Weslaco Independent School District

Weslaco High School

2025-2026 Campus Improvement Plan

Mission Statement

Our mission at WHS is to nurture all learners in their academic and career goals, social needs, and personal interests while celebrating diversity and preparing students for their futures.

Vision

At WHS, we will be a collaborative community of learners where students are empowered to own their learning so they will engage in and contribute to a diverse global society.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Weslaco High School is situated in Weslaco, TX, in Hidalgo County. Weslaco is a mid-size city located in the Rio Grande Valley and is approximately 10 miles from the United States/Mexico border. The school district is mid-sized, with an enrollment of 16,418 students and there are 2,694 students enrolled in Weslaco High School.

The last reported Texas Academic Performance Report (TAPR) for 2021-2022 will be used, Weslaco High School's student demographics consisted of 97.2% Hispanic, .02% African American, 2% White, American Indian 0.4% and .2% Asian. This population consisted of 8.5% Gifted & Talented, 84.6% CTE, 2% migrant, 73% economically disadvantaged, 10.8% ELL, 7.4% special education, and 33.8% at-risk students.

The school offers a number of Dual Enrollment and Advanced Placement classes, as well as opportunities to participate in extra-curricular activities. Class size is on average 30 to 1. All teachers are certified, 33.9% of teachers hold a Master's degree. One administrator holds a Doctorate. The campus is staffed with certified administrators, counselors, a Social Worker, 2 diagnosticians, and a librarian. The average years of experience of the staff are 15.

WHS has seen increased enrollment steadily over the past five years. Each content area (English, Math, Science, and Social Studies) departments are assigned a specific, fully equipped computer lab, and a "Mega Lab" containing 64 desktop computers is available for instructional, training, and assessment purposes. In addition, WHS is a recognized TSI testing center and provides opportunities for students to meet post-secondary assessment requirements throughout the year. The school has provided all faculty members with laptops or Chromebooks for use in the classroom, all students are provided with a Chromebook, and the entire school is connected to wireless internet.

In addition, content area teachers, as well as CTE staff, are provided additional Chromebooks sets for instructional purposes. The use of technology in the classroom is extensive, and 90% of the classrooms are equipped with Smart Boards. The use of instructional technology is a priority on this campus, and funding is provided on an annual basis to ensure technology is up-to-date. Professional development in the area of technology is on-going and is purposefully planned into the monthly CPT calendar.

Social-Emotional Learning is used by the staff as a method by which to develop and foster relationships with students. Teachers were initially trained to identify opportunities for applying SEL. A team specializing in SEL meets on a monthly basis as a means by which to develop and implement a plan for its effective application.

Demographics Strengths

- Weslaco High School (WHS) has been recognized as having "Met Standard" each consecutive year since it's onset.
- WHS has seen an increase in the passing rate on all AP exams.
- WHS has seen a gradual increase in the number of AP Scholars annually.
- Over the past 5 years, WHS has had one Gates Millennium Scholar, one Hispanic National Merit Scholar, and one National Merit Scholarship Semi-Finalist.
- WHS maintains Small Learning Communities which contribute toward opportunities for continuous school improvement in curriculum, instruction, and assessment.
- WHS has increased the number of AP and Pre-AP classes, tripling the number of Pre-Calculus courses over the past five years, and doubling the number of AP Calculus AB courses offered.
- WHS has increased open EOC remediation for Math, English, and Science classes along with a College Readiness Math and English class.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special education students did not meet system safeguards target of 60% across EOC content areas.
Root Cause: Students' lack of academic vocabulary, and lack of high level of comprehension needed to analyze and understand EOC questions.

Problem Statement 2 (Prioritized): All students did not meet system safeguards target of 60% in the area of Reading, including economically disadvantaged, special education, and ELL students.
Root Cause: Special education students are not reading on grade level. ELL students are not reading on grade level and have a language barrier, and teachers are not implementing SIOP strategies consistently.

Student Learning

Student Learning Summary

Through classroom learning and educational services, the WHS student will have mastery of a rigorous, literacy-focused curriculum; competency in information and communication technology; problem-solving and critical thinking skills; personal/civic responsibility and leadership; and global awareness. The following summary describes the student achievement with regards to the 2025 accountability preliminary ratings provided by district reports.

Student Learning Strengths

Overview of the Accountability System

State Accountability Ratings

The state accountability system assigns a letter grade to each district and campus-based on performance in three different areas or domains: student achievement, school progress, and closing the gaps.

Domain I: Student Achievement measures whether students have met grade-level expectations as measured by the STAAR test. This domain also takes into account graduation rates and college, career, and military readiness (CCMR).

Domain II: School Progress measures how much better students perform on STAAR tests from year to year.

Domain III: Closing the Gaps measures the performance of student population subgroups in comparison to state goals.

2024-2025 Results	WHS Score
Domain I: Student Achievement	87

2024-2025 Results	WHS Score
Domain II: School Progress	92
Domain III: Closing the Gaps	92
OVERALL SCORE	**92**

(Source: TEA Domain I-III Student Achievement, Txschools.org)

After a thorough analysis, the most significant finding is that there is a need for improvement in the Student Success component of Domain I (Student Achievement), which includes all tested content areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on the Student Success component of Domain III Closing the Gaps, there is a need for improvement in all core area subjects on STAAR EOC for EL students (current and monitored).
Root Cause: There is a need for follow up on progress and strategy implementation for all teachers servicing the bilingual and ESL students to best meet learner needs for TEKS and ELPS implementation.

Problem Statement 2: Based on the Student Success component of Domain III Closing the Gaps, there is a need for improvement in all core area subjects on STAAR EOC for Special Education students (current and former).
Root Cause: There is a lack of professional development in collaborative planning between general and special education teachers servicing Special Education students to best meet learner needs.

School Processes & Programs

School Processes & Programs Summary

All teachers at Weslaco High School are highly qualified. According to the 2018-2019 TAPR report, Weslaco High has a total of 161 teachers and 24 professional support staff. 31.4% of the teachers at WHS hold master's degrees, and 1, .6% hold a doctorate degree. 32.2% of the staff has between 11 to 20 years of experience, while 25% of the staff have over 20 years of experience in the teaching profession.

Weslaco High School Early College High School follows the school within a school model. Its first graduating class is the class of 2019. Like the small learning communities within Weslaco High School, Weslaco High School's T-STEM Early College High School conducts recruitment outreach to our 8th graders from the two feeder middle schools, B. Garza Middle School and Central Middle School.

School Processes & Programs Strengths

WHS has become a recognized TSI testing center and provides opportunities for students to meet post-secondary assessment requirements throughout the year. The school has provided all faculty members with iPads for use in the classroom, and the entire school is connected to wireless internet. In addition, content area teachers as well as CTE staff have been provided 16 Chrome-books and plans are in place to provide classroom sets for instructional purposes. The use of technology in the classroom is extensive, and 90% of the classrooms are equipped with Smart Boards. The use of instructional technology is a priority on this campus, and funding is provided on an annual basis to ensure technology is up-to-date. Professional development in the area of technology is on-going and is purposefully planned into the monthly CPT calendar.

Other program strengths include:

- Core teachers meet in subject-level groups weekly to plan and develop common formative and summative assessments, lesson design, interventions, and data analysis.
- Teachers implement best practice/ high-yield instructional strategies to increase student engagement.
- Common EOC reviews exist in all core areas.
- Vertical alignment is present in core subjects.
- Multiple content areas engage in cross-curricular EOC reviews.
- PLC groups attend Professional Development at the district level to ensure effective PLC functions and subject area curriculum sequence.
- An EB focus group comprised of core teachers address our EB students and EB strategies are included in CPT.
- Professional Learning Communities (PLC's) have created cohesiveness within content areas and follow the TEKS Resource System.
- A wide array of technology is available. Bring Your Own Device (BYOD) policy leads to wider technology access and educational implementation of technology. Consistent replacement of technology ensures access to up-to-date hardware and software for educational purposes.
- Students in need of a device to access their courses were provided with Chromebooks that they could keep at home throughout the duration of virtual learning.
- Students in need of internet access at home for course completion were provided with district-issued hotspots.
- Students who did not report to class during synchronous class-time were afforded the opportunity to engage in meaningful coursework before 11:59 of that same day to receive attendance credit.
- Teachers received staff development on the topic of Social Emotional Learning to better understand and relate to student's pandemic-related hardship at home.
- All core area teachers have been SIOP trained to assist our EB learners in closing the achievement gap.
- We provided professional growth opportunities for ESL certification and have increased our numbers in ESL certified teachers.
- EB meetings and staff developments with regard to TELPAS exit and EB placement for student and staff awareness were conducted.
- Special Education teachers collaborated with content teachers in planning lessons and accommodations as a result of the purposeful placement of the planning period within

the master schedule.

- Special Education teachers meet with every student and monitor to review student progress at least once per six weeks, which ties into SEL.
- Special Education teachers meet with Mrs. King after each benchmark assessment to review student growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Differentiated instruction is not fully being implemented.
Root Cause: Teachers are inundated with teaching strategies, coupled with virtual learning - campus staff development with regard to blended learning in a virtual setting is necessary.

Perceptions

Perceptions Summary

AdvancED perception data found that Weslaco High School is a cohesive unit anchored in the school's mission, vision, and beliefs. The mission statement is evident in all communication documents such as the newsletter, Student Achievement Improvement Plan, committee agendas and minutes, media brochures, school hallways, social media outreach, handbooks, and website. Our graduation attributes of "mastery of a rigorous curriculum, competency in information and technology, problem-solving and critical thinking skills, personal/civic responsibility and leadership and global awareness" are embedded in our School Excellence Pathways which were developed by the staff.

We believe that "Leadership opportunities will be extended to all stakeholders based on knowledge, demonstrated expertise, and willingness to influence." WHS staff is provided with numerous leadership opportunities such as the following: departmental meetings, club sponsorships, extracurricular activities, curriculum development committees, and site-based decision making. Among WHS's greatest strengths is electronic communication consisting of scheduled meetings and social media which keep all stakeholders informed and able to provide feedback. All school protocols and forms are centralized via Google docs for quick access and reference. Staff had scheduled collaboration via Common Planning Time as well as through department planning.

Perceptions Strengths

According to AdvancED stakeholder feedback, Purpose and Direction is our area of strength. Students felt that "Our school's purpose statement is clearly focused on student success." Parents surveyed answered mostly, "My child knows the expectations for learning in all classes." And, staff surveys revealed that "Our school provides opportunities for students to participate in activities that interest them."

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some stakeholders feel that they are not always included in the decision making.
Root Cause: Conflicting schedules may not allow some stakeholders to be present.

Priority Problem Statements

Problem Statement 1: All students did not meet system safeguards target of 60% in the area of Reading, including economically disadvantaged, special education, and ELL students.

Root Cause 1: Special education students are not reading on grade level. ELL students are not reading on grade level and have a language barrier, and teachers are not implementing SIOP strategies consistently.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Special education students did not meet system safeguards target of 60% across EOC content areas.

Root Cause 2: Students' lack of academic vocabulary, and lack of high level of comprehension needed to analyze and understand EOC questions.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Based on the Student Success component of Domain III Closing the Gaps, there is a need for improvement in all core area subjects on STAAR EOC for EL students (current and monitored).

Root Cause 3: There is a need for follow up on progress and strategy implementation for all teachers servicing the bilingual and ESL students to best meet learner needs for TEKS and ELPS implementation.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- 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
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Goals

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

Performance Objective 1: Social Studies Department: Students will be provided with high-quality instruction by educators who align lesson planning with TEKS, alignment of content areas, and consistent data driven planning through department to ensure fidelity. This will lead to success for our students and an increase in EOC performance. All courses should see gains in performance specifically on EOC, with 96% approaches, 72% meets, and 30% at masters.

High Priority

HB3 Goal

Evaluation Data Sources: Multiple assessments include: BOY, Benchmark, and STAAR End-of-Course Exam for US History and AP Exams.

Strategy 1 Details	Reviews			
Strategy 1: Social Studies Strategy 1: Curriculum	**Formative**			**Summative**
Ensure the success of all students by:	**Nov**	**Jan**	**Mar**	**June**
A) Reinforcing/spiraling social studies skills by using a variety of resources such as, but not limited to: -Google Classroom -TCMPC Curriculum -Lowman Education Testing Resources -Active Classroom -EdPuzzle -No Red Ink -LRE.org (Law Related Education Services) -Newsela **Strategy's Expected Result/Impact:** Improved performance for all populations on district and state assessments. **Staff Responsible for Monitoring:** Social Studies Teachers District Coordinator for Social Studies Campus Administration **Title I:** 2.51, 2.52, 2.53, 2.532, 2.533 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Social Studies Strategy 2: Technology	**Formative**			**Summative**
Ensure the success of all students by:	**Nov**	**Jan**	**Mar**	**June**
A) Using Chromebooks to support learning in the classroom. B) Implementing high interest games/activities to differentiate and emphasize key concepts that ensure students have the opportunity to master what is being taught/learned in the classroom. For example, but not limited to: Quizizz, Kahoot, EdPuzzle, Active Classroom, Discovery Education, Newsela, Common Lit, and No Red Ink. C) Use AWARE to follow student data and accommodations. D) Use Ellevation to monitor EB progress and provide recommended interventions. E) Use TCMPC Curriculum to help create graphic organizers that focus on concepts to be covered like key vocabulary. F) Use District Created Resource List with links to online materials to implement in instruction and formative assessment. **Strategy's Expected Result/Impact:** Improved performance for all populations on district and state assessments. **Staff Responsible for Monitoring:** Social Studies Teachers District Coordinator for Social Studies Campus Administration **Title I:** 2.51, 2.52, 2.53, 2.532, 2.533 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Social Studies Strategy 3: Interventions	**Formative**			**Summative**
Ensure the success of all populations by:	**Nov**	**Jan**	**Mar**	**June**
A) Incorporating teaching and learning strategies to enhance the understanding of social studies concepts and literacy through: -Word Walls/Digital Word Banks -Anchor Charts -Document Based Questions (DBQ) which require students to work with primary and secondary sources and use higher level thinking skills to use this information to defend a thesis. -Writing in the classroom -Power Point lessons and Guided Notes -Incorporate reading passages with accommodations for special populations -Interactive Notebooks -Engaging Historical Videos -Image Analysis B) Integrating extended day to provide remediation for all students. C) Provide Saturday Sessions for STAAR Review to reinforce the TEKS. D) Monitor student data in STRIVE and ELLEVATION to see student growth or identify student gaps. **Strategy's Expected Result/Impact:** Improved performance on all district and state assessments. **Staff Responsible for Monitoring:** Social Studies Teachers District Coordinator for Social Studies Campus Administration **Title I:** 2.51, 2.52, 2.53, 2.532, 2.533 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
Strategy 4: Social Studies Strategy 4: Staff Development	**Formative**			**Summative**
A) Social Studies teachers should participate in local and state conferences and Professional Development including but not limited to:	**Nov**	**Jan**	**Mar**	**June**
-Any social studies training (in district and out of district) related to our current STAAR/TEKS content -Region One training -Pre-AP and GT Training -Technology -EB Trainings -Inclusion in the classroom **Strategy's Expected Result/Impact:** Improved performance for all populations on district and state assessments. **Staff Responsible for Monitoring:** Social Studies Teachers District Coordinator for Social Studies Campus Administration **Title I:** 2.51, 2.52, 2.53, 2.532, 2.533, 2.534 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 5 Details	Reviews			
Strategy 5: Social Studies Strategy 5: Materials	**Formative**			**Summative**
Materials:	**Nov**	**Jan**	**Mar**	**June**
Manipulatives, audio and visual aids, consumables and digital workbooks, reading materials, electronic devices, digital platforms and materials, furniture, student/instructional incentives, instructional packets to address live and remote learning, general supplies to enhance instruction, and help implement the strategies, objectives and initiatives for the subject area. **Strategy's Expected Result/Impact:** Improved performance on all district and state assessments. **Staff Responsible for Monitoring:** Social Studies Teachers District Coordinator for Social Studies Campus Administration **Title I:** 2.51, 2.52, 2.53, 2.532, 2.533 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

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

Performance Objective 2: Science Department: All students will be provided with a high-quality education through effective programs to complete high school and to be prepared for a post-secondary education and allow for a 2 percentage point increase for approaches, meets, and masters on their Biology EOC exams.

