

Weslaco Independent School District

Mary Hoge Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: Targeted Support and Improvement (TSI)



Mission Statement

Mary Hoge Middle School will empower students to be self-directed and lifelong learners. These globally prepared 21st century citizens will excel in a complex, interconnected world through a caring and collaborative learning community supported through partnerships with families, teachers, administration, and the community.

Vision

The community of Mary Hoge Middle School will actively develop student engagement, academic achievement and personal accomplishments that will lead to confident, responsible adults who believe in their success throughout their lives.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

By the end of the 2025-2026 school year, Mary Hoge Middle School will have successfully implemented Social Emotional Learning (SEL) education and enrichment programs. These initiatives are designed to promote a positive school culture, enhance student well-being, and reduce behavioral issues, thereby fostering an environment conducive to academic success and personal growth.

Demographics

Demographics Summary

Data from On Data Suite.

Campus Overview

Mary Hoge Middle School (MHMS) is located in Weslaco, Texas, in the Rio Grande Valley of South Texas. For the 2025–2026 school year, MHMS serves a total of 829 students across grades 6–8. Of these, 241 (29.1%) are in 6th grade, 289 (34.9%) in 7th grade, and 299 (36.1%) in 8th grade.

The student body is overwhelmingly Hispanic/Latino (99.0%), with small populations of Black/African American (0.1%), Native Hawaiian/Pacific Islander (0.1%), White (0.5%), and Two-or-More Races (0.2%). Enrollment is 47.2% female (391 students) and 52.8% male (438 students).

Student Programs & Indicators

- Special Education (SPED): 123 students (14.8%)
 - Primary disabilities include learning disability (62.6%), intellectual disability (12.2%), autism (6.5%), and other health impairment (10.6%).
 - Instructional settings: 44.7% mainstream, 30.9% resource, 21.1% self-contained.
- Emergent Bilinguals (EB): 364 students (43.9%)
- At-Risk: 635 students (76.6%)
- Gifted & Talented (GT): 33 students (4.0%)
- Dyslexia Services: 76 students (9.2%)
- Migrant Students: 20 students (2.4%)
- Military-Connected: 1 student (0.1%)
- Foster Care: 1 student (0.1%)

Economic Disadvantage & Title I

MHMS serves a largely economically disadvantaged student body, with 753 students (90.8%) qualifying as economically disadvantaged. Within this group, 62.1% receive free meals, 0.4% reduced-price meals, and 28.4% are identified under other categories of disadvantage. The campus operates as a Title I Schoolwide Program (100%).

Homeless & Highly Mobile Students

MHMS reports 15 homeless students (1.8%), all of whom are classified as “doubled up” with another family, though none are identified as unaccompanied youth.

Staffing

For 2025–2026, MHMS reports 54 classroom teachers; supplemented with administrators, educational aides, and auxiliary staff listed under OnDataSuite staffing data. This points to a lean but dedicated teaching force delivering instruction to the campus’s 829 students.

Demographics Strengths

Mary Hoge Middle School's demographics reflect several strengths. The campus benefits from a strong cultural identity, with 99% of students identifying as Hispanic/Latino, creating a cohesive community that celebrates shared traditions. Nearly 44% of students are Emergent Bilinguals, a strength that allows the school to build on students' bilingualism as an asset for academic success. The school maintains a balance of services, with 4% identified as Gifted and Talented, 9.2% receiving dyslexia support, and 14.8% served through Special Education, demonstrating robust identification and tailored support for diverse learning needs. As a 100% Title I Schoolwide Program, MHMS is able to equitably direct federal resources to strengthen instruction and family engagement. Additionally, the student population is balanced by gender (47% female, 53% male) and shows relatively low levels of highly mobile students, which provides stability for sustained instructional progress.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Close academic achievement gaps by strengthening Tier One instruction and ensuring effective, data-driven interventions across all student groups.

Root Cause: While teachers have access to HQIM and student performance data, inconsistent implementation of data-informed instructional adjustments--paired with the absence of a formal system to monitor the impact of reteach strategies--limits instructional effectiveness and student growth, particularly for emergent bilingual, economically disadvantaged, and special education students.

Problem Statement 2 (Prioritized): Increase engagement and access for underserved students and families through inclusive outreach, technology equity solutions, and two-way communication.

Root Cause: Barriers such as work schedules, language, transportation, and limited access to home internet or devices disproportionately affect economically disadvantaged families. This contributes to gaps in family engagement and restricts students' ability to fully participate in digital learning opportunities beyond the classroom.

Problem Statement 3: SpEd students in all grade levels are not meeting STAAR standards at the same rate as non-SpEd students.

Root Cause: Special education students often receive modified instruction or accommodations; however, there is inconsistent alignment between IEP goals, Tier One instruction, and STAAR rigor. Additionally, general education and special education teachers need more collaborative planning time and targeted training to effectively differentiate instruction and monitor progress toward grade-level standards.

Student Learning

Student Learning Summary

Overview of the 2025 Accountability System State Accountability Ratings

The state accountability system assigns a letter grade to each district and campus-based on performance in three different areas or domains: student achievement, school progress, and closing the gaps. Domain I: Student Achievement measures whether students have met grade-level expectations as measured by the STAAR test. This domain also takes into account graduation rates and college, career, and military readiness (CCMR). Domain II: School Progress measures how much better students perform on STAAR tests from year to year. Domain III: Closing the Gaps measures the performance of student population subgroups in comparison to state goals.

