

Weslaco Independent School District

B. Garza Middle School

2025-2026 Campus Improvement Plan



KATZ

Mission Statement

We, at BGMS, strive to ignite passion for lifelong learning and empower every individual for future success through resilience and dedication in a safe, nurturing and respectful environment.

Vision

At B. Garza Middle School, we cultivate an atmosphere of success and opportunities that inspire students to be great!

Value Statement

B. Garza Middle School implements a blended learning environment that prepares our students for success in a rapidly changing world.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In an effort to ensure students' success, the B Garza Middle School needs to focus on enhancing the student achievement in all grade levels (6th-8th) performance on STAAR assessments in the areas of Reading Language Arts and math. In addition, the B Garza Middle School will continue to enhance their counseling and support services to all our students to resolve conflict, deter conflicts and provide mental health awareness resources to all of our students.

Demographics

Demographics Summary

Beatriz Garza Middle School is located in Weslaco ISD which is located in Weslaco, Texas. Beatriz Garza Middle School serves 6th - 8th grade level students: the breakdown by grade level is as follows: 6th Grade - 310, 7th Grade - 305, and 8th Grade - 323 for a total of 938 students. That equates to 98.3% Hispanic, 1.2% White, and 0.4% African American.

Beatriz Garza Middle School serves the following populations: 29% Emergent Bilinguals, 75% economically disadvantaged, 84% At-Risk, 7% GT, 11% SpEd, and Migrant 2%.

Beatriz Garza Middle School has 65 teachers. 30% have over 20 years of experience, 36.5% of our teachers have 11-20 years of experience, 22.3% have 6-10 years of experience, 5.9% have 1-5 years of experience, and 1.9% are beginning teachers.

Demographics Strengths

B. Garza Middle School inspires and empowers all students to reach their full, unique potential so that each thrives in and contributes to our global community. B. Garza Middle School is focused on providing every student with a rigorous and relevant education, which aims to develop critical-thinking skills and enables all students to become active participants in their own learning through student-centered instruction. The following summary describes the student achievement with regard to the 2025 STAAR results:

2025 STAAR Participation: 100% (all tests)

In the **Spring of 2025**, B Garza students and staff earned the following distinctions on STAAR: (awaiting report)

1. **Academic Achievement: 46% Raw**
2. **Academic Growth: 66%**
3. **Relative Performance: 74.6%**
4. **Closing the Gaps: 30%**

STAAR Scores:

ELAR: All students: 78% Approaches Grade Level, 55% Meets Grade Level, and 22% Masters Grade Level

Math: All Students: 68% Approaches Grade Level, 43% Meets Grade Level, and 16% Masters Grade Level

Social Studies: 58% Approaches Grade Level, 28% Meets Grade Level, & 10% Masters Grade Level

Science: 77% Approaches Grade Level, 50% Meets Grade Level, & 17% Masters Grade Level

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In Math and Reading, Emergent Bilingual and special education students scores are lower when compared to non special population classmates.

Root Cause: Emergent Bilinguals and special education students lack reading comprehension in the attainment of academic vocabulary in all content areas.

Problem Statement 2: Data indicate that emergent bilingual and special education students are performing at lower levels in both math and reading compared to their non-EB and non-special education peers.

Root Cause: Emergent bilingual and special education students are performing below regular students in math and reading due to challenges in language and gaps in foundational skills.

Student Learning

Student Learning Summary

B. Garza Middle School inspires and empowers all students to reach their full, unique potential so that each thrives in and contributes to our global community. B. Garza Middle School is focused on providing every student with a rigorous and relevant education, which aims to develop critical-thinking skills and enables all students to become active participants in their own learning through student centered instruction. The following summary describes the student achievement on the Spring 2025 STAAR tests:

2025 STAAR Participation: 100% (all tests)

In the Spring of 2025, B Garza students and staff earned the following 3 distinctions on STAAR:

1. Academic Achievement in Reading and Language Arts
2. Academic Achievement in Mathematics
3. Academic Achievement in Science
4. Post Secondary Readiness

STAAR Scores:

ELAR: All students: 78% Approaches Grade Level, 55% Meets Grade Level, and 22% Masters Grade Level

Math: All Students: 68% Approaches Grade Level, 43% Meets Grade Level, and 16% Mastered Grade Level

Social Studies: 58% Approaches Grade Level, 28% Meets Grade Level, & 10% Masters Grade Level

Science: 77% Approaches Grade Level, 50% Meets Grade Level, & 17% Masters Grade Level

Student Learning Strengths

Student Academic Achievement Strengths

- For the 2025 STAAR results, the B. Garza Middle School received the Overall Rating of a "B" in the areas of "Overall Rating", "Closing the Gaps" and "School Progress."

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Emergent Bilingual STAAR scores are lower when compared to non-EB students in both reading and math.

Root Cause: Emergent Bilinguals lack reading comprehension in the attainment of academic vocabulary in all content areas.

Problem Statement 2: Students do not believe the social and learning climate of the school is favorable.

Root Cause: 35% of the students believe rules are not always fair.

Problem Statement 3: Emergent bilingual and special education students are performing below their peers in math and reading due to challenges with language and gaps in foundational skills.

Root Cause: Language challenges for EB students are barriers, where unfamiliar vocabulary or academic language in word problems and reading passages affect their comprehension.

School Processes & Programs

School Processes & Programs Summary

Students at B. Garza Middle School excel in Fine Arts courses that include band, orchestra, choir, art, dance, and mariachi. B. Garza students compete in UIL competitions. In addition to the Fine Arts electives, a variety of sports are offered for both boys and girls. These include cross country, football, soccer, basketball, cheerleading, golf, softball, track, baseball, swimming, tennis and volleyball. Students also have a variety of UIL academic contests they may participate in as well as student council. Students may participate in Spanish as a foreign language, Principles of Art, Principles of IT, and Touch Data Systems. The National Junior Honor Society is a stimulus for promoting successful graduation from high school and provides rewarding opportunities which will benefit the students.

Continuous and focused data analysis is recognized as an essential process at BGMS. Professional Learning Community (PLC) academic groups strive to improve student performance through common formative and summative assessments. All teachers have been challenged to implement literature focused strategies to increase student learning. Formative and summative assessment data is utilized to implement educational strategies to meet student needs.

B. Garza Middle School students are scheduled into eleven 45-minute periods per day with content areas: Math, Science, Social Studies and Science. Students are given the opportunity to take advanced-level courses in math in sixth through eighth grade including Algebra 1, English 1 for eighth graders, and a STEM elective class. Gifted and Talented students are given accelerated instruction through an on campus GT teacher. These students are given the option to attend accelerated instruction. In accordance with the district's "Read, Dream, Achieve" initiative, BGMS has also implemented a writing-across-the-curriculum program.

The content area and elective teachers meet as a department in their professional learning community. Each subject area has its own conference period which often leads to informal collaboration among teachers and administration. As a PLC, teachers work on lessons and assessment design, analyze data, and examine instructional strategies. An instructional area the campus has identified as a need for improvement is how to increase rigor in the classroom. This area of need is being addressed through PLC teacher trainings.

The Site-Based Decision Making Committee is represented by a group of teachers, administrators, and community members. Operational procedures, new instructional programs, and budgeting are presented to SBDM for review.

B. Garza MS staff and students utilize a wide array of technology in the classroom. Each classroom has been outfitted with an access point in order to strengthen network infrastructure. They are able to access the Internet throughout the building in their classes. Classroom teachers are able to determine the use of the student devices in their classroom. Our campus has a one-to-one ratio of a chrome book per student. Technology at B. Garza Middle School includes teacher-issued laptops, desktops for classrooms, in most classrooms, chrome books, iPads, tablet computers for staff and student use and wireless WIFI. One computer technologist from our staff, who serves both staff and the students, provides technology-to-support ratio.

School Processes & Programs Strengths

- Core teachers meet in subject level groups weekly to plan and develop common formative and summative assessments, lesson design, interventions, and data analysis.
- Teachers implement best practice/ high-yield instructional strategies to increase student engagement.
- Common STAAR reviews exist in all core areas.
- Vertical alignment is present in core subjects.
- Multiple content areas engage in cross-curricular STAAR reviews.
- PLC groups attend Professional Development at the district level to ensure effective PLC functions and subject area curriculum sequence.
- An EL focus group comprised of core teachers address our EL students.
- Professional Learning Communities (PLC's) have created cohesiveness within content areas.
- PLCs have increased the rigor of classroom instruction.
- Advanced-course teachers in math and English have focused on increasing student retention of material and reduction of failure rates.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Emergent Bilingual and Sped students are scoring low on state assessments when compared to non-EBs and non-Sped students.

Root Cause: EBs and Sped students lack the academic vocabulary and reading comprehension to excel in all subjects.