High Priority

HB3 Goal

Evaluation Data Sources: Multiple assessments include: Benchmarks , Curriculum Based Assessments, STAAR EOC Biology Exam, On-Ramp Dual Enrollment, ACT/SAT will be used to measure the growth of students across the grade level.

Strategy 1 Details		Reviews			
Strategy 1: Science Strategy 1: Curriculum: The science department will implement and revised district high school science Scope and Sequence documents, text book adoptions, College Board, UT OnRamps documents and any other campus or district initiative. They will also collaborate during district PLC, Campus PLC, department and content meetings to review the TEKS that need the most attention to ensure the success of students. Provide students with Pre-AP Science Prep Sessions for students to prepare for Progress Checks and Performance Tasks. Use the curriculum from the College Board as well as "Science Saturday" program to assist middle school and high school students with original research projects for the Science Fair, Science Challenge by NASA, Science Olympiad. Participation in the regional science fair potential advancement to the state and international science fair.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will be well aware of the order of the scope and sequence using multiple sources. Teacher will use TEKS resource system and attend PLC meetings to ensure scope and sequence is vertically and and horizontally aligned and followed. **Staff Responsible for Monitoring:** Administration in charge of department, Science Strategist Claudia Martinez, and Academic Associate **Title I:** 2.51, 2.52, 2.53, 2.532, 2.533 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**					

Strategy 2 Details	Reviews			
Strategy 2: Science Strategy 2: Technology: *ONLINE access codes for all science classes, including but not limited to Biology PAP College Board Classes and UT OnRamps Biology Classes, Physics online text book (Essential Physics) *Develop students' understanding of science concepts with differentiated instruction with several hands-on manipulative and science laboratory activities. Build lessons based on College Board Curriculum Investigation Guides aligned to TEKS and use the TEKS resources to plan lessons Access digital copies of each student textbook and teacher guide, student reproducible STEMscopes, UT Quest, APEX, Gizmo, ZipGrade, Socrative, PearDeck, NearPod, and EduSmart, Edpuzzle, Classroom app, Scribd, Zoom, Screencastify, Google Suites, Google Voice, Quizizz, Quia, Flocabulary,: Digital Subscription Digital science curriculum supplement Multiple 5E resources per TEKS, student assessments and tracking, embedded professional development, and cross curricular instruction Digital, print, and kit options Spanish and English video dictionary	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will be able to provide upper-level advanced strategies and new labs to the Pre-AP Honors, GT, LEP, SpEd 504, and Inclusion students. **Staff Responsible for Monitoring:** Administration in charge of department, Claudia Martinez, AP Coordinator Academic Associate and teachers **Title I:** 2.51, 2.52, 2.53, 2.532, 2.533 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Science Strategy 3: Interventions: EOC Biology review and curriculum content review correlated to high school science benchmark test each six weeks and to STAAR Biology EOC as well as provide Science tutoring, pull out program for the retesters. As well as provide extended day , Science Tutors, after school tutoring and Saturday school for students who are not successful on their benchmarks and state assessments.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The teachers are able to follow and collaborate with each other in regards to planning their lesson plans. **Staff Responsible for Monitoring:** Administration in charge of department, Claudia Martinez, and Academic Associate **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532, 2.533 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
Strategy 4: Science Strategy 4: . Staff Development: Pre-AP, Honors, GT, LEP, SpEd, 504, and Inclusion professional	**Formative**			**Summative**
development to all Pre-AP, Honors, GT, LEP, SpEd 504, and Inclusion science teachers to improve student achievement.	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details	Nov	Jan	Mar	June

Strategy 4: Science Strategy 4: . Staff Development: Pre-AP, Honors, GT, LEP, SpEd, 504, and Inclusion professional development to all Pre-AP, Honors, GT, LEP, SpEd 504, and Inclusion science teachers to improve student achievement. Provide PAP, Honors, GT, LEP, SpEd 504, and Inclusion teachers training on common core standards and interventions with updated resources. Staff Development: Utilize local science resources for real-world science relevance, science career investigations, and community outreach, and teacher professional development
TSTC Challenger Learning Center professional development and student facility tours and activities, including shuttle and space laboratory simulations, planetarium, and Micronauts program
UTRGV Science Department Physics science mentorship student program, SpaceX, teacher professional development, Mole Day chemicals and instructional planning Frontera Audobon Society, the Valley Nature Center, and Estero Llano Grande State Park, Santa Ana, field trips and student investigations, and science club events
Weslaco Water Treatment Facility tour and information for science projects Sal Del Rey, USDA/TAMU, and TAMUK Citrus Center research lab collaborations with students to run experiments and learn to analyze scientific data, and bus fare for all travel. Field trips to institutes of higher education such as but not limited to UT- Austin to visit Geo-Science department and UTRGV.
 	
Science Strategist and Science teachers (grades K-12) will attend scientific conferences.
*CAST
*Science Lectures
*Hestec- UTRGV TBA
*NSTA- TBA
*APSI- UTRGV TBA
*TSELA
*RGVSA Science Conference TBA
*UT OnRamps Conference (Biology, Chemistry, & Physics)
*Region 1 science PD
    Strategy's Expected Result/Impact: Improved performance for all populations on benchmarks, and STAAR/EOC.
    Staff Responsible for Monitoring: Science Strategist
Administration
Science Teacher
 	
    Title I:
2.51, 2.52, 2.53, 2.532, 2.533, 2.534
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**				

Strategy 5 Details	Reviews			
Strategy 5: Science Strategy 5: Materials: Required Lab and supplemental science preparation materials	**Formative**			**Summative**
*Materials for data tracking *Sirius Education Solutions (Biology)	**Nov**	**Jan**	**Mar**	**June**

*College Board student workbook
Vernier Physics laboratory equipment
*Lab-Aids Chemistry textbooks, laboratory equipment, chemicals, and investigation guides
*Replacement of consumable chemicals, equipment, and student workbook
*Waste disposal services
*Use Flinn Scientific chemistry online training videos that contain lesson ideas and resources as a supplement
*Equipment, materials and manuals for labs dealing with Physics, IPC, Physical Science, Chemistry, Biology
Consumable lab equipment for Labs in Physics, IPC, Physical Science, Chemistry, Biology
*Organisms for classroom- for example class pets and plants
*Cleaning supply: consumables, paper towels, disinfectant,
*Safety equipment: 1st Aid Kit, Blankets
 	
    Strategy's Expected Result/Impact: Improved performance for all populations on benchmarks, and STAAR/EOC.
    Staff Responsible for Monitoring: Science Strategist
Administration
 	
    Title I:
2.51, 2.52, 2.53, 2.532, 2.533
  - **TEA Priorities:**
Connect high school to career and college
  - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
  - **Additional Targeted Support Strategy**				

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 3: Math Department:
All students will receive a high-quality education through effective programs and initiatives to complete high school and be prepared for post-secondary education. Algebra 1 students will reach 82%, 42%, and 38% for approaches, meets, and masters on the EOC. 65% of Geometry and Algebra 2 students will surpass their expected growth score on their MAPS NWEA test, from BOY to EOY 25-26, 95% of students will pass their College-Prep Math course, and AP math scores will increase by 10% from 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmarks, Algebra STAAR EOC scores, AP Test scores, TSI Math Exam scores, ACT/SAT Test scores

Strategy 1 Details	Reviews			
Strategy 1: Math Strategy 1: Curriculum	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
District Secondary Math Team Meetings: Representative teachers all High School and Middle School Math Departments will meet to coordinate courses vertically and horizontally in order to ensure all students have the prerequisite knowledge and skills as they progress through successive math courses (District PLC meetings). Courses include: --Algebra 1 --STLN HSM --Math Modeling --Geometry --Algebra 2 --Pre-Calculus --Calculus AB --Calculus BC --Calculus 2 --Calculus 3 --Engineering Math --Statistics --Computer Science --College Prep Math, HB 5 --Onramps College Algebra, onramps Pre-Calculus --New courses as determined by TEA or WISD school board **Strategy's Expected Result/Impact:** This strategy is expected to increase the passing rate of students in their respective math classes and associated tests, EOC, TSI, AP, ACT, SAT **Staff Responsible for Monitoring:** Math Teachers Math Administrators Counselors Parent Specialist **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532, 2.533 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Math Strategy 2: Technology	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

WHS will enhance math instruction through the integration of technology in various forms, including but not limited to:
 	
1. TEKS Resource System
2. IXL
3. ALEKS
4. Technology in the classroom
5. Delta Math
6. Laptops
7. Onramps College Algebra and Pre-Calculus Consumables
8. Smart Board
9. Touch Screens
10. Ipad/Apple Pencils
11. Desktops
12. Adapters (Wireless)
13. Color Printers
14. Graphing Calculators (Ti-84 python, N-spire, Ti-84 Color)
    Strategy's Expected Result/Impact: This strategy gives teachers the materials, resources, and technology to educate the learners of today. This will improve our scores for EOC, TSI, AP, ACT, SAT, MAPS NWEA.
    Staff Responsible for Monitoring: Math Teachers
    Math Administrators
    Parent Specialist
 	
    Title I:
    2.51, 2.52, 2.53, 2.532, 2.533
    - TEA Priorities:
    Connect high school to career and college
    - ESF Levers:
    Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    - Targeted Support Strategy - Additional Targeted Support Strategy				

Strategy 3 Details	Reviews			
Strategy 3: Math Strategy 3: Interventions	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Support, Advancement, and Remediation Programs: WHS will provide academic assistance for students in a variety of forms including but not limited to: 1. Extended Day 2. Saturday School 3. Edmentum Computer Lab 4. Review & Recover/Edmentum 5. Concurrent Enrollment Courses				

6. Dual Enrollment Courses
7. Summer School-remediation
8. Summer School-advancement
9. EOC Class for Retesters
10. EOC Pull-outs/Camps
11. Resource/Team Teaching
12. Double-blocked Algebra 1 classes
13. Advanced Placement Courses/tutorials
14. Math Tutors
15. TSI Tutorials
16. ACT Tutorials
17. UIL
18. Field trips
19. UTRGV Computer Science Day
20. Texas A&M Engineering/CS Event
21. EOC Remediation/Attendance Incentives
22. TEKS Resource System Workshops
23. AP/PreAP Institute
24. EdPuzzle/Khan Academy Videos
25. Classkick
28. Delta Math (Subscription)
29. Saturday SAT/ACT/TSI Tutorials
30. APEX
31. Desmos (subscription)
32. Quizizz (subscription)
33. TSI/ACT/SAT/ASVAB Incentives
34. IXL (subscription)
35. SIRIUS
36. Get more math (subscription)
27. Gimkit (subscription)

Strategy's Expected Result/Impact: This strategy is expected to increase the passing rate of students in their respective math classes and associated tests, EOC, TSI, AP, ACT, SAT, MAPS NWEA.

Staff Responsible for Monitoring: Math Teachers
Math Administrators

Title I:
2.51, 2.52, 2.53, 2.531, 2.532, 2.533
 - **TEA Priorities:**
Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**

Funding Sources: Dual Classes textbooks - 161 - State Gifted and Talented (G/T), Extra duty pay for Saturday School - 164 - State Comp. Ed. [SCE] - $5,985, Extra duty pay for UIL - 161 - State Gifted and Talented (G/T)

Strategy 4 Details	Reviews			
Strategy 4: Math Strategy 4: Professional Development: WHS math teachers will plan, lead, attend, and/or complete professional development including but not limited to:	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

1. RGVCTM
2. CAMT
3. NCTM
4. Region One PD
5. District PD
6. Campus PD
7. Strategy Walk-throughs
8. Online Training
9. Book Study
10. College Courses
11. Peer Sharing
12. Self-Study
13. AP Conferences
15. Mental Health training for teachers
14. Professional development books
16. GT Trainings (All Department)
17. ACT & SAT trainings/professional development
18. SEL training
19. ALEKS Training
20. Strategies for supporting Special Education, 504, ESL
21. Other relevant content-related professional development opportunities that arise
22. MAPS NWEA Training/ professional development

> **Strategy's Expected Result/Impact:** This strategy is expected to increase the passing rate of students in their respective math classes and associated tests, EOC, TSI, AP, ACT, SAT, MAPS NWEA
>
> **Staff Responsible for Monitoring:** Math Teachers
> Math Administrators
>
> **Title I:**
> 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534
> - **TEA Priorities:**
> Connect high school to career and college
> - **ESF Levers:**
> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
> - **Additional Targeted Support Strategy**
>
> **Funding Sources:** Conference fees including travel and lodging. - 161 - State Gifted and Talented (G/T), Substittue teachers for PD - 211 - Title I, Part A

Strategy 5 Details	Reviews

Strategy 5: Math Strategy 5: Materials	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Classroom Curriculum and Instruction Supports: WHS will provide the curricular materials, supplies, and training necessary to support classroom curriculum and instruction in a variety of ways including but not limited to:

1. Purchasing TI graphing calculators and navigator systems.
2. Purchase batteries and/or charging stations for calculators.
3. Purchase chrome books, carts, charging stations to support 1-1 use in the classroom (35 chrome books per class)
4. Purchase eno boards, digital document cameras, surface pro 4's with wifi.
5. Provide training for new technology purchases.
6. Purchase Kuta Software for all math classes; add pre-calculus to the existing site license.
7. Purchase STAAR test-prep materials such as student workbooks.
8. Purchase study guides for computer science, calculus, and statistics AP courses.
9. Purchase text-books for pre-calculus classes.
10. Purchase MyMathLab licenses for pre-calculus and calculus students.
11. Provide additional training on Google Education Suite.
12. Purchase site license for online programs including Desmos and Geogebra.
13. Purchase regular laptops for statistics and computer science courses
14. Algebraic Reasoning Resources/Textbooks aligned with TEA/TEKS Resource System
15. Toner for printers
16. Smartboards/updates
17. Class sets of Headphones
18. Colored printer for data walls
19. Classkick
20. laptops for teachers/Touch screen chrome book
21. Headsets with microphones and webcams
22. Monitors for virtual teaching
23. portable Document cameras
24. XP pen pad/WACOM tablet
25. Desmos (Algebra Curriculum)
26. USB Docking Stations
27. Ipad/Ipad Pro
28. Apple TV
29. mini projectors
30. IXL
31. Purchase updated desktops
32. Purchase mobile whiteboards
33. Purchase Viewboards (Viewsonics) for all math department
34. Get more math subscription
35. Purchase Quizizz subscription
36. Flexible seating for Blended Learning implementation
37. Purchase updated projectors
38. Purchase microsoft display adapters

> **Strategy's Expected Result/Impact:** This strategy is expected to increase the passing rate of students in their respective math classes and associated tests, EOC, TSI, AP, ACT, SAT
>
> **Staff Responsible for Monitoring:** Math Teachers

Math Administrators				
Title I: 2.51, 2.52, 2.53, 2.532, 2.533 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				

○ No Progress　　○ Accomplished　　→ Continue/Modify　　✕ Discontinue

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

Performance Objective 4: English Department:
The English Department will increase MEETS and MASTERS scores for both English I and II EOC; increase AP Language score points 3, 4 and 5 to 40%, AP Literature score points 3, 4 and 5 to 40%; increase College Prep earned credit to 40%; increase TSI 2.0 passing rates and participation; and increase the average scores for Reading/Writing ACT by three points. To ensure success in these increases, all students will be provided with opportunities to enhance literacy awareness while meeting/exceeding standards that will support and prepare students for college and career paths with the following resources and strategies:

Evaluation Data Sources: A variety of assessments (i.e. NWEA MAPS, STAAR/EOC, Common Formative Assessments, TELPAS, AP exams, TSI 2.0, ACT/SAT, LAS, College Prep curriculum, etc.) and district/campus resources (i.e. DRS, Aware, attendance, Texas Curriculum Management Program Cooperative, Edmentum, SAAVAS Realize, Springboard, College Board) will be used to measure the academic and language growth in students across all grade levels.