2025 "Preliminary" Accountability Summary for Mary Hoge Middle School		
Domain I:	Academic Achievement	69
Domain II: School Progress (greater of the two):	Academic Growth:	69
	Relative Performance:	80
Domain III:	Closing the Gaps	69
Preliminary Overall Rating:		77

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		69	D	
Student Achievement		69	D	0%
STAAR Performance	37	69		
College, Career and Military Readiness				
Graduation Rate				
School Progress		80	B	70%
Academic Growth	60	69	D	
Relative Performance (Eco Dis: 90.8%)		80	B	✓
Closing the Gaps	33	69	D	30%

Student Learning Strengths

Mary Hoge Middle School demonstrates several student learning strengths. Students in **6th grade Reading** showed notable growth, increasing from 55% in 2023 to 64%, while **6th and 8th grade Mathematics** also improved, with 6th grade rising from 45% to 58% and 8th grade from 67% to 72%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a need for improvement in all core area subjects especially reading and math on STAAR 6-8 for EL students (current and monitored)

Root Cause: There is a learner loss gap due to the Covid -19 pandemic and the state of students social emotional learning.

Problem Statement 2 (Prioritized): There is a need for improvement in all core area subjects on STAAR 6-8 for Special Education students.

Root Cause: There is a learner loss gap due to the Covid -19 pandemic and SEL learning concerns.

Problem Statement 3: There is an educational need to improve Social Studies.

Root Cause: The social studies team needed more support.

School Processes & Programs

School Processes & Programs Summary

MHMS fine arts department offers band, orchestra, choir, folkloric dance, art and theatre arts classes. All MHMS students have the option to compete in UIL events based on either academic and athletic programs. All MHMS students have the option to participate in advanced academic classes such as English I, Algebra I and if they meet the criteria. Eighth-grade students can also take Spanish I and earn high school credit. The following sports are offered to 7th and 8th-grade students: baseball, soccer, basketball, volleyball, softball, football, tennis, swimming, cross country, track, and golf.

Mary Hoge Middle School students are scheduled into four core area fifty five minute periods and three fifty five minute elective classes. The core subject areas meet twice a week for department planning staff development and twice a month for a technology staff development. Each teacher also has a conference period that is utilized to work on lessons and assessment design, analyze data, examine instructional strategies to improve student performance. MHMS teachers use a variety of technology-enhanced lessons in the classroom. Our campus is a Bring Your Own Device (BYOD) campus. Students are provided a chromebook and chromebook case from the library to use for the entire school year. Students are able to bring and use their own devices for instructional purposes. The technology resources at MHMS include teacher-issued laptops, desktops for classrooms, iPads and chrome books for staff and student use. The technology coordinator for MHMS provides technology support and professional development for staff and students.

Mary Hoge Middle School staff is highly trained for virtual learning and have demonstrated effective use of technology to engage students in learning and content mastery.

School Processes & Programs Strengths

- All teachers meet once a week to review data, reflect and learn strategies for the diverse learner as a professional learning community.
- Core teachers meet in grade level meetings once a week to plan and develop common formative and summative assessments, lesson design, interventions and data analysis.
- Teachers compile data binders to increase student performance.
- Teachers implement best practices.
- Teachers and student have a wide array of technology available.
- Bring Your Own Device (BYOD) policy leads to wider technology access and educational implementation of technology.
- Consistent replacement of technology ensures access to up-to-date hardware and software for educational purposes.
- Vertical alignment is present in core subjects.
- Teachers implement the use of TEKS resource system and follow the scope and sequence and year at a Glance and the Instructional Focus Development Plan.
- English I, Algebra I, Geometry and Spanish I are advanced courses available to 8th grade students who meet the criteria.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Low parental involvement and outreach opportunities.

Root Cause: Parents disengage in the secondary schools as students become independent.

Problem Statement 2: Integrated technology for differentiated instruction is low.

Root Cause: Lack of technology follow up after staff development.

Perceptions

Perceptions Summary

MHMS staff and teachers meet as a community once a month to celebrate birthdays as well as reflect on the month that passed and the month to come. MHMS highlights the staff of the month by providing them with an hour lunch and staff of the month parking. Staff also engage in biweekly PepRallys to promote the winning culture of the campus.

MHMS staff celebrates by selecting the Super Reader of the month for each department. Student pictures are displayed outside of every classroom. Students who make A or B honor roll receive a celebration party and names are displayed on the main hallway bulletin. Students on the A and B Honor Roll list participate in a celebration every six weeks and participate in a field trip at the end of the month.

MHMS meet twice a week for professional learning, data stratification, reflection, collaboration and planning.

Perceptions Strengths

Teacher appreciation luncheon and gifts

Super Reader of the Month

Honor Roll and Superior Honor Roll

Attendance Celebration

End of the year Awards Assembly

Priority Problem Statements

Problem Statement 1: Close academic achievement gaps by strengthening Tier One instruction and ensuring effective, data-driven interventions across all student groups.

Root Cause 1: While teachers have access to HQIM and student performance data, inconsistent implementation of data-informed instructional adjustments--paired with the absence of a formal system to monitor the impact of reteach strategies--limits instructional effectiveness and student growth, particularly for emergent bilingual, economically disadvantaged, and special education students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Increase engagement and access for underserved students and families through inclusive outreach, technology equity solutions, and two-way communication.