Problem Statement 2: Emergent bilingual and special education students are performing below their regular students in math and reading due to challenges with the English language and gaps in foundational skills.

Root Cause: Language challenges for EB students, where unfamiliar vocabulary or academic language in word problems and reading passages affect their comprehension.

Perceptions

Perceptions Summary

B. Garza Middle School believes that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. Teachers and families work very hard at maintaining a culture of high expectations for student learning. B. Garza Middle School wants to narrow the performance gap among all student groups, and particularly between Special Education, Economically Disadvantaged and Emergent Bilingual students. With this in mind, the message that the entire staff is asked to constantly convey to students, parents, and community members is, "We have ownership for students- ALL students. We take them where they are and we move them as quickly and as far as we can. When students walk in the door, they belong to us."

Students are taught that what you do, you should do well, and the easiest way to do it well, is to do it well every time. Students are taught and then follow through with the value of practice. Practice creates habits; therefore, we all practice excellence. Expectations for student behavior is high and we are constantly reminding students to have respect for all. The staff at BGMS understands that a culture of respect with parents has to be earned. We ask our parents to hold us accountable for maintaining a culture of respect, high expectations for learning, and habits of excellence.

B. Garza Middle School places a priority on creating a family and community friendly school environment. Our leadership team would like to increase our family and community engagement initiatives. We know that communication is a key way to engage parents and the community. In addition to the newsletter sent home and the school events posted on the marquee and on the campus website, BGMS will be having monthly meetings with parents and inviting guest speakers from the community to speak to parents about the importance of school involvement.

Perceptions Strengths

B. Garza Middle School celebrates these strengths:

- The safety of our students and staff is very important. We have three full time security guards, a full-time police officer, and four administrators.
- Discipline data confirms that the campus's conflict resolution program and discipline prevention/intervention programs are working well.
- Core teachers meet in subject level groups weekly to plan and develop common formative and summative assessments, lesson design, interventions, and data analysis
- Core teachers meet to discuss best practices in the classroom and plan interventions to help ensure students' success
- Teachers are implementing best practices/ high-yield instructional strategies to increase student engagement.
- Multiple content areas engage in cross-curricular STAAR reviews.
- PLC groups attended Professional Development to ensure effective PLC functions and curriculum design.
- Monthly faculty meetings to help teachers and staff ensure students' success

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Data show that some staff and students believe emergent bilingual and special education learners are less capable of meeting grade-level expectations in math and reading, which lowers expectations.

Root Cause: Possible root cause would be the lack of ongoing professional learning in inclusive practices and high instructional material strategies.

Priority Problem Statements

Problem Statement 1: In Math and Reading, Emergent Bilingual and special education students scores are lower when compared to non special population classmates.

Root Cause 1: Emergent Bilinguals and special education students lack reading comprehension in the attainment of academic vocabulary in all content areas.

Problem Statement 1 Areas: Demographics

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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: By Spring of 2026, the number of students who score at the Approaches Level on the Social Studies STAAR Assessment will increase 5% helping us meet the district goal of 90% Approaches, 60% Meets and 30% Masters.

Evaluation Data Sources: STAAR Social Studies Results (Approaches, Meets, Masters performance)
 District Benchmark Assessments / CBAs (to track progress toward STAAR goals)
 Common Formative Assessments (CFAs) by unit/TEKS
 TELPAS / Emergent Bilingual Progress Data (if relevant to subgroup monitoring)
 AWARE-district data system reports)
 Student Progress Monitoring Tools (data trackers, growth charts)

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1- Curriculum a. Use effective reading strategies in Social Studies as needed. Read about historical events such as; specific eras/dates/ significant figures in World History, US History, and Texas History. Resources: Newsela, Flocabulary, APEX, Problem-Attic, IXL, Lowman Consulting, EdPuzzle, Brain Pop, Maps 101, Social Studies Success, Wizer.Me, Quizzizz, Kami, EPIC b. Understand Geographical, Political, Social and economical influences in History. Resources: Newsela, Flocabulary, APEX, Problem-Attic, IXL, Lowman Consulting, EdPuzzle, Brain Pop, Maps 101, Social Studies Success. Strategy's Expected Result/Impact: Improve performance for all populations on benchmarks and on the STAAR. Staff Responsible for Monitoring: Social Studies Teachers Campus Administration District Social Studies Strategist	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Strategy 2: Staff Development a. Provide training for on-line software and other areas of need. b. Provide training to all SS teachers on differentiation and blended learning strategies and resources. c. Provide training to promote critical thinking and document based questioning. d. Provide training in preparation for the state mandated tests. Strategy's Expected Result/Impact: -Social Studies Teachers -District Social Studies Strategist -Instructional Coach -Campus Administration Staff Responsible for Monitoring: Campus Administration District Professional Development Coordinator District Social Studies Strategies		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Strategy 3: Interventions a. Integrate the ELPS & CCRS in SS content b. Provide individualized instruction, peer tutoring, and/or small groups instruction in social studies to students not meeting teacher created assessments, and district created assessments. c. Use of TEKS resource system for planning purposes. Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and on the STAAR Staff Responsible for Monitoring: -Social Studies Teachers -District Social Studies Strategist -Instructional Coach -Campus Administration		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Strategy 4: Technology a. Apply available technology to enhance SS classrooms. b. Implement SIOP strategies using media & video, such as, but not limited to, technology, web cams, and a variety of websites and on-line software to target the following social studies strands; History, culture, economics, government , social studies skills, geography and citizenship. c. Use of TEKS resource system for planning purposes. Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and on the STAAR. Staff Responsible for Monitoring: -Social Studies Teachers -Strategist -Instructional Coach -Campus Administration		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Strategy 5: Materials a. Utilize manipulatives, items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, tables, chairs, printers, toner, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area b. Use different programs and activities such as, but not limited to APEX, Wizer.me, BrainPOP, Kahoot, Flocabulary, Epic, Ed Puzzle, Discovery Ed, Lowman, Kami, Quizzez, Quizlet, Booklet, Chromebook, headphones, classroom libraries to enhance lessons. Strategy's Expected Result/Impact: Improved performance for all populations on assessments, CBA's, benchmark and STAAR Staff Responsible for Monitoring: -Social Studies Teachers -District Social Studies Strategist -Instructional Coach -Campus Administration		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, military and service ready leaders.

Performance Objective 2: By Spring of 2026, the number of students who score at the Meets Level on the Science STAAR Assessment will increase 3% and 2% for Masters level to help us meet the district goal of 90% Approaches, 60% Meets and 30% Masters for the Science STAAR.

Evaluation Data Sources: STAAR Science Results (Approaches, Meets, Masters performance)
District Benchmark Assessments / CBAs (to track progress toward STAAR goals)
Common Formative Assessments (CFAs) by unit/TEKS
TELPAS / Emergent Bilingual Progress Data (if relevant to subgroup monitoring)
AWARE-district data system reports)
Student Progress Monitoring Tools (data trackers, growth charts)

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Curriculum: a. Inquiry based science b. Science fair involvement will allow for in depth study. c. Utilize curriculum pacing guides in grades 6-8 provided by Science Strategists. Strategy's Expected Result/Impact: Improved performance for all populations on MAP testing, benchmarks, and STAAR. Staff Responsible for Monitoring: Science Department, CIF, Campus Administration, District Science Strategist	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Technology a. Implement web-based lessons, assessments, and hands-on such as Edusmart. b. Use Problem Attic, IXL, Kessler Science subscription, Science Duo Materials, and Discovery Education Subscription c. Use of TEKS resource system for planning purposes d. Use of APEX learning system and NewsELA for enrichment e. Use of Flocabulary, Brain Pop, and Formative Subscription f. Use of Quizlet, Edpuzzle, Quizizz, and Kahoot (free versions) Strategy's Expected Result/Impact: Improved performance for all populations on MAP testing, benchmarks, and STAAR Staff Responsible for Monitoring: Science Department, Instructional Coach, Campus Administration, District Science Strategist, Campus CTC	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Interventions a. Implement SIOP model strategies to help LEP students. b. Implement student research program to assist students with original research projects for the science fair. c. Science tutoring program and STAAR camps during enrichment class time as needed for students who need additional assistance as well as offering before/after school tutoring. Strategy's Expected Result/Impact: Improved performance for all populations on MAP testing, benchmarks, and STAAR. Staff Responsible for Monitoring: Science Department, Instructional Coach, Campus Administration, District Science Strategist, Special Ed. Department	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Strategy 4: Staff Development a. Team planning for the purpose of integration of subjects through monthly department meetings (all grade levels) and weekly grade level meetings. b. Possible future attendance CAST conference c. STAAR training to update teachers on campus and district accountability, STAAR re-design, and analyze item questions during campus and district level PLCs. Strategy's Expected Result/Impact: Improved performance for all populations on MAP testing, benchmarks, and STAAR Staff Responsible for Monitoring: Science Department, CIF, Campus Administration, District Science Strategist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Strategy 5: Materials a. Purchase lab materials needed for safety and investigative procedures: goggles, lab aprons, digital scales, and triple-beam balances. b. Purchase materials for dissecting: dissecting kits, squid, refill for soap and paper towel dispensers. c. Purchase Science Equipment: prepared slides, latex gloves, propane torch (2 needed), digital thermometers, emergency eye wash bottles, first aid kit, fire blankets and small extinguishers for non-science lab classrooms, pipettes, graduated cylinders d. Purchase consumable materials used in scientific investigations involving: Plate tectonics (graham crackers, frosting, wax paper, fruit roll-ups, plastic cutlery, food coloring), Force and Motion (balloons, straws, rubber bands, foam cups, foam plates), Demo activities (hydrogen peroxide, yeast, isopropyl alcohol, egg whites, dish soap, air pumps), Moon phases (Oreos), Dichotomous Key (jelly beans) Strategy's Expected Result/Impact: Improved performance for all populations on MAP testing, benchmarks, and STAAR Staff Responsible for Monitoring: Science Department, CIF, Campus Administration, District Science Strategist	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, military and service ready leaders.