Strategy 1 Details	Reviews			
Strategy 1: ELA Strategy 1: Curriculum	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
The English Department will implement a rigorous, aligned and data driven curriculum that emphasizes literacy, critical thinking and effective communication in order to ensure measurable student growth and academic success. We will provide engaging instruction, consistent progress monitoring and targeted support to prepare students for college, career and lifelong learning. Curriculum and resources needed or utilized but not limited to: *Google Suite Products *SAAVAS *Springboard *College Board *College Prep Curriculum *Edmentum *Texas Curriculum Management Program Cooperative *Clever Programs: Edpuzzle, Sirius, No Red Ink, IXL, Canva, Adobe Express, CommonLit, MackinVia *Online Platforms: Wayground (formally Quizizz), ChatGPT, Magic School AI, Kahoot, Newsela/Scholastic (non fiction resources) **Strategy's Expected Result/Impact:** The English Department will demonstrate increased instructional effectiveness and will see in increase in student performance in the classroom, on assessments and in college and career readiness initiatives. **Staff Responsible for Monitoring:** Central office and campus administration in charge of the English department, Academic Associate, Instructional coaches and WHS English teachers **Title I:** 2.51, 2.52, 2.53, 2.532, 2.533 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: ELA Strategy 2: Technology	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
The English Department will intentionally integrate technology into curriculum and instruction to enhance literacy, writing, and communication skills. Through the use of digital tools, platforms, and resources, teachers will provide engaging, differentiated, and interactive learning experiences that foster student collaboration, creativity, and critical thinking, ensuring growth and success in both academic and real-world settings. Curriculum and resources needed or utilized but not limited to: *Google Suite Products *SAAVAS *Springboard *College Board *Edmentum *Texas Curriculum Management Program Cooperative *Clever Programs: Edpuzzle, Sirius, No Red Ink, IXL, Canva, Adobe Express, CommonLit, MackinVia *Online Platforms: Wayground (formally Quizizz), ChatGPT, Magic School AI, Kahoot, citation tools, plagiarism checker tools *Technology hardware: Viewsonic boards and casting technology, desktops, laptops, tablets, monitors, etc.; cameras, webcam, document cameras, etc.; headsets, microphones, etc.; wireless: mouse, keyboard, printer, etc. **Strategy's Expected Result/Impact:** The integration of technology will increase student engagement, collaboration, and ownership of learning. Technology will also allow teachers to provide differentiated instruction, timely feedback, and data-driven interventions, leading to measurable growth in student achievement and readiness for college, career, and digital citizenship. **Staff Responsible for Monitoring:** Central office and campus administration in charge of the English department, Academic Associate, Instructional coaches and WHS English teachers **Title I:** 2.51, 2.52, 2.53, 2.532, 2.533 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Interventions	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
The English Department will guide and monitor all student populations to acquire the knowledge and skills necessary for success on assessments and dual enrollment courses, from EOC to AP to college entrance exams, by providing tutoring, review sessions, mentorship, incentives, and opportunities such as camps, pull-outs, extended day programs, and Saturday school for students who need additional support with classwork, benchmarks, state assessments, and post-secondary preparedness. Curriculum and resources needed or utilized but not limited to: *Google Suite Products *SAAVAS *Springboard *College Board *Edmentum *Texas Curriculum Management Program Cooperative *Mastery Prep, Mometrix and other assessment preparatory consumables and resources *Clever Programs: Edpuzzle, Sirius, No Red Ink, IXL, Canva, Adobe Express, CommonLit, MackinVia *Reward and recognition incentives: school supplies, certificates, gift certificates, snacks and prizes, etc. (Wal-Mart, Amazon, Starbucks, etc) *Online Platforms: Wayground (formally Quizizz), ChatGPT, Magic School AI, Kahoot **Strategy's Expected Result/Impact:** Effective interventions will close learning gaps and ensure that all students receive the support needed to meet grade-level expectations. Students who participate in targeted interventions will demonstrate measurable growth in reading comprehension, writing proficiency, and critical thinking skills. Meaningful intervention will increase overall achievement in class and on all assessments. **Staff Responsible for Monitoring:** Central office and campus administration in charge of the English department, Academic Associate, Instructional coaches and WHS English teachers **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532, 2.533 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
Strategy 4: ELA Strategy 4: Staff Development	**Formative**			**Summative**
The English Department will engage in district, grade-level, and cross-curricular PLCs and attend workshops, trainings, and visit other classrooms both within and outside of the department to enhance teacher knowledge, student engagement and learning for all student populations. *Curriculum and resources needed or utilized but not limited to: *Google Suite Products *SAAVAS *Springboard *College Board *College Prep Workshops *UT OnRamps Conferences *Edmentum *Texas Curriculum Management Program Cooperative *RegionOne Workshops *Mastery Prep, Mometrix and other assessment preparatory consumables and resources *Clever Programs: Edpuzzle, Sirius, No Red Ink, IXL, Canva, Adobe Express, CommonLit, MackinVia *Online Platforms: Wayground (formally Quizizz), ChatGPT, Magic School AI, Kahoot **Strategy's Expected Result/Impact:** Having more knowledgeable teachers will provide students with innovative, quality instruction. Student engagement will increase, increasing student performance. **Staff Responsible for Monitoring:** Central office and campus administration in charge of the English department, Academic Associate, Instructional coaches and WHS English teachers **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532, 2.533 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**	**Nov**	**Jan**	**Mar**	**June**

Strategy 5 Details	**Reviews**			
Strategy 5: ELA Strategy 5: Materials	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
The English Department will ensure that high-quality, standards-aligned instructional materials and resources are consistently utilized to support curriculum implementation and student learning. By providing access to diverse, culturally relevant texts and effective supplemental resources, the department will promote engagement, equity, and the development of strong literacy and communication skills for all students. *Curriculum and resources needed or utilized but not limited to: *Google Suite Products *SAAVAS *Springboard *College Board *Edmentum *Texas Curriculum Management Program Cooperative *Mastery Prep, Mometrix and other assessment preparatory consumables and resources *Clever Programs: Edpuzzle, Sirius, No Red Ink, IXL, Canva, Adobe Express, CommonLit, MackinVia *Online Platforms: Wayground (formally Quizizz), ChatGPT, Magic School AI, Kahoot, citation tools, plagiarism tools *Classroom Needs: Classroom libraries, class sets of novels/books, consumables, art supplies, chart/butcher paper, display boards, anchor charts, etc. **Strategy's Expected Result/Impact:** High-quality, standards-aligned instructional materials will ensure consistency and equity across classrooms, providing all students access to rigorous and engaging learning experiences. For teachers, well-selected materials will reduce planning time, support curriculum fidelity, and enhance instructional effectiveness, ultimately leading to improved student outcomes on district and state assessments. **Staff Responsible for Monitoring:** Central office and campus administration in charge of the English department, Academic Associate, Instructional coaches and WHS English teachers **Title I:** 2.51, 2.52, 2.53, 2.532, 2.533 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				

○ No Progress　　◯ Accomplished　　→ Continue/Modify　　✕ Discontinue

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

Performance Objective 5: Counseling and Guidance: All students will successfully complete all graduation requirements, take college entrance exams and be accepted to a college or university.

> **Evaluation Data Sources:** STAAR EOC Results, AP Exams, TSI Scores, ACT/SAT Results, Graduation Rate, Completion Rate

Strategy 1 Details	Reviews			
Strategy 1: Counselors will monitor academic performance and will guide students towards the appropriate endorsement graduation pathway by the following means:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
-Counselors will utilize technology to provide student supports including virtual meetings, workshops, and one to one student conferences. -Individual conferences will be held with students regarding grades and graduation plans. -Increase number of students enrolled in dual enrollment courses, AP classes, OnRamps courses, and all other advanced coursework in accordance with higher educational institutions. -Follow up with students that are not successful in the classroom and find alternative ways of recovering credits through credit recovery program, and Review and Recover. -Provide assistance with classwork such as tutorial programs. -Monitor and work closely with students that have excessive absences and/or are not performing well in class. -Offer options to students to make up hours due to excessive absences. -Ensure that all students either graduate or enroll as returning students the following school year. -Recover leavers and ensure they continue with their educational careers resulting in increased graduation rates. -Provide presentations to students regarding graduation plans, grades, credits, recovery programs, tutoring, attendance, social skills, bullying, drugs, STAAR EOC information, endorsements, and graduation requirements. -Serve as advocates for students and attend ARD meetings to provide feedback to student educational goals. -Provide 504 documentation to teachers via Aware and have meetings with parents and committee. -Hold ESL LPAC meetings, gather ESL testing accommodations, and input all information on Elevation.				

-Assist with 504/ Share referrals as recommended by parents and teachers.
 	
-Enroll more students in CATE courses and finish endorsements.
 	
-Provide students with a survey of interests prior to registration to select endorsement.
 	
-Provide Flex Program opportunity if approved by the board this school year.
    Strategy's Expected Result/Impact: Students will have guidance and be given skills necessary to be academically successful in their educational pursuits.
    Staff Responsible for Monitoring: Counselors
College Readiness Specialist
Social Worker
Parental Involvement Specialist
Administration
Diagnostician
 	
    Title I:
2.51, 2.52, 2.53, 2.531, 2.532
 - **TEA Priorities:**
Connect high school to career and college
 - **Additional Targeted Support Strategy**			

Strategy 2 Details	Reviews			
Strategy 2: Counselors will provide guidance and assistance with planning for post-secondary goals and will do so by the following methods in person and/or virtually:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
-Individual conferences will be held with students annually to discuss college advisement, admissions, scholarships, financial aid, and all other necessary documentation for college and university admission. -College representatives and military representatives will be invited to campus to provide informational sessions to address questions students may have regarding college and to encourage students to pursue a post-secondary education. -Provide opportunities to take college entrance exams. -Students will be given the opportunity to be exposed to post-secondary institutions so that they can make informed decisions when selecting a college/university. -Host evening parent programs that will help parents and students become familiar with college/university information, financial aid, housing, etc. and provide assistance with completing applications through application drives by partnering with college representatives. -Provide assistance with college applications through application drives during the school day as well as after school. -Provide student presentations regarding ACT/SAT/TSI testing, college application procedures, scholarships, and financial aid. -Provide information to various populations including undocumented students, students who fall under the special education / 504 department, and assist with educational plans and for life after graduation. -ECHS seniors will participate in STC advisement sessions to continue planning for post-secondary goals. **Strategy's Expected Result/Impact:** Students will graduate from Weslaco High School and will have a post-secondary plan in place to further their education for a successful future. **Staff Responsible for Monitoring:** Counselors Administration College Readiness Specialist Social Worker Parental Involvement Specialist Teachers **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532 - **TEA Priorities:** Connect high school to career and college - **Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Counselors will be provided with professional development in order to be knowledgeable and up to date with current educational trends through the following:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

1. Weekly department Meetings
 	
2. Monthly student support service meetings
 	
3. Various trainings, staff development sessions, and conferences.
 	
4. Counselors will stay up to date and complete annual 6 hour GT Trainings.
    Strategy's Expected Result/Impact: Counselors will be equipped with knowledge needed to assist students with their educational goals.
    Staff Responsible for Monitoring: Counselors
Administration
 	
    Title I:
2.51, 2.52, 2.53, 2.531, 2.532
 - **TEA Priorities:**
Connect high school to career and college
 - **Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
Strategy 4: Increase number of students meeting CCMR Indicators by monitoring on a regular basis in the areas of:	Formative			Summative
	Nov	Jan	Mar	June
-TSI Testing -College Prep Courses -On Ramps -Dual Enrollment -CTE Courses -Certifications -Associate's Degree Opportunities -Military Opportunities -AP Testing -Workforce Readiness for Special Education Students -Monitor Graduation Plans -Tutorials and ongoing counseling as needed to ensure students are college ready. -Promote CCMR as early as freshman year. Advertise/ Promote CCMR on a campus level. -Provide incentives to motivate students to obtain CCMR indicator including lime green graduation cord. **Strategy's Expected Result/Impact:** Students will graduate highschool and enroll in college, the military, or be workforce ready. **Staff Responsible for Monitoring:** Counselors College Readiness Specialist Administration Campus Staff Teachers **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532 - **TEA Priorities:** Connect high school to career and college - **Additional Targeted Support Strategy - Results Driven Accountability**				

No Progress   Accomplished   Continue/Modify   Discontinue

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

Performance Objective 6: ESL Department: By the end of 2024-2025 school year, emergent bilingual students will have received the proper instruction to excel in the TELPAS and EOC tests..

High Priority

Evaluation Data Sources: The State of Texas Assessment of Academic Readiness and the Texas English Language Proficiency Assessment System will be used as Evaluation Data.