Root Cause 2: Barriers such as work schedules, language, transportation, and limited access to home internet or devices disproportionately affect economically disadvantaged families. This contributes to gaps in family engagement and restricts students' ability to fully participate in digital learning opportunities beyond the classroom.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a need for improvement in all core area subjects on STAAR 6-8 for Special Education students.

Root Cause 3: There is a learner loss gap due to the Covid -19 pandemic and SEL learning concerns.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

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
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Capacity and resources data
- Study of best practices

Goals

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

Performance Objective 1: By Spring 2026, Mary Hoge Middle School's Social Studies department aims to have 50% of our students achieve at the Approaches level, 27% at the Meets level, and 16% at the Masters level on STAAR/EOC and District Assessments.

High Priority
Evaluation Data Sources: Social Studies STAAR Data
Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Effective integrated Reading Strategies, building academic digital vocabulary. Historical issues such as specific eras/dates/significant figures in World History and US History Geographical, Political, Social and Economical Influences in History Strategy's Expected Result/Impact: Improved performance for all populations on CBA's benchmark and STAAR/EOC. Staff Responsible for Monitoring: Campus Admin TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 164 - State Comp. Ed. [SCE] - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Integrate Literacy strategies to enhance comprehension of social studies concepts through Word walls Quick Writes Rigorous questioning DBQ (Document Based Questions) Interactive notebooks US History Lap-Books Google Voice Kami Discovery Education Edpuzzle Dyknow Lowmans Newsela SAAVAS Active Classrooms Strategy's Expected Result/Impact: Improved performance for all populations on CBA's, Benchmarks, and on the STAAR. Staff Responsible for Monitoring: Social Studies Teachers District Strategist Campus Admin TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 164 - State Comp. Ed. [SCE]	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Integrate technology to enhance instruction. Chromebooks will be utilized to engage students, differentiate instruction through blended learning, and individualized google lessons. Strategy's Expected Result/Impact: Improved performance for all populations on NWEA MAP BOY MOY EOY, Benchmarks, and on the STAAR. Staff Responsible for Monitoring: Social Studies Teachers Campus Admin District Strategists Funding Sources: - 164 - State Comp. Ed. [SCE]	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Emergent Bilingual student population will receive interventions using the following:	Formative			Summative

RLA:
Evaluate their reading, comprehension and vocabulary level by pre assessing using the district benchmarks and istation in order to provide differentiated interventions.

Vocabulary build up activities
Word walls
Super Reader time
Writer wall
Extended-Day
Saturday School

Math:
Integrate reading and writing through out math to build academic vocabulary and comprehension for math.
Vocabulary build up activities
Extended-Day and Saturday School

Word walls
Super Reader time
Writer wall

Social Studies:
Integrate reading and writing through out math to build academic vocabulary and comprehension for US history.
Vocabulary build up activities
Word walls
Super Reader time
Writer wall
Extended-Day and Saturday School

Science:

Integrate reading and writing through out math to build academic vocabulary and comprehension for US history.
Vocabulary build up activities
Word walls
Super Reader time
Writer wall
Extended-Day and Saturday School

STAAR enrichment:
Camps
Tutoring
Expanded Learning time

Strategy's Expected Result/Impact: Increase academic language, reading level, comprehension skills and academic vocabulary

Nov	Jan	Mar	June

Staff Responsible for Monitoring: Teachers Campus Admin District strategists Funding Sources: - 164 - State Comp. Ed. [SCE]				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: By Spring 2026, Mary Hoge Middle School's Science department aims to have 60% of our students achieve at the Approaches level, 30% at the Meets level, and 10% at the Masters level on STAAR/EOC.

High Priority

Evaluation Data Sources: Science STAAR Data, Campus Assessments, Benchmarks
Benchmarks, NWEA Assessment

Strategy 1 Details	Reviews			
Strategy 1: Effective comprehension Strategies, building Science academic vocabulary. Strategy's Expected Result/Impact: Improved performance for all populations on CBA's benchmark and STAAR/EOC. Staff Responsible for Monitoring: Campus Admin TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 164 - State Comp. Ed. [SCE] - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Integrate Science strategies to enhance comprehension of Science concepts through Word walls Quick Writes Anchoring Phenomenon Interactive notebooks Discovery Education McGraw Hill EdPuzzle EduSmart Kami Summit K-12 Strategy's Expected Result/Impact: Improved performance for all populations on CBA's, Benchmarks, and on the STAAR. Staff Responsible for Monitoring: Science Teachers District Strategist Campus Admin TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 164 - State Comp. Ed. [SCE]	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Integrate technology to enhance instruction. Chromebooks will be utilized to engage students, differentiate instruction through blended learning, and individualized google lessons. Strategy's Expected Result/Impact: Improved performance for all populations on NWEA MAP BOY MOY EOY, Benchmarks, and on the STAAR. Staff Responsible for Monitoring: Science Teachers Campus Admin District Strategists Funding Sources: - 164 - State Comp. Ed. [SCE]	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Emergent Bilingual student population will receive interventions using the following: RLA: Evaluate their reading, comprehension and vocabulary level by pre assessing using the district benchmarks and istation in order to provide differentiated interventions.	Formative			Summative
	Nov	Jan	Mar	June

