

Weslaco Independent School District
South Palm Gardens High School
2025-2026 Campus Improvement Plan

Mission Statement

At South Palm Gardens High School, we offer a program that create opportunities for students to graduate from high school by using a different approach to learning which is accelerated, differentiated and educationally complete.

Vision

South Palm Gardens High School allows all students to reach their full potential and prepares them for success in the next stage of their life.

Value Statement

We value:

- * Dedication to our students

- * High expectations

- * Commitment to the program

- *Compassion and understanding for all student's individual situations

- * Respect for all staff, students and parents

- * Organized and efficient school setting

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Comprehensive Needs Assessment

Demographics

Demographics Summary

South Palm Gardens 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 approximately 17,000 students.

South Palm Gardens is the district's alternative education school in which the student population is 100% At Risk. There are students that are continuers, leavers, teen parents, or need of an alternative setting in order to graduate. There are currently 80 students enrolled which is peak enrollment. There are 7 full time teachers on campus: 1 ELA, 1 Math, 1 Science, 1 Social Studies, 1 SPED/PE/Health, 1 Tech Apps and 1 Credit Recovery teacher.

South Palm Gardens is a Met Alternative Standard school that is evaluated with alternative education accountability provisions.

Problem Statements Identifying Demographics Needs

Problem Statement 1: ELL students have a 37% passing rate on STAAR English I and II and the scores have not increased.

Root Cause: Our ELL population has tripled in the last 3 years and these students, for the most part, are repeat testers, with some having tested up to 8 times on English I and/or English II

Problem Statement 2 (Prioritized): Parents do attend meetings, functions, etc.

Root Cause: Many parents have given up as their children have become defiant and rebellious. They feel they do not need to attend things and that is should only be on the student, their child, to take care of things.

Student Learning

Student Learning Summary

The South Palm Garden student comes into this alternative program in need of credits and tests, for the most part. We help our students catch up to where they need to be and provide specific, rigorous test preparation. Our teachers use problem solving skills in our test preparation classes, as well as differentiate for our students. We increase our graduates each year and help many students who are in dire need due to falling so far behind for various reasons. Students are quite successful at South Palm Gardens High School due to the limited class size, the availability of extra help throughout the day and the promise of graduation on time where this would not be possible at a traditional high school.

95% of our students either pass the STAAR tests completely or use SB 463 to help them graduate. Our scores vary each year, depending on the mobility of our students, class size and where they originally started out. We are a met standard school.

Student Learning Strengths

In 2017-2018, 100% of all testers passed Algebra I and 17% met standard. 25% of those students were EL's. In Science, 90% of all students passed Biology. These are very high passing rates. These teachers provide incentives, tutoring, extra help with small group settings and even help in the same subjects in credit recovery.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We are not increasing our passing rate on English I or English II STAAR reading and scores. Our scores have stayed in the 18%-22% passing for 2 years

Root Cause: Students try hard, but some are defeated and will not work at it any more. They use the SB 463 and are able to graduate, which helps, but doesn't help with our scores.

Problem Statement 2: US History test scores are going down each year as well as passing rates.

Root Cause: Students are having to wait until jr or senior year to take US History if they do not pass English I.

Problem Statement 3: We are not increasing our passing rate on English I or English II STAAR reading and scores. Our scores have stayed in the 18%-22% passing for 2 years

Root Cause: We are taking in many more ELL students and teachers are not certified in ELL strategies; students are frustrated after taking it up to 8 times; SB 463 allows students to graduate passing 3/5 STAAR EOC exams and that usually means the one or two they do not pass are English I and /or English II

Problem Statement 4: Scores are lower than they were when STAAR was first administered

Root Cause: Although the SB 463 helps us graduate students, the students know coming in that they only need to pass 3/5 tests to graduate.

Problem Statement 5 (Prioritized): The scores are stagnant

Root Cause: Teachers get in a rut and tend to teach the same thing that may have not worked with others using the explanation that these are different students.

School Processes & Programs

School Processes & Programs Summary

There are several different uses of the curriculum here. SPG has credit recovery which uses a program called Edmentum in which students are able to receive credit for the classes they have previously failed. A+ credit recovery is also used for the test complete students or over aged students who should've graduated either 1-2 years prior to the current school year. There are also classes that are referred to as credit classes. These classes are taught by the core teachers and they developed the curriculum based on the TEKS, RS and SS. They teach, but in these credit classes, students go at their own pace. Test preparation classes are traditionally taught classes that prepare students to take Algebra I, English I, English II, Biology and U.S.History.

School Processes & Programs Strengths

There are several different uses of the curriculum here. SPG has credit recovery which uses a program called Edmentum in which students are able to receive credit for the classes they have previously failed. A+ credit recovery is also used for the test complete students or over aged students who should've graduated either 1-2 years prior to the current school year. There are also classes that are referred to as credit classes. These classes are taught by the core teachers and they developed the curriculum based on the TEKS, RS and SS. They teach, but in these credit classes, students go at their own pace. Test preparation classes are traditionally taught classes that prepare students to take Algebra I, English I, English II, Biology and U.S.History.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Scores can be stagnant in English and US History areas

Root Cause: Students are frustrated due to the vocabulary and the number of times they have taken the tests.

Problem Statement 2 (Prioritized): Students have poor attendance and even though SPG is a much different climate, some do not embrace it and are not ready.

Root Cause: Students may have been out of school anywhere from 1 to 2.5 years or more. It is sometimes difficult to get into the habit of coming to school every day. They are used to waking up at a later time.

Problem Statement 3: Students have a higher rate of discipline issues, which causes attendance issues

Root Cause: Many students are on probation due to drug use or selling drugs

Perceptions

Perceptions Summary

There are several different uses of the curriculum here. SPG has credit recovery which uses a program called Edmentum in which students are able to receive credit for the classes they have previously failed. A+ credit recovery is also used for the test complete students or over aged students who should've graduated either 1-2 years prior to the current school year. There are also classes that are referred to as credit classes. These classes are taught by the core teachers and they developed the curriculum based on the TEKS, RS and SS. They teach, but in these credit classes, students go at their own pace. Test preparation classes are traditionally taught classes that prepare students to take Algebra I, English I, English II, Biology and U.S.History.

Perceptions Strengths

We are a program where students can finish and earn a diploma. SPG has a great atmosphere and teachers who pay attention to the student's needs. We are well versed in each student's background and are eager to help them work through any issues that aren't academic, as well. Each year, we graduate over 125+ students and these are students who otherwise would not have graduated on time or at all. This is a program that caters to our student's and makes sure they feel welcome. It is a strict program, but student's, for the most part, are more successful here than they ever have been in a secondary school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students do not feel comfortable with online learning

Root Cause: Teachers are not in the habit of having much work due on line and some never use the Chromebooks.

Problem Statement 2: Attendance has been an issue here for many years and although has increased over the past five years, SPGHS rarely meets the attendance target of 95%.

Root Cause: Students and parents need to work together to commit to the program and be here every day.

Problem Statement 3: Some staff can be apprehensive where change is concerned, especially in curriculum

Root Cause: A small setting and no one to plan with in the same areas can make staff complacent

Problem Statement 4: Since the staff is small, it is sometimes difficult to move forward for some if they do not agree or have an issue.

Root Cause: The staff can be cliquish sometimes and leave out other staff and that creates a problem during meetings or training.

Priority Problem Statements

Problem Statement 1: The scores are stagnant

Root Cause 1: Teachers get in a rut and tend to teach the same thing that may have not worked with others using the explanation that these are different students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Parents do attend meetings, functions, etc.

Root Cause 2: Many parents have given up as their children have become defiant and rebellious. They feel they do not need to attend things and that is should only be on the student, their child, to take care of things.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students have poor attendance and even though SPG is a much different climate, some do not embrace it and are not ready.

Root Cause 3: Students may have been out of school anywhere from 1 to 2.5 years or more. It is sometimes difficult to get into the habit of coming to school every day. They are used to waking up at a later time.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: We are not increasing our passing rate on English I or English II STAAR reading and scores. Our scores have stayed in the 18%-22% passing for 2 years

Root Cause 4: Students try hard, but some are defeated and will not work at it any more. They use the SB 463 and are able to graduate, which helps, but doesn't help with our scores.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Observation Survey results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: September 5, 2025

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 1: Purchase Sirius Zingers for the English II students for test preparation.