Strategy 1 Details	Reviews			
Strategy 1: EB Strategy 1: Curriculum	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 1: EB Strategy 1: Curriculum

To ensure the success of emergent bilingual students on STAAR and TELPAS by using the following across the content areas:
-Rosetta Stone
-Summit K-12
-Ensure the curriculum includes daily opportunities for emergent bilingual students listen, speak, read, and write daily to build their understanding and language ability.
-TEKS Resource System including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities 6-8.
-word walls, personal dictionaries (online or print)
-Flipgrid
-NewsELA
-No Red Ink
-Spriral activities to ensure understanding
-PLCs
-HOTS questions
-Edpuzzle

> **Strategy's Expected Result/Impact:** This strategy will significantly increase the EL's ability to read at a higher level and will increase their confidence in regards to learning a new language.
> RLA / Math/ Science/ Social Studies: Increase independent reading levels and comprehension of emergent bilingual students in all core subjects
>
> **Staff Responsible for Monitoring:** Principal, Administration, ELA teachers, WISD ELA Strategist, Bilingual/ESL Director
>
> **Title I:**
> 2.51, 2.52, 2.53, 2.531, 2.532, 2.533
> - **TEA Priorities:**
> Build a foundation of reading and math, Connect high school to career and college
> - **ESF Levers:**
> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
> - **Additional Targeted Support Strategy**
> **Funding Sources:** - 165 - State Bilingual/ESL

Strategy 2 Details	Reviews			
Strategy 2: EB Strategy 2: Techology	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Integrate the application of technology to promote a blended learning environment in all core classes for the emergent bilingual students through various programs:
Teachers will establish a classroom that practices and encourages the use of technology to promote a blended learning environment for emergent bilingual students in all core classes.
-Google Classroom
-Google Suite Platform
-EdPuzzle
- Flipgrid
-Kahoot
-Quizizz
-Kami
-Rosetta Stone
-Summit K-12
    Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects.
    Staff Responsible for Monitoring: Administration, Bilingual Chair, Teachers
 	
    Title I:
2.51, 2.52, 2.53, 2.531, 2.532, 2.533
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: EB Strategy 3: Interventions	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
-Think-Pair-Share -Providing prompts and cues -Building relationships -Providing opportunities to write, edit and recite what is written -H.O.T.S. Questioning -interactive word walls -Interactive notebooks -Quick Writes -SSR/DEAR Time -Vocabulary Walls/Activities - Saturday School -Extended Day -Grading Sessions -Digital/ Online Tutoring -Digital Graphic Organizers -Spiraling -Reteaching **Strategy's Expected Result/Impact:** Increase student acquisition of listening, speaking, reading, and writing skills. **Staff Responsible for Monitoring:** EB Teachers, Bilingual Chair, Administration and Bilingual Director **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532, 2.533 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
Strategy 4: EB Strategy 4: Staff Development	**Formative**			**Summative**
Attend professional development programs to broaden teacher knowledge in how to better assist emergent bilingual students	**Nov**	**Jan**	**Mar**	**June**

Strategy 4: EB Strategy 4: Staff Development

Attend professional development programs to broaden teacher knowledge in how to better assist emergent bilingual students to succeed in STAAR and TELPAS. Including but not limited to:
-Fiesta Conference
-Bilingual PLC Meetings
-Region One
- (Differentiating Curriculum)
-TEKS Resource System
-STAAR related training
-Out of district training
-Department Planning/Meetings/Trainings
-Grade Level Meetings
- EB trainings

    Strategy's Expected Result/Impact: Prepare teachers with the skillset needed to support Emergent Bilingual students.

    Staff Responsible for Monitoring: Administration and Bilingual Chair

    Title I:
2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534
    - TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
    - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    - Additional Targeted Support Strategy

    Funding Sources: - 165 - State Bilingual/ESL, - 165 - State Bilingual/ESL

Strategy 5 Details	Reviews			
Strategy 5: EB Strategy 5: Materials	Formative			Summative
	Nov	Jan	Mar	June

- perishable, and non-perishable items
- audio and visual aids
-headphones
-consumables workbooks
-reading materials
- electronic devices
- digital platforms
-furniture
- student/instructional incentives
- use general supplies to enhance instruction both synchronous and asynchronous instruction
-and use any health and safety supplies to ensure a safe instructional environment
 	
    Strategy's Expected Result/Impact: Support instruction
    Staff Responsible for Monitoring: Administration and Bilingual Chair
 	
    Title I:
2.51, 2.52, 2.53, 2.531, 2.532, 2.533
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**				

No Progress　　　Accomplished　　　Continue/Modify　　　Discontinue

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

Performance Objective 7: By the end of the 2025-2026 academic school year, the Special education staff will provide research-based instruction for our students that will align content, resources, and assessments and improve the passing rate of special education student performance at a 10% increase on STAAR/EOC assessments.

High Priority

Evaluation Data Sources: Benchmarks, NWEA, and STAAR End-of-Course Exams

Strategy 1 Details	Reviews			
Strategy 1: Special Education Strategy 1: Curriculum	**Formative**			**Summative**
Strategy: Develop and implement a flexible, standards-aligned curriculum that is responsive to the diverse learning needs of students with disabilities, ensuring access to general education content. (a)Alignment with State Standards: Review and revise special education curriculum guides to explicitly align with state academic standards for each grade level and subject, clarifying essential knowledge and skills for students with disabilities. (b)Differentiated Instruction Frameworks: Provide professional development on differentiation strategies (e.g., tiered assignments, flexible grouping, varied instructional materials) to make general education curriculum accessible. (c)Universal Design for Learning (UDL): Integrate UDL principles into curriculum planning and lesson delivery, offering multiple means of representation, action & expression, and engagement across all learning environments. (d)Functional Life Skills Curriculum: Develop or adopt a comprehensive functional life skills curriculum for students with significant cognitive disabilities, focusing on daily living, vocational skills, community participation, and social skills. To assure success, the following will be incorporated: Edpuzzle Kahoot *MAPS TESTING-monitor student progress through content *Co-Teaching *Team Teaching *Inclusion *Meet the Monitoring Teacher *TEKS Resource System *Eduphoria *Google Suites Products Online Learning Platforms: *Google Classroom *Unique Program *Apex Learning *SAAVAS Realize *ALEX *No Red Ink	**Nov**	**Jan**	**Mar**	**June**

*Iknowit.com
*edpuzzle.com
*getepic.com
*www.N2y.com
*brainpop.com
*kahoot.com
*zarn.org
*quizizz.com

Strategy's Expected Result/Impact:
Monitor contact minutes

staff development sessions

continue to provide resources to staff to ensure student engagement

Improve EOC scores
Improve TSI scores
Staff Responsible for Monitoring: WHS ADMN
  Special ED. Teachers
  General Ed. Teachers
  Related services personnel
  Counselors

Title I:
2.51, 2.52, 2.53, 2.531, 2.532, 2.533
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**
Funding Sources: - 163 - State Special Education

Strategy 2 Details	Reviews			
Strategy 2: Special Education Strategy 2: Technology	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

The Special Education department's commitment to technology is fundamental to achieving its goals, as it serves as an indispensable bridge for students with disabilities to access the curriculum, build independence, and successfully transition to post-secondary life. Through a diverse array of assistive technologies--including computers, Chromebooks/iPads, braillers, and augmentative communication devices--students receive individualized support, while online learning applications like Google Meets, Zoom, Google Suite Products, EdPuzzle, FlipGrid, Padlet, Apex Learning, SAAVAS Realize, ALEX, and No Red Ink provide flexible, differentiated instruction and a wealth of accessible learning opportunities, collectively empowering students to overcome barriers and thrive academically and functionally.
 	
Technology hardware:
-Headphones/Mics.
-Document Cameras
-Printers/Scanners
-Smartboard
-Webcams
-Wide Screen monitors
-Educational Smartboard games
-Classroom supplies/materials
-Classroom supplies/materials
-Toner
 	
    Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher-made assessments, district benchmarks, and STAAR assessments in state-mandated grade-level subjects
    Staff Responsible for Monitoring: Special education teachers, support staff, general educations teachers, administration
 	
    Title I:
2.51, 2.52, 2.53, 2.531, 2.532, 2.533
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**
    Funding Sources: - 163 - State Special Education				

Strategy 3 Details	Reviews			
Strategy 3: Special Education Strategy 3: Interventions	**Formative**			**Summative**
1. (a) Special Education teachers will assist and support General Education staff by monitoring appropriate modifications/ accommodations in order ot meet the needs of individual students. (b) Special Education teachers will provide direct assistance to students in General Education teachers in planning and monitoring student progress. (c) Special Education teachers will provide direct assistance to students in General Education through inclusion services(co-teaching), small group assistance, learning camps, break-out rooms) (d) Teachers will promote the use of hands-on learning, consumables, food items, special equipment and furniture, and general supplies to increase student participation. (e)Self-Contained Special Education teachers will promote student participation in extra-curricular activities, enrichment programs, field trips, and real-world experiences with their peers. To assure success, the following interventiosn will be utilized: *TEKS Resource System *Eduphoria (AWARE) Google Classroom *Unique Program *Apex Learning *SAAVAS Realize *ALEX *No Red Ink **Strategy's Expected Result/Impact:** Increased performance for Special Education populations in teacher assessments, distrisk benchmarks, and STAAR assessments in state-mandated grade level subjects **Staff Responsible for Monitoring:** Special Education Teacher, Support staff, general education teachers, administration **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532, 2.533 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Funding Sources:** - 163 - State Special Education	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Special Education Strategy 4: Staff Development	Formative			Summative
Investing in comprehensive professional development for WHS Special Education teachers is paramount, directly aligning with our overarching goals to improve academic achievement, enhance functional skills, and facilitate successful post-secondary transitions for students with disabilities. By actively engaging in, leading, and completing professional development, our teachers will acquire and refine expertise in critical areas such as Universal Design for Learning (UDL), evidence-based interventions, effective co-teaching models, assistive technology integration, and compliant IEP development. This continuous growth in staff capacity ensures that students receive highly individualized, research-backed instruction and support, leading to more engaging learning experiences, increased access to the general curriculum, and the development of essential skills necessary for their long-term success and independence.	**Nov**	**Jan**	**Mar**	**June**
-Region One SD				
-District SD - Monthly Special Education Coordination Meetings				
-Campus SD				
-Online Training				
-Conferences				
-Webinars-				
-Avid Training				
-Other relevant content-related professional development.				
Strategy's Expected Result/Impact: Students will become aware of various careers and college options				
Staff Responsible for Monitoring: General Ed. Counselors				
Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533				
- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college				
- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
- Additional Targeted Support Strategy				

Strategy 5 Details	Reviews			

Strategy 5: Special Education Strategy 5:Materials	Formative			Summative
The array of carefully selected materials within a special education classroom is fundamentally important, serving as a critical foundation for student success by enabling individualized instruction and fostering an inclusive learning environment. These varied resources collectively empower teachers to provide necessary accommodations, teach essential life skills, address diverse learning needs, and create an atmosphere where every student can achieve their full potential, ultimately breaking down barriers to academic growth, functional independence, and successful transitions. ****Key Classroom Material Categories:**** * Consumables * Furniture * Sensory Items * Manipulatives * Accessibility Tools * Perishable and Non-Perishable Items * Student Instruction Incentives * Appliances	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher-made assessments, district benchmarks, and STAAR assessments in state-mandated grade level subjects. **Staff Responsible for Monitoring:** SPED staff Admin Counselors **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532, 2.533 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 8: The Fine Arts Department will provide all students with high-quality instruction to be compete in the region, area, and state level. We will convey an appreciation for the arts as well as help foster future leaders in our society.

Evaluation Data Sources: Overall grades in all courses, public performances, art gallery displays, competitions, and school events.

Strategy 1 Details	Reviews			
Strategy 1: The Fine Arts department will provide and guide the students to acquire necessary skills to graduate with proficiency in a least one fine arts discipline:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Music Dance Theatre Art **Strategy's Expected Result/Impact:** With continuous quality instruction within each discipline, the students will better understand the importance fine arts provides in developing the well rounded students. Each student will understand the meaning of teamwork, consistency, hard work in all courses for participation, time management, and the passion for fine arts. **Staff Responsible for Monitoring:** Fine Arts Instructor Administration Teachers Students **Title I:** 2.52, 2.53, 2.531 - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy**				

Strategy 2 Details			Reviews		
Strategy 2: Provide the opportunity to all fine arts staff to address the TEKS in each of the disciplines and workshops to cater to the fine arts programs for secondary grade levels			**Formative**		**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Staff will better understand the TEKS as well as learn more efficient teaching strategies in each discipline. These workshops will enhance and innovate each instructor for quality teaching **Staff Responsible for Monitoring:** Fine Arts Director Fine Arts Instructors **Title I:** 2.52, 2.53, 2.531 - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy**						

Strategy 3 Details			Reviews		
Strategy 3: The Fine Arts Department will collaborate with staff members and parents to monitor student progress, help acquire skills for post-secondary education, and meet the career, college, military readiness standards.			**Formative**		**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By working together will the entire staff and having a closer relationship with parents, the students will be more successful in all core classes, be prepared for college tests, applications, and have a higher percentage of students continuing their education. **Staff Responsible for Monitoring:** All Teachers Administration Counselors **Title I:** 2.51, 2.52, 2.53, 2.531 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy**						

Strategy 4 Details	Reviews			
Strategy 4: The Fine Arts Department will encourage and assist the students to prepare themselves for post-secondary readiness	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

All students may use their college shirts on a certain day to promote post-secondary educations as appropriate.
 	
Students will be encouraged to take the highest level of classes on which they can succeed.
 	
Students will be challenged through to meet the commended criteria on the EOC
 	
Pre-AP and AP studio art classes will be offered to prepare students for post-secondary education.
 	
SAT/ACT, TSI skills will be incorporated in all classes.
    Strategy's Expected Result/Impact: Students will be better prepared post graduation.
    Staff Responsible for Monitoring: All Teachers
Counselors
Go Center				

Strategy 5 Details	Reviews			
Strategy 5: The Fine Arts Department will guide students to success in their course work to help them to be life-long art enthusiasts and effective communicators.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

A common professional growth period will be used to provide staff development and to facilitate cooperation among fine arts teachers.
 	
Students will be provided with opportunities to publish their artwork/performances
 	
After school and tutorials will be provided for all students in need of assistance.
 	
Peer Tutoring (sectionals, rehearsals)
 	
the A-Plus curriculum will be utilized to assist students in caching up with their required number of credits.
 	
Students will be encouraged to participate in all UIL, VASE, TMEA, and all other competitive circuits.
    Strategy's Expected Result/Impact: Students will advance to district, regional, area, state and national levels of competition. With students passing their classes and having the extra help, they will be able to gain the skills and knowledge that is needed to advance, earn scholarships, as well as perform as a higher level.
    Staff Responsible for Monitoring: All Teachers
Administration
Counselors
Fine Arts teachers
 	
    Title I:
2.51, 2.52, 2.53, 2.531, 2.532
 - **TEA Priorities:**
Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
 - **Additional Targeted Support Strategy**				

Strategy 6 Details	Reviews			
Strategy 6: Students will participate in art exhibits, dance performances, theatrical programs, musical concerts and in museums and universities in the lower Rio Grande Valley (a minimum of 2 events per year):	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Weslaco Christmas Parade Santa Anna Wildlife Refuge McAllen IMAS McAllen Christmas Parade Children's Museum of Brownsville Edinburg Historical Museum Youth Art Month (March) Onion Fest Rio Fest Art Contest Livestock Show Art Contest Elks Lodge Art Contest Gloria Canales Folklorico Art Exhibit at Central Office UIL VASE Al Fresco UIL Marching/Concert/Sightreading TECA Competitions TCGC Competitions TAMUK Jazz Festival **Strategy's Expected Result/Impact:** All Students will grow in their respected art to become a better performer, musician etc. Students will better understand the process of being consistent and the value of hard work in order to be successful. Also, students will want to compete at all these competitions so they will try harder in their core classes so that they pass to be eligible. **Staff Responsible for Monitoring:** Fine Arts Instructors **Title I:** 2.52, 2.53, 2.531 **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy**				

○ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue

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

Performance Objective 9: The library will assist all students with the necessary resources, materials and aligned classroom and library curricular needs to ensure student success in STAAR/EOC. AP, ACT/SAT, TSI exams.