Performance Objective 3: By Spring 2026, the number of students who score at the Approaches Level on the Math STAAR Assessment will increase from 80% to 85% and the Meets Level will increase from a 51% to a 55%.

Evaluation Data Sources: STAAR Math Results (Approaches, Meets, Masters performance)

District Benchmark Assessments / CBAs (to track progress toward STAAR goals)

Common Formative Assessments (CFAs) by unit/TEKS

TELPAS / Emergent Bilingual Progress Data (if relevant to subgroup monitoring)

AWARE-district data system reports)

Student Progress Monitoring Tools (data trackers, growth charts)

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Curriculum a. Spiraling b. Review c. POD d. Fluency e. Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessment. f. Incorporate teaching and learning strategies to enhance the understanding of math concepts and vocabulary through: - Spiral activities - Word walls - Probing Questions - Use journals - Exit Tickets - Teacher created material g. math resources such as Motivation Math, STAAR Coach, Stepping Up to the TEKS, GPS, Sharpen Up, Think Up, Lead4ward, Prodigy, Flocabulary, Imagine Math, Aleks, Apex, Maneuvering the Middle, Edpuzzle, Go Math, Sirius, and other commercial resources. Strategy's Expected Result/Impact: Increased performance of students on assessments *District Assessments (Benchmarks, Cba's, etc) *NWEA *STAAR Staff Responsible for Monitoring: General Ed Teachers Math Strategist Math CIFs Special Ed Teachers Instructional Math Coach Instructional Assistants Campus Administration	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Technology a. Use of technology devices, supplies, and computer enhanced programs such as, but not limited to: Document Cameras, Wacom tablet, Ipads, Chromebooks, Headphones, Earbuds, Web Cams, Apps, TI-84 Plus graphing calculators CE in order to meet our goals and objectives, as well as to implement the strategies needed to increase student success. b. Summit K12 c. Go formative e. ProblemAttic f. Kuta Software g. TeacherMade Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR *NWEA Map Staff Responsible for Monitoring: General Ed Teachers Math Strategist Math CIFs Special Ed Teachers Instructional Math Coach Instructional Assistants Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Interventions a. Use of incentives to encourage attendance and participation during interventions. f. Students will get additional assistance through extended day and Saturday School when needed. g. Students will participate in Flex Fridays. Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR Staff Responsible for Monitoring: Instructional Coach, Math staff, Math Inclusion teachers & admin.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Strategy 4: Staff Development a. Provide opportunities for teachers to attend in -and-out of district math and technology in-services, workshops, and trainings such as CAMT, NCTM, Region One, within district training, STAAR related training, out of district training, and PLC, to increase effectiveness in instruction thereby contributing to an increase in student success. Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments * District Benchmarks * STAAR *NWEA Map Test Staff Responsible for Monitoring: Instructional Coach, Math staff, Math Inclusion teachers & administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Strategy 5: Materials a. Use the "practice with modeling and drill" component via resource books, fluency books and other resources such as taped-problems, cover-copy, compare, and incremental rehearsal to assist students in developing math fluency. b. STAAR books and resources, classroom subscriptions and programs for use in Spiral Reviews & P.O.D.'s to strengthen conceptual understanding and re-enforce strategies there by promoting math fluency and efficiency. c. Use of manipulatives, outside (commercial) resources, and online supplements, programs, and subscriptions to provide students additional assistance as well as to re-enforce the math curriculum. d. Use of math supplies, tools and resources such as, but not limited to whiteboards, markers, student STAAR workbooks, and computer enhanced programs in order to implement pre-STAAR math camps to assist students in reviewing tested math curriculum. use math/science manipulatives, k-12Summit, Apex, ProblemAttic, chromebooks, classroom libraries and Cardonex to enhance lessons.. Use plexiglass shields and PPE for teachers while they present information to allow for social distancing safety. Strategy's Expected Result/Impact: Improved performance for all populations on assessments, CBA's benchmark, NWEA Map test and STAAR. Staff Responsible for Monitoring: Mathematics Teachers Administration Special Ed Teachers	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, military and service ready leaders.

Performance Objective 4: In 2025-2026, all students will show measurable academic growth using RLA assessments provided by the district and state. English I Pre-AP students: by Spring 2026 the percentage of Advanced Academic students who take the English I EOC will remain at 100% at the Approaches and Meets and Masters will increase by 5% .

- Evaluation Data Sources:** STAAR RLA Results (Approaches, Meets, Masters performance)
District Benchmark Assessments / CBAs (to track progress toward STAAR goals)
Common Formative Assessments (CFAs) by unit/TEKS
TELPAS / Emergent Bilingual Progress Data (if relevant to subgroup monitoring)
AWARE-district data system reports)
Student Progress Monitoring Tools (data trackers, growth charts)

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Curriculum a. STAAR Testing & Supplemental Materials/ Aides i. e. Dictionaries, Instructional Magazines, individual book titles, Istation., Sirius. b. Independent Reading Time, Guided Reading, Shared Reading c. STAAR Reading strategies/ Presenters Pre-AP strategies d. CollegeBoard Curriculum e. District Scope and Sequence for reading and writing. f. Novel-based curriculum h. Writing rubrics, word walls, standards walls, writing portfolios, SIOP and ESL strategies i. Abydos Writing Institute - SEL Strategy's Expected Result/Impact: Improved performance for all populations and assessments, benchmarks, NWEA, and STAAR Staff Responsible for Monitoring: RLA teachers RLA strategists SPED teachers Instructional Coaches Campus Administrators Funding Sources: - 164 - State Comp. Ed. [SCE] - \$100,355, - 211 - Title I, Part A - \$111,748	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Strategy 2: Technology a. Spanish/English Translators, dictionaries, and Tutorial Software b. E-Learning (Google Classroom) c. Newsela.com d. Chromebooks e. Edpuzzle, ProblemAttic, Readworks, Wizer Me f. Epic g. Summit K12 i. Google Meets, Remind j. IXL k. Ed Puzzle l.Scholastic m. Sirius online Strategy's Expected Result/Impact: Improved performance for all populations and assessments, CBAs, benchmark and STAAR Staff Responsible for Monitoring: RLA teachers RLA strategists SPED Teachers Instructional Coach Instructional Assistants Campus Administrators		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Strategy 3: Interventions a. Literacy programs, I-Station, multi-media technology software b. Reading, Writing, Grammar Camps c. Inclusion, Small group reading, Instructional. cultural field trips, Reading Station Rotations d. Learning Ally (SPED) e. Students will get additional assistance through Extended Day and Saturday School when needed. Strategy's Expected Result/Impact: Improved performance for all populations and assessments, benchmark,NWEA Map and STAAR Tests Staff Responsible for Monitoring: RLA teachers RLA strategists Sped Teachers Instructional Assistants Instructional Coaches Campus Administrators		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Strategy 4: Staff Development a. Paraprofessional staff will assist classroom teachers to allow for intensive remediation of at-risk students b. Teachers will receive trainings on NWEA Map testing and Problematic. c. Teachers will receive training on the implementation of Summit K12. d. Gear Up 7th Strategy's Expected Result/Impact: Improved performance for all populations and assessments, NWEA, benchmark, and STAAR Staff Responsible for Monitoring: RLA teachers RLA strategists SPED Teachers Instructional Coaches Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Strategy 5: Materials a. supplemental magazines to develop reading skills b. Novels for novel units, classroom subscriptions c. STAAR workbooks d. Scholastic Scope e. Incentives to encourage reading f. Supplies for Reading Celebrations and will use K12 Summit, Chromebooks, and classroom libraries to enhance lessons. g. Audiobooks h. Furniture to accommodate all students. h. Headsets i. Teachers Pay Teachers J. K12 Summit , chromebooks, headphones, and classroom libraries to enhance student activities and instruction. Strategy's Expected Result/Impact: Improved performance for all populations and assessments, benchmark and STAAR Staff Responsible for Monitoring: RLA teachers RLA strategists Campus Administrators	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, military and service ready leaders.