Evaluation Data Sources: EOC STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teacher will use these as weekly tests or openers in order to allow the students to practice the most missed questions on STAAR ECO for English II Strategy's Expected Result/Impact: Higher passing rate for English II EOC, graduation Staff Responsible for Monitoring: SPG Principal; English teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 164 - State Comp. Ed. [SCE] - \$621	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: POWER STAAR WEEK Strategy's Expected Result/Impact: This is the all day/ all week review of the STAAR material before the EOC testing in December. This is a useful tool to help students with last minute material and review. Staff Responsible for Monitoring: Principal, Counselor, Social Worker and all teachers	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 2: Purchase the Quizziz subscription for US History to allow students to see question formats that are based off of the STAAR EOC 2.0. Students will use these quizzes weekly and keep track of their progress. This helps with our accelerated curriculum.

Evaluation Data Sources: U.S. History EOC STAAR; graduation rate

Strategy 1 Details	Reviews			
Strategy 1: Students will use Quizziz in class to take weekly assessments on each of the targeted TEKS Strategy's Expected Result/Impact: Students will pass their required EOC test and graduate on time. Staff Responsible for Monitoring: Principal and US History Teacher 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - 164 - State Comp. Ed. [SCE] - \$650	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will use pre and post assessments to see where they are each week in order to adapt instruction and curriculum that week based on the student's needs in that particular class Strategy's Expected Result/Impact: Students will pass their required EOC and graduate on time. Staff Responsible for Monitoring: Principal and US History teacher	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: POWER STAAR Strategy's Expected Result/Impact: This is the all day/ all week review of the STAAR material before the EOC testing in December. This is a useful tool to help students with last minute material and review. Staff Responsible for Monitoring: All staff	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 3: Purchase electronic bilingual dictionaries for our at risk students for STAAR and benchmark testing.

Evaluation Data Sources: STAAR data, graduation rate

Strategy 1 Details	Reviews			
Strategy 1: Students will use the dictionaries in every day activites as well as on the STAAR test and the benchmarks as an accomodation for our LEP at risk students. Strategy's Expected Result/Impact: Students will perform at a higher level on STAAR ENGLISH I and ENGLISH II Staff Responsible for Monitoring: Principal and English Teacher ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 164 - State Comp. Ed. [SCE] - \$6,140	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 4: All students will score at least a 3550 on the Biology EOC STAAR. Students will aim for Meets by scoring a 4000. This should be approximately 1-2% of our students.

Evaluation Data Sources: Biology EOC STAAR

Strategy 1 Details	Reviews			
Strategy 1: POWER STAAR Week Strategy's Expected Result/Impact: This is the all day/ all week review of the STAAR material before the EOC testing in December. This is a useful tool to help students with last minute material and review. Staff Responsible for Monitoring: All staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Incorporate GIZMO and QUIZZES into daily routine Strategy's Expected Result/Impact: Teacher creates lessons and quizzes on this online course-ware in order to quiz students weekly by both pre and post assessing Staff Responsible for Monitoring: Principal, Biology Teacher	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Use more hands on laboratory investigations Strategy's Expected Result/Impact: Students will complete different labs which will reinforce objectives that are on the Biology EOC exam. Staff Responsible for Monitoring: Principal and Biology Teacher	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teacher will utilize GIZMO online subscription for review, test taking stratgies and online lab work. Strategy's Expected Result/Impact: Students can work from home which allows students to catch up with their work; students also use in it in class as a lab station to review labs that were done in class. Staff Responsible for Monitoring: Principal, Teacher	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Gizmo has online labs and activities so students can have homework or work on assignments they missed Strategy's Expected Result/Impact: Better grades, more enthusiasm about Biology and better scores Staff Responsible for Monitoring: Teacher, Principal Funding Sources: - 164 - State Comp. Ed. [SCE] - \$399	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 5: Students will score at least a 3550 on the Algebra I EOC . Students will raise their previous scores for re-testers by at least 20% overall.

Strategy 1 Details	Reviews			
Strategy 1: POWER STAAR Week Strategy's Expected Result/Impact: This is the all day/ all week review of the STAAR material before the EOC testing in December. This is a useful tool to help students with last minute material and review. Staff Responsible for Monitoring: All staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Purchase new graphing calculators to replace old ones. Students will be able to meet the TEKS objectives and perform better on their EOC STAAR exam. Strategy's Expected Result/Impact: Students will perform better on six weeks exams, assessments in general and on the STAAR Staff Responsible for Monitoring: Teacher, Principal TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 6: Promote health and fitness for our at risk students by purchasing a leg press for students to use to strengthen their bodies for the Fitness gram test and for Health and PE class.

Evaluation Data Sources: SPARK Fitness test; Fitnessgram, PE classes, Health classes

Strategy 1 Details	Reviews			
Strategy 1: Continue to promote healthy lifestyles and wellness by having our students use weights and other items in various sports related activities in order to be make healthier and responsible choices. Strategy's Expected Result/Impact: Healthier and more aware students when it comes to healthy eating, health in general and activities and meet curriculum requirements for PE Staff Responsible for Monitoring: Principal, P.E. and Health teacher TEA Priorities: Recruit, support, retain teachers and principals - 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 Funding Sources: - 164 - State Comp. Ed. [SCE] - \$2,895	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Have students use the elliptical and the treadmill in order to promote wellness and activity especially during inclement weather or when it is too hot to go outside. Strategy's Expected Result/Impact: Better health for our students. Help with students that are diabetic. Staff Responsible for Monitoring: PE Teacher Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 7: Purchase renewal of Xerox copier for use in the classroom for copies and tests

Evaluation Data Sources: Test scores, activities, student grades

Strategy 1 Details	Reviews			
Strategy 1: The Xerox machine will continue to be in use for classroom teachers to make copies of activities, reviews and tests Strategy's Expected Result/Impact: Students will have review sheets, activities and tests to throughout the year. Staff Responsible for Monitoring: Secretary and Principal Funding Sources: - 164 - State Comp. Ed. [SCE]	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use the machine in order to run necessary copies for their classrooms. Strategy's Expected Result/Impact: This results in more reviewing taking place as most of the paper used is for review booklets Staff Responsible for Monitoring: Teachers, principals, paraprofessional Funding Sources: - 164 - State Comp. Ed. [SCE] - \$2,364	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 8: Purchase subscription to EXTeach Plus/Gizmos Teacher plus student licenses for the Biology and Math EOC prep classes

Evaluation Data Sources: EOC STAAR results, graduation rate

Strategy 1 Details	Reviews			
Strategy 1: At risk students will be provided with the gizmo program both in and out of school in order to review for the EOC Biology and Algebra I STAAR. Strategy's Expected Result/Impact: The result will be passing test scores and subsequently, graduation Staff Responsible for Monitoring: Principal, core teachers 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 5: Effective Instruction Funding Sources: - 164 - State Comp. Ed. [SCE] - \$1,786	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 9: Purchase Sirius updated workbooks for all EOC test prep classes.

High Priority
HB3 Goal
Evaluation Data Sources: EOC STAAR, Graduation Rate

Strategy 1 Details	Reviews			
Strategy 1: By purchasing the book version, students can use them in tutorial sessions, on homebase and homebound where internet may be inaccessible, as well as on their own as they are preferred for all subjects in order to work out the actual problems. Strategy's Expected Result/Impact: Used as a review with students to pass all EOC tests and graduate on time. Staff Responsible for Monitoring: Teachers, Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - 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	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 10: Purchase updated books for the classroom library in the ELA classes for English I - English IV to help with EOC STAAR preparation and to promote literacy.

Strategy 1 Details	Reviews			
Strategy 1: Students will use the classroom library for the EOC STAAR preparation for the constructed responses using non fiction and fiction text. Strategy's Expected Result/Impact: Pass STAAR EOC Staff Responsible for Monitoring: Principal and Teachers 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 Funding Sources: Books - 164 - State Comp. Ed. [SCE] - \$975.42	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 11: Purchase BrainPop for Science and Social Studies classes in order for teachers to help students with EOC STAAR testing throughout the year.