Vocabulary build up activities Word walls Super Reader time Writer wall Extended-Day Saturday School Math: Integrate reading and writing through out math to build academic vocabulary and comprehension for math. Vocabulary build up activities Extended-Day and Saturday School Word walls Social Studies: Integrate reading and writing through out math to build academic vocabulary and comprehension for US history. Vocabulary build up activities Word walls Super Reader time Writer wall Extended-Day and Saturday School Science: Integrate reading and writing through out math to build academic vocabulary and comprehension . Vocabulary build up activities Word walls Super Reader time Writer wall Extended-Day and Saturday School Anchoring Phenomena STAAR enrichment: Camps Tutoring Expanded Learning time Strategy's Expected Result/Impact: Increase academic language, reading level, comprehension skills and academic vocabulary Staff Responsible for Monitoring: Teachers Campus Admin District strategists TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction					
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Funding Sources: - 164 - State Comp. Ed. [SCE]					
Strategy 5 Details		Reviews			
Strategy 5: As required by our Middle School Science TEKS, at least 40% of science instructional time will be dedicated to hands-on laboratory and field investigations. Strategy's Expected Result/Impact: Increased Student Achievement: Students will demonstrate improved mastery of scientific concepts, leading to 60% at Approaches, 30% at Meets, and 10% at Masters on the STAAR/EOC. Staff Responsible for Monitoring: Admin, IC's and teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

Performance Objective 3: By Spring 2026, Mary Hoge Middle School's Math department aims to have 74% of our students achieve at the Approaches level, 47% at the Meets level, and 20% at the Masters level on STAAR/EOC and District Assessments.

High Priority
Evaluation Data Sources: 2026 Math STAAR data
Benchmarks,
NWEA
District Assessments

Strategy 1 Details	Reviews			
Strategy 1: Support the implementation of the TEKS resource system including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities 6-8. Strategy's Expected Result/Impact: Increased performance of students on assessments Campus based assessment NWEA MAP tests District Benchmarks STAAR/ EOC Staff Responsible for Monitoring: Campus Admin District Math strategists	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Integrate instructional technology applications to promote a blended environment in mathematics classrooms through various programs: Measuring Up Think Up Math Interactive Pad Pear Deck Imagine Math HMH Personal Math trainer SpringBoard Texas Go Math Google Classrooms Brain Pop Kurzweil Schoolology Edpuzzle Kami Active Classroom Hands on Manipulatives Strategy's Expected Result/Impact: Increase performance of students on assessments NWEA MAP Tests District Benchmark STAAR/ EOC Campus Based assessment Staff Responsible for Monitoring: Math teachers Campus Admin District Math Strategist Funding Sources: - 164 - State Comp. Ed. [SCE]	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment: Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives. Strategy's Expected Result/Impact: Improved performance for all populations on NWEA MAP tests, benchmark, and on the STAAR. Staff Responsible for Monitoring: Math teachers District Math Strategist Campus Admin Funding Sources: Extended Day - 164 - State Comp. Ed. [SCE] - \$5,000, Maneuvering The Middle Math Interventions - 164 - State Comp. Ed. [SCE] - 164.11.62.00.041.0.30 - \$289	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: By Spring 2026, Mary Hoge Middle School's RLA department aims to have 81% of our students achieve at the Approaches level, 59 % at the Meets level, and 29% at the Masters level on STAAR/EOC and District Assessments.

High Priority

Evaluation Data Sources: Reading Camps/Writing Camps

Benchmarks

NWEA

District Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for a literacy focus through a Balanced Literacy Framework which addresses Phonics, Phonological Awareness, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar/ Mechanics, Spelling and Handwriting, including fluency, comprehension, and vocabulary. Teachers will enhance literacy instructional strategies through the following: TEKS Resource K-12 Curriculum Reading Independent, guided, and shared reading Scholastic Magazines Monitor Newspaper Newsela.com Super Reader wall EdPuzzle Kami StudySync Summit K12 ixl- English I istation Rosetta Stone Novel Sets Writing: Quick writes Super writer wall Education world No Red ink Strategy's Expected Result/Impact: Performance on the Reading and Writing assessments will improve: *Curriculum Based Assessments *District Benchmarks *STAAR assessments Staff Responsible for Monitoring: Campus Admin ELAR Strategist Funding Sources: Reading Materials and paper materials for writing - 164 - State Comp. Ed. [SCE]	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Implement an organizational framework for teaching writing and facilitate opportunities for staff development. *Writing Across the Curriculum through Write to Learn Strategies *Reading and writing connections through out all content *TEKS Resource System *Abydos Three week Institute *Abydos Re-certification for trainers Strategy's Expected Result/Impact: Performance on writing assessments: *Curriculum Based Assessments *District Benchmarks *STAAR Assessments *Writing Prompts *Spelling Assessments Staff Responsible for Monitoring: Campus Admin ELAR Strategist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Integrate technology to enhance student learning and provide differentiated instruction during blended learning in ELAR classes. Google classroom Scholastic Pathblazers Kurzweil Istation Strategy's Expected Result/Impact: Improved performance for all populations and assesments, CBA's, benchmarks and STAAR. Staff Responsible for Monitoring: ELAR Teachers District Strategist Campus Admin Funding Sources: - 164 - State Comp. Ed. [SCE]	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: By Spring 2026, Hoge Middle School's Electives department aims to create educational experiences where students grow and develop as human beings, by ensuring an increase of 10% students enrolled in extra curricular activities. All students will be provided with a high quality education through effective programs to complete secondary and be prepared for a post secondary education. By the end of 2026 school year, there will be an increase in college readiness by 10%.