Performance Objective 5: By 2026, 100% of the students will be provided developmental guidance and counseling in their graduation plan.

Evaluation Data Sources: Graduation plans in the recommended or distinguished achievement.

Strategy 1 Details	Reviews			
Strategy 1: Social Skills and cyber bullying interventions will be integrated within guidance lessons. Strategy's Expected Result/Impact: Students will develop skills to think critically and behave safely on the internet. Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Decrease student academic failure rate by meeting with failure students individually and setting academic goals for all students including At-risk students. Strategy's Expected Result/Impact: Students will have attainable and workable goals. Staff Responsible for Monitoring: Counselors Funding Sources: - 164 - State Comp. Ed. [SCE] - \$131,857, - 211 - Title I, Part A - \$157,472	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 4) Motivate and promote student success through end of the year awards assembly/six weeks honor and superior honor roll celebrations. Strategy's Expected Result/Impact: Students will be motivated and have an academic goal to reach. Staff Responsible for Monitoring: Counselors	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, military and service ready leaders.

Performance Objective 6: By 2026, the number of Overall Advanced Status on Telpas will increase 5% from 2025. We will incorporate materials that will enhance students' understanding of literacy, eliminating language barriers.

Evaluation Data Sources: TELPAS: Reading, Writing, Listening and Speaking Assessments.
Student Progress Monitoring Tools (data trackers, growth charts)
AWARE-district data system reports)

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Curriculum ELAR: Assess all students by September 1, 2025 with IStation to find all student's independent instructional and frustration levels in reading a. TEKS Resources, SIOP strategies, and Content Vocabulary building ELPS in all content areas Math: Use teaching and learning strategies that will support literacy development and enhance the understanding of math concepts and vocabulary through: a) TEKS Resource Center, SIOP strategies, and Content Vocabulary Building ELPS in all content areas Science: Incorporate materials that will enhance student understanding of scientific processes such as the use of various scientific tools. a) TEKS Resource System, SIOP strategies, and Content Vocabulary Building ELPS in all content areas Social Studies: Teachers will emphasize social studies skills by using a variety of resources such as TEKS resource Center, SIOP strategies, and Content Vocabulary building ELPS in all content areas Strategy's Expected Result/Impact: ELAR/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects Staff Responsible for Monitoring: Principal, Assistant Principals, Reading/ELA/Math/Science/Social Studies Coordinators All Teachers Bilingual/ESL Director	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: 2) Strategy 2: Technology Integrate the application of technology with different devices and the use of web cams to promote a blended learning environment in all core classes for EB students through various programs: a. Imagine Math b. HMH Personal Math Trainer c. Texas Go Math d. Google Classroom d. Istation e. Brain Pop f. Web Quests g. ESL Reading Smart h. Scholastic i. Stemscope Science j. Pearson Realize l. Nearpod m. Edpuzzle	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: 3) Strategy 3: Interventions ELAR: Assess all students the first two weeks of school with IStation to find all student's independent instructional and frustration levels in reading a. Quick Writes b. Vocabulary Activities c. Word Walls d. Standards Walls Math: Use teaching and learning strategies that will support literacy development and enhance the understanding of math concepts and vocabulary through: a) Quick writes b) Building vocabulary activities c) Bilingual Word Wall d. Standards Walls Science: Social Studies: Teachers will emphasize social studies skills by using a variety of resources such as: a. Google Classroom b. Pearson c. Realize. ALL STAAR Tested Areas: - Reinforcement of positive relationships and goal planning -Camps, Rotations and Pull Outs programs will be implemented to assist students that require additional tutoring -Chrome Books will be utilized to enhance learning and to assist with interventions	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Strategy 2: Technology Integrate the application of technology with different devices and web cams to promote a blended learning environment in all core classes for the LEP students through various programs: a. Imagine Math b. HMH Personal Math Trainer c. Texas Go Math d. Google Classroom e. Istation f. Web Quests g. PathBlazers h. ESL Reading Smart i. Scholastic j. Pearson Realize Strategy's Expected Result/Impact: ELAR/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects Staff Responsible for Monitoring: Principal, CIF, Reading/ELA/Math/Science/Social Studies Strategists All Teachers Bilingual/ESL Director	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Strategy 3 Interventions: ELAR: Assess all students the first two weeks of school with IStation to find all student's independent instructional and frustration levels in reading a. #Writing Wednesday b. Quick Writes c. Vocabulary Activities d. Word Walls e. Author's Wall Math: Use teaching and learning strategies that will support literacy development and enhance the understanding of math concepts and vocabulary through: a) #WritingWednesday b) Quick writes c) Building vocabulary activities d) Bilingual Word Wall Science: Social Studies: Teachers will emphasize social studies skills by using a variety of resources such as: a. Google Classroom b. Pearson Realize ALL STAAR Tested Areas: - HB4545 FLEX FRIDAY tutoring for those students that did not pass math, reading and/or science STAAR tests previous year -Camps, Rotations and Pull Out programs will be implemented throughout the year in order to assist students that require additional tutoring -Chrome Books will be utilized to enhance learning and to assist with interventions -TCLAS tutoring for 30 students that did not pass reading, math or science STAAR tests previous year (spring of 2024) will help to fulfill the HB4545 requirement Strategy's Expected Result/Impact: ELAR/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects Staff Responsible for Monitoring: Principal, Administrators, Instructional Coaches Reading/ELA/Math/Science/Social Studies Strategists All Teachers Bilingual/ESL Director	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Strategy 4: Staff Development Attend professional development programs to broaden teacher knowledge. Including but not limited to: -Vocabulary Development -Reading and Comprehension Skills -Technology Applicaitons Strategy's Expected Result/Impact: ELAR/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects Staff Responsible for Monitoring: Principal, Administrators, Insructional Coaches, Reading/ELA/Math/Science/Social Studies Strategists All Teachers Bilingual/ESL Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Strategy 5: Materials a)Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area. Use K12-Summit, chromebooks, headphones, calculators, and classroom manipulatives along with classroom libraries to enhance classroom instruction. Strategy's Expected Result/Impact: ELAR/ Math/ Science/ Social Studies: Increase independent reading levels and comprehension of all students in all core subjects Improve students' language comprehension and utilization. Staff Responsible for Monitoring: Principal, Assitant Principals, Instructional Coaches, Reading/ELA/Math/Science/Social Studies Coordinators All Teachers Bilingual/ESL Director	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, military and service ready leaders.

Performance Objective 7: (SPED/504/Dyslexia) By Spring 2026, all students will show measurable academic growth using assessments provided by the district and state.

Evaluation Data Sources: STAAR / STAAR Alternate 2 Results (Approaches, Meets, Masters, growth)
District Benchmark Assessments / CBAs (progress toward grade-level TEKS)
Individual Education Plan (IEP) Progress Reports for SPED students
Section 504 Accommodation Effectiveness Reviews
Report Card Grades & Teacher Data Trackers
AWARE-district data system reports)