High Priority
Evaluation Data Sources: STAAR EOC scores, graduation rate

Strategy 1 Details		Reviews			
Strategy 1: Teachers will use BrainPop in class to show videos and updates to the curriculum for their testing and credit classes. Strategy's Expected Result/Impact: Higher EOC scores Staff Responsible for Monitoring: Teachers, Principal 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 Funding Sources: - 164 - State Comp. Ed. [SCE] - \$726		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 12: Purchase supplies for at risk students in all core classes and PE/Health to include a 2 drawer file cabinet to store devices and a printer, headphones, organizers, supplies, display clocks for timed writing, mirrors, ball storage cart and lockers for health and PE for the gym, scrapbooking supplies, binders, models, games, microscope slides, glue sticks, gear/axels, toothpicks, legos, science projects, digital timers, utility tape, blocks, binders, balloons, paint, straws, rubber bands for projects, folders, reusable dissecting pads, dissecting kits, canvas boards, stamps, brushes

Evaluation Data Sources: EOC scores, graduation rate, fitness gram success

Strategy 1 Details	Reviews			
Strategy 1: Students will use supplies during all core classes for review and general classwork, health and PE Strategy's Expected Result/Impact: Students will pass their EOC tests, fitness gram and graduate Staff Responsible for Monitoring: Teachers, Principal 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 Funding Sources: - 164 - State Comp. Ed. [SCE] - \$1,779.96	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 1: Attendance will be at a 95% for the yearly average

Evaluation Data Sources: Yearly attendance report

Strategy 1 Details	Reviews			
Strategy 1: Ice cream Friday and gift card drawings will be held each Friday to motivate students to attend every day. Strategy's Expected Result/Impact: Students are rewarded with ice cream each Friday when they have perfect attendance Staff Responsible for Monitoring: Principal and all teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: These incentives are to get students students in here daily which in turn, helps them pass the exams and their classes. Staff Responsible for Monitoring: Principal, teachers, counselor, social worker Funding Sources: - 164 - State Comp. Ed. [SCE] - \$2,300, - 164 - State Comp. Ed. [SCE] - Social Worker's salary - \$48,291	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 2: Renew Raptor system for identification system for running ID's for parents and guardians in order to pick up students.

Strategy 1 Details	Reviews			
Strategy 1: Raptor system is used to id parents and guardians to keep students safe and secure. Strategy's Expected Result/Impact: Students are only released to approved members of the family on the list and who are screened. Staff Responsible for Monitoring: Secretary, Principal, Counselor's Assistant. Funding Sources: - 164 - State Comp. Ed. [SCE] - \$510	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 3: Replace existing printers and toners with new printers and toners in the classroom. Printers are outdated and are used for credit reports, DIM classes, Google classroom and for various projects through IGC for student graduation.

High Priority

Evaluation Data Sources: Graduation rate, student STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: Replace existing printers in the classroom along with toner so students have completed files for graduation with all credit slips and work included Strategy's Expected Result/Impact: Students will be credit complete and be able to print out all needed paperwork Staff Responsible for Monitoring: Teachers, Principal 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 164 - State Comp. Ed. [SCE] - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students print out their completed lessons in the classrooms as well as their compositions to better analyze the progress of their work. Strategy's Expected Result/Impact: Students will keep better track of all of their progress. Staff Responsible for Monitoring: Principal, Teachers Funding Sources: - 164 - State Comp. Ed. [SCE] - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 4: Purchas lithium batteries for the electronic dictionaries to use in ll core classes.

Evaluation Data Sources: STAAR, Benchmarks, Classwork

Strategy 1 Details	Reviews			
Strategy 1: Student will use electronic dictionaries for their classwork in all core classes. Strategy's Expected Result/Impact: Better spelling and understanding of words, phrases and definitions Staff Responsible for Monitoring: Teachers 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 Funding Sources: - 164 - State Comp. Ed. [SCE] - \$243.10	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 5: Purchase items for the social emotional learning (SEL) calming room for all at risk students. The social worker follows curriculum and meets weekly with those students who struggle with the different topics. They paint, draw, color, play games, journal, cook ,etc. The supplies would be for the use of these students during their sessions. The calming room is also used on an individual bases when students need time to relieve themselves of anxiety.

Evaluation Data Sources: Panorama survey, social worker time log

Strategy 1 Details	Reviews			
Strategy 1: Social worker will meet weekly with the at risk students and use curriculum provided by the district for all SEL activities Strategy's Expected Result/Impact: Better communication, students will reach out to social worker more comfortably and be able to work through the issues at hand using tools they have learned. Staff Responsible for Monitoring: Social worker, principal 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	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 6: Purchase a new laptop for the counselor and social worker in order to meet with our at risk students to go over SEL, make presentations, go over graduation requirements, etc.

Evaluation Data Sources: SEL and Graduation Rate

Strategy 1 Details	Reviews			
Strategy 1: Counselor and Social Worker will use laptops in the classroom setting during presentations on college, secondary job opportunities, apply texas, financial aid, SEL presentations, graduation requirements, etc. Strategy's Expected Result/Impact: Students will be prepared when leaving SPG for secondary schooling and or the work force, with a diploma Staff Responsible for Monitoring: Principal, Counselor, Social Worker 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: - 164 - State Comp. Ed. [SCE] - \$2,523.38	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 7: Purchase ink for the printer in the Mega lab for at risk population during TSI testing.

Evaluation Data Sources: STAAR, TELPAS, TSI

Strategy 1 Details	Reviews			
Strategy 1: Students who test in the mega lab for various things such as TSI, STAAR, and especially benchmarks, will need print outs or certain certificates or test data. Strategy's Expected Result/Impact: Students can track and montior their progress Staff Responsible for Monitoring: Counselor, Teachers, Principal 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	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 8: Purchase school supplies for classrooms and labs for all at risk students in order to complete projects, assignments, quizzes, tests and STAAR EOC review to include poster paper for projects, mirrors for the gym , charging ports for all electronic devices such as laptops and iPads.

High Priority
Evaluation Data Sources: Graduation rate, STAAR EOC Scores

Strategy 1 Details	Reviews			
Strategy 1: Students will have all the supplies they need in order to be productive in the classroom and participate. Strategy's Expected Result/Impact: Students will pass their classes , their STAAR EOC exams and graduate Staff Responsible for Monitoring: Teachers, Principal 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 9: Purchase new chairs, a lock box for cell phones to be in compliance and paper for the test complete lab

Evaluation Data Sources: Graduation data

Strategy 1 Details	Reviews			
Strategy 1: Students will use paper in the lab setting for programs for CCMR. Lock box will be used to store cell phones safely so that students and parents are not concerned and new chairs are needed for them for the desk top computers. Strategy's Expected Result/Impact: Complete credits and graduate Staff Responsible for Monitoring: Principal. Teacher TEA Priorities: Build a foundation of reading and math - 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 Funding Sources: - 164 - State Comp. Ed. [SCE] - \$595.35	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 10: Purchase laminating rolls for at risk student projects and portable projectors for students to demonstrate their projects in front of the classroom and toner for classroom printers.

Evaluation Data Sources: Graduation, Six weeks grades, STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: Students will present their projects in their classes using the projectors. They can also print them out and laminate them to add to their portfolio Strategy's Expected Result/Impact: Students will graduate and pass their classes Staff Responsible for Monitoring: Teachers, Principal 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 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 164 - State Comp. Ed. [SCE] - \$2,966.87	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.

Performance Objective 1: Collaborate with outside agencies such as TAMUK in order for students to complete FAFSA and APPLY TEXAS in order to provide opportunities for all students to enter either secondary education or the workforce or both so that 90% of students are complete in both areas.

Evaluation Data Sources: Acceptance into their local choices or the workforce

Strategy 1 Details	Reviews			
Strategy 1: Students will fill out all necessary paperwork online to be able to attend STC or other technical/vocational school right to begin attending right after graduation Strategy's Expected Result/Impact: Students will attend secondary schooling with less of a struggle Staff Responsible for Monitoring: Social Worker, Principal, Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: By bringing in representatives from schools such as STC or TSTC, students will be motivated to continue their education. We also include parents and encourage them to attend these presentations. Strategy's Expected Result/Impact: This will allow for students to do all the necessary paperwork and get information on what they would like to do post secondary. Staff Responsible for Monitoring: Principal, counselor, social worker	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.

Performance Objective 2: Increase in parental involvement

Evaluation Data Sources: Parent meetings with the principal

Strategy 1 Details	Reviews			
Strategy 1: Expand parent and student knowledge on the opportunities in higher education for our students through college readiness activities or meetings concentrating on financial aid (FAFSA night, APPLY TEXAS), etc. Strategy's Expected Result/Impact: Students will be more likely to attend a secondary school or program Staff Responsible for Monitoring: Social Worker, Counselor, Principal	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.

Performance Objective 3: Increase parental involvement and community engagement

Evaluation Data Sources: Surveys, Six weeks grades, graduation rate, drop out rate

Strategy 1 Details	Reviews			
Strategy 1: campus social worker will attend appropriate trainings, workshops and conferences to learn new strategies and law as it relates to community involvement especially with our parents. Social worker will meet with parents and our at risk students to make sure they are on track for graduation. Strategy's Expected Result/Impact: Increase attendance, parental support, emotional and social welfare Staff Responsible for Monitoring: Principal and Social Worker 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	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.

Performance Objective 4: Counselor will attend conferences, trainings and workshops in order to plan for our population of students and stay abreast of the latest information needed to for certification.