High Priority

Evaluation Data Sources: Post secondary enrollment and performance, and benchmark

Strategy 1 Details	Reviews			
Strategy 1: The Fine Arts Department will increase the quality and quantity of literacy used in all EC-12 Fine Arts Curriculums across the campus. Strategy's Expected Result/Impact: Well rounded Fine Art students. Staff Responsible for Monitoring: Fine Arts Department Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create an anti-bullying environment by providing staff development opportunities to our staff and provide awareness programs for our students. Strategy's Expected Result/Impact: Improved motivation that will lead to improved STAAR results. Decrease in referrals. Staff Responsible for Monitoring: Campus staff District staff Teachers Counselors	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide suicide prevention programs and awareness to all students. Strategy's Expected Result/Impact: Improved motivation that will lead to improved STAAR results. Staff Responsible for Monitoring: Campus staff District staff Teachers Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: By Spring 2026, 7th and 8th grade students will achieve a 70% passing rate in CTE elective courses. Strategy's Expected Result/Impact: By the end of 2025 school year, there will be an increase in college readiness. Staff Responsible for Monitoring: Admin CTE department TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 6: By the Spring of 2026, the percentage of Special Populations (GT/Advanced Academics, EB's, Migrant, SPED) will increase the percent of students at the approaches level by 10% from the previous school year.

High Priority

Evaluation Data Sources: TAPR
TARP
STAAR performance report
Benchmark
NWEA assessments

Strategy 1 Details		Reviews			
Strategy 1: Emergent Bilingual student population will receive interventions using the following: RLA: Evaluate their reading, comprehension and vocabulary level by pre assessing using the NWEA assessment and istation in order to provide differentiated interventions. Vocabulary build up activities Word walls Super Reader time Writer wall Extended-Day and Saturday School Math: Integrate reading and writing through out math to build academic vocabulary and comprehension for math. Vocabulary build up activities Extended-Day and Sat School Word walls Super Reader time Writer wall Social Studies: Integrate reading and writing through out math to build academic vocabulary and comprehension for US history. Vocabulary build up activities Word walls Super Reader time Writer wall Extended-Day and Sat. School		Formative			Summative
		Nov	Jan	Mar	June

Science:

Integrate reading and writing through out math to build academic vocabulary and comprehension for US history.

Vocabulary build up activities

Word walls

Super Reader time

Writer wall

Extended-Day and Sat. School

STAAR enrichment:

Camps

Tutoring

Expanded Learning time

Strategy's Expected Result/Impact: Increase academic language, reading level, comprehension skills and academic vocabulary

Staff Responsible for Monitoring: Teachers

Campus Admin

District strategists

Funding Sources: - 164 - State Comp. Ed. [SCE]

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Strategy 2 Details		Reviews			
Strategy 2: Teachers will attend training that provide instructional strategies that will differentiate instruction for Emergent Bilingual students and increase TELPAS sores by 10%. Teachers will sustain and continue to learn, reflect and collaborate during their campus PLCs in order to plan effective instruction to meet the needs of the Emergent Bilingual population. Strategy's Expected Result/Impact: Increase language skills, reading levels, academic vocabulary and comprehension skills Staff Responsible for Monitoring: Teachers Campus Admin District Strategists District Admin		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: The Advanced Academics Department will monitor Gifted Students' performances and ensure they are in the right pathways Strategy's Expected Result/Impact: Accountability ratings Staff Responsible for Monitoring: Administration TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: SPED teachers will work closely with students and have opportunities for professional development. Strategy's Expected Result/Impact: Increase SPED performance in classrooms, STAAR, and district assessments. Staff Responsible for Monitoring: SPED teachers Admin TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: 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 1: STUDENT SUCCESS/LITERACY FOCUS - Provide high-quality, engaging, and innovative programs that develop college, career, and military service ready leaders

Performance Objective 7: By the end of the academic year, the UTRGV GEAR UP program will support the 7th-grade cohort, to increase college enrollment awareness by hosting three college-focused events that engage students and families. The program will improve academic achievement by increasing the percentage of economically disadvantaged students meeting grade-level proficiency in core subjects by 10%. It will also enhance postsecondary preparation by conducting bi-monthly workshops on college and career readiness, with 90% of low-income students reporting improved confidence. Additionally, GEAR UP will provide at least two hands-on STEAM activities, with 75% of low-income participants expressing increased interest in STEAM fields, fostering both academic and career exploration.

High Priority
HB3 Goal
Evaluation Data Sources: Surveys, Benchmarks, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Conducting small group interventions and workshops. Strategy's Expected Result/Impact: increased student achievement, increased STEAM interest and college readiness. Staff Responsible for Monitoring: Ms. Janet Cavazos	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: To provide a safe environment for 100% of students on campus

Evaluation Data Sources: Documentation of all safety strategies executed through out the year.