High Priority

Evaluation Data Sources: Collection statistics; Library Calendar of Events, Library State Standards, End of year reports, Destiny weeding logs, Promotional materials and displays, Decor

Strategy 1 Details	Reviews			
Strategy 1: Promote and align library resources with school curricula to support classroom assignments and student needs by providing access to current print and digital resources through the evaluation, selection, and purchase process to support district and campus initiatives.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: District Literacy Initiative Future Ready Library Initiative Encourage life long learners Increase circulation statistics Improve college readiness				
Staff Responsible for Monitoring: Librarian, Teachers, Administration, Campus and District Staff **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532, 2.533 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Funding Sources:** Print and Digital Resources - 164 - State Comp. Ed. [SCE] - $5,000				

Strategy 2 Details	Reviews			
Strategy 2: Promote information literacy and literature appreciation by expanding student access to authors, current trends, and participating in local, state, and national literacy events, and conferences.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: District Literacy Initiative Future Ready Library Initiative Encourage life long learners Increase circulation statistics Improve college readiness **Staff Responsible for Monitoring:** Librarian, Teachers, Administration, Campus and District Staff **Title I:** 2.51, 2.52, 2.53, 2.532, 2.533 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** Literacy Competitions - 164 - State Comp. Ed. [SCE] - $1,000, - 211 - Title I, Part A - $1,000				

Strategy 3 Details	Reviews			
Strategy 3: Collaborate with faculty and staff to monitor copyright infringements and plagiarism.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: District Literacy Initiative, Future Ready Library Initiative Encourage life long learners Improve college readiness **Staff Responsible for Monitoring:** Librarian, Teachers, Administration, Campus and District Staff **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
Strategy 4: Attend library and instructional professional development, and participate in professional associations (local, regional, state, national) to maintain a current professional knowledge of current trends and current library and educational practices to meet student needs and help support professional development .	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: District Literacy Initiative, Future Ready Library Initiative Encourage life long learners Increase circulation statistics Improve college readiness **Staff Responsible for Monitoring:** Librarian, Administration, Campus and District Staff **Title I:** 2.51, 2.52, 2.53, 2.532, 2.533, 2.534 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				

Strategy 5 Details	Reviews			
Strategy 5: Provide a supportive and safe environment with accessible and collaborative resources for all patrons .	**Formative**			**Summative**
Strategy's Expected Result/Impact: District Literacy Initiative, Future Ready Library Initiative	**Nov**	**Jan**	**Mar**	**June**
Encourage life long learners Increase circulation statistics Improve college readiness **Staff Responsible for Monitoring:** Librarian, Teachers, Administration, Campus and District Staff **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy**				

Strategy 6 Details		Reviews			

Strategy 6: Serve on campus and district decision making committees to better serve the students' needs.

	Formative			Summative
Strategy's Expected Result/Impact: District Literacy Initiative	**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: District Literacy Initiative
Future Ready Library Initiative
Encourage life long learners
Improve college readiness

Staff Responsible for Monitoring: Librarian, Teachers, Administration, Campus and District Staff

Title I:
2.51
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 3: Positive School Culture
 - **Additional Targeted Support Strategy**

Strategy 7 Details		Reviews			

Strategy 7: Promote the effective use of existing and emerging technologies, including library software & hardware to help students utilize it and be future ready.

	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: District Literacy Initiative
Future Ready Library Initiative
Encourage life long learners
Improve college readiness
Increase circulation statistics

Staff Responsible for Monitoring: Librarian, Teachers, Administration, Campus and District

Title I:
2.51, 2.52, 2.53, 2.531
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 10: Physical Education/Health will provide students with high-quality instruction to create educational experiences where students grow and develop as human beings, and become life-long learners of their health and well-being. Physical education classes will incorporate 50% of class time on moderate to vigorous physical activity. (MVPA)

Evaluation Data Sources: Presidential Fitness Gram will be used to measure the growth/activity level experienced by students across all grade levels. In addition, skill evaluations and physical fitness assessments will be used to improve student performance and achievement rates.

Strategy 1 Details	Reviews			
Strategy 1: The Physical Education/Health department will increase effort and initiative to build the capacity of all teachers to integrate technology effectively into curriculum and instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This strategy will assist in developing teachers who are better equipped to mold a new generation of students in all areas of the advanced technological world, who are capable of achieving success in a technology-rich workforce. **Staff Responsible for Monitoring:** School Administration, Academic Associate, Teachers within department **Title I:** 2.51, 2.52, 2.53, 2.531 - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: The Physical Education/Health department will work with all students to help them acquire health and wellness skills for life-long use and implementation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This strategy will assist in developing learners cognizant in all forms of health, including physical health (life skills) and learned behaviors related to mental and emotional health. Addition of alternative PE/Health activities that are related to stress-reducing results and SEL enhancing experiences. **Staff Responsible for Monitoring:** Administration, Academic Associates, Teachers within department **Title I:** 2.51, 2.53, 2.531 - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: The Physical Education/Health department will target instructional practices in order to achieve higher passing rates among special populations, including Special Education and EB populations. Providing rich instruction, while addressing TEKS objectives geared towards physical, mental, and emotional health success, will benefit our students in becoming lifelong learners. **Strategy's Expected Result/Impact:** This will result in more knowledgeable and prepared teachers who are able to disseminate content as well as instruction more effectively. These innovative practices will benefit students across all populations enrolled in their classes. **Staff Responsible for Monitoring:** School Administration, Academic Associate, Department Administrator **Title I:** 2.51, 2.53, 2.531 - **ESF Levers:** Lever 3: Positive School Culture	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: The Physical Education/Health department will develop and sustain a plan to incorporate reading and writing skills, effectively giving our students a beneficial role in their literary success. **Strategy's Expected Result/Impact:** Incorporating reading and writing across the curriculum techniques will transform the class from a teacher centered class to a student centered class and the teacher becomes the facilitator. This writing strategy will meet our district initiative to increase literacy, thus increasing the number of students who will attain preparedness for post-secondary, military, and/or technical trade education. **Staff Responsible for Monitoring:** School Administration, Department Administrator, Academic Associate, Teachers within department **Title I:** 2.51, 2.53, 2.531 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: The Physical Education/Health department will participate in ongoing and sustained staff development to further the effectiveness of instruction delivered in our classrooms, while incorporating social-emotional learning strategies to benefit the well-being of our students.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The strategies learned through staff development will assist teachers in developing 21st century learners and will allow teachers to utilize innovative practices. This will help teachers target ALL students across all populations. Advocacy work through Character Development lessons will help to improve our learners' social and emotional well-being. Rigorous district and campus staff development to raise the level of preparedness for virtual and/or online learning. **Staff Responsible for Monitoring:** WISD Administration, WHS Administration, Teachers within department **Title I:** 2.51, 2.53, 2.531 - **ESF Levers:** Lever 3: Positive School Culture				

No Progress   Accomplished   Continue/Modify   Discontinue

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

Performance Objective 11: CTE: Business Education: All students will be college and or career ready.

Student performance will be tracked using assessments such as EOC/STAAR, AP exams, TSI, ACT/SAT, and industry certification tests. Our business courses prepare students for certifications like IT Specialist: Java, MOS Word Expert, and Intuit QuickBooks. By April 1, 2025, we aim for 70% of students to earn these Industry-Based Certifications (IBCs) and anticipate a 10% increase in AP test scores.

To ensure completion of the four-year program, students will receive personalized academic and career counseling, mentorship, and targeted support. We will provide incentives such as recognition awards, progress tracking, and tailored resources to keep students motivated and on track for college and career readiness.

High Priority

HB3 Goal

Evaluation Data Sources: Certiport, , AP Test scores, ACT/SAT, TSI, STAAR EOC Exams.

Strategy 1 Details	Reviews			

Strategy 1: CTE Strategy 1: Curriculum
 	
a) Teachers will apply the state adopted career and technical education curriculum and any other resource as deemed by the school district.
b) Teachers will integrate literacy from all content areas into classroom assignments.
c) Differentiate instruction methods and techniques.
 	
Practicum opportunities, internships, and partnerships to promote employment and/or internship with local businesses.
 	
CTE programs will keep facilities and equipment up to date and use industry quality supplies to educate and train students. Industry advisory committees will inspect and rate programs according to industry standards including but not limited to the facilities, fire codes, safety hazards and updated MSDS list.
 	
    Strategy's Expected Result/Impact: Increased number of students receiving Industry Based Certifications.
    Staff Responsible for Monitoring: CTE Teachers, CTE staff, CTE director, Administration, Counselors
 	
    Title I:
2.51, 2.52, 2.53, 2.532, 2.533
 - TEA Priorities:
Connect high school to career and college
 - ESF Levers:
Lever 5: Effective Instruction
 - Additional Targeted Support Strategy
    Funding Sources: - 162 - State Career and Technical, - 244 - Perkins Career & Technical Education
	Formative			Summative

	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: CTE Strategy 2: Technology	**Formative**			**Summative**

Maximize the support of educational experiences targeting literacy via CTE implementation of up to date technology equipment and online-based resources and lab/shop resources and equipment. This includes providing software to provide career exploration, career development activities, and software to support the integration of academic skills into CTE programs of study.
 	
Utilize technology to track and analyze student progress in real time. Provide students with access to dashboards or reports that highlight their achievements and areas for improvement, helping them stay focused and motivated.
 	
*SAM
*MSI Solutions
*Oracle Academy
*Gmetrix
*Google Analytics
*Intuit
*Adobe Suite
*LearnKey
*Teacher Pay Teachers
 	
    Strategy's Expected Result/Impact: District improvement on secondary core Campus Based Assessment scores, progress reports, six weeks reporting periods, CTE student certification preparation reports and acquisitions, CTE course outcomes
    Staff Responsible for Monitoring: WHS administration, CTE administration, WISD business department, and WISD Technology Department, CTE Staff
 	
    Title I:
2.51, 2.52, 2.53, 2.532, 2.533
 - TEA Priorities:
Connect high school to career and college
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments
 - Additional Targeted Support Strategy
    Funding Sources: - 162 - State Career and Technical, - 244 - Perkins Career & Technical Education
	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: CTE Strategy 3: Interventions	**Formative**			**Summative**
Assign dedicated academic and career counselors to work with students individually to create tailored educational plans. Regularly review and adjust these plans based on student progress and feedback.	**Nov**	**Jan**	**Mar**	**June**

Strategy 3: CTE Strategy 3: Interventions
Assign dedicated academic and career counselors to work with students individually to create tailored educational plans. Regularly review and adjust these plans based on student progress and feedback.

Increase the number of nationally or internationally industry certified or licensed CTE students through training for more certification opportunities. This will provide the skills necessary to pursue careers in high-skill, high-wage, in-demand occupations.

Support student achievement through Academic and Career-based competitions both state and national.

Offer workshops and resources tailored to both the curriculum and industry certifications. This includes practice tests, review sessions, and skills workshops designed to prepare students for exams and certification tests effectively.

Weslaco High School will continue to participate in the "Adopt a Park" initiative with the City of Weslaco Parks and Recreation on a monthly basis.

Strategy's Expected Result/Impact: CTE student certification preparation reports and acquisitions, CTE course outcomes.

Staff Responsible for Monitoring: All CTE staff, Campus administration, District curriculum, SPED director, Bil/ESL Director, Title I Director, CTE Administration & Administrative Support staff, Career Development Adviser, CTE Instructional Technology Strategist.

Title I:
2.51, 2.52, 2.53, 2.532, 2.533
 - TEA Priorities:
Connect high school to career and college
 - ESF Levers:
Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: - 162 - State Career and Technical, - 244 - Perkins Career & Technical Education

Strategy 4 Details	Reviews			
Strategy 4: CTE Strategy 4: Professional Development	Formative			Summative
a) Region One Trainings b) Staff Development c) Conferences d) CTE Updates e) PLC's	**Nov**	**Jan**	**Mar**	**June**

Strategy 4: CTE Strategy 4: Professional Development

a) Region One Trainings
b) Staff Development
c) Conferences
d) CTE Updates
e) PLC's

Strategy's Expected Result/Impact: Assist teachers in better serving their students.

Staff Responsible for Monitoring: All CTE Staff, Campus Administration

Title I:
2.51, 2.52, 2.53, 2.532, 2.533, 2.534
 - **TEA Priorities:**
Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**
Funding Sources: - 162 - State Career and Technical, - 244 - Perkins Career & Technical Education

Strategy 5 Details	Reviews			
Strategy 5: CTE Strategy 5: Materials	Formative			Summative
Consumable materials essential for implementation of various CTE programs of study.	**Nov**	**Jan**	**Mar**	**June**

Strategy 5: CTE Strategy 5: Materials

Consumable materials essential for implementation of various CTE programs of study.

Strategy's Expected Result/Impact: Teachers will have the materials needed to successfully carry out instruction.

Staff Responsible for Monitoring: CTE Staff, Campus Administration

Title I:
2.51, 2.52, 2.53, 2.531
 - **TEA Priorities:**
Connect high school to career and college
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments

No Progress   Accomplished   Continue/Modify   Discontinue

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

Performance Objective 12: Foreign Language Department: All students will be provided with a high-quality education and many opportunities to go beyond standards, master literacy attentiveness, help promote and prepare for the post-secondary career paths students choose. Students will have the ability to increase 8% in a passing rate for AP exams.

High Priority

HB3 Goal

Evaluation Data Sources: Assessments and standards such as AP exams, curriculum-based assessment, benchmarks, six weeks exams as well as semester exams will be used to measure the growth that will be experienced by the students across all grade levels, to determine the success of this performance objective.