Evaluation Data Sources: Principal

Strategy 1 Details	Reviews			
Strategy 1: Counselor will attend the training at SPI in order to stay up to date on all SEL and counseling information from the state and surrounding areas. Strategy's Expected Result/Impact: Students will be impacted by the different SEL and programs that we will offer through her trainings Staff Responsible for Monitoring: Principal, Counselor 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	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.

Performance Objective 5: Suburban use for at risk who are in need of transportation from time to time due to unforeseen circumstances and home visits.

Strategy 1 Details	Reviews			
Strategy 1: Students who are in need of transportation due to bus issues, parent issues, etc. can have transportation to school. At risk students are visited at home if they are not in school or in need of something we can help them with. Strategy's Expected Result/Impact: To help students be in school each day Staff Responsible for Monitoring: Social Worker, Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development for all employees.

Performance Objective 1: With a focus on EOC preparation, teachers will attend at least 2 staff developments throughout the year that specifically focus on their subject.

Evaluation Data Sources: EOC Scores, Administrator observation

Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development for all employees.

Performance Objective 2: Staff will create a lesson to share with all staff that focuses on technology and how they use it in their classroom to be shared during planning time or in the afternoon planning time. The focus will using data and how using a certain skill or program has increased the student's awareness in a specific objective(s).

Evaluation Data Sources: Updates to curriculum, data driven lessons

Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development for all employees.

Performance Objective 3: Teachers will use ELL/ESL books to find new ways to help our ELL/ESL population of students which is growing each year.

Evaluation Data Sources: STAAR scores; six weeks grades

Strategy 1 Details	Reviews			
Strategy 1: Teachers will read and discuss through a Google classroom, led by principal, new ESL/ELL educational books in order to find new ways to reach our ever growing LEP population. Strategy's Expected Result/Impact: Higher test scores and a higher passing rate on all STAAR EOC tests, especially the English I and II. Staff Responsible for Monitoring: Teachers, principal Funding Sources: - 165 - State Bilingual/ESL	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: FINANCIAL STRENGTH-Responsible planning, management, and accountability.

State Compensatory

Budget for South Palm Gardens High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 8.87

Brief Description of SCE Services and/or Programs

--

Personnel for South Palm Gardens High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Araseli Mireles	Social Worker	1
David L. Handy	Teacher	1
Jennifer Z. Carrillo	Teacher	1
Jessica D. Ferrer	Teacher Sp. Ed.	1
Jose Hernandez	Teacher	1
Maria Arellano	LVN	1
Melissa De La Fuente	Teacher	1
Sandy Escamilla	Instructional Aide	1
Victoria M. Vasquez	Teacher	0.87

Campus Funding Summary

164 - State Comp. Ed. [SCE]					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$621.00
1	2	1			\$650.00
1	3	1			\$6,140.00
1	4	5			\$399.00
1	6	1			\$2,895.00
1	7	1			\$0.00
1	7	2			\$2,364.00
1	8	1			\$1,786.00
1	10	1	Books		\$975.42
1	11	1			\$726.00
1	12	1			\$1,779.96
2	1	2			\$2,300.00
2	1	2		Social Worker's salary	\$48,291.00
2	2	1			\$510.00
2	3	1			\$1,000.00
2	3	2			\$3,000.00
2	4	1			\$243.10
2	6	1			\$2,523.38
2	9	1			\$595.35
2	10	1			\$2,966.87
Sub-Total					\$79,766.08
Budgeted Fund Source Amount					\$832,298.00
+/- Difference					\$752,531.92
Grand Total Budgeted					\$832,298.00
Grand Total Spent					\$79,766.08
+/- Difference					\$752,531.92

Addendums



Prioritization Tool



Student Achievement

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

Potential Data Types:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

• TAPR	• Previous EOC scores
• Benchmarks from previous high Schools	• _____
• _____	• _____
• _____	• _____
• _____	• _____

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

Findings/Analysis

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

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

Strengths

- Planning time for all teachers for remediation daily
- Benchmark testing once each semester for both groups
- STAAR tutoring
- TSI tutoring and weekly testing
- _____

Needs

- More TSI tutoring
- Help with CTE requirements for CCMR for continuers and completers due to scheduling issues. Lack of teachers and
- _____
- _____
- _____

• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

Summary of Needs

- More focus on the new STAAR
- Focus and training on updated TEKS in Biology
- Strengthen the CTE program here for CCMR accoutability by working with CTE and the other high schools
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Collaborative Comprehensive Needs Assessment Summary of Priority Needs

Demographics

Meeting all the needs of our ever growing EB population.
Training on Dyslexia as we have received more 504 students than in previous years.
English I and English II strategies and interventions

Student Achievement

More focus on the new STAAR
Focus and training on updated TEKS in Biology
Strengthen the CTE program here for CCMR accountability by working with CTE and the of

School Culture and Climate

More activities for staff for SEL
More staff development in the STAAR 2.0 and updated TEKS and how to better incorporate these in the daily les: STAAR 2.0 Training
English strategies for the STAAR test (lowest scoring area)

Staff Quality, Recruitment, and Retention

Science TEKS Training
STAAR 2.0 Training
English strategies for the STAAR test (lowest scoring area)

Curriculum, Instruction, and Assessment

TEKS training for implementation
English I and English II

Parent, Family & Community Engagement

More parent participation

School Context & Organization

SEL activites for Staff

Technology

PD training on implementation of technology in the classroom by the teachers.



Prioritization Tool



School Context and Organization

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

Potential Data Types:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

● Master schedule	●	
● Support services	●	
● Activities	●	
● TSI testing dates	●	
●	●	
●	●	

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

Findings/Analysis

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

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

Strengths

- Individualized schedule for each student due to numbers
- Planning time for teachers daily
-
-
-
-
-

Needs

- More planning with a purpose instead of just doing "what works because it may not"
- The attitude of a growth mindset
-
-
-
-
-

• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

Summary of Needs

- SEL activities for Staff
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Prioritization Tool



Parent, Family and Community Engagement

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

Potential Data Types:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- | | |
|--|---|
| ● Parent meetings at registration w/ admin | ● |
| ● | ● |
| ● | ● |
| ● | ● |

• _____ • _____	• _____ • _____
--	--

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

Findings/Analysis

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

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

Strengths

- Social Worker SEL and parent activities
- _____
- Social Media
- _____
- Emailing list and phone calls
- _____
- _____
- _____
- _____
- _____

Needs

- More community and parental involvement
- _____
- Attendance issues are not supported at times by parents
- _____
- Participation of parents in their child's education
- _____
- _____
- _____
- _____
- _____

•		•	
•		•	
•		•	
•		•	
•		•	

Summary of Needs

- More parent participation
-
-
-
-
-
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-
-
-
-



Prioritization Tool



Curriculum, Instruction, and Assessment

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

Potential Data Types:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

• Curriculum based instruction provided by teachers	•	
• benchmarks	•	
• previous STAAR scores	•	
• Scope and sequence/ TEKS	•	
•	•	
•	•	

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

Findings/Analysis

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

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

Strengths

• STAAR scores
• CCMR growth
• Benchmark to STAAR growth
• Graduation rate
• Small group instruction
• Student accountability
•

Needs

• More training for STAAR 2.0 in English /Science
• CCMR training and accountability
•
•
•
•
•

• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

Summary of Needs

- TEKS training for implementation
- English I and English II
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Prioritization Tool



Staff Quality, Recruitment, and Retention

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

• Panorama Survey	•
• PLC agendas	•
• Trainings attended	•
• Graduation rate	•
• STAAR scores	•

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

Findings/Analysis

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

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

Strengths

- STAAR trainings
- Individually written curriculum for each core
- Teacher input with the delivery and curriculum for test prep
- Great student teacher ratio
- Small group instruction

Needs

- More STAAR 2.0 trainings
- More CCMR growth through CTE classes
- Information and collaboration for CCMR Growth through

● Graduation rate	●
● STAAR scores	●
● Accountability	●
● CCMR growing	●
●	●

Summary of Needs

- Science TEKS Training
- STAAR 2.0 Training
- English strategies for the STAAR test (lowest scoring area)
-
-
-
-
-
-
-
-



Prioritization Tool



School Culture and Climate

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

Potential Data Types:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- | | |
|--------------------------------------|---------|
| • Weekly meetings | • _____ |
| • Individual staff meetings w/ admin | • _____ |
| • Panorama Survey | • _____ |

