

Weslaco Independent School District

Cuellar Middle School

2025-2026 Campus Improvement Plan



Mission Statement

Dr. Armando Cuellar Middle school strives to have our students become productive global citizens by:

- facilitating in our students the intrinsic value of learning,
- instilling a sense of self worth, and
- building champions who will succeed in a technologically developing world.

Vision

Dr. Armando Cuellar Middle School has a 21st Century Technology Vision:

- To utilize technology as a tool to create 21st Century learners, access resources, synthesize, and communicate with others
- To acquire technology skills by providing learning programs for our students, faculty, and staff
- To provide access to real-time students' testing data to faculty, and utilize data to differentiate instruction
- To provide students and parents with real-time access to their teachers and curriculum.
- To continue training staff with district's initiatives such as: higher-order thinking skills, engage students, provide authentic real-world relevance, and use technology when appropriate (HEAT).
- To provide an online presence to enable students to engage with instruction anytime/anywhere.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dr. Armando Cuellar Middle School (CMS) is located in Weslaco, TX. The community is located at the southern tip of Texas in the Rio Grande Valley and is near the Rio Grande River, across the border from the Mexican city of Nuevo Progreso, Tamaulipas, and is about 59 miles west of South Padre Island and the Gulf of Mexico. As the Rio Grande Valley fosters a more regional perspective, Weslaco is well positioned to accommodate the needs of logistics, manufacturing and higher education because of its central location to a growing regional population of over 1.4 million. Weslaco is a desirable place for young families, retirees and those families in between. Dr. Armando Cuellar Middle School's enrollment at the beginning of the 2025-2026 school year was 641 students. We anticipate a 5% increase throughout the 2025-2026 school year. The breakdown by grade level is as follows: 6th-232, 7th-211, and 8th-198. This equates to a 99% Hispanic population. Eighty-four percent of the students are from a low socio-economic status.

Dr. Armando Cuellar Middle School serves the following populations: 28% Emergent Bilingual (EB), 40% at-risk, 84% economically disadvantaged, 4% Gifted Talent, 18% Special Education, 2% Migrant, and 14% Vocational. Dr. Armando Cuellar Middle School (DACMS) has several highly successful programs targeted to assist at-risk and special needs students.

For 2025-2026, Dr. Armando Cuellar MS has 43 teachers. We have two new teachers hired to the district for our campus and one new teacher hired to our campus from within district. Our campus has one Dean of Instruction. According to the 2023-2024 Texas Academic Performance Report (TAPR), 86% of the teachers are Hispanic. Seventy-five percent of the teachers have more than 10 years experience and the average years of experience for the campus is 16 years. The average number of students per teacher is 13.8.

Dr. Armando Cuellar Middle School is predominantly Hispanic, as noted in the demographic summary. With a student population of 641 students, two major focus points of our campus are student and staff safety and safe student participation in school activities. Students who are active participants in school functions help to promote a positive school environment and are more likely to be successful academically. We have 100+ student athletes on our campus, which means 15% of our student body participates in at least one UIL sport. In addition to athletics, we have Fine Arts, UIL Academics and additional clubs in which students may participate. Our campus works with community members to provide opportunities to bring the community and our students together.

Demographics Strengths

- Extended Day 2024-2025 served students to help them pass the classes. Extended Day and Saturday School will be offered this school year. Our aim is to increase the rate of participation and success.
- Community involvement included Senior Citizen Community Outreach, Veteran's Day, monthly parental meetings, Meet the Middle School Night, Accelerated Academic Meetings, Early College Recruitment Meetings, participation in the community Christmas Parade, and other community outreach events.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special Education students in all grade levels are not passing STAAR at the same rate as non-Special Education students.

Root Cause: Special Education students are functioning below grade level, and STAAR test is assessed on grade level.

Problem Statement 2 (Prioritized): Emergent Bilinguals (EB) across all grade levels are not passing STAAR at the same rate as non-EB students.

Root Cause: EBs lack academic fluency and comprehension in English but are tested in their non-native language.

Problem Statement 3 (Prioritized): Roughly 30% of our students did not meet standard on STAAR last year.