Strategy 1 Details	Reviews			
Strategy 1: 1) Strategy 1 - Curriculum: READING/WRITING 1.(a) Teachers will use probing questions to clarify and extend reading vocabulary. (b) Teachers will promote increased literacy and reading comprehension through a variety of genres by adapting lessons based on individual needs. (c) Teachers will promote increased writing skills by providing opportunities for students to create, self-monitor, and self-correct writing samples. (#Writing Wednesday, Quick-Writes) MATH 1.(a) Teachers will use probing questions to clarify and extend math vocabulary. (b) Teachers will increase readability of word problems for student self-monitoring and self-correcting (Problem of the Day). (c) Teachers will increase student listening skill comprehension to adjust math instruction. SCIENCE 1.(a) Teachers will use probing questions to clarify and extend science vocabulary. (b) Teachers will promote student measurement skills to address individual needs. (c) Teachers will promote student writing skills for reporting purposes. SOCIAL STUDIES 1.(a) Teachers will use probing questions to clarify and extend social studies vocabulary. (b) Teachers will promote critical thinking skills to foster student reading and writing skills. (c) Teachers will promote writing skills to increase student connections to culture and government. Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, NWEA-MAP, and STAAR assessments in state- mandated grade-level subjects. Staff Responsible for Monitoring: Special Education Teachers, General Education Teachers, Support Staff, and Administration	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: 2) Strategy 2: Technology - Teachers will promote the use of the following to increase student knowledge and class participation: 1.(a) Library resources (b) Brainpop, News To You, Raz Plus, Kami, IXL, Moby Max, Learning Ally audio books, Google classroom, Summit K12, Language Live, EdPuzzle, NoRedInk, NewsELA, CommonLit, Flocabulary/ Nearpod, Gimkit, Kahoot, Blookit, iStation. Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, NWEA-MAP, and STAAR assessments in state- mandated grade-level subjects Staff Responsible for Monitoring: Special Education Teachers, General Education Teachers, Support Staff, Administration, Instructional Coaches		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: 3) Strategy 3- Interventions 1.(a) Special Education teachers will assist and support General Education staff by monitoring appropriate modifications/ accommodations in order to meet the needs of individual students. (b) Special Education teachers will collaborate with general education teachers in planning and monitoring student progress every six weeks. (c) Special Education teachers will provide direct assistance to students in General Education through Inclusion services, PLC (co-teaching, small group assistance/in class support) (d) Teachers will promote the use of hands-on learning, consumables, food items, special equipment and furniture, and general supplies to increase student participation. (e) Self-Contained Special Education teachers will promote student participation in extra-curricular activities, enrichment programs, field trips, and real world experiences with their peers. (f) Mild, self contained, Resource/Dyslexia direct instruction, small group, target focus skill and objectives Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, and STAAR assessments in state- mandated grade level subjects Staff Responsible for Monitoring: Special Education Teacher, Support Staff, General Education Teachers, Administration Funding Sources: - 164 - State Comp. Ed. [SCE] - \$24,936, - 211 - Title I, Part A - \$70,155		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: 4) Strategy 4: Staff Development - 1.(a) Teachers will participate in staff development to ensure professionals continue highly qualified status and to keep abreast on latest strategies, techniques, resources, and technology available for each subject area. Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, NWEA-MAP, and STAAR assessments in state-mandated grade level subjects. Staff Responsible for Monitoring: Special Education Teachers, Support Staff, General Education Teachers, Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: 5) Strategy 5: Materials - a) Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area. Strategy's Expected Result/Impact: Increased performance for Special Education populations in teacher assessments, CBA's, district benchmarks, NWEA-MAP, and STAAR assessments in state-mandated grade level subjects. Staff Responsible for Monitoring: Special Education Teachers, General Education Teachers, and Administration	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, military and service ready leaders.

Performance Objective 8: By Spring 2026 the percentage of Advanced Academic students who score at the Master's Level on the Algebra One EOC will remain at 100% Approaches and Meets and Masters greater than or equal to 90% .

Evaluation Data Sources: Algebra I EOC Results (Approaches, Meets, Masters)
District Benchmarks / Common Assessments (aligned to Algebra I TEKS)
Course Grades & Progress Reports
AWARE-district data system reports)

Strategy 1 Details		Reviews			
Strategy 1: 1) Curriculum -Implement the TEKS Resource System including the addition of SpringBoard Curriculum -alignment of the curriculum, instruction, and assessment, Year at a Glance 2) Incorporate teaching and learning strategies to enhance the understanding of math concepts and vocabulary through: -spiral activities -word walls -journals -exit cards -Go Formative -Aleks -Kami -ProblemAttic Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR *Performance Tasks *Learning Checkpoint *NWEA Map Test Staff Responsible for Monitoring: CIFs, Advanced Academic Strategist, teachers, Special Ed teachers, ITC Funding Sources: - 164 - State Comp. Ed. [SCE]		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: 2) Technology-Use technology with different devices and web cams to help students gain a better understanding of the topics covered, gain immediate feedback, give students alternate instruction of objectives, and involve students in meaningful activities. Chromebooks will enhance student learning through online research Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR Staff Responsible for Monitoring: CIFs, CTC, advanced academic teachers Funding Sources: - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: 3) Interventions Use teaching and learning strategies that will support literacy development and enhance the understanding of math concepts and vocabulary through: a) Quick writes b) Building vocabulary activities c) Bilingual Word Wall Teachers will promote the seven habits Leader in Me initiative to increase student goal planning, focus, and leadership skills. Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR Staff Responsible for Monitoring: Administrators, Instructional Coaches, advanced academic teachers Funding Sources: - 164 - State Comp. Ed. [SCE]		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: 4) Staff Development-enhance content knowledge and effectively implement research-based instructional strategies. Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR Staff Responsible for Monitoring: CIFs, Strategists, advanced academic teachers Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: 5) Advanced Academic Materials a) Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area. Strategy's Expected Result/Impact: Increased performance of students on assessments *Curriculum Based Assessments *District Benchmarks *STAAR Staff Responsible for Monitoring: CIF, Advanced academic teachers Funding Sources: - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A	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, military and service ready leaders.

Performance Objective 9: By Spring 2026, all Migrant students will increase their fluency and comprehension skills in reading.

Evaluation Data Sources: STAAR Reading/English EOC Results (Approaches, Meets, Masters)
TELPAS Reading & Listening Scores (for migrant students who are also Emergent Bilinguals)
District Benchmarks / Common Reading Assessments
Progress Monitoring Tools (iStation, i-Ready, or district literacy screeners)

Strategy 1 Details		Reviews			
Strategy 1: 1) Strategy 1: Interventions - a) Students will select books from Book Fairs and school catalog to enhance reading skills and to add to their home libraries. Students will be able to join book clubs throughout the year. Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects. Staff Responsible for Monitoring: Administration Counselors Social Worker Staff Librarian		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Staff Development - a) Continued support for staff development training to ensure professionals keep abreast on the latest strategies, techniques, resources, and technology available for students in each subject area. Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all student in all core subjects. Staff Responsible for Monitoring: Administration Counselors Social Worker Staff Librarian	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Materials - a) Manipulative, perishable, and non- items, audio and visual aids, consumables workbooks, reading materials, electronic devices, e-books, magazines, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area. Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects. Staff Responsible for Monitoring: Administration Counselors Social Worker Staff Librarian	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, military and service ready leaders.

Performance Objective 10: By Spring 2026, the percentage of students in the Fine Arts Department will increase student participation in the arts to 70% of total student enrollment.

Evaluation Data Sources: WISD Fine Arts Census Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strategy 1: Curriculum a) Students will learn a variety of skills used in the theatre field while incorporating all content areas: language arts, math, science, reading, and social studies. b) The student will learn to make improvements in the subject matter through self-evaluation and peer-evaluation. c) Students will be able to apply content area skills in all fine arts classes: . Write persuasive scripts . Use Language arts terminology . Portray a given character in a given time era as it relates to their sense. . Select a given style with a given artist and will compare and contrast verbal and written composition . Create a stage diagram to scale using mathematical strategies . Design costumes with the appropriate time periods in mind . Ethical discussions relating to scientific topics in various plays d) Theatre arts students will perform and/or participate in enrichment activities throughout the year, such as public speaking and confidence-building. Staff Responsible for Monitoring: Fine Arts Department Campus Administration				

Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Technology a. move from the substitution to the augmentation level on the SAMR scale in lessons b. web page, 3-D printers, media retrieval system Staff Responsible for Monitoring: Fine Arts Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Interventions a) Consumables, general supplies technology devices Strategy's Expected Result/Impact: Improve performance for all populations on assessments, CBAs, benchmarks and STAAR Staff Responsible for Monitoring: Fine Arts Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Strategy 4: Staff Development a. Staff development to ensure professionals continue being highly qualified and to continue selfeducation/improvement on the latest strategies, techniques, resources, and technology available for the subject areas. Strategy's Expected Result/Impact: Equip teacher with more intense knowledge to create more thought stimulating lessons. Staff Responsible for Monitoring: Fine Art Teacher	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Strategy 5: Materials a. Manipulatives, perishable, and non-perishable items, audio and visual aids, consumables workbooks, reading materials, electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objective, and initiatives for the subject area. Student art supplies that include all mediums/ supplies used for art but not limited to. Art participation in: Dia De Los Muertos Exhibit WISD Faculty Art Show WISD Central office exhibit Annual Fine Arts Festival.	Formative			Summative
	Nov	Jan	Mar	June

Supplies Needed - Assorted pens, paints and brushes
Black mat boards for exhibits
Easel stands for displaying art work.

Theatre Arts - Weslaco 100 celebration
UIL competitions
WISD Fine Arts Fiesta
Supplies - scripts, playbooks, royalty fees, props, costumes for performances
projector and printer for classroom instruction, set pieces including, but not limited to sofas, tables, chairs, desks shel, styrofoam, paint, and cardboard.

General Music/Guitar -
Yearly Weslaco Christmas Parade
Performances at the Adult Daycare
To Meet Class expectations/requirements
Students need guitars to perform effectively and successfully in class
Guitar stands and guitar cases to properly care for the instruments

ORCHESTRA- Student music supplies that include all mediums/supplies/fees used for the orchestra music program, but not limited to

BAND - access to portable white boards (for visual learners when the band class splits to separate rooms)
-65n tuners with clip on pick (most students cannot afford these on their own and they are a necessity for a large ensemble and individual sense of pitch and tuning.
-visual aids (music-related ie, anchor charts) for increased access to information quickly. Students can feel like it's their space). Student music supplies that include all mediums, supplies, fees used for music program, but not limited to.