• _____	• _____
• _____	• _____

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

Findings/Analysis

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

Strengths

- Family structured relationships with staff and admin

- Teacher incentives

- Supportive student environment

- Activities and opportunities for all students to succeed

- Outside agency support

- strong counseling and social worker program

- _____

Needs

- More SEL activities for staff

- Consistency with teachers and staff on a growth
mindset

- _____

- _____

- _____

- _____

• _____	• _____
• _____	• _____
• _____	• _____

Summary of Needs

- More activities for staff for SEL
- More staff development in the STAAR 2.0 and updated TEKS and how to better incorporate these in the daily lessons
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Technology

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

• STAAR	• _____
• _____	• _____
• Benchmarks	• _____
• _____	• _____
• Teacher and student input	• _____
• _____	• _____
• _____	• _____
• _____	• _____

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

Findings/Analyses

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

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

Strengths

- One to one chromebook
- _____
- One to one desktop
- _____
- Other devices
- _____
- Teachers all have smart computers on wheels
- _____
- _____
- _____

Needs

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

• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

Summary of Needs

- PD training on implementation of technology in the classroom by the teachers.
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Step 1: Steering Committee Meeting Agenda and Minutes Template

School Year: 2024-2025

LEA: Weslaco ISD

Campus Name: South Palm Gardens High School

Step 1 Meeting Date: August 7, 2024

Progress Checkpoint 1 Due: Nov. 2024

Campus CCNA Committee Members

Committee Chairperson
Name and Role: Tina Wells

COMMITTEE MEMBER NAME	ROLE
Tina Wells	Principal/ Student Achievement
Cecilia Becerra	Counselor/ School Context
Jennifer Zavala	12th English /ESL Chair
Jessica Ferrer	SPED/ School Culture and Climate
Araseli Mireles	Social Worker/ Parent, Family
Victoria Vasquez	CTE Teacher/ Technology

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

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

What do we want to accomplish with this process?
Determine Committees and make certain we meet timelines for all of the CCNA indicators/processes
How will we ensure that it's a process, not an event?
We need to create a timeline/schedule of meetings and make certain all committee members can attend, which can be difficult due to all of the different assignments.
How will we get multiple stakeholders (parents, students, community, etc.) involved in the process?
We will invite parents to attend and a community/business member.
How will we share the purpose and outcomes with those involved?
Email, Google calendar and phone calls
What are the short- and long-term timelines? (Share detailed timeline with committee members.)
Short term- complete the process for 2024. Longterm- create the plan and timeline for 2024-2025
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
Follow all district policies pertaining to FERPA for all discussions, meetings and presentations.

Step 1 Future Meeting Dates:

Nov. 2024 Jan. 2025 Mar 2025 April 2025 May 2025

Step 2: Campus Leadership Committee Agenda and Meeting Minutes Template

School Year:

2023-2024

LEA:

Weslaco ISD

Campus Name:

South Palm Gardens High School

Step 2 Meeting Date:

August 7, 2024

Progress Checkpoint 2 Due:

Nov. 2024

Campus CCNA Committee Members

Committee Chairperson
Name and Role:

T. Wells- Principal

COMMITTEE MEMBER NAME	ROLE
T. Wells	Principal
C. Becerra	Counselor
Jennifer Zavala	12th ELA/ ESL Chair
Araseli Mireles	LMSW
V. Vasquez	CTE Teacher
J. Ferrer	SPED

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

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

Is there a committee or team with expertise in any of the areas?
Determine committees and make certain we meet timelines for all of the CCNA indicators/processes
If not, which staff members will make the greatest contribution to the committee or team?
We need to create a timeline /schedule of meetings and make certain all committee members can attend, which can be difficult due to all of the different assignments.
How will team members be recruited, selected, and potentially replaced?
We will invite parents to attend and a community/business member
How do we ensure there is diversity on each team to challenge assumptions and stretch the group?
Email, Google calendar and phone calls
Which team member is best suited to lead and facilitate individual teams?
Short term- complete the process for 2024. Longterm- create the plan and timeline for 2024-2025
How do we ensure that the team lead is skilled in adult learning, including group facilitation, consensus building, leading conversations regarding data analysis?
Follow all district policies pertaining to FERPA for all discussions, meetings and presentations
How will coordination among committees occur?

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

Step 2 Future Meeting Dates:

Nov. 2024 Jan. 2025 Mar 2025 Apr. 2025 May 2025

Committee Self-Assessment/Reflection

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

Date: August 7, 2024

LEA Name: Weslaco ISD

Campus Name: South Palm Gardens High School

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

Overall, the most beneficial part of the CNA process is diving into our student population each semester and understanding the needs of our EL's. Also, using the

What might we improve and how?

We need to improve the scores of EL students by spending more time planning around their accommodations

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

We will receive better scores which helps our accountability and the districts.

CCNA Focus Area:

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

NAME	ROLE	SIGNATURE
T. Wells	Principal	
C. Becerra	Counselor	
A. Mireles	Social Worker	
J. Ferrer	Teacher	
J. Zavala	Teacher	
V. Vasquez	Teacher	

CCNA Focus Area Committee Assignments Template

School Year:2023-2024

LEA:Weslaco ISD

Campus Name:South Palm Gardens High School

Meeting Date:August 7, 2024

Campus CCNA Committee Members

Committee Chairperson
Name and Role:

T. Wells - Principal

COMMITTEE MEMBER NAME	ROLE
J. Zavala	Teacher
J. Ferrer	Teacher
V. Vasquez	Teacher
J. Ferrer	Teacher
A. Mireles	LMSW
T. Wells	Principal
C. Becerra	Counselor

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?

The varies from semester to semester and year to year. 100% of our students are At Risk. 99% are Hispanic and approximately 40%-50% are LEP. 10% are SPED. It does vary each year.

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

99% Hispanic
1 % African America

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

It has stayed about the same. The only thing that has increased are our special education students in inclusion and our LEP.

- 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?**

Same as above. It varies each semester

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

We use STAAR, TELPAS and MAP

- 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?**

It reflects that they graduate and are able to pass, for the most part, EOC exams and receive the credits they need to graduate.

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

All of our students are At-Risk.

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

all of our students are At Risk

8. Who are our migrant students?

We have just a few migrants who usually aren't active.

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

We have a 98% graduation rate so it isn't a mobility rate unless they go to other districts.

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

Both high schools and out of district high schools

11. What are the staff demographics?

98% Hispanic, 1% white; About 40% are teacher, 1 admin, one counselor, one SW and paras.

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

12 students in each class in each period.

Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year:2023-2024

LEA:Weslaco ISD

Campus Name:South Palm Gardens High School

Step 3 Meeting Date:August 7, 2024

Progress Checkpoint 3 Due:Nov. 2024

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson

Name and Role:C. Becerra- Counselor

COMMITTEE MEMBER NAME	ROLE
C. Becerra	Counselor
A. Mireles	LMSW
J. Zavala	Teacher
J. Ferrer	Teacher
V. Vasquez	Teacher
D. Handy	Teacher
T. Wells	Principal

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

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

What data will we collect?
STAAR EOC, TAPR, Benchmarks, Panorama Survey
Do data collection tools need to be developed?
No
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
We use our own charts to keep track of scores since it's less than 100 students who test. We also take out of district students who may not have the same information available
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
We follow FERPA and district policies
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?
Meeting is to evaluate our data practices and collections

CCNA Focus Area Committee Member Assignments

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

COMMITTEE MEMBER	ASSIGNMENT FOR NEXT MEETING
D. Handy	Previous school STAAR data
J. Zavala	Previous school STAAR data

Step 3 Future Meeting Dates:

Nov. 2024 Jan. 2025 Mar 2025 April 2025 May 2025

Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2024-2025
 LEA: Weslaco ISD
 Campus Name: South Palm Gardens High School
 Step 4 Meeting Date: August 7, 2024
 Progress Checkpoint 4 Due: Nov. 2024

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson

Name and Role: C. Becerra

COMMITTEE MEMBER NAME	ROLE
C. Becerra	Counselor
T. Wells	Principal
A. Mireles	LMSW
V. Vasquez	Teacher
J. Ferrer	Teacher
J. Zavala	Teacher

Step 4: Determine areas of priority and summarize needs.