Strategy 1 Details	Reviews			
Strategy 1: 1) Strategy 1: Safety - All staff members will practice monthly fire drills with and without blocked passage ways. As well bi-monthly drills such as: -lock down -shelter in place -severe weather -reverse evacuation drill. Strategy's Expected Result/Impact: Decrease the amount of time it takes to safely and effectively evacuate the building from 3 minutes to two minutes, practice a severe weather drill, a reverse evacuation drill and a shelter in place drill. Staff Responsible for Monitoring: All professional staff All support staff Administration Security Guards	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 2) Strategy 2: Safety - All staff members will receive training on how to properly address a crisis. Strategy's Expected Result/Impact: Decrease crisis incidents, proper and swiftly executed crisis prevention intervention plans in place. Staff Responsible for Monitoring: All professional staff All support staff Crisis Team Administration Security Guards	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: 3) Strategy 3: Safety - CPI and/or CPR training will be provide to the appropriate staff. Strategy's Expected Result/Impact: Proper and swift response to incidents that may need implementation of CPI or CPR. Staff Responsible for Monitoring: Administration Campus Athletic Coordinator SPED Department Head	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: During 2025-2026, processes and programs will be in place for 1) technology-rich and, 2) safe, inviting and secure learning environments.

- Continue student student 1:1 device initiative.
- Support technology-rich learning environments through staff device initiative.
- Implement Hapara to enhance digital classroom management, streamline instructional workflows, and promote safe, organized, and positive online learning environments.

Evaluation Data Sources: Equity in student devices
Balance in online and offline instructional resources
Improved positive online student experiences

Strategy 1 Details	Reviews			
Strategy 1: Provide supplies / resources to ensure teachers have the necessary materials to create organized, engaging, and safe learning environments. Strategy's Expected Result/Impact: Improved teacher preparedness, smoother classroom management, and enhanced student engagement in daily instruction. Staff Responsible for Monitoring: Administration Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 3: By the end of the 2025-2026 school year, students' perceptions of their SEL skills, emotional well-being, and experiences at school will be favorable by 5%. Research indicates that SEL interventions can increase student performance by 11%.

High Priority
Evaluation Data Sources: Climate and culture
Bullying Incidents

Strategy 1 Details	Reviews			
Strategy 1: Implement Capturing Kids' Hearts campus-wide to strengthen relationships, enhance emotional safety, and promote a culture of respect that supports academic and behavioral success. Implementation will include professional development. Strategy's Expected Result/Impact: Increase in student perception of safety and connectedness by 10% on end-of-year climate surveys. Decrease in office discipline referrals by 5-10% compared to the prior year. 100% of campus staff trained and actively using Capturing Kids' Hearts strategies (social contracts, affirmations, etc.) by Dec 2025. Staff Responsible for Monitoring: Campus Principal - oversee implementation and monitor fidelity. Assistant Principals - support training, coaching, and data tracking. Counselors & CKH Process Champions - facilitate ongoing reinforcement and model strategies. Title I: 2.51, 2.53, 2.531, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 4: MHMS CAEP - Reduce repeat offenders by 50% with restorative practices

High Priority

HB3 Goal

Evaluation Data Sources: Measures: 50% of students will not return to CAEP this year.

Strategy 1 Details	Reviews			
Strategy 1: Teachers and administrators will use restorative practices Strategy's Expected Result/Impact: Reduction in amount of students that are repeat offenders at CAEP Staff Responsible for Monitoring: Admin Team, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: MHMS CAEP will complete 70% of coursework to help improve grades and pass courses.

High Priority
HB3 Goal
Evaluation Data Sources: Teacher communication logs, work assignments, gradres

Strategy 1 Details	Reviews			
Strategy 1: Teachers will communicate too ensure all students receive assignments and complete coursework assigned. Strategy's Expected Result/Impact: Completed assignments Staff Responsible for Monitoring: CAEP AP: Mrs. R. Carillo TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: Mary Hoge Parent and Family Engagement Title 1, Part A department will increase parents, family, and community engagement by 10% from the previous year, by utilizing various methods of communication to inform them of the events and meetings going on within the campus & district.

High Priority

HB3 Goal

Evaluation Data Sources: Campus Aligned Parent Meetings, Evaluations, District & Campus Events, Six week individual staff meetings, Campus Six Weeks Log-In's, Parents Sign-In's, Parent Evaluations, Parent/Teacher Conference Form, Parent Advisory Council, School Health Advisory Council, Federal e-grant Application

Strategy 1 Details	Reviews			
Strategy 1: Utilize all forms of contact with parents and the community through phone calls, home visits, different platforms utilized by teachers, flyers, email, parent teacher conferences, school messenger, K-WES and social media. Strategy's Expected Result/Impact: Increase parental engagement to spurt student achievement Staff Responsible for Monitoring: Parental Specialist & Community Liaisons, Campus Principal & Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: 211.61.6411.29.041.5.24 - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Revise , distribute and evaluate annually the Campus Parent and Family Engagement Policy . Revise the Family Engagement & Policy Campus Compact. Strategy's Expected Result/Impact: Parents, staff and the community will be aware of the Title 1, Part A requirements. Parents will know and understand their rights to be involved. Parental engagement and student achievement will increase Staff Responsible for Monitoring: Parental Specialist & Community Liaisons, Campus Principal & Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Conduct a Title 1 meeting. Information regarding the Title 1 program and the requirements will be shared. The meeting will include supporting documentation such as a flyer, agenda, sign-in sheet, meeting notes and a copy of the presentation. The presentation will be scheduled twice at a flexible time for parents. Strategy's Expected Result/Impact: Parents, staff and community members are made aware of the Title 1, Part A requirements. Parents will know what their rights are as a parents. Parental engagement and student achievement will increase. Staff Responsible for Monitoring: Parental Specialist & Community Liaisons Campus Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: During 2025-2026, 100% of teachers and administrators will have access to high-quality, engaging, and innovative professional development and continuous support for all employees that builds capacity of staff to grow professionally in their practice, as well as address the social emotional needs of the students.