Strategy 1 Details	Reviews			
Strategy 1: Foreign Language Strategy 1: Curriculum	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Foreign language teachers will provide Extended Learning Opportunities for our students in order to close the gaps in learning. These opportunities would be differentiated to meet the needs of each student. For example: *After school tutorials *Blended learning *Differentiated instruction *Student lead assignments *Google Classroom **Strategy's Expected Result/Impact:** These results will mold the new generation of students in all areas of advanced technology gaining success in the real world. **Staff Responsible for Monitoring:** Administration, Technology director Teachers and Parents **Title I:** 2.51, 2.52, 2.53, 2.532, 2.533 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Foreign Language Strategy 2: Technology	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Teachers will use different learning platforms virtually to enhance the students' experience in the assigned subject, permitting them to better engage in their coursework on a daily basis. Consequently, this will develop advanced knowledge and skills to be successful in the post-secondary level and beyond. 1. Google (forms/sheets/slides) 2. Gemini (google) 3. Edpuzzle 4. Quia.web 5. Quizizz.com 6. Kahoot.com 7. Quizlet.com 8. Crosswordhobbyist.com 9. Livebinder.com 10. Roxxem.com **Strategy's Expected Result/Impact:** The expected strategy results will impact performance on assessments on reading and writing. Communication will improve as well. **Staff Responsible for Monitoring:** Academic Associate, Administration, Teachers and Parents **Title I:** 2.51, 2.52, 2.53, 2.532, 2.533 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				

Strategy 3 Details		Reviews			
Strategy 3: Foreign Language Strategy 3: Interventions		Formative			Summative
		Nov	Jan	Mar	June
Teachers will work with a structured outline for teaching culture, communication, reading and writing skills. This will provide the students with quality foreign language instruction that will help them succeed post high school. Course alignment will be critical; teachers will meet during scheduled PLC days to create the outline. **Strategy's Expected Result/Impact:** This strategy will result in a positive outcome for the teachers to gain more knowledge and help the students to be successful. **Staff Responsible for Monitoring:** Academic Associate, Administration and Teachers **Title I:** 2.51, 2.52, 2.53, 2.532, 2.533 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**					

Strategy 4 Details		Reviews			
Strategy 4: Foreign Language Strategy 4: Staff Development		Formative			Summative
		Nov	Jan	Mar	June
Language Teachers will develop their instructional methods through AP training, summer institutes, professional development, workshops and classroom observations to help with student achievement in all areas of Language. **Strategy's Expected Result/Impact:** This strategy will help students gain college credit and skills in Spanish advanced courses to have success in post-secondary levels. **Staff Responsible for Monitoring:** Academic Associate, Administration and Teachers **Title I:** 2.51, 2.52, 2.53, 2.532, 2.533, 2.534 - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					

Strategy 5 Details	Reviews			
Strategy 5: Foreign Language Strategy 5: Materials	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Students will be encouraged/recruited to enroll in Spanish AP and Dual Enrollment courses to develop skills appropriate for college level. Teachers will provide virtual AP Spanish Language and AP Spanish Literature sessions to prepare students for the AP exams. They will use the most recently released AP Spanish exams from College Board. **Strategy's Expected Result/Impact:** The AP teachers will provide review sessions for all AP Spanish students to align and be successful with the AP exam. **Staff Responsible for Monitoring:** Administration, Counselors and AP Spanish Teachers **Title I:** 2.51, 2.52, 2.53, 2.532, 2.533 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

No Progress   Accomplished   Continue/Modify   Discontinue

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

Performance Objective 13: Advanced Academics: For the 2025-2026 academic year, the Advanced Academics Department will increase performance by mastering grade-level standards on the state assessments and increase college credit through AP exams, OnRamps, TSI and dual credit courses.

High Priority

HB3 Goal

Evaluation Data Sources: Students will be assessed for mastery using performance tasks, checkpoints, progress checks, district assessments, and a project-based curriculum.

Strategy 1 Details	Reviews			
Strategy 1: Advanced Academics Strategy 1: Curriculum	**Formative**			**Summative**
AP and PAP classrooms utilize Springboard and College Board timelines for instruction, STC classrooms use Blackboard for the delivery of lessons and practice, and OnRamps classrooms use the UT Austin curriculum. Courses include: -OnRamps Classes for Math and Science -AP, PAP, and Honor classes for English, Math, Science, Spanish, and Fine Arts **Strategy's Expected Result/Impact:** By implementing the above curriculum most students will be successful in the Collegeboard learning checkpoints, and most students in AP and ONRAMPS classes will get college credit. **Staff Responsible for Monitoring:** Administration and teachers **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Advanced Academics Strategy 2: Technology	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Classroom instruction enhanced through the integration of technology in various forms, including but not limited to: 1. TEKS Resource System 2. IXL 3. ALEKS 4. Delta Math 5. Laptops 6. Smart Board 7. Touch Screens 8. Blackboard 9. Desktops 10. Adapters (Wireless) 11. Graphing Calculators (Ti-84 python, N-spire, Ti-84 Color) 12. Spanish and English video dictionary 13. AP Collegeboard **Strategy's Expected Result/Impact:** Enhance students' ability to use technology, build 21st-century skills, make learning relevant, and enhance teacher effectiveness **Staff Responsible for Monitoring:** Counselors and teachers **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532, 2.533 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Advanced Academics Strategy 3: Interventions	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Provide academic assistance for students in a variety of forms, including but not limited to: 1. Summer Reviews for TSI 2. AP/PreAP Summer Institute 3. Saturday SAT/ACT/TSI Tutorials 4. After school tutorials 5. Saturday tutorials **Strategy's Expected Result/Impact:** Interventions are essential because they will build academic skills, expand college and career opportunities, reduce costs through scholarships and avoiding remediation, and help students approach these high-stakes exams with confidence. **Staff Responsible for Monitoring:** Administration, Counselors, and Teachers **Title I:** 2.51, 2.52, 2.53, 2.532, 2.533 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
Strategy 4: Advanced Academics Strategy 4: Staff Development	**Formative**			**Summative**
Advance Academic teachers will plan, lead, attend, and/or complete professional development, including but not limited to:	**Nov**	**Jan**	**Mar**	**June**

Strategy 4: Advanced Academics Strategy 4: Staff Development

Advance Academic teachers will plan, lead, attend, and/or complete professional development, including but not limited to:
1. RGVCTM
2. CAMT
3. NCTM
4. Region One PD
5. District PD
6. Campus PD
7. Online Training
8. Book Study
9. College Courses
10. Peer Sharing
11. Self-Study
12. AP Conferences
16. GT Trainings (All Department)
17. ACT & SAT trainings/professional development

Strategy's Expected Result/Impact: Teachers will be better prepared to serve students, equip educators with specialized instructional strategies, promote equity, foster innovation, and ensure students are challenged and supported in ways that prepare them for college and beyond.

Staff Responsible for Monitoring: Administration and Teachers

Title I:
2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Additional Targeted Support Strategy**

Strategy 5 Details	Reviews			
Strategy 5: Advanced Academics Strategy 5: Materials	Formative			Summative
	Nov	Jan	Mar	June
1. Manipulatives 2. audio and visual aids 3. consumables and digital workbooks 4. reading materials 5. electronic devices 6. digital platforms **Strategy's Expected Result/Impact:** Materials in advanced academic classes will provide rigor, support differentiation, foster engagement, promote independent learning, ensure equity, and prepare students for future academic success **Staff Responsible for Monitoring:** Administration, Academic Associate, and Teachers **Title I:** 2.51, 2.52, 2.53, 2.531, 2.532, 2.533 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **- Additional Targeted Support Strategy**				

No Progress ◯   Accomplished ◯   ➡ Continue/Modify   ✕ Discontinue

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

Performance Objective 1: Technology: All students will be provided with a high-quality education through effective programs to complete high school and to be prepared for a post-secondary education.

    Evaluation Data Sources: Using district benchmark data, a gain in students meeting standards will be gauged from one six weeks to the next. TSI, AP, SAT, ACT scores. Telpas. accountability ratings.

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Technology Rich School	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

a. Use of technology devices, supplies, and computer-enhanced programs such as, but not limited to SMART Boards, Document Cameras, Ipads, Interwrite Pads, Chromebooks, Wireless Mouse Pens, Headphones, Earbuds, Cameras, Smartphones, tablets, apps, TI-NI-84 Plus graphing calculators in order to meet our goals and objectives, as well as to implement the strategies needed to increase student success.
 	
b. Use Google Suite, various software programs, and tools to help students meet our goals and objectives, as well as to implement the strategies needed to increase student success for in-person learning and/or remote learning.
 	
c. Use Chromebooks and other technology devices to provide a technology-rich environment for all students and staff in a 1 to 1 environment.
 	
d. Computer programs will be implemented such as but not limited to:
-Google Apps
-I-station
-Apex
-Imagine Math
-StemScopes
-Rosetta Stone
-Edgenuity Pathblazer
-Readworks
-Go Math
-Brain Pop
-EdPuzzle
-Wyzer
 	
    Strategy's Expected Result/Impact: Increase literacy awareness to support student success
    *Increase EOC Scores
    *Increase number of students passing AP exams
    *Increase campus ACT/SAT/TSI average scores
    * Increase number of Distinction Designations
    * Increase number of students that earn an associates degree
    * Increase number of students that are core complete and/or receive industry certification
    Staff Responsible for Monitoring: Teachers, Administration, Support Staff
 	
    Title I:
    2.51, 2.52, 2.53, 2.531
    - TEA Priorities:
    Build a foundation of reading and math, Connect high school to career and college
    - ESF Levers:
    Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    - Additional Targeted Support Strategy				

Weslaco High School
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81 of 99

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No Progress   Accomplished   Continue/Modify   Discontinue

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

Performance Objective 2: Safety and Security: WHS will provide a safe and secure campus for all students and staff members

High Priority

HB3 Goal

Evaluation Data Sources: Disseminated and reviewed Teacher & Staff Assignment Duty schedule to all staff, Rapture sign ins, security guard safety inspection, and having a full time SRO on campus.

Strategy 1 Details	Reviews			
Strategy 1: Safety and Security Strategy 1: Secure Campus - All teachers and paraprofessionals will be assigned morning duty to monitor students and ensure their safety. Paraprofessionals, security guards, instructional coaches, and administrators have lunch and after-school duty.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Monitor students to ensure their safety and well-being. **Staff Responsible for Monitoring:** Administration Teachers Paraprofessionals **Title I:** 2.53, 2.533 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing - **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Safety and Security Strategy 2: Secure Campus -All visitors will have to sign-in at the front office and use Raptor, a safety system that checks parents' and guardians' IDs to check out the students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Monitor all students to ensure their safety and well being. **Staff Responsible for Monitoring:** Receptionist Front Office Staff Security Administration Attendance Clerk **Title I:** 2.53, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **- Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Safety and Security Strategy 3: Secure Campus -Weslaco ISD has installed gates surrounding all access points of entries on campus in an effort to minimize the amount of traffic and/or non-allowed visitors on campus and to ensure student safety. Limited access points to building requiring an ID badge.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Monitor and secure all staff members, students and ensure everyone's safety. **Staff Responsible for Monitoring:** Administration Security Guards Teachers Paraprofssionals All Staff Members **Title I:** 2.53, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **- Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
Strategy 4: Safety and Security Strategy 4: Secure Campus -WHS staff such as administration, security guards, ISS and CAEP staff members, receptionist, CTC, paraprofessionals, and custodian use a radio to readily and effectively communicate with each other in case an emergency arises. Whatsapp is also used to communicate via cell phone during emergencies. The school intercom is also used to announce drills or emergencies. Raptor Panic Alert Button is available to all staff members to notify 911 if a situation arises.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Communication by radio, cellphone, and intercom in an effort to minimize the amount of time it takes to respond to an emergency with students and/or staff members. **Staff Responsible for Monitoring:** Administration Security Guards Office Staff ISS/ CAEP Staff Custodians Safety and Security Director **Title I:** 2.53, 2.533 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing - **Additional Targeted Support Strategy**				

Strategy 5 Details	Reviews			
Strategy 5: Safety and Security Strategy 5: Secure Campus -Security Guards drive golf carts when monitoring and securing students, staff members, and premises. Exterior door sweeps are performed daily. Problems with any doors are reported and fixed within the same day. Night locks installed on all classroom doors to enhance safety.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To decrease the amount of time it takes to secure all students, staff members and to ensure the safety of all stakeholders at WHS. **Staff Responsible for Monitoring:** Administration Secuity Guards Safety and Security Director **Title I:** 2.53, 2.533 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing				

Strategy 6 Details		Reviews			
Strategy 6: Safety and Security Strategy 6: Surveillance - Monitor the inside of school buildings and campus grounds by utilizing surveillance cameras to assist with security.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Minimize potential discipline, safety, and security problems. Surveillance footage provides extra evidence of incidents. **Staff Responsible for Monitoring:** Administration Security Guards **Title I:** 2.53, 2.533 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing - **Additional Targeted Support Strategy**					

Strategy 7 Details		Reviews			
Strategy 7: Safety and Security Strategy 7: Reduce recidivism Strategy: Provide Counseling, Social Worker to all CAEP students.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: CAEP teacher will communicate with home-based teachers on assignments received and the completion of work. 50% of students will not return to CAEP this school year. 70% of assigned work will be completed. **Staff Responsible for Monitoring:** Administration CAEP Teacher Teachers **Title I:** 2.51, 2.52, 2.53, 2.532, 2.533 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					

No Progress   Accomplished   Continue/Modify   ✖ Discontinue

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

Performance Objective 3: Nurse: Staff was presented on Bloodborne Pathogen to decrease spread of germs and Stop the Bleed to aid in an emergency. This will
help decrease stress on what needs to be done in an emergency and in turn makes students feel safe on campus. Provide health and safety information on Nurse Page on the campus website for parents and staff.

The campus nurse follows CDC, TEA, and district guidelines to ensure student and staff safety.

High Priority

Evaluation Data Sources: Staff was been given a briefing on the following topics: Stop the Bleed, Bloodborne pathogens, Narcan, Asthma [EpiPen use], Seizures, Diabetes, AED. and the importance that anyone in an emergency can call 911, does not have to be the nurse for the nurse can be the one in need of 911.

Strategy 1 Details	Reviews			
Strategy 1: Nurse Strategy: Staff Development	**Formative**			**Summative**
Provide staff training during department planning on communicable diseases such as the flu/covid and common cold; bloodborne pathogen, stop the bleed, asthma, seizures, diabetes, AED, Narcan Send emails and include signs & symptoms of an illness; when to stay home; how to decrease stress, etc.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease the number of absences and prepare staff in case of an emergency. **Staff Responsible for Monitoring:** Nursing Department Administration **Title I:** 2.53, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 1: Parental Involvement: In an effort to ensure student success, the Parental Involvement Specialist, along with other campus personnel, will strengthen and increase our parent and community engagement in schools by 5% by informing parents, families and the community of Title I Part A requirements by hosting monthly meetings to discuss the following: parent portal, report cards, student reading levels, attendance, campus safety precautions, drugs and substance abuse awareness for parents, mental health, bullying, college and career readiness, financial planning, STAAR tests, Dual Enrollment , TSI testing and resources.

High Priority

HB3 Goal

Evaluation Data Sources: Annual Parent-Teacher-Student Surveys, Campus Six Weeks Exit Reports, and Parent Advisory Council.
Monthly Meetings, Parent sign-in sheets, In person Meeting Parent sign-in sheets, parent surveys & evaluations.