Choir - pitch pipe for outside performances (pep-rallies)
portable white boards for students to decorate the classroom (build rapport)
permanent colored markers, tape paints, paint brushes, poster boards, glues, scissors, music/choir visual aids. Music and other musical supplies used for choir, but not limited to. Contest fees and other fees associated with choir. Choir formals to be used for concerts and contests.

Staff Responsible for Monitoring: Fine Art Teacher



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 11: By Spring 2026, 90% of students will increase their tier levels on the Istation Reading Reports/Lexile Levels.

Evaluation Data Sources: SRI report

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Curriculum a) Systematically embed information literacy skills and literature appreciation instruction into the library instructional program. b) Promote reading in the classroom and at home by collaborating with core teachers during designated reading holidays such as National Read a Book Day, Read Across America Day, Dr. Suess Day, TeenTober, and National Library Week. c) Train/demonstrate to staff the importance of library resources in our district by collecting data and following the library standards. d) Teach students and staff to comply with current school board policies, legislation and regulations regarding legal issues affecting the library program. e) Maintain records and collaborate with faculty/administration in monitoring copyright status of print and audiovisual materials in the library collection and throughout the school. Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects. Staff Responsible for Monitoring: Librarian District Librarian Library Staff Campus Administration	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Technology a) Promote the success of all students & staff by making possible the access, use, & integration of technology to enrich the curriculum & enhance learning along with providing a balanced, carefully selected, & systematically organized collection of print & electronic library resources that are sufficient to meet students' needs in all subject areas & that are continuously monitored for currency and relevancy as stated in the School Library Programs: Standards & Guidelines for Texas. b) Advertise current digital resources available to through region one databases and library resources community using web & paper resources Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects. Staff Responsible for Monitoring: Librarian District Librarian Staff Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Interventions a) Purchase perishable and non-perishable items, consumables, reading materials, electronic devices, furniture, instructional incentives, and general supplies to enhance instruction, help implement strategies, objectives, and initiatives for the library program. b) Introduce students to authors, illustrators, publishers, books, bookstores and other cultural events at local, region one, and state level that will inspire them to succeed. Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects. Staff Responsible for Monitoring: Librarian District Librarian Staff Administration	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Strategy 4: Staff Development a) Demonstrate to staff and students an effective school library program throughout the school, the district, in local and state activities, and through state development and conferences. b) Staff development to ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for the subject areas. c) Update personal knowledge and skills through ongoing self-assessment and seeks out continuing professional educational opportunities, including current teaching practices. Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects. Staff Responsible for Monitoring: Principal District Librarian Librarian Funding Sources: - 164 - State Comp. Ed. [SCE] - \$38,029, - 211 - Title I, Part A - \$40,937		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Strategy 5: Materials a) Manipulative, perishable, and non- items, reading materials, electronic devices, e-books, furniture, student/instructional incentives, and general supplies to enhance instruction, help implement the strategies, objectives, and initiatives for the subject area. Strategy's Expected Result/Impact: Increase independent reading levels and comprehension of all students in all core subjects. Staff Responsible for Monitoring: Principal District Librarian Librarian		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, military and service ready leaders.

Performance Objective 12: All students enrolled in PE and/or athletics will show gains in their physical activity and in their yearly Fitness Gram Assessments from previous year. The PE coaches will be able to purchase the following gear in an effort to do this: bean bags, soft bounce tuff balls, basketballs, tennis balls, footballs, soccer balls, volleyballs, pickle ball sets and other physical equipment needed to improve students' athletic performance.

Evaluation Data Sources: Fitness Gram Data

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Curriculum - A. Physical fitness activities -Fitness gram activities -Walk/Jog -Circuit training -Weight training -Agility activities -Jump rope activities -Relay activities B. Participate in Team Sports -Volleyball -Basketball -Soccer -Football -Softball -Kickball -Indoor hockey C. Lifetime Sports -Tennis -Bowling -Badminton -Walking/jogging -Weight training Strategy's Expected Result/Impact: Students will be able to be proficient in formal and informal assessments. Staff Responsible for Monitoring: PE Coaches Administration	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: All students enrolled in PE and/or athletics will be able to use the appropriate gear and/or equipment in an effort to perform satisfactorily on the Fitness Gram test and in PE or athletics class.	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, military and service ready leaders.

Performance Objective 13: By Spring 2026, 100% of the students who are in a CATE Technology applications course will be able to type on an electronic device with ease.

Evaluation Data Sources: Student Performance

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Technology a) Students will use Google Docs, Sheets, Slides, Google Drive, Google Classroom, Code.org, Common Lit, IStation, AR, EdPuzzle, Learning Ally, web cams, and wireless mice. Sumdog and a variety of programs to create and edit files. b) Students will understand applications, including the ability to select and use software to identify, understand, and use hardware systems. c) Students will use creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. d) Implement Technology Applications to improve student literacy and skills. Strategy's Expected Result/Impact: Student Performance on six weeks exams and district benchmarks. Staff Responsible for Monitoring: Technology Applications Teacher Classroom teacher Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Interventions a) Implement Word Wall b) Teachers will reiterate the importance of writing across the curriculum by integrating District writing Initiative Strategy's Expected Result/Impact: Student Performance on six weeks exams and district benchmarks Staff Responsible for Monitoring: Technology Applications Teacher Classroom teacher Funding Sources: - 164 - State Comp. Ed. [SCE] - \$114,681	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Staff Development To ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology available for all subject areas. Strategy's Expected Result/Impact: Student Performance on six weeks exams and district benchmarks Staff Responsible for Monitoring: Technology Applications Teacher Classroom teacher Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Strategy 4: Materials Manipulatives, perishable and non-perishable items, audio and visual aids, workbooks, reading materials (i.e. newspapers, books) electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction; help implement the strategies, objectives, and initiatives for the subject area Strategy's Expected Result/Impact: Student Performance on six weeks exams and district benchmarks Staff Responsible for Monitoring: Technology Applications Teacher classroom teacher librarian library assistants Funding Sources: - 164 - State Comp. Ed. [SCE] - \$12,370, - 211 - Title I, Part A - \$7,504	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, military and service ready leaders.

Performance Objective 14: By Spring 2026, 100% of 8th grade students will be enrolled in CATE courses.

Evaluation Data Sources: District & Regional EOC/STAAR Performance Reports, State Accountability System, CTE Annual Program Evaluation Summary

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Technology a) Students will use Google Docs, Sheets, Slides, Google Drive, Google Classroom, MicroType6, 1CEV online, Microsoft Word, Excel and a variety of programs to create and edit files. b) Students will understand applications, including the ability to select and use software to identify, understand, and use hardware systems. c) Students will use creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. d) Implement Technology Applications to improve student technology literacy and skills. Strategy's Expected Result/Impact: Student Performance on six weeks exams and district benchmarks Staff Responsible for Monitoring: Technology Applications Teacher CATE teacher Funding Sources: - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Interventions a) Implement Word Wall b) Teachers will promote SEL curriculum to increase students' goal planning. Strategy's Expected Result/Impact: Student Performance on six weeks exams and district benchmarks Staff Responsible for Monitoring: Technology Applications Teacher CATE teacher Funding Sources: - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Staff Development To ensure professionals continue being highly qualified and to keep abreast on the latest strategies, techniques, resources, and technology and leadership skills Strategy's Expected Result/Impact: Student Performance on six weeks exams and district benchmarks Staff Responsible for Monitoring: Technology Applications Teacher CATE teacher Instructional Coach Funding Sources: - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Strategy 4: Materials Manipulatives, perishable and non-perishable items, audio and visual aids, workbooks, reading materials (i.e. newspapers, books) electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction; help implement the strategies, objectives, and initiatives for the subject area. Strategy's Expected Result/Impact: Student Performance on six weeks exams and district benchmarks Staff Responsible for Monitoring: Technology Applications Teacher CATE teacher Library assistants Funding Sources: - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A	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, military and service ready leaders.

Performance Objective 15: By Spring of 2026:

1. The Spanish I students will improve their listening, speaking, writing, and reading skills in the Spanish language.
2. The Spanish I students will be able to increase their knowledge and understanding of different Spanish cultures.
3. The Spanish I students will become lifelong learners by using the language for personal enrichment and career development.