High Priority

Evaluation Data Sources: STARR data, surveys, and department, team leaders, and administration recommendations.

Strategy 1 Details		Reviews			
Strategy 1: Staff will attend staff development training's in the areas (but not limited to), as follows: TIA Allotment NWEA MAPS -T-TESS -SLO -Core Content Programs -ELL -SPED Accommodations -Technology -State A - Differentiated instruction -Rigor Questioning strategies -Core Content -Safety Strategy's Expected Result/Impact: Training's will provide opportunities for students to perform at the Meets or Masters Grade Level. Staff Responsible for Monitoring: District Personnel -Administration -CTC -Staff		Formative			Summative
		Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue					

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

Performance Objective 2: During 2025-2026, teachers and administrators will have access to high-quality, and up to date resources and technology to grow professionally in their practice, as well as address the social emotional needs of the students.

Evaluation Data Sources: STARR data, surveys, and department, team leaders, and administration recommendations.

Strategy 1 Details	Reviews			
Strategy 1: Staff will have access to (but not limited to), as follows: TouchScreen TV to be utilized as projectors Chromebooks Laptops Ipads/Tablets Strategy's Expected Result/Impact: Access to technology will provide opportunities for staff to help students to perform at the Approaches, Meets or Masters Grade Level. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: 100% of federal, state and local funds will go through improvement and budgeting planning in order to maximize the impact of the resources to assist students Meets Grade Level or Masters Grade Level on STAAR assessments.

High Priority
Evaluation Data Sources: STAAR data, surveys and department, team leaders, and administration recommendations

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and imlementation services and programs with the aim of upgrading our entire educational program. Strategy's Expected Result/Impact: Students Meets Grade Level or Masters Grade Level on STAAR assessments. Staff Responsible for Monitoring: Administration CTC Department Heads SBDM committee	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

State Compensatory

Budget for Mary Hoge Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

Personnel for Mary Hoge Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alicia Solis	Social Worker	1
Amenda Vela Martinez	Counselor Clerk	1
April Solis	LVN	1
Orlando Gomez	Teacher CAEP	1

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma V. Hernandez	Instructional Aide	Title I Part A	1
Crystal Lee Sandoval	Sp. Ed. Aide	Title I Part A	1
Delma M. Anciso	Sp. Ed. Aide	Title I Part A	1
Jasmina Hernandez	Sp. Ed. Aide	Title I Part A	1
Joshua Martinez	Library Aide	Title I Part A	1
Julia Villarreal	Instructional Aide	Title I Part A	1
Luis R. Garcia	Sp. Ed. Aide	Title I Part A	1
Mario J. Guillen	Instructional Aide	Title I Part A	1
Ramiro Trevino	Parent Specialist	Title I Part A	1
Ruby Zavala	Media Aide	Title I Part A	1

2025-2026 Campus Site-Based Committee

Committee Role	Name	Position
Parent	Angela Loken	Parent
Parent	Diana Gonzalez	Parent
Community Representative	Rene Arce	Community member
Classroom Teacher	Jose Alvarez	Elective Teacher
Non-classroom Professional	San Juana Bazaldua	Nurse
Non-classroom Professional	Cynthia Perales	Librarian
Administrator	Estella Emrick	Assistant Principal
Classroom Teacher	Lisa Martinez	Special Ed Teacher
Classroom Teacher	Isabel Marble	RLA Teacher
Classroom Teacher	Danielle LaFoe	Science Teacher
Classroom Teacher	Cori Saldana	Math Teacher
Classroom Teacher	Terry Tijerina	Social Studies Teacher

Campus Funding Summary

164 - State Comp. Ed. [SCE]					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$5,000.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	2	1			\$5,000.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	3	2			\$0.00
1	3	3	Extended Day		\$5,000.00
1	3	3	Maneuvering The Middle Math Interventions	164.11.62.00.041.0.30	\$289.00
1	4	1	Reading Materials and paper materials for writing		\$0.00
1	4	3			\$0.00
1	6	1			\$0.00
Sub-Total					\$15,289.00
Budgeted Fund Source Amount					\$433,099.00
+/- Difference					\$417,810.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
3	1	1	211.61.6411.29.041.5.24		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,876.00
+/- Difference					\$4,876.00
Grand Total Budgeted					\$437,975.00
Grand Total Spent					\$15,289.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					+/- Difference
					\$422,686.00

Addendums

Patricia Munoz, Administrator
Estella Emrick, Assistant Principal
Raul Rodriguez, Dean of Instruction



Annabel Mireles, Assistant Principal
Yvette Perez, Assistant Principal
Sergio Villarreal, Dean of Instruction

Lisa McCandless, Principal

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Mary Hoge Middle School

2025 Accountability & Local Improvement Plan (LIP)

Campus Performance (2025)

- **Overall Rating:** 69 (D)
- **Domains:**
 - Student Achievement – 69 (D)
 - School Progress – 80 (B)
 - Academic Growth – 69 (D)
 - Relative Performance – 80 (B)
 - Closing the Gaps – 69 (D)
 - Overall: 69 D

Why We Are Campus Identified for Targeted Support & Improvement (TSI) by TEA.