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

What are the strengths and needs of our LEA/campus and its representative groups?
We need to better prepare our EL students for the STAAR exam by using the accommodations routinely in the classroom .
What evidence supports the strengths and needs?
When they use their accommodations, regardless of what they are, routinely, they are more apt to use them on the test and pass
What are the priorities?
Graduation
What are we learning about our LEA/campus, and what connections are we making?
We are learning that each year our EL population gets bigger and bigger and we must change and accommodate them.
How do we ensure that we follow the summary process and refrain from identifying solutions in this step?
We continue to brainstorm various ideas.
How will coordination among committees occur?
Through email and in person

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

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

Step 4 Future Meeting Dates:

Nov. 2024

Jan. 2025

March 2025

April 2025

May 2025

CCNA Focus Area Committee Assignments Template

School Year:

2024-2025

LEA:

Weslaco ISD

Campus Name:

South Palm Gardens High School

Meeting Date:

Nov. 2024

Campus CCNA Committee Members

Committee Chairperson
Name and Role:

C. Becerra- Counselor

COMMITTEE MEMBER NAME	ROLE
C. Becerra	Counselor
A. Mireles	LMSW
J. Zavala	Teacher
D. Handy	Teacher
J. Ferrer	Teacher
V, Vasquez	Teacher
T, Wells	Principal

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, benchmarks; we meet individually to go over the scores and their most recent testing. We meet during PLC days to discuss student growth

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

It indicates we serve a 100% At Risk population which is very difficult to graduate

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

Most of our students are very behind by at least one full year. It also shows students score very low, miss EOC testing, are LEP/SPED or have abismal attendance.

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

It stays relatively the same, for the most part

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

We have shown a lot of growth in Algebra and in US History. We have the highest scores in US History and we are very proud of the accomplishments

6. Which students are making progress? Why?

All of them make progress here. If they don't, this isn't the correct setting for them.

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

We do small group instruction and that has made all the difference in our scores and our graduation rate

8. What do the longitudinal student achievement data indicate?

We don't follow that data as most of our students were drop outs and do not attend a secondary program after graduation.

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

It does reflect where students are struggling and where they have struggled in the past in order for us to help target their needs.

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

All students make progress here and 98% of them make the projected growth that teachers set for them. This includes all student populations.

Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year:2024-2025

LEA:Weslaco ISD

Campus Name:South Palm Gardens High School

Step 3 Meeting Date:August 7, 2024

Progress Checkpoint 3 Due:Nov. 2024

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson
Name and Role:C. Becerra- Counselor

COMMITTEE MEMBER NAME	ROLE
T. Wells	Prinicpal
C. Becerra	Counselor
A. Mireles	Social Worker
J. Zavala	Teacher
J. Ferrer	Teacher
V. Vasquez	Teacher

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

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

What data will we collect?
STAAR, Benchmarks, MAP, Panorma Survey
Do data collection tools need to be developed?
No
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
We do our own
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
We follow all district policies and FERPA
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?

CCNA Focus Area Committee Member Assignments

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

COMMITTEE MEMBER	ASSIGNMENT FOR NEXT MEETING
J. Zavala	Bring in benchmark data

Step 3 Future Meeting Dates:

Nov. 2024 Jan. 2025 March 2025 Apr. 2025 May 2025

Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2024-2025

LEA: Weslaco ISD

Campus Name: South Palm Gardens High School

Step 4 Meeting Date: August 7, 2024

Progress Checkpoint 4 Due: Nov. 2024

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson
Name and Role: J. Zavala, Teacher

COMMITTEE MEMBER NAME	ROLE
J. Zavala	Teacher
J. Ferrer	Teacher
V. Vasquez	Teacher
T. Wells	Principal
C. Becerra	Counselor
A. Mireles	LMSW

Step 4: Determine areas of priority and summarize needs.

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

What are the strengths and needs of our LEA/campus and its representative groups?
Strengths- students come in ready to master the EOC in order to graduate Needs- sometimes with our EL population, they struggle more and have difficulty motivating themselves as they have not been successful
What evidence supports the strengths and needs?
The scores and our one on one conversations with counseling, teachers, and principal
What are the priorities?
Graduation, healthy students
What are we learning about our LEA/campus, and what connections are we making?
We need to consistently communicate with our students and encourage them daily
How do we ensure that we follow the summary process and refrain from identifying solutions in this step?
Refraining from talk about solutions and keep it at ideas and input
How will coordination among committees occur?
meetings and email, conferences

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

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

Step 4 Future Meeting Dates:

Nov. 2024

Jan. 2025

March 2025

April 2025

May 2025

CCNA Focus Area Committee Assignments Template

School Year:2024-2025

LEA:Weslaco ISD

Campus Name:South Palm Gardens High School

Meeting Date:August 8, 2024

Campus CCNA Committee Members

Committee Chairperson
Name and Role:

T. Wells

COMMITTEE MEMBER NAME	ROLE
T. Wells	Principal
J. Zavala	Teacher
J. Ferrer	Teacher
V. Vasquez	Teacher
C. Becerra	Counselor
A. Mireles	LMSW

CCNA Probing Questions

School Culture and Climate

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

School Culture and Climate

Potential Data Types

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

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

The students love the school climate. It is personal, small and nurturing. The staff feels the same way about this campus.

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

If the staff and students didn't align, this program would not work. We are all on the same page.

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

We all have respect for one another and in the contract students and parents sign, it says that we all respect one another, there is no bullying and that we are all individuals that need to worry about ourselves and our productivity for our own outcomes.

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

We have about 1 to 2 incidents per year.

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

We feel very safe here. Students know that bullying and drugs are not allowed and dealt with swiftly if it occurs.

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

All students are expected to come to school every day, complete all work, respect one another and perform well on their EOCs that they have been prepared for .

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

All of our students are satisfied with the school culture and climate. Otherwise, they would return to their previous school.

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

Very very few discipline issues here.

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

There are no gangs here and if they are in a gang, they do not disclose that. We don't think such a small population would be the right setting for gangs.

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

There are no extra curriculars here.

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

The facility has been kept up and al though it is old, it is a comforting type of oasis that is much different from a traditional school

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

No, there is not.

Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2024-2025

LEA: Weslaco ISD

Campus Name: South Palm Gardens High School

Step 3 Meeting Date: August 8, 2024

Progress Checkpoint 3 Due: Jan. 2025

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson
 Name and Role: T. Wells

COMMITTEE MEMBER NAME	ROLE
T. Wells	Principal
C. Becerra	Counselor
A. Mireles	LMSW
V. Vasquez	Teacher
J. Ferrer	Teacher
J. Zavala	Teacher

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

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

What data will we collect?
Panorama survey
Do data collection tools need to be developed?
No
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
It is done for us
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
We do not leak data or discuss with other students
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?
It is a predone survey that does not provide solutions.

CCNA Focus Area Committee Member Assignments

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

COMMITTEE MEMBER	ASSIGNMENT FOR NEXT MEETING
T. Wells	Panorama data
A.Mireles	Panorama data

Step 3 Future Meeting Dates:

Nov. 2024 Jan. 2025 March 2025 April 2025 May 2025

Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year:2024-2025

LEA:Weslaco ISD

Campus Name:South Palm Gardens High School

Step 4 Meeting Date:August 8, 2024

Progress Checkpoint 4 Due:Nov. 2024

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson

Name and Role:T. Wells

COMMITTEE MEMBER NAME	ROLE
T. Wells	Principal
C. Becerra	Counselor
A. Mireles	LMSW
J. Zavala	Teacher
J. Ferrer	Teacher
V. Vasquez	Teacher

Step 4: Determine areas of priority and summarize needs.

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

What are the strengths and needs of our LEA/campus and its representative groups?
We have reduced the stigma of attending an AEA school We are an A rated campus that graduates approximately 160 students each year.
What evidence supports the strengths and needs?
Our accountability rating and the graduation rate
What are the priorities?
Graduation rate and our accountability ratings, mental health status and making students feel comfortable
What are we learning about our LEA/campus, and what connections are we making?
We are learning that our population is changing to many more students who experience anxiety and long for a smaller setting
How do we ensure that we follow the summary process and refrain from identifying solutions in this step?
We do not discuss solutions only ideas
How will coordination among committees occur?
Meeting and emails

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

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

Step 4 Future Meeting Dates:

Nov. 2024

Jan 2025

March 2025

April 2025

May 2025

CCNA Focus Area Committee Assignments Template

School Year: 2024-2025

LEA: Weslaco ISD

Campus Name: South Palm Gardens High School

Meeting Date: August 8, 2024

Campus CCNA Committee Members

Committee Chairperson
Name and Role: T. Wells- Principal

COMMITTEE MEMBER NAME	ROLE
C. Becerra	Counselor
A. Mireles	LMSW
T. Wells	Principal
J. Ferrer	Teacher
V. Vasquez	Teacher
J. Zavala	Teacher

CCNA Probing Questions

Staff Quality, Recruitment, and Retention

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

Staff Quality, Recruitment, and Retention

Potential Data Types

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

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

All teachers are highly qualified and certified in their area of teaching on campus

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

SPG has very high scores for STAAR EOC and a very high graduation rate.

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

Walkthroughs, staff meeting, individual conferences, team planning. I h

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

We have a very, very low teacher turn over rate. The same six teachers have been here for 13+ years.