Root Cause: Due to the long term effects of COVID-19, an unknown yet significant number of students are still experiencing learning gaps acquired during remote learning. COVID-19 is still affecting students and resulting in poor attendance.

Student Learning

Student Learning Summary

Dr. Cuellar 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 regards to the 2025 STAAR Performance Report from the 2022 Accountability and the Domains. Our campus will be working closely with learning loss of 50% of our students.

Student Academic Achievement Summary

Dr. Armando Cuellar Middle School is provided a detailed overview of the successes and necessary improvement through TEA on yearly basis.

Accountability Rating:

Student Achievement- Represents a snapshot of performance across all subjects, on both general and alternative assessments, at an established performance standard. *(All Students)*

Student Progress- Provides an opportunity for diverse campuses to show improvements made independent of overall achievement levels. Growth is evaluated by subject and student groups. *(All Students, Student Groups by Race/Ethnicity; English Language Learners; Special Education)*

Closing Performance Gaps- Emphasizes advanced academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups at each campus or district. *(All Students; Student Groups by Race/Ethnicity)*

Postsecondary Readiness- Includes measures of high school completion and the STAAR performance at the postsecondary readiness standard. This measure emphasizes the importance of students receiving high school diplomas that provide the foundation necessary for success in college, the workforce, job training programs or the military. *(All Students; Student Groups by Race/Ethnicity; English Language Learners; Special Education)*

Campus Overall Rating Calculation from 2025

Dr. Cuellar Middle School - Campus Overall Rating Calculation					
Domain	Scaled Score	Better of School Progress Part A or Part B	Better of student Achievement or School Progress	Weight	Weighted Points
Student Achievement	74				
School Progress, Part A	78				
School Progress, Part B	84	84	84	70%	58.8
Closing the Gaps	84			30%	25.2

Dr. Cuellar Middle School - Campus Overall Rating Calculation	
Overall Score	84
2024 Campus Overall Rating	B

2025 Campus STAAR Component Score

Dr. Cuellar Middle School - STAAR Component Score						
STAAR Performance	Reading	Math	Science	Social Studies	Totals	Percentages
Number of Assessments	586	584	215	211	1596	
Approaches Grade Level or Above	433	418	153	109	1113	70%
Meets Grade Level or Above	266	232	88	57	643	40%
Masters Grade Level	90	99	27	26	242	15%
Total Percentage Points						125%
Student Achievement Domain STAAR Component Score (Total Percentage Points Divided by 3)						42

Student Learning Strengths

Student Academic Achievement Strengths based on 2023-2024 Data

- Dr. Armando Cuellar Middle School received the Texas Education Agency's overall rating of B (84) for the 2024-2025 school year.
- In Algebra I, we had 97% students obtain Masters and 100% growth points.
- In 8th grade Math, we had an annual growth score of 99.
- In 8th grade RLA, we had an annual growth score of 76.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The problem is 60% of all students are not obtaining the Meets Level in all core subject areas.

Root Cause: 60% of students lack grade level comprehension and academic vocabulary.

Problem Statement 2 (Prioritized): Only 17% of our Special Education, 14% of EL (current), and 19% of EB(current & monitored) population across grades 6-8 obtained Meets Level in all core subject areas compared to 32% non-Special Education and non EB.

Root Cause: Special Education and EB students function below grade level and lack fluency and comprehension of subject matter. When assessed, we can see a deficit among these student populations.

School Processes & Programs

School Processes & Programs Summary

Dr. Armando Cuellar Middle School strives to provide students with an opportunity to excel in extra-curricular activities. Our campus provides Fine Arts programs that include band, orchestra, choir, art, dance, theater arts, and mariachi. A variety of UIL sports are offered for both boys and girls. These include cheerleading, cross country, football, volleyball, tennis, soccer, basketball, golf, softball, track, baseball, and swimming. UIL Academics are also offered including studies in art/music recognition, poetry/prose, chess, maps/chart reading, and calculators. 7th/8th Grade students at Dr. Armando Cuellar Middle School are offered CTE classes for high school credit: Digital Design and Media Production, College and Career Readiness, and Principles of Arts, Audio/Video Technology and Communications. Students may also qualify to participate in Advanced Academics courses such as English I and Algebra. Spanish as a foreign language for High School credit is also offered. Students are encouraged to seek out leadership/outreach opportunities in afterschool clubs such as student council. CMS also has a drama club, art club, Faith club, Esports, STEM, and Future Men of America. 7th and 8th Grade students are eligible to qualify for the National Junior Honor Society, a national organization that promotes the values of scholarship, service, leadership, character, and citizenship within a school. Gifted and Talented students participate in a pull-out program for 60- minutes of accelerated instruction throughout the week. This accelerated instruction is structured and provided by a certified instructor housed on campus.