- Special Education (SPED Current) is the root issue:
 - RLA: 8% Meets, 2% Masters
 - Math: 8% Meets, 1% Masters
 - RLA Growth: 33% vs. 63% target
- SPED subgroup **missed 5 SPED indicators for 3 consecutive years** (RLA, Math, Growth).
- Need to break this cycle for 1 year

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Domain	Glow	Grow	Root Cause
I. Student Achievement (slides 5-6)	RLA performed best	*Social Studies underperformed significantly *Improve Math/Science	*3 brand new SS teachers to campus and unfamiliar with resources *1 teacher computer science no interest in SS or middle school *No sense of urgency *PLC schedule not in place *Data Driven Decisions & Action Plans needed implementation *SPED
II. School Progress (slide 7)	Relative Performance 80% B	Academic Growth needs to improve 69%	School Progress Annual Growth needs to improve *590/1552 total exams did not grow *160/1552 Grew .5 *802/1552 Grew 1 *Annual Growth Score 57 *Accelerated Learning Students *384/568 0 points *184/568 1 point *Accelerated Learning Score 32 *Reading was better than Math growth *SPED
III. Closing the Gaps (slides 8-9)	RLA Targets met for Academic Achievement & Growth Rate	*Domain 3 Scale Score & Rating dropped 77 to 69 / C to D *Math targets not met for Academic	*SPED / High Focus Groups *Not using HQIM materials (Solution follow Bluebonnet with

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		Achievement & Growth Rate *Student Success Goals not met (Eco Dis/ SPED /EB *English Language Proficiency Goal not met	fidelity) *Teachers Pay Teachers being used *Older curriculum materials were being used *Sirius use was minimal *No sense of urgency, not targeting commonly tested items when given Lead4ward documents that gave historical specific tested items *Listening, Speaking, Reading, Writing was not cross-curricular now we are holding all depts accountable via TELPAS action plan
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Strengths to Leverage

- **Relative Performance “B”** despite 90.8% EcoDis.
- **Attendance:** 93.2% (Q1, top quartile).
- **Growth evidence:** 802 of 1,552 students earned full growth points (glad, improvement still needed)

Action Plan

1. Instructional Systems

- HQIM - Bluebonnet/Math & Mathia Online support, StudySync/RLA, McGraw-Hill/Science,
- Push -in targeted support, flexible pull out labs, data driven small groups

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- Align IEPs to grade-level TEKS with scaffolds.
- Daily language objectives across all EB/SPED-inclusive classrooms.

2. Targeted Interventions

- [Prescriptive Pathways](#)
- Request WISD SPED Dept. to conduct in collaboration with MHMS Admin a MHMS SPED Audit of Inclusion, Resource, Mild/Severe Units to implement SPED action plan
- Subgroup progress monitoring every 2–3 weeks.
- [MHMS Action Plan](#)
- SpEd Camps
- Admin Data Talks with Teacher including individual student identification for growth
- Goal Setting with teachers one to one
- STAAR tutoring focused on SPED/EB overlap.
- Data-driven reteach cycles in PLCs (every 3 weeks).
- Set goals higher than domain 3

3. Professional Learning

- [PLC Weekly Schedule](#) (Time for Content/Grade Level PLCs to support instructional systems, Campus Professional Training to support teachers, data driven decisions, action plans, Team Meetings to target student behaviors & cross curricular alignment)
- Prescriptive PD support from Curriculum & Instruction
- PD on inclusive strategies (scaffolds, small-group, TELPAS alignment).
- Request for SPED PD to support inclusion support, resource, mild/severe units
- PLCs to track subgroup-specific growth, curriculum planning, assessment, differentiation and reteach plans.

4. Family & Community Engagement

- SPED parent workshops to support literacy/numeracy at home.
- Transparent reporting of subgroup progress.

5. Campus Culture

- Improve and foster a positive campus culture all year
- Monthly Faculty Meeting - Professional/Paraprofessional of the Month / Glows / Important Information
- Celebrations of Students & Staff
- Participation in various themed days
- Capturing Kids Hearts Training

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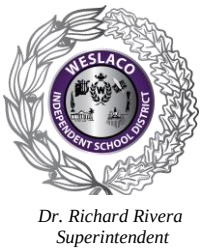
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- Positive Reinforcement of positive behaviors
- Immediate interventions when negative behaviors occur with redirection to campus social contracts and district policies, job roles, and responsibilities

6. Compliance & Leadership

- **Submit LIP by Nov. 14, 2025.**
- Provide monthly progress updates to Board, District Leadership Team, Campus Leadership Team.
- Add to CIP by next Friday 9/26

Priority: Raising SPED performance in RLA and Math is essential. Addressing subgroup growth will lift Domain III, raise the overall rating above 70, and move Mary Hoge MS out of LIP status.



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.

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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.