Evaluation Data Sources: 6weeks exam, end of the semester test, end of year test vocabulary quizzes, oral presentations, 6 weeks projects on different cultural aspects.
Online programs: Online textbook (Avancemos), Wizer.com, Quizlet, and Quizzes. Puzzle

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Technology a) Students will use Google Docs, Sheets, Slides, Google, Spanish Dictionary. com, Google Drive, Google Classroom, EdPuzzle, Wize.com, Quizlet, and Quizzes. b) Students will use creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. d) Implement Technology Applications to improve student literacy and language skills. Strategy's Expected Result/Impact: Student Performance on six weeks exams, oral presentations, and quizzes. Staff Responsible for Monitoring: Spanish Classroom teacher actively monitors students' language development including writing, listening, speaking, and reading skills. Principal, Assistant Principal Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Strategy 2: Interventions a) Implement Word Wall with Spanish vocabulary. b) Teachers will reiterate the importance of writing across the curriculum by integrating District writing Initiative c) Teachers will promote organization skills needed to increase students' goal planning, focus, and leadership skills Strategy's Expected Result/Impact: Student Performance on six weeks test and classroom quizzes and oral presentations. Staff Responsible for Monitoring: Spanish Classroom teacher actively monitors students' language development including writing, listening, speaking, and reading skills. Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Strategy 3: Staff Development To ensure professionals continue being highly qualified and to keep abreast of the latest strategies, techniques, resources, and technology available for all subject areas. Strategy's Expected Result/Impact: Student Performance on six weeks test and classroom quizzes, and oral presentations. Staff Responsible for Monitoring: Spanish Classroom teacher actively monitors students' language development including writing, listening, speaking, and reading skills.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Strategy 4: Materials Manipulatives, perishable and non-perishable items, audio and visual aids, online programs, consumables, workbooks, reading materials (i.e. newspapers, magazines, books) electronic devices, furniture, student/instructional incentives, and general supplies to enhance instruction; help implement the strategies, objectives, and initiatives for the subject area Strategy's Expected Result/Impact: Student Performance on six weeks test and classroom quizzes. oral presentations. Staff Responsible for Monitoring: Spanish Classroom teacher actively monitors students' language development including writing, listening, speaking, and reading skills. Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Special Education teachers, instructional paraprofessionals, teachers from each team and the Crisis Team will become CPI certified to ensure student safety should a crisis arise on campus.

Evaluation Data Sources: CPI Certification Records / Certificates of Completion (for SPED teachers, paras, team teachers, and crisis team members)
 Training Sign-in Sheets & Agendas
 District Professional Development System Records (Eduphoria/Workshop)
 Crisis Intervention Logs (Records of incidents and staff response)
 Campus Safety / Discipline Reports (to monitor reduction or appropriate handling of crisis events)

Strategy 1 Details	Reviews			
Strategy 1: 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 Administration Security Guards Funding Sources: - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All staff members will practice monthly fire drills with and without blocked passage ways. Strategy's Expected Result/Impact: Decrease the amount of time it takes to safely and effectively evacuate the building from 2-3 minutes. Staff Responsible for Monitoring: All professional staff All support staff Administration Security Guards Funding Sources: - 211 - Title I, Part A, - 164 - State Comp. Ed. [SCE]	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: All staff members will practice monthly lock-down drills. Strategy's Expected Result/Impact: Decrease the amount of time it takes to safely and effectively practice a lock-down drill in case a serious incident occurs. Staff Responsible for Monitoring: All professional staff All support staff Administration Security Guards Funding Sources: - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: All staff members will receive training and practice a shelter in place drill, a severe weather drill and a reverse evacuation drill. Strategy's Expected Result/Impact: Decrease the amount of time it takes to safely and effectively 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 Funding Sources: - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: All staff members will be assigned morning and after school duty to monitor students and ensure their safety. All staff members will be trained on SRP (Standard Response Protocols) and practice monthly drills in order to practice what to do in an emergency.

Evaluation Data Sources: Duty Rosters / Schedules (staff assignments for morning and after school supervision)
 Sign-in Sheets / Agendas for Training
 Certificates of Completion or District Safety Training Records
 Monthly Drill Logs (fire, lockdown, evacuation)

Strategy 1 Details	Reviews			
Strategy 1: All staff will be assigned morning and after school duty to monitor students and ensure their safety. Strategy's Expected Result/Impact: Monitor students to ensure their safety and well-being. Staff Responsible for Monitoring: All teachers All paraprofessionals Administration Funding Sources: - 211 - Title I, Part A, - 164 - State Comp. Ed. [SCE]	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All visitors to B. Garza Middle School will have to sign in at the security desk as well as the front office and use Raptor, a safety system that checks parents' and guardians' IDs to check out the students. Strategy's Expected Result/Impact: Monitor all students to ensure their safety and well being. Staff Responsible for Monitoring: Receptionist Attendance Clerk Office Staff Members Administration Security Guards Funding Sources: - 211 - Title I, Part A, - 164 - State Comp. Ed. [SCE]	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Weslaco ISD has installed gates surrounding all access points of entries to B. Garza Middle School campus in an effort to minimize the amount of traffic and/or non-allowed visitors on campus and to ensure student safety. Strategy's Expected Result/Impact: Monitoring and securing all students, staff members to ensure everyone's safety. Staff Responsible for Monitoring: Administration Security Guards All staff members All Teachers Funding Sources: - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: B. Garza's Middle School's administration, security guards, receptionist, CTC and custodians use a radio to readily and effectively communicate with each other in case of an emergency. Strategy's Expected Result/Impact: Communication by radio in an effort to minimize the amount of time it takes to respond to an emergency with students and/or staff members. Staff Responsible for Monitoring: Administration Security Guards Office Staff Custodian Safety and Security Director Funding Sources: - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Security Guards patrol hallways and monitor security cameras in an effort to secure B. Garza Middle School students, staff members and premises. Strategy's Expected Result/Impact: To decrease the amount of time it takes to secure all students, staff members and to ensure the safety of all stakeholders at B. Garza Middle School. Staff Responsible for Monitoring: Administration Security Guards Safety and Security Director Funding Sources: - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 3: B. Garza Middle School will maintain one to one ratio of chrome books for all students in all classrooms in order to promote digital learning,ensure that students have opportunities to receive blended learning lessons and move from substitution to augmentation on the SAMR model.

Evaluation Data Sources: Technology Checkout Logs (verifying 1:1 Chromebook access)
Classroom Walkthroughs (evidence of blended learning)
Lesson Plans (showing digital learning activities)
Teacher & Student Usage Reports

Strategy 1 Details	Reviews			
Strategy 1: B. Garza will direct a portion of the budget to maintain, and replace chromebooks, copiers,carts, and other technological equipment such as, but not limited to printers, scanners, printing supplies, and smart tablets. Strategy's Expected Result/Impact: Blended lessons, Flipped Classrooms, student based research projects Staff Responsible for Monitoring: Teachers Administration Instructional Coach Strategists Funding Sources: - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will have multiple opportunities to receive staff development in areas specific to blended learning. Strategy's Expected Result/Impact: Blended lessons, Flipped Classrooms, student based research projects Staff Responsible for Monitoring: Teachers Administration Instructional Coach Strategists Gear Up Facilitator Funding Sources: - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 4: All content area teachers will incorporate technology in the curriculum as deemed fit throughout the year

Evaluation Data Sources: Technology Checkout Logs (verifying 1:1 Chromebook access)
 Classroom Walkthroughs (evidence of blended learning)
 Lesson Plans (showing digital learning activities)
 Teacher & Student Usage Reports

Strategy 1 Details	Reviews			
Strategy 1: Provide regular staff development to all teachers on embedding technology effectively in the curriculum. Strategy's Expected Result/Impact: Engaged students in the classroom at an accomplished level. Staff Responsible for Monitoring: Teachers Administration Instructional Coach Librarian Funding Sources: - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Meet twice a week by departments (PLC)to plan, share, and discuss technology -rich lessons. Strategy's Expected Result/Impact: All teachers will effectively use technology in the classroom. Staff Responsible for Monitoring: Teachers Administration Instructional Coach Librarian Funding Sources: - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will be provided with one-to-one technology devices such as laptops, LCD projectors, printers, document cameras, toners, ink cartridges, chrome books, chrome book carts, web cams, and ViewSonic 75 inch Interactive display boards in an effort to develop highly quality lessons to meet the learning needs of all students.	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 5: All students at B. Garza Middle School will use Google classroom, I-station, Clever and other online platforms by practicing safe and secure technology procedures.