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

Our staff have very good attendance and the retention rate is very high. We have only lost one teacher to retirement in over 15 years.

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

yes and no. We only have one teacher per subject.

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

We have not used a teacher mentor program here.

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

observations, walkthroughs, individual meeting, PLC's

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

TEEMS observations, T-TESS, walkthroughs

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

We do a google form request per teacher to target their specific needs.

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

Some through the staff and some through central office .

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?

Region I trainings, PLCs with the content strategists, Specific AEA trainings, STAAR trainings

The principal is always at these trainings.

It helps the teachers a great deal because they get to meet with other teachers in the same grade levels and subject areas.

Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year:2024-2025

LEA:Weslaco ISD

Campus Name:South Palm Gardens High School

Step 3 Meeting Date:August 8, 2024

Progress Checkpoint 3 Due:Nov. 2024

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson
Name and Role:

T. Wells- Principal

COMMITTEE MEMBER NAME	ROLE
C. Becerra	Counselor
A. Mireles	Social Worker
T. Wells	Principal
J. Zavala	Teacher
V. Vasquez	Teacher
J. Ferrer	Teacher

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

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

What data will we collect?
STAAR EOC scores, previous MAP scores, benchmarks, Panorama Survey
Do data collection tools need to be developed?
no
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
no
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
we follow all district policies and FERPA
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?

CCNA Focus Area Committee Member Assignments

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

COMMITTEE MEMBER	ASSIGNMENT FOR NEXT MEETING
T. Wells	Panorama Survey from staff

Step 3 Future Meeting Dates:

Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year:2024-2025

LEA:Weslaco ISD

Campus Name:South Palm Gardens High School

Step 4 Meeting Date:August 8, 2024

Progress Checkpoint 4 Due:Nov. 2024

CCNA Focus Area:

☐ Demographics

☐ School Culture & Climate

☐ Curriculum, Instruction and Assessment

☐ School Context and Organization

☐ Student Achievement

☒ Staff Quality, Recruitment and Retention

☐ Parent, Family & Community Engagement

☐ Technology

Campus CCNA Committee Members

Committee Chairperson
Name and Role:T. Wells, Principal

COMMITTEE MEMBER NAME	ROLE
T. Wells	Principal
C. Becerra	Counselor
J. Zavala	Teacher
J. Ferrer	Teacher
V. Vasquez	Teacher
A. Mireles	Social Worker

Step 4: Determine areas of priority and summarize needs.

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

What are the strengths and needs of our LEA/campus and its representative groups?
We have a very long retention rate We need to plan more with others to maintain high quality teaching
What evidence supports the strengths and needs?
Graduation rate, drop out rate, teacher retention rate, TTESS data, STAAR EOC scores
What are the priorities?
Graduation and maintaining high quality teachers so the students feel comfortable and graduate
What are we learning about our LEA/campus, and what connections are we making?
We have learned that what we do works, but we need to be open to change
How do we ensure that we follow the summary process and refrain from identifying solutions in this step?
We don't discuss the solutions, just ideas
How will coordination among committees occur?
In person meetings

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

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

Step 4 Future Meeting Dates:

Nov. 2024

Jan. 2025

March 2025

April 2025

May 2025

CCNA Focus Area Committee Assignments Template

School Year: 2024-2025

LEA: Weslaco ISD

Campus Name: South Palm Gardens High School

Meeting Date: Aug. 7, 2024

Campus CCNA Committee Members

Committee Chairperson
Name and Role: J. Zavala- Teacher

COMMITTEE MEMBER NAME	ROLE
J. Zavala	Teacher
J. Ferrer	Teacher
V. Vasquez	Teacher
T. Wells	Principal
C. Becerra	Counselor
A. Mireles	LMSW

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?

We only use district approved curriculum, state adopted textbooks, and curriculum provided by the strategists

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

Yes

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

Is it done over the summer by experienced teachers as well as by our own teachers

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?

The activities and strategies are designed for our specific student population. It has a great impact on students in our small group settings

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

We do CTE Floral testing and it is a state CTE class with curriculum and assessments provided.

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

We differentiate constantly here for each student, regardless of their needs. Everyone here is supported by our instruction and our small class sizes.

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

The students are very engaged here. We maximize a positive and individualized learning environment.

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

Walkthroughs, meetings, staff PLC days, student surveys

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

All of our students have specific learning needs which are addressed by an individual learning plan

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

Yes, we align all benchmarks and testing to STAAR EOC

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?

Students understand that they need to take an assessment to prepare for the EOC STAAR tests in order to graduate

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

CCNA Focus Area Committee Assignments Template

School Year: 2024-2025

LEA: Weslaco ISD

Campus Name: South Palm Gardens High School

Meeting Date: August 7, 2024

Campus CCNA Committee Members

Committee Chairperson
Name and Role: J. Zavala- Teacher

COMMITTEE MEMBER NAME	ROLE
J. Zavala	Teacher
V. Vasquez	Teacher
J. Ferrer	Teacher
C. Becerra	Counselor
A. Mireles	LMSW
T. Wells	Principal

Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2024-2025

LEA: Weslaco ISD

Campus Name: South Palm Gardens High School

Step 3 Meeting Date: August 7, 2024

Progress Checkpoint 3 Due: Nov. 2024

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson
Name and Role: T. Wells- Principal

COMMITTEE MEMBER NAME	ROLE
J. Zavala	Teacher
V. Vasquez	Teacher
J. Ferrer	Teacher
T. Wells	Principal
C. Becerra	Counselor
A. Mireles	Social Worker

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

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

What data will we collect?
STAAR, TELPAS, MAP, BENCHMARKS
Do data collection tools need to be developed?
NO
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
NO
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
We follow all district policies and FERPA
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?

CCNA Focus Area Committee Member Assignments

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

COMMITTEE MEMBER	ASSIGNMENT FOR NEXT MEETING
J. Zavala	Curriculum updates from ELA and EL
T. Wells	benchmark data for new students

Step 3 Future Meeting Dates:

Nov. 2024 Jan. 2025 March 2025 April 2025 May 2025

Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2024-2025

LEA: Weslaco ISD

Campus Name: South Palm Gardens High School

Step 4 Meeting Date: Aug. 2024

Progress Checkpoint 4 Due: Nov.2024

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson
Name and Role: T. Wells, Principal

COMMITTEE MEMBER NAME	ROLE
J. Zavala	Teacher
J. Ferrer	Teacher
V.Vasquez	Teacher
C. Becerra	Counselor
A. Mireles	LMSW
T. Wells	Principal

Step 4: Determine areas of priority and summarize needs.

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

What are the strengths and needs of our LEA/campus and its representative groups?
We follow our own accelerated curriculum with the help of the strategists
What evidence supports the strengths and needs?
We have very high STAAR scores, six weeks grades and a high graduation rate
What are the priorities?
Graduation
What are we learning about our LEA/campus, and what connections are we making?
We have learned the best way to deliver instruction for our population
How do we ensure that we follow the summary process and refrain from identifying solutions in this step?
We only discuss ideas
How will coordination among committees occur?
Emails, meetings

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

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

Step 4 Future Meeting Dates:

Nov. 2024

Jan 2025

March 2025

April 2025

May 2025

CCNA Focus Area Committee Assignments Template

School Year: 2024-2025

LEA: Weslaco ISD

Campus Name: South Palm Gardens High School

Meeting Date: August 7, 2024

Campus CCNA Committee Members

Committee Chairperson
Name and Role: A. Mireles- LMSW

COMMITTEE MEMBER NAME	ROLE
A. Mireles	LMSW
C. Becerra	Counselor
T. Wells	Principal
J. Ferrer	Teacher
V. Vasquez	Teacher
J. Zavala	Teacher

CCNA Probing Questions

Parent, Family, and Community Engagement

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

Parent, Family, and Community Engagement

Potential Data Types

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

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

Family participation in events on campus, parents that volunteer on campus, parents attend financial aid meetings and SEL meetings.

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

We have financial aid night and APPLY Texas night, open house and meet the teacher. The events are not that successful as most of the students will come without their parents. Some students are parents so that is most likely why. Only the parents of current students are involved.

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

They are no involved per se, but they understand that at this school it is not mandatory to attend, but rather a choice. They make the decision to commit to the program we offer here for students to be able to receive their diploma.

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

We have done cooking classes, financial aid nights, SEL activities, parent/teacher nights, game days and health sessions.

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

Spanish. Many people speak Spanish on campus and it is not an issue to find a translator for those who do not.

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

We have different programs for our special program students. We have workforce who come in to assist our special education students. The results are very good because the students are able to attend a program or get a job with the help of this workforce program and they help them academically and financially.