Dr. Armando Cuellar Middle School students are scheduled into eleven 40 minute periods (content areas are blocked) per day. Content area and elective teachers along side our Dean of Instruction meet as a department in their Professional Learning Community (PLC) weekly for planning. As a PLC, teachers internalize lessons and design assessments, analyze data, and examine instructional strategies. Campus PLCs strive to improve student performance through common formative and summative assessments. They then use that data to implement the educational strategies that best meet student needs. Each content area shares a conference period which allows for informal collaboration among teachers and administration. Our campus has identified two instructional areas of focus: continuous and focused data analysis and backwards designed planning to increase rigor in the classroom. These two areas drive PLC teacher trainings. All teachers have been challenged to implement Reading and Language Arts focused strategies to increase student learning and writing across the curriculum.

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.

Dr. Armando Cuellar 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. Technology at Dr. Armando Cuellar includes teacher-issued laptops and every student has access to a chromebook for academic use.

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.
- Professional Learning Communities (PLCs) have created cohesiveness within content areas.
- PLCs have increased the rigor of classroom instruction.
- Teachers/Staff use a wide range of technology resources.
- Consistent replacement of technology ensures access to up-to-date hardware and software for educational purposes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Administration and teachers have identified a need for training to increase both rigor in the classroom and strategies for accelerated learning to close learning gaps.

Root Cause: Teacher results on assessments indicate that students in all demographics are not performing at the Meets level.

Perceptions

Perceptions Summary

Dr. Armando Cuellar 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. Dr. Armando Cuellar Middle School wants to narrow the performance gap among all student groups, and particularly between Special Education, Economically Disadvantaged and Emergent Bilinguals students. With this in mind, the message that the entire staff is asked to constantly convey to students, parents, and community members is, "Every student has the potential for growth"

Dr. Armando Cuellar 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 information shared through social media platforms, ACMS 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

Dr. Armando Cuellar Middle School celebrates these strengths:

- The safety of our students and staff is very important. We have three full time security guards and three 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.
- 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.
- SpEd teachers attend monthly meetings to garner best practices to be utilized with Special Ed population.
- Monthly parent meetings that incorporate District designated topics.
- Promote attendance and campus culture by recognizing students who maintain 97% attendance. Students are also showcased at parent meetings, through social media, Student of the Month, Honor Roll and Athlete of the Week

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teacher and parent surveys have shown a need to increase parent involvement across various school events and activities.

Root Cause: Campus has not established enough opportunities for parents to get involved.

Priority Problem Statements

Problem Statement 1: Roughly 30% of our students did not meet standard on STAAR last year.

Root Cause 1: Due to the long term effects of COVID-19, an unknown yet significant number of students are still experiencing learning gaps acquired during remote learning. COVID-19 is still affecting students and resulting in poor attendance.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The problem is 60% of all students are not obtaining the Meets Level in all core subject areas.

Root Cause 2: 60% of students lack grade level comprehension and academic vocabulary.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Emergent Bilinguals (EB) across all grade levels are not passing STAAR at the same rate as non-EB students.

Root Cause 3: EBs lack academic fluency and comprehension in English but are tested in their non-native language.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Administration and teachers have identified a need for training to increase both rigor in the classroom and strategies for accelerated learning to close learning gaps.

Root Cause 4: Teacher results on assessments indicate that students in all demographics are not performing at the Meets level.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Only 17% of our Special Education, 14% of EL (current), and 19% of EB(current & monitored) population across grades 6-8 obtained Meets Level in all core subject areas compared to 32% non-Special Education and non EB.

Root Cause 5: Special Education and EB students function below grade level and lack fluency and comprehension of subject matter. When assessed, we can see a deficit among these student populations.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Special Education students in all grade levels are not passing STAAR at the same rate as non-Special Education students.