Strategy 1 Details	Reviews			
Strategy 1: Utilize all forms of contact with parents including phone calls, email, parent-teacher conferences, school messenger, and social media outlets (Facebook, Instagram, Twitter),and virtual meetings to enhance their engagement with their children's activities at school.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: When parents are engaged and participate with campus events/activities student achievement increases. Students whose parents are more motivated to learn are more successful in school. **Staff Responsible for Monitoring:** Parental Involvement Director Central Office Administrators Campus Principal & Administration Parental Specialist Community Liaison Social Worker Campus Counselor Parent and Family Engagement Specialist **Title I:** 2.53, 2.533 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Provide district aligned parent training, virtual training, and resources on topics such as effective reading strategies, STAAR, Bullying and Drug Prevention, Mental Health Awareness, Technology, and College & Career Exploration and Readiness. The goal is to maximize the impact of parental engagement. Involve community and businesses as guest speakers for Red Ribbon Week, Career Day, and Just Say No Week. Bully prevention. Conduct mental health awareness meetings.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: When parents are engaged and participate with campus events/activities such as these students will be more encouraged and confident to become more successful in school. This will also increase student attendance. **Staff Responsible for Monitoring:** Parental Involvement Specialist Administration **Title I:** 2.51, 2.53, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **- Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: Continue to implement a system for tracking parent participation by campus and volunteer hours and virtual learning sessions. Parents will be recognized at the end of the year for their participation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: When parents are engaged and participate in campus events/activities student achievement increases. Parents will be rewarded throughout the year by attending Region 1 conferences and will be given special recognition at our end of the year awards ceremony. **Staff Responsible for Monitoring:** Parental Involvement Director Parental Involvement Office Staff Campus Principal & Administration Parental Specialist **Title I:** 2.51, 2.53, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **- Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: The community will provide resources and partnerships that meet the needs of our WISD families. Resources such as: In His Image Uniform Drive (Cross Roads Community Church), In His Steps Shoebank (First United Methodist Church), Texas Department Health and Human Services, annual Fall Harvest Fair, Spring Information Fair, and parent technology needs through virtual sessions.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: When parents are aware of community resources and information they are able to seek assistance when needed. **Staff Responsible for Monitoring:** Parental Involvement Director Campus Principal & Administration Parental Specialist **Title I:** 2.51, 2.53, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **- Additional Targeted Support Strategy**				

Strategy 5 Details	Reviews			
Strategy 5: Building stronger relationships with higher educational institutions: STC, UTRGV, TSTC, and Texas A&M extension services; so parents can be knowledgeable in the planning and preparation for college r readiness.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: When parents are aware of community resources and college readiness information their students are more likely to graduate from high school and continue with their post-secondary education. **Staff Responsible for Monitoring:** Parental Involvement Director Campus Principal & Administration Parental Specialist Campus Counselor **Title I:** 2.51, 2.53, 2.533 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - **Additional Targeted Support Strategy**				

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: Create a plan with the input of teachers and staff using data to ensure we address the needs of both students and staff.

High Priority

Evaluation Data Sources: 25-26 PD Plan

Strategy 1 Details	Reviews			
Strategy 1: Create a plan based on data and implement the plan during Fall and Spring semester. Prioritizing the fall trainings so teachers can utilize the strategies during 1st semester. Provide staff with ongoing professional development to ensure teachers and staff are equipped to assist all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Differentiated Instructional Strategies, Assessment Data **Staff Responsible for Monitoring:** All teachers, central office strategist, admin and support staff. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				
○ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 1: By Spring 2026, 100% of federal, state and local funds will go through improvement and budgeting planning in order to maximize the impact of the resources to assist students meet their goals, be highschool credit and EOC complete and be college and career ready for post-secondary opportunities.

    Evaluation Data Sources: Accountability Data, Graduation Rates, CCMR Data

State Compensatory

Budget for Weslaco High School

Total SCE Funds: $1,088,577.00
Total FTEs Funded by SCE: 8.75
Brief Description of SCE Services and/or Programs

Personnel for Weslaco High School

Name	Position	FTE
Elva Maria Marroquin Rey	Social Worker	1
Ana I. Guerra	Counselor Clerk	1
Andrew Contreras	CAEP Teacher	1
Beatriz M. Garza	Counselor Clerk	1
Gabriel Valdez	Teacher Credit Recovery	0.75
Linda Vierra	LPC	1
Luis Lopez	Spe Ed Aide	1
Osvaldo Castillo	CAEP Instructional Aid	1
Robert Martinez	Spe Ed Teacher	1

Title I Personnel

Name	Position	Program	FTE
Christian Cervantes	Spe Ed Aide	Title 1 Part A	1
Cynthia Lopez	Sp. Ed. Aide	Title I Part A	1
Deborah Bustillos	Library Aide	Title I Part A	1
Delma Solether	Parent Specialist	Title I Part A	1
Esmeralda Villeda	Spe Ed AIde	Title 1 Part A	1
Ester S. Pena	Health Records Clerk	Title I Part A	1
James De Los Santos	Sp. Ed. Aide	Title I Part A	1
Jennifer R. Lopez	Instructional Aide	Title I Part A	1
Katia E Aguirre	Media Aide	Title I Part A	1
Luis Covarrubias	Spe Ed Aide	Title I Part A	1
Michael Garcia	Sp. Ed. Aide	Title I Part A	1
Robert Grado	Media Aide	Title I Part A	1
Sarah Rodriguez	Instructional Aide	Title i Part A	1
William Solether	Instructional AIde	Title i Part A	1
Yvette Garcia	Library Aide	Title I Part A	1

Campus Funding Summary

161 - State Gifted and Talented (G/T)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3	Dual Classes textbooks		$0.00
1	3	3	Extra duty pay for UIL		$0.00
1	3	4	Conference fees including travel and lodging.		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,720.00
				+/- Difference	$4,720.00

162 - State Career and Technical					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	11	1			$0.00
1	11	2			$0.00
1	11	3			$0.00
1	11	4			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$625,768.00
				+/- Difference	$625,768.00

163 - State Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	1			$0.00
1	7	2			$0.00
1	7	3			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$21,000.00
				+/- Difference	$21,000.00

164 - State Comp. Ed. [SCE]					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3	Extra duty pay for Saturday School		$5,985.00

164 - State Comp. Ed. [SCE]					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1	Print and Digital Resources		$5,000.00
1	9	2	Literacy Competitions		$1,000.00
				Sub-Total	$11,985.00
				Budgeted Fund Source Amount	$64,219.00
				+/- Difference	$52,234.00
165 - State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			$0.00
1	6	4			$0.00
1	6	4			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$50,898.00
				+/- Difference	$50,898.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Substittue teachers for PD		$0.00
1	9	2			$1,000.00
				Sub-Total	$1,000.00
				Budgeted Fund Source Amount	$133,770.00
				+/- Difference	$132,770.00
255 - Title II Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$15,641.00
				+/- Difference	$15,641.00
				Grand Total Budgeted	$916,016.00
				Grand Total Spent	$12,985.00
				+/- Difference	$903,031.00

Addendums

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.

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 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)

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.

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? Enrollment at Weslaco High School has seen a steady increase over recent years. The school is typically in the range of approximately 2,700 students, a 6A high school. The student population is made up of students zoned to the campus and some who choose to come here as transfer students, those are not zoned to our campus. Weslaco High School has just under 500 students enrolled that are zoned to other campuses. There are 379 transfer students from within the district, and 95 transfer students from outside of the district. The enrollment numbers indicate that Weslaco High School serves a large population of students in the community, including students zoned to other schools, speaking highly of its popularity and attraction.

2. What is the breakdown of students by ethnicity, gender, or other category? Based on 2023-2024 TAPR: Male: 1,378; Female: 1,325; Hispanic: 2,661 (98%), White: 34 (1.3%), African American: 5 (.2%), Asian: 2 (.1%), Pacific Islander: 1 (0%)

3. How has the enrollment changed over the past three years? 21-22: 2,499; 22-23: 2,551; 23-24: 2,703; 24-25: - Each year has shown an increase from year to year.

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?
Below are the numbers per past TAPR reports. The data for this year was extracted from computer room data but may not be accurate, they are close approximations. We don't have a breakdown of numbers by ethnicity within the special pops. These numbers do tell us several things: We're growing, the school is in demand. The special pops are growing too, this could speak loudly of a link to general population growth or to awareness made through outreaches.

	21-22			22-23			23-24			24-25
	Total	Male	Fem	Total	Male	Fem	Total	Male	Fem	Total
Total Population	2,499	1,257	1,242	2,551	1,296	1,255	2,703	1,378	1,325	2,663
Special Ed	238			247			265			
GT	213			225			230			
ESL	421			468			548			
At Risk	1,289			1,862			1,784			1,944
Dyslexia	99			109			122			
EB	440			490			567			
504	142			160			181			
Migrant	50			36			45			49

5. What are the data for special programs over time?
The numbers for students in special programs indicate a small but steady growth in each category.

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?
This data is NOT found in TAPR.

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

8. Who are our migrant students?

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

10. What area of the community do these students come from? Most students at Weslaco High School live West of FM88, Texas Blvd; 379 students live within the district but are zoned to a different campus (very likely to Weslaco East); and 85 students live outside of the district.

11. What are the staff demographics?

2023-2024 (TAPR)	
Total Staff	210
Professional Staff	192
Professional Support	20
Campus Administration	10
Educational Aides	18
Teachers Ethnicity	
Hispanic	148
White	9
Asian	3
Teachers by Sex	
Male	101
Female	62

12. What are the teacher-student ratios? How do these ratios compare to performance? The approximation of student - teacher ratio is 20:1. The CTE classes have roughly 10:1 and most other classes have 30:1, averaging out to 20:1.

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
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- College, Career, and Military Readiness (CCMR)
- College/University/Dual Credit/Advanced Placement Enrollment
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- Enrollment
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- Gender
- Mobility/Stability
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Below are the numbers per past TAPR reports. The data for this year was extracted from computer room data but may not be accurate, they are close approximations. We don't have a breakdown of numbers by ethnicity within the special pops. These numbers do tell us several things: We're growing, the school is in demand. The special pops are growing too, this could speak loudly of a link to general population growth or to awareness made through outreaches.

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

The numbers for students in special programs indicate a small but steady growth in each category.

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?**

This data is NOT found in TAPR.

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

66% of the campus population was labeled at risk; 1,784 likely based on low social economic status

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

8. **Who are our migrant students?**

We had 45 migrant students; these are students that come from families who migrate to another county in search of work mostly over the summer time.

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

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

Most students at Weslaco High School live West of FM88, Texas Blvd; 379 students live within the district but are zoned to a different campus (very likely to Weslaco East); and 85 students live outside of the district.

11. What are the staff demographics?

Total Staff: 210; Professional Staff: 192; Professional Support: 20; Campus Administration: 10; Educational Aides: 18; Teachers Ethnicity

Ethnicity - Hispanic: 148; White: 9; Asian: 3;
Teachers by Sex - Male: 101; Female: 62

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

The approximation of student - teacher ratio is 20:1. The CTE classes have roughly 10:1 and most other classes have 30:1, averaging out to 20:1.

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?

*STAAR EOC Scores - Did Not Meet,Approaches,Meets,Masters by ethnicity and special populations (SPED,EB,ECO DIS) etc..
*WHS Accountability Reports by Student Achievement, School Progress, Closing the Gaps, Distinctions
*CCMR Reporting Indicators
*AP scores of a 3,4,5 for credit
*Dual Enrollment credits earned
*OnRamps credits earned and accepted
*High School credits passing / failing
*TELPAS by proficiency levels
*ACT by numerical scores

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

WHS needs to work on improving scores across all assessments for Emergent Bilinguals and Special Education students in all areas.

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

STAAR - Algebra I, Biology, U.S. History on track but Improvement is needed in ELA I (decreased meets/masters) & ELA II STAAR EOC (decreased approaches). AP passing scores and participation are declining in the areas of Calculus AB/BC, English Composition, English Language, European History, Spanish Literature. AP has had success in Computer Science, 2D Art, Spanish Language/Culture, English Literature, US Government, US History but could still use more participation and increase passing scores. TSI passing rates improved ELAR +12%, Math +15%, Passed both +16%. Though TSI passing rates improved we still need to increase improvement of TSI passing scores. CCMR 99% excellent 2024 & 2025. TELPAS English Language Proficiency Rates improved from 28% to 33% but we still need to improve.

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

Students struggling in ELA affects achievement across multiple exams including STAAR, TSI, ACT, and AP. Improvement in Algebra I STAAR is good but we need improvement across other exams TSI, ACT, and AP.

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

TSI passing rates improved ELAR +12%, Math +15%, Passed both +16%, Algebra I STAAR increased 10% in 2 years, Approaches +1%, +17%, Master's doubled 18% to 36%. Biology STAAR increased Meets +9% & Masters +7%.US History STAAR increased Meets +8% & Masters +6%.CCMR 100%. Early College High School increased Associate Graduates.

6. Which students are making progress? Why?

Algebra students made the most progress. The Algebra I team commits to PLC, regular data review, student trackers, and data driven decision making with fidelity. CCMR is doing excellent with our College & Career Readiness Dept. monitoring, tracking, providing opportunities to students.

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

Edmentum is having a huge impact on promotion and graduation rate. Having Edmentum during the school day, after school, Saturdays, evenings before graduation has proven to assist students greatly. Students At-Risk of not graduating are benefitting.

8. What do the longitudinal student achievement data indicate?

Decrease in AP enrollment and passing rates. Improved Algebra I, Biology, US History STAAR scores with improvement needed in ELA I & ELA II. Improvment in TSI, but more improvement is needed. CCMR is doing excellent, improved every year.

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

Within STAAR, Math/Science/Social Studies doing well while ELA requires improvement. ELA improvement would significantly assist TSI, ACT, and AP scores. Mathematics improvement would increase TSI, ACT, and AP scores as well. Our campus really needs to improve enrollment and success in advanced mathematics.

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.?**

Teachers reported that their students that attend school regularly are making annual progress and growth. Students who were truant or in CAEP several days did not meet projected growth. This compares accurately accross all programs and subgroups. Special education and emergent bilinguals need to increase growth and annual progress.

TEA
Texas Education Agency

Statewide ESSA Title I

CCNA Committee Meeting Participant Sign-In Sheet Template

LEA:

Campus Name: Weslaco High School

Meeting Location: Library Conference Room

Meeting Date: 5-15-25

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	teacher, community member, principal	johndoe@email.com	
Lisa McCandless	Asst. Principal		
Miguel Cisneros	Asst. Principal		
Delilah Camacho	Instructional Coach		
Errek Saenz	Teacher		
Joshua Cantu	Teacher		
Sonia Castillo	Teacher		
Michelle Espinosa	Teacher		
Jesus Barron	Teacher		
Claudia Cuellar	Teacher		absent

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.

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

At this point all but 1 teacher is considered to be highly qualified at WHS. In addition, special education teachers have either a HOUSSE or are in the process of HOUSSE certification requirements for resource teachers. All instructional assistants meet the requirements for their current job roles.

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

At this point we have 5 TIA designated teachers at WHS, 3 in math and 2 in science. EOC scores are rising across the board. More students are earning ELAR, and average ACT scores are rising. This year 61 students earned an Associate Degree or Certification.

3. How are follow-up data regarding teacher performance provided to teachers?
The campus principal, Assistant Principals and Instructional coaches meet with every staff member at the beginning of the year to discuss their goals. Administrators with T-TESS teachers are required to complete 5 walkthroughs weekly, as well as an observation specific to Domains 2 and 3 for each teacher. After an informal, unannounced observation, the administrators meet with teachers to discuss performance, and a final summative conference is held at the end of the year to discuss teacher performance as well as tentative goals for the following year.