Evaluation Data Sources: Technology Checkout Logs (verifying 1:1 Chromebook access)
Classroom Walkthroughs (evidence of blended learning)
Lesson Plans (showing digital learning activities)
Teacher & Student Usage Reports

Strategy 1 Details		Reviews			
Strategy 1: All students will be engaged in blended learning opportunities via Google Classroom. Strategy's Expected Result/Impact: Students will show at least 5% growth in STAAR reading, writing and English I EOC. Staff Responsible for Monitoring: All classroom teachers Administration Librarian Funding Sources: - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A		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: Strengthen and increase our parent and community engagement in schools by 5%

Evaluation Data Sources: Six Weeks Reports, Sign-ins, and Evaluations
Parent Attendance Records at school events, workshops, and meetings
Parent and Community Surveys / Feedback Forms
Family Engagement Event Evaluations

Strategy 1 Details	Reviews			
Strategy 1: Parent and student surveys. contact logs including tracking parent participation through logging volunteer hours Strategy's Expected Result/Impact: Increase parent and family engagement. Staff Responsible for Monitoring: Social Worker, Parents, Teachers, Students, and Administration, parent specialist Funding Sources: - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Campus events and educational monthly meetings -STAAR, Mental Health, Literacy and Reading Strategies, technology, parent teacher conference and home visits. Implement Leader in Me strategies to enhance student to teacher, teacher to parent, teacher to admin and school to community relationships. Strategy's Expected Result/Impact: Parents are engaged and participate with campus events/activities, thus student achievement increases. Students are more motivated to learn thus will be more successful in school *Meet the Katz *Meet the Teacher *Open House *ESL *Yearly Health Fair *Christmas Parade *Various Sporting Events Staff Responsible for Monitoring: Student, Teacher, parent, Administrator, Campus Technology Coordinato Parent Specialistr Funding Sources: - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Involving community and businesses as guest speakers for Red Ribbon Week, Career Day, and Just Say No Week, and Bully prevention presentations Strategy's Expected Result/Impact: Parents and students are aware of the negative effects caused by using drugs, alcohol, tobacco, opioids, vaping, and that bullying is not tolerated. Parents and students are familiarized with various career choices upon graduation. Having guest speakers may increase B. Garza's attendance. Staff Responsible for Monitoring: Social Worker, Teachers, Administrators Parent Specialist Funding Sources: - 211 - Title I, Part A, - 164 - State Comp. Ed. [SCE]	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Community will partnership with B. Garza M.S. to provide: Uniforms "In His Name" Shoes "In His Name" School Supplies Backpacks Blankets other items of clothing Students and parents will participate in: Meet the Teacher Night Red Ribbon Week/Just Say No Week Open House Career Fair and Meet the Middle School Event. Strategy's Expected Result/Impact: Increased collaboration between parents, students, and community members. Staff Responsible for Monitoring: Social worker, teachers, administrators, instructional coaches students, and parents Funding Sources: - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A	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: By the Spring of 2026, staff will receive ongoing professional development to ensure teachers and staff are equipped to assist students Meets Grade Level or Masters Grade Level on STAAR assessments.

Evaluation Data Sources: STARR data, surveys, and department, team leaders, and administration recommendations.
Professional Development Attendance Records / Sign-in Sheets
PD Agendas, Materials, and Evaluations
Lesson Plans / PLC Documentation

Strategy 1 Details	Reviews			
Strategy 1: Staff will attend staff development training's in the areas as follows: -T-TESS -TIA -TEKS RESOURCE SYSTEM -Core Content Programs -LEP -SPED Accommodations -Technology -State Assessments -PLC 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 Funding Sources: - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: By Spring 2026, 100% of federal, state and local funds will go through improvement and budget planning in order to maximize the impact of the resources to assist students to Meets Grade Level or Masters Grade Level on STAAR assessments.

- Evaluation Data Sources:** STARR data, surveys, and department, team leaders, and administration recommendations
Campus and District Budget Documents (showing evidence of federal, state, and local funds to improvement goals)
Plan4Learning / CIP Budget Planning Agendas
Instructional Improvement Plans linked to STAAR Growth
Administrator Meeting Notes (CIP Agenda Meeting)
Student Performance Data Reports (STAAR, benchmarks, CFAs showing impact of funded programs)

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and implement 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: -Aministration -CTC -Department Heads Funding Sources: - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

State Compensatory

Budget for B. Garza Middle School

Total SCE Funds: \$46,500.00

Total FTEs Funded by SCE: 11

Brief Description of SCE Services and/or Programs

Teacher salaries, Instructional supplies, Reading materials, Equipment (under \$ 5000.00), Miscellaneous Contracted Services Intervention programs (tutoring, supplemental instruction) Extended learning (before/after school programs, summer school) Professional development for teachers working with at-risk students Supplemental materials or technology to support learning Counseling or support services

Personnel for B. Garza Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aholidana Covarrubias	Librarian Aide	1
Ana Garces	Instructional Aide	1
Ashley Herrera	Sp. Ed. Instructional Aide	1
Elma Chapa	Instructional Coach	1
Esmeralda Valdez	Licensed Voc. Nurse	1
Jenilee Marin	Parent Specialist	1
Lorena Mariona	Instructional Aide	1
Oscar Lopez	Social Worker	1
Sandra Garcia	Counselor Aide	1
Silva Hinojosa	Sp. Ed. Instructional Aide	1
Yolando Rodriguez	Midia Aide	1

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aholibana Covarrubias	Library Aide	Title I Part A	1
Ana E. Garces	Instructional Aide	Title I Part A	1
Jenilee Marin	Parent Specialist	Title I Part A	1
Jorge Flores	Sp. Ed. Aide	Title I Part A	1
Maria Carmona	Teacher LEP	Title III Part A	1
Sylvia Hinojosa	Instructional Aide Sp. Ed.	Title I Part A	1
Vacancy	Instructional Aide	Title I Part A	1
Vacancy	Instructional Aide	Title I Part A	1
Yolanda Rodriguez	Media Aide	Title I Part A	1

Campus Funding Summary

164 - State Comp. Ed. [SCE]					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$100,355.00
1	5	2			\$131,857.00
1	7	3			\$24,936.00
1	8	1			\$0.00
1	8	2			\$0.00
1	8	3			\$0.00
1	8	5			\$0.00
1	11	4			\$38,029.00
1	13	2			\$114,681.00
1	13	4			\$12,370.00
1	14	1			\$0.00
1	14	2			\$0.00
1	14	3			\$0.00
1	14	4			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
2	2	5			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	4	1			\$0.00

164 - State Comp. Ed. [SCE]					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	2			\$0.00
2	5	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
4	1	1			\$0.00
5	1	1			\$0.00
Sub-Total					\$422,228.00
Budgeted Fund Source Amount					\$488,800.00
+/- Difference					\$66,572.00
Grand Total Budgeted					\$488,800.00
Grand Total Spent					\$422,228.00
+/- Difference					\$66,572.00

Addendums

Step 1: Steering Committee Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 1 Meeting Date: _____

Progress Checkpoint 1 Due: _____

Campus CCNA Committee Members

Committee Chairperson
Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

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?
How will we ensure that it's a process, not an event?
How will we get multiple stakeholders (parents, students, community, etc.) involved in the process?
How will we share the purpose and outcomes with those involved?
What are the short- and long-term timelines? (Share detailed timeline with committee members.)
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?

Step 1 Future Meeting Dates:

Step 2: Campus Leadership Committee Agenda and Meeting Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 2 Meeting Date: _____

Progress Checkpoint 2 Due: _____

Campus CCNA Committee Members

Committee Chairperson
Name and Role: _____

COMMITTEE MEMBER NAME	ROLE

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?
If not, which staff members will make the greatest contribution to the committee or team?
How will team members be recruited, selected, and potentially replaced?
How do we ensure there is diversity on each team to challenge assumptions and stretch the group?
Which team member is best suited to lead and facilitate individual teams?
How do we ensure that the team lead is skilled in adult learning, including group facilitation, consensus building, leading conversations regarding data analysis?
How will coordination among committees occur?

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

Step 2 Future Meeting Dates:

Step 5: Campus Steering Committee Meeting Agenda and Minutes Template

School Year: _____

LEA: _____

Campus Name: _____

Step 5 Meeting Date: _____

Progress Checkpoint 5 Due: _____

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: _____

COMMITTEE MEMBER NAME	ROLE

Step 5: Connect the CCNA to the campus improvement plan development and review process.

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

What are the findings in the CCNA?
How are the findings reflected in summary statements?
How are the CCNA strengths leveraged in the LEA/campus improvement plans as strategies and activities that will be continued and sustained?
How are the CCNA needs addressed in the LEA/campus improvement plans through strategies and activities designed to improve student outcomes?
How do priorities and needs correlate with justifications for ESSA program expenditures?

Step 5 Future Meeting Dates:

Committee Self-Assessment/Reflection

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

Date: _____

LEA Name: _____

Campus Name: _____

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

CCNA Focus Area:

Demographics

School Culture & Climate

Curriculum, Instruction and Assessment

School Context and Organization

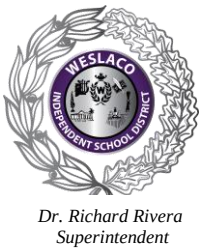
Student Achievement

Staff Quality, Recruitment and Retention

Parent, Family & Community Engagement

Technology

NAME	ROLE	SIGNATURE



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.