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

Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2024-2025

LEA: Weslaco ISD

Campus Name: South Palm Gardens High School

Step 3 Meeting Date: August 7, 2024

Progress Checkpoint 3 Due: Nov. 5, 2024

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson Name and Role: A. Mireles- LMSW

COMMITTEE MEMBER NAME	ROLE
A. Mireles	LMSW
C. Becerra	Counselor
T. Wells	Principal
J. Zavala	Teacher
J. Ferrer	Teacher
V. Vasquez	Teacher

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

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

What data will we collect?
Parent surveys, panorama surveys, individual meetings we have with the students and parents at the beginning of the year
Do data collection tools need to be developed?
No
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
We have our own charts that we use to establish needs
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
We follow all district policies and FERPA
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?

CCNA Focus Area Committee Member Assignments

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

COMMITTEE MEMBER	ASSIGNMENT FOR NEXT MEETING
A. Mireles	Parent surveys and notes from registration

Step 3 Future Meeting Dates:

Nov. 2024 Jan. 2025 March 2025 April 2025 May 2025

Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2024-2025

LEA: Weslaco ISD

Campus Name: South Palm Gardens High School

Step 4 Meeting Date: August 7, 2024

Progress Checkpoint 4 Due: Nov. 2024

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson
Name and Role: A. Mireles- LMSW

COMMITTEE MEMBER NAME	ROLE
A. Mireles	LMSW
C. Becerra	Counselor
T. Wells	Principal
J. Ferrer	Teacher
V. Vasquez	Teacher
J. Zavala	Teacher

Step 4: Determine areas of priority and summarize needs.

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

What are the strengths and needs of our LEA/campus and its representative groups?
Strengths- parents are supportive of the program and love that their child can graduate Needs- parental involvement over all
What evidence supports the strengths and needs?
We graduate over 150 students a year so parents know it is a good program. Parents don't show up to open house, parents night, FAFSA, etc.
What are the priorities?
Graduation and preparing students for post secondary life
What are we learning about our LEA/campus, and what connections are we making?
We are learning parents are becoming more and more evasive of school responsibilities
How do we ensure that we follow the summary process and refrain from identifying solutions in this step?
We only discuss ideas
How will coordination among committees occur?
JMeetings, email, trainings

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

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

Step 4 Future Meeting Dates:

Nov. 2024

Jan. 2025

March 2025

April 2025

May 2025

CCNA Focus Area Committee Assignments Template

School Year: 2024-2025

LEA: Weslaco ISD

Campus Name: South Palm Gardens High School

Meeting Date: August 8, 2025

Campus CCNA Committee Members

Committee Chairperson Name and Role: T. Wells- Principal

COMMITTEE MEMBER NAME	ROLE
T. Wells	Principal
A. Mireles	LMSW
C. Becerra	Counselor
J. Zavala	Teacher
V. Vasquez	Teacher
J. Ferrer	Teacher

CCNA Probing Questions

School Context and Organization

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

School Context and Organization

Potential Data Types

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

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

We are very much supported by the district. They offer us everything that the traditional schools receive and include us in all activities, meetings, etc.

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

It reflects that it works and we are doing the right thing for our student population but not having a traditional schedule for our students.

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

They have daily class in all EOC subjects that have not mastered.

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

They attend all meeting and events and are able to discuss their wants and needs for their population.

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

We only have benchmarks and STAAR here each semester. However, the teachers can decide if they want to assess weekly or bi-weekly in all subject areas.

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?

Absolutely

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

It used to be a negative connotation, but over the last 10 years, that has all changed and students and parents are well informed about SPGHS.

Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2024-2025
 LEA: Weslaco ISD
 Campus Name: South Palm Gardens High School
 Step 3 Meeting Date: August 7, 2024
 Progress Checkpoint 3 Due: Nov. 2024

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson

Name and Role: A. Mireles

COMMITTEE MEMBER NAME	ROLE
A. Mireles	LMSW
C. Becerra	Counselor
T. Wells	Principal
J. Zavala	Teacher
J. Ferrer	Teacher
V. Vasquez	Teacher

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

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

What data will we collect?
Panorama survey
Do data collection tools need to be developed?
No, it is already developed
Should the data be organized in charts, graphs, tables, etc., to facilitate analysis?
It comes organized for us
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
We follow all FERPA laws
How do we ensure that we follow the data collection process and refrain from identifying solutions in this step?
We only discuss ideas

CCNA Focus Area Committee Member Assignments

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

COMMITTEE MEMBER	ASSIGNMENT FOR NEXT MEETING
A. Mireles	Panorama survey and parent survey/notes

Step 3 Future Meeting Dates:

Nov. 2024 Jan. 2025 March April 2025 May 2025

CCNA Focus Area Committee Assignments Template

School Year: 2024-2025

LEA: WeslacoISD

Campus Name: South Palm Gardens High School

Meeting Date: Aug. 2024

Campus CCNA Committee Members

Committee Chairperson
Name and Role: V. Vasquez

COMMITTEE MEMBER NAME	ROLE
V. Vasquez	Teacher
J. Ferrer	Teacher
J. Zavala	Teacher
C. Becerra	Counselor
A. Mireles	LMSW
T. Wells	Principal

CCNA Probing Questions

Technology

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

Technology

Potential Data Types

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

1. What technology do we have?

Chromebooks, laptops, desktops, calculators, ipads, document cameras, etc.

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

It does well now that they updated the servers out here

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

All staff is at least intermediate, but most are advanced.

4. How does staff feel about technology?

The staff uses technology daily and enjoys it.

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

We have tech day for all staff plus we have teachers that help one another on campus

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

I don't see any barriers except the cost of some programs and apps that have really gone way up

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

We use technology in all content areas on campus. The effect is very positive as the students usually know more than we do.

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

We base our lessons around technology as there is an entire part of the lesson plans that ask what type of technology the teacher will be using. We do all of our testing on line now.

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

Here, we don't do a virtual environment.

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

We believe so.

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

Yes, there are plans in place at the central office level for all campuses. We also have security on all our systems

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

We only use the platforms that are accessible to us and do not share information.



Step 3: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2024-2025

LEA: Weslaco ISD

Campus Name: South Palm Gardens High School

Step 3 Meeting Date: August 7, 2024

Progress Checkpoint 3 Due: Nov. 2024

CCNA Focus Area:

☐ Demographics

☐ School Culture & Climate

☐ Curriculum, Instruction and Assessment

☐ School Context and Organization

☐ Student Achievement

☐ Staff Quality, Recruitment and Retention

☐ Parent, Family & Community Engagement

☒ Technology

Campus CCNA Committee Members

Committee Chairperson Name and Role: V Vasquez

COMMITTEE MEMBER NAME	ROLE
V. Vasquez	Teacher
J. Ferrer	Teacher
J. Zavala	Teacher
T. Wells	Principal
C. Becerra	Counselor
A. Mireles	LMSW

Step 4: CCNA Focus Area Meeting Agenda and Minutes Template

School Year: 2024-2025

LEA: Weslaco ISD

Campus Name: South Palm Gardens High School

Step 4 Meeting Date: August 7, 2024

Progress Checkpoint 4 Due: Nov. 2024

CCNA Focus Area:

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

Campus CCNA Committee Members

Committee Chairperson
Name and Role: V. Vasquez

COMMITTEE MEMBER NAME	ROLE
V. Vasquez	Teacher
J. Ferrer	Teacher
J. Zavala	Teacher
T. Wells	Principal
C. Becerra	Counselor
A. Mireles	LMSW

Step 4: Determine areas of priority and summarize needs.

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

What are the strengths and needs of our LEA/campus and its representative groups?
We are very successful in our online testing for both benchmarks and STAAR EOC. The teachers use the technology for quizzes and that is something that helps our students tremendously.
What evidence supports the strengths and needs?
Our scores and our graduation rate
What are the priorities?
Graduation
What are we learning about our LEA/campus, and what connections are we making?
We know that we have to change with the times and that is why we went fully online testing way after everyone else did.
How do we ensure that we follow the summary process and refrain from identifying solutions in this step?
We don't discuss the solutions, only ideas
How will coordination among committees occur?
Meetings, emails

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

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

Step 4 Future Meeting Dates:

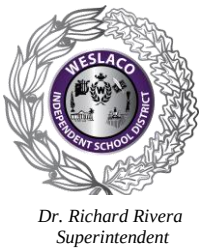
Nov. 2024

Jan 2025

March 2025

April 2025

May 2025



WESLACO INDEPENDENT SCHOOL DISTRICT

Program Plan Descriptors

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

Weslaco ISD Program Plan Descriptions **Addendum**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2a

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

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

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

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

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

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

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

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

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

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