Root Cause 6: Special Education students are functioning below grade level, and STAAR test is assessed on grade level.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Teacher and parent surveys have shown a need to increase parent involvement across various school events and activities.

Root Cause 7: Campus has not established enough opportunities for parents to get involved.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: By Spring 2026:

The percentage of High Focus group who score at the Meets level on the Reading Language Arts STAAR will be at 45% or higher.

The percentage of ALL students who score at the Meets Level on Reading STAAR will be at 46% or higher.

The percentage of ALL students who obtain the next performance level (growth) will be 100%.

Evaluation Data Sources: STAAR data, Benchmark data, Surveys, Department and Team Leaders, Instructional Coach, 3-week Assessments, Administration Recommendations, Targeted Improvement Plan (TIP), and formative and summative assessments. Students attendance in Extended Day, Saturday School, STAAR Enrichment.

Strategy 1 Details	Reviews			
Strategy 1: Provide students with effective and evidence based curriculum and resources. To provide strategic types of scaffolding, such as graphic organizers, manipulatives, repetition, scaffolding, peer groups, and technology based programs such as Amira, Summit K-12, Quizizz, NoRedInk, Rosetta Stone, StudySync, Edpuzzle, NewsELA, Scholastic, Nearpod, Wizer.me, IXL, Springboard, Lexia, Common Lit, STAAR Master, Sirius Zingers, Lowman, Nearpod and Flocabulary. Students will also be provided with opportunities for accelerated learning through, Extended Day, STAAR Enrichment, and Saturday School. Strategy's Expected Result/Impact: Improve student performance for all populations on assessments, benchmarks, and STAAR. Staff Responsible for Monitoring: All Teachers Administration Para-professional staff Instructional Coaches Librarian Language Arts Strategist Additional Targeted Support Strategy Funding Sources: - 164 - State Comp. Ed. [SCE] - \$221,454, - 211 - Title I, Part A - \$312,077, - 164 - State Comp. Ed. [SCE] - \$11,365, - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A, - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: To increase and encourage the usage of technology and blended learning model in the classroom. To give ample opportunity to extend interaction with peers of varying English proficiency levels. Strategy's Expected Result/Impact: Improve student performance for all populations on assessments, benchmarks, and STAAR. Staff Responsible for Monitoring: All Teachers Administration Para-professional staff Instructional Coaches Librarian Language Arts Strategist Additional Targeted Support Strategy Funding Sources: - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A, - 211 - Title I, Part A, - 211 - Title I, Part A, - 211 - Title I, Part A, - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: To provide interventions and differentiated instructional methods to help ensure student growth and success. Strategy's Expected Result/Impact: Improve student performance for all populations on assessments, benchmarks, and STAAR. Staff Responsible for Monitoring: All Teachers Administration Para-professional staff Instructional Coaches Librarian Language Arts Strategist	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: To provide Reading & writing focused staff development for ALL content teachers that results in changes to teacher practices and improvements to student learning outcomes. Strategy's Expected Result/Impact: Improve student performance for all populations on assessments, benchmarks, and STAAR. Staff Responsible for Monitoring: All Teachers Administration Para-professional staff Instructional Coaches Librarian Language Arts Strategist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Disaggregate data through Eduphoria Aware. Strategy's Expected Result/Impact: Students will show growth in scores on mini assessments, benchmarks, and STAAR through the use of these tools. Staff Responsible for Monitoring: Reading Teachers, Administrators, Instructional Coaches, and District Strategists	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: By the end of the 2025-2026 school year:

The percentage of the High Focus group who score at the Meets level on the Math STAAR will be at 36% or higher.

The percentage of ALL students who score at the Meets Level on Math STAAR will be at 47% or higher.

The percentage of ALL students who obtain the next performance level (growth) will be 100%.

Evaluation Data Sources: STAAR data, Surveys, Department and Team Leaders, Instructional Coach, 3-week Assessments, Administration Recommendations, Targeted Improvement Plan (TIP), and formative and summative assessments. Students attendance in Extended Day, Saturday School, STAAR Enrichment, and TCLAS.

