LEA will support programs that coordinate and integrate academic and career, and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.

2a

Weslaco ISD has worked to better monitor and integrate CTE into its programs through an active CCMR committee to monitor and improve that coordination.

Description 12b. Sec. 1112(b)(12)(B)

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

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

Description 13a. Sec. 1112(b)(13)(A)

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

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

Description 13b. Sec. 1112(b)(13)(B)

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

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