Committee Documents 5di-Staff Quality, Recruitment, and Retention (cont'd)

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

WISD HR provides a list of staff that have been approved for hire in the various departments. Interview committees are made up of the principal, the AP and IC overseeing the particular department, teachers from the department as well as a counselor as needed. The district holds an annual job fair for a campus committee to meet and hire qualified candidates.

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

WHS retains teachers at a very high rate. Teachers leaving generally do so due to retirement,

6. Are teacher placements strategically based on student need and teacher strengths? The campus master scheduler reviews initial pre-registration numbers and shares this with the AP and department head overseeing each department. An initial placement is made then shared with the department. In addition, the leadership team meets reviews data in the summer to make the final decision regarding teacher assignments.

7. What is the impact of our teacher mentor program?Each teacher is assigned a mentor to assist throughout the year. A dedicated Assistant Principal oversees this program and meets with new teachers and mentors periodically throughout the year. The AP is in ongoing communication with new staff. A meeting is held at the beginning of the year with all pertinent information so that they become familiarized with the campus.

8. What ongoing support is provided to staff? (e.g., administrative observation, performance coaching and individualized professional development plan.)A T-TESS refresher is held at the beginning of the year. In addition, IC's meet with staff to review SGM's and assist teachers to complete this. All T-TESS observers must have a minimum of 5 walkthroughs each week. All teachers must have an informal observation focusing on domain 3 the first 2 six week marking periods, and domain 2 the 3rd and 4th six weeks marking period. T-TESS observers must provide feedback and coaching. All teachers have developed a draft goal for the 2025-2026 school year and this is finalized at the beginning of the year.

9. What systems are in place to build capacity and support continuous improvement? All staff are scheduled a PLC block as well as a conference period. All tested areas (English I, II, Algebra I, Biology and US History) are scheduled a common PLC period to review data, planning, etc...and all core area teachers are scheduled a common conference period. Weekly PLC meetings are held with a dedicated administrator and IC, and monthly content meetings are held during conference periods. Those departments with no common conference or PLC block are required to meet monthly.

10. How are we using data to determine professional development for staff? AP's and IC's review BOY, MOY and EOY data as well as EOC and TELPAS results to form monthly PLC's as a staff. Teachers create a plan after each benchmark, spiral in TEKS, questions based on lowest performing TEKS, re-teach, targeted tutoring support. Fridays are asynchronous and teachers work with students having difficulty.

11. How are collective and individual decisions regarding professional development determined? Collective and individual decisions regarding professional development are based on the data gathered through BOY, MOY, EOY, EOC scores, ACT scores. Targeted PD is developed to support the student groups especially at risk.

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? Title IX, Human Trafficking, Bullying, Harassment, EB, Special Ed, Student Growth Measures, EOC, TELPAS, T-TESS, AP, OnRamps, ACT, TSI (math and reading), DI Fiesta, GT.

TEA | Statewide ESSA Title I

CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: _____

Campus Name: Weslaco High School

Meeting Location: Library Conference Room

Meeting Date: 5-15-25

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	teacher, community member, principal	johndoe@email.com	
Lisa McCandless	Asst. Principal		
Miguel Cisneros	Asst. Principal		
Delilah Camacho	Instructional Coach		
Errek Saenz	Teacher		
Joshua Cantu	Teacher		
Sonia Castillo	Teacher		
Michelle Espinosa	Teacher		
Jesus Barron	Teacher		
Claudia Cuellar	Teacher		absent

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?**

   Scope and sequence documents, unit plans, and pacing guides that reference specific TEKS for each unit or lesson.Teacher lesson plans that include TEKS objectives and instructional resources that are TEKS-aligned. Benchmarks and common assessments are aligned with TEKS and their reporting categories. PLC Meeting agendas where teachers discuss TEKS alignment, analyze student data, and adjust instruction accordingly. TEKS Resource System, which is designed around the Texas standards. STAAR results, with breakdowns by reporting category, showing trends in student performance on TEKS-based items. Teacher observations note alignment to TEKS during instruction.

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

   District- or campus-level scope and sequence charts. Vertical alignment charts that show how content builds from one grade level to the next. Unit maps that detail essential questions, key concepts, and prerequisite skills. Pacing guides.

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

   Benchmark or unit assessment data is analyzed to determine if students are mastering TEKS on schedule. Trends in STAAR data or formative assessments show weaknesses in certain standards. Teachers use data to create small groups and adjust instruction. Teachers use daily data to modify next-day instruction. Struggling students are identified through progress monitoring and receive targeted interventions based on specific deficits. Regular data meetings focus on item analysis, reteach plans, and targeted instructional strategies. Teachers and administrators use Aware to access, analyze, and act on data.

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?**

Use of evidence-based strategies such as explicit modeling, guided practice, and gradual release. Teachers use assessment data to identify which TEKS need targeted support and adjust instruction accordingly using strategies such as anchor charts, manipulatives, and peer collaboration. For English learners, teachers incorporate sentence frames and visual vocabulary supports to align instruction with their language development needs.

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

Implementation of TEKS Resource System, which incorporates CCRS elements and includes vertical alignment to build foundational skills in reading, writing, math, science, and problem-solving aligned to CCRS. Integration of skills such as critical thinking, research, communication, and technology use. Use of AP, OnRamps, dual credit, or CTE pathways that embed CCRS. Observations show students solving complex problems, engaging in academic discourse, or using inquiry-based learning. Assessments go beyond recall; students apply knowledge to new situations, justify reasoning, and demonstrate mastery in writing and performance-based tasks. Student access to dual credit and/or certification programs.

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

Students are regularly asked to analyze, evaluate, justify, create, or problem-solve, not just recall facts. Instruction is aligned with the cognitive rigor of the TEKS and CCRS. Use of real-world applications and/or inquiry-based tasks. Use of open-ended questions and academic discourse. Instruction is adjusted based on student data. Teachers use small-group instruction, choice boards, or tiered assignments. Varied pacing, content, or product options are provided to meet learners where they are. Supports are in place to gradually move students toward independence - Gradual Release Model. Teachers pre-teach vocabulary and background knowledge as needed.

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

Lessons are built around relevant, real-world connections to student interests and backgrounds. Teachers incorporate variety and choice. Activities are interactive, hands-on, and collaborative. Teachers use active monitoring, frequent checks for understanding, and cold-calling to involve all students. Strategic use of wait time, questioning, and discussion protocols to deepen engagement. Classrooms emphasize respect, routines, and high expectations for all. Teachers build strong student relationships and recognize diverse perspectives. Instruction is differentiated so all students can access the content. Scaffolds and accommodations are used to support engagement for ELs, SPED, or struggling learners. Teachers use formative feedback from students to adjust pacing and activities.

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

Our district has a structured curriculum adoption process that requires materials to be evaluated not only for TEKS alignment but also for their embedded supports for English Learners, SPED, GT, and economically disadvantaged students. Teachers need additional training on how to implement and modify materials during PLCs, and specialists support with implementing accommodations (HQIM).

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

We use pull out interventions to address learning gaps in reading and math. Students are identified through assessments and teacher input. Data shows students receiving interventions demonstrate steady growth. These supports are primarily provided to at-risk students, including those with learning disabilities, ELs with academic deficits, and students performing below grade level due to learning loss or mobility. We do, however, face challenges with student attendance and engagement.

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?**

Our assessments are aligned to the TEKS and reflect appropriate levels of rigor. All unit assessments and district benchmarks are built using vetted item banks and reviewed for alignment with state standards and STAAR blueprint expectations. Teachers collaborate in PLCs to ensure that daily instruction and formative checks directly reflect the targeted standards and cognitive demand. Benchmark data is disaggregated and used to inform reteach plans, and item analyses confirm alignment with STAAR outcomes, particularly in tested grades.

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?**

Assessments are aligned to TEKS, not dependent on prior experiences, language, or culture. Questions are reviewed to avoid bias and ambiguous wording. Accommodations are provided based on 504/IEP/EL needs. Teachers use formative assessments in ways that accommodate different learning styles and paces. Students may have opportunities for retakes, revisions, or test corrections. Assessments are adapted without changing the rigor, so students can access the same standards. A positive test environment helps reduce anxiety and supports confidence.

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

Students are assessed using a mix of formative, summative, diagnostic, and performance-based assessments. This variety captures both content mastery and skills like critical thinking, application, and communication. The assessment plan includes checks at multiple points in time to track growth and not just one-time achievement. Assessments are aligned to TEKS and cognitive rigor. Scope includes a representative sample of high-priority readiness and supporting standards. Teachers and leaders use data from various sources to identify trends and needs. One assessment is not the sole determinant of a student's progress; decisions are made based on a pattern of performance. Assessment items are accessible to diverse learners without diluting content expectations.

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.

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

Parents are informed upon registration about accessing the parent WHS portal, so that they can stay informed concerning attendance and grades for their child/ren. Parents are invited to attend various academic and elective activities throughout the school year. We update social media with this information as well as send mass calls informing parents that might not check their social media or don't have social media.

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

Our WHS parent specialists holds monthly meetings with those parents that are able to attend. She informs parents about these meeting; shares the flyers with the passing cars in the student drop off area and flyers are also shared on social media. Different extracurricular activities are held, so that parents have various opportunities to attend.

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

Several parents attend regular meetings with campus personnel to share their suggestions and serve on different committees.

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

Students have access to a variety of counseling services and other academic resources that aim to make their time at WHS a healthy and memorable experience. Additionally, every Wednesday a social-emotional-lesson is shared campus-wide to promote the importance of mental health. Students are encouraged to go speak to their conselors to seek extra help if needed.

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

Many of our parents are bilingual and speak Spanish. It is easy to translate this information to our parents, so that they are kept informed and updated on events happening at WHS.

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

Our students in special educaiton qualify for all the regular programs accessible to our non

special educaciton students, while having access to a variety of acadmic and non-academic assistance services. Special education student have access to individualized educational plans to better benefit the student academically and emotionally. These students have an annual admission, review and dismissal meeting where their academic and social needs are reviewed each year.

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

We have community partnerships with STC, UTRGV, UT OnRamps the Weslaco Rotary organization that help our students take advantage of different opportunities that are beneficial for them to excel in their educational pathways.

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

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1. To what degree does the district/school support the organization? How are those supports offered or provided?
   - Assistant Superintendent, Dan Budimir, communicates with principal on a daily basis
   - Strategist for each content area attend campus PLC meetings as needed
   - ESL/Sp Ed Director meet as needed
   - Student Support Services Director meets with staff monthly
   - Assistant Superintendent for HR provides support as needed
   - Academic Associates for each department on campus plan and organize agendas for each department
   - SBDM team meets on a regular basis to discuss and approve initiatives
   - The administrative team on campus made up of all APs, ICs, athletic coordinator, director of bands, head counselor, administrative assistant, and CCMR specialist meet every Monday.
   - Each AP and IC have assigned content areas that they supervise throughout the year
   - Each AP and IC have assigned teachers that they provide coaching and evaluate at the end of the year using the TTESS tool
   - Academic Associates and APs / ICs are assigned for PLC planning where staff reviews data and plans for instruction

2. What does the data reflect about classes, schedules and student/staff teams?
   All four content areas teachers have a planning period every other day that is embedded in the master schedule that allows them to collaborate and plan for instruction.
   AP , meetings???
   Attendance Committee???
   Reviewing data changes were made based on performance
   Location of teachers by departments

3. How is adequate time devoted to subjects in which students perform poorly?
   Extended Day
   Saturday School
   Every teacher has tutoring available for students
   EOC courses remedial are included in the master schedule
   EOC tutors
   Instructional assistants assigned to the EOC classes
   TSI camps
   TELPAS camps
   AP review sessions???

4. How do teachers have a voice in decision-making and school policies?
   SBDM Committee
   Technology Committee
   Attendance Committee
   Beautification Committee
   Academic Associates
   SEL Committee
   Spirit Committee
   Panorama Survey
   DAC
   Risk Mngt Committee

5.What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?
Create their own assessments, unit exams, projects, CBAs, BOYS, MOYS, EOYS
TIA

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 school uses a variety of campus leadership committees, the Panorama survey, student advisory committee, student leadership roles within a variety of school organizations and clubs,

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

Panorama survey results

CCNA Technology Review

1. **What technology do we have?**
   We currently have a range of instructional and support technologies including desktops, Chromebooks, laptops, smartboards, educational software, calculators, eGlass systems, document cameras, and wireless display adapters.

2. **How does the design of the network provide for the users it supports?**
   Classrooms are equipped with both hard-wired and wireless internet access. However, network connectivity is inconsistent across the campus, with some areas experiencing dead zones and frequent connection drops.

3. **What is the technology proficiency of staff and students?**
   Students are proficient with Chromebooks and the Google Suite of applications. Staff proficiency varies widely — some are highly skilled, while others require ongoing support and training.

4. **How does staff feel about technology?**
   Overall, staff are open to using technology, but many feel that there is a lack of sufficient training. There is a strong need for follow-up sessions and ongoing support throughout the school year.

5. **What types of technology professional development have we provided? What was the impact for staff and students?**
   Professional development has primarily been offered through PLC days and periodic training sessions focused on new software. The impact depends largely on staff expertise, as teachers are the primary source of support for student device use. Student outcomes vary based on teacher comfort with technology.

6. **What are some barriers that potentially prevent effective use of technology?**
   Barriers include:

- A limited number of staff authorized or trained to resolve technical issues

- Budget constraints preventing timely replacement or upgrades of equipment

- Insufficient time allocated for meaningful, hands-on technology training

7. **In which content areas are we using technology, and how? What is the effect?**
   All content areas incorporate technology to some degree — from Google Suite tools to CTE-specific software. Specialized programs are used to enhance subject-specific instruction and increase student engagement and productivity.

8. **How is technology utilized to support curriculum, instruction, and assessment integration and implementation?**
   Each student has access to a Chromebook, which supports full integration with Google Classroom. Teachers use educational software like IXL, GMetrix, and Certiport to provide curriculum-aligned instruction and assessment, enabling real-time feedback and personalized learning.

9. **How is technology used to support students and parents in a virtual learning environment?**
   Chromebooks and platforms like Google Meet and Google Classroom enable virtual learning when necessary. These tools provide continued access to instruction and communication between students, teachers, and parents.

10. **Is the technology user-friendly for students and parents?**
    Technology is generally user-friendly for students due to consistent daily use and training. However, parents often face challenges if they are unfamiliar with digital platforms, indicating a need for increased family support and training opportunities.

11. **Is there a cybersecurity plan in place and systems in place to prevent a cybersecurity breach?**
    Yes. Following a district-wide security breach four years ago, the district has implemented stronger cybersecurity protocols. Ongoing staff training and improved system settings are in place to prevent unauthorized access and safeguard sensitive data.

12. **How do we ensure that confidential student-level data is secure?**
    All student data is protected through password-secured platforms such as eSchool and Google Drive. Additional safeguards, including automatic logout settings and user access controls, are in place to prevent data breaches and ensure compliance with privacy regulations.