Strategy 1 Details	Reviews			
Strategy 1: Increase the use of personalized learning and differentiation which allows students to utilize their critical thinking and problem solving skills through the use of the following resources: -TEKS Resource Performance System -Thinking Maps -Zearn -Brain POP -Online Textbook -ALEKS -Online Instructional videos -Extended Day/Saturday School/STAAR Enrichment -Prodigy -Maneuvering the Middle -EdPuzzle -Texas Regional Educational Resources/Engaging Mathematics -Classkick -Screencastify -Wizer.me -Math Scholastic -Sirius -IXL -Quizizz -Lowman -Hapara Strategy's Expected Result/Impact: Students will have the opportunity to use technology/digital media at school/home to improve math skills. Improve student performance for all populations on assessments, MAP, benchmarks, and STAAR. Staff Responsible for Monitoring: Teachers Campus Instructional Coach Administrators District Math Strategist Additional Targeted Support Strategy Funding Sources: - 164 - State Comp. Ed. [SCE] - \$10,000, - 211 - Title I, Part A - \$2,617, - 165 - State Bilingual/ESL - \$0, - 163 - State Special Education - \$0, - 161 - State Gifted and Talented (G/T) - \$0	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Disaggregate data through Eduphoria Aware. Strategy's Expected Result/Impact: Students will show growth in scores on mini assessments, benchmarks, and STAAR through the use of this data. Staff Responsible for Monitoring: Math Teachers, Administrators, Instructional Coaches, and District Strategists.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: By the end of the 2025-2026 school year, the percentage of students who score at the--

Approaches Level on Social Studies STAAR will be at 60% .

Meets Level on Social Studies STAAR will be at 40%

Masters Level on the Social Studies STAAR will be at 20% or higher.

Evaluation Data Sources: STAAR data, surveys, and department, team leaders, and administration recommendations. Student attendance in Extended Day/Saturday School Camps.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use Sirius STAAR Prep consumables and manual to reinforce or introduce key content. Social Studies will also use the following resources: Wayground, Nearpod, STAAR Master, Rosetta Stone, Edpuzzle, BrainPop, Discovery Education, No Red Ink, Summit12, Progress Learning, WizerMe, Sirius, Lowman Education App, and TRS Based STAAR Review Consumable. Use Kahoot, & Quizlet to help reinforce key vocabulary and content. Strategy's Expected Result/Impact: All students will show growth on Mini Assessments, Benchmarks, STAAR Assessment, Formal and informal assessments. Staff Responsible for Monitoring: Teachers, Administrators, Social Studies Strategist Additional Targeted Support Strategy Funding Sources: - 164 - State Comp. Ed. [SCE] - \$0, - 211 - Title I, Part A - \$0, - 165 - State Bilingual/ESL - \$0, - 163 - State Special Education - \$0, - 161 - State Gifted and Talented (G/T) - \$0	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will work 1:1 on chromebooks using E-Docs as reference tools . Strategy's Expected Result/Impact: Students will show growth in scores on mini assessments, benchmarks, and STAAR through the use of these tools. Staff Responsible for Monitoring: Teachers, Administrators, Social Studies Strategist, Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Disaggregate data through Eduphoria Aware Strategy's Expected Result/Impact: Students will show growth in scores on mini assessments, benchmarks, and STAAR through the use of this data. Staff Responsible for Monitoring: Social Studies Teachers, Administrators, Instructional Coaches, and District Strategists. Funding Sources: - 164 - State Comp. Ed. [SCE] - \$0, - 211 - Title I, Part A - \$0, - 165 - State Bilingual/ESL - \$0, - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Students will use screencasting and Nearpod to listen to presentations at their own pace and use as a reference tool. Students will use Voice Thread to increase their fluency. Strategy's Expected Result/Impact: Students will show growth in scores in mini assessments, benchmarks, and STAAR through the use of these tools. Staff Responsible for Monitoring: Teachers, Administrators, Social Studies Strategist, Additional Targeted Support Strategy Funding Sources: - 164 - State Comp. Ed. [SCE] - \$0, - 211 - Title I, Part A - \$0, - 165 - State Bilingual/ESL - \$0, - 163 - State Special Education - \$0, - 161 - State Gifted and Talented (G/T) - \$0	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: By the end of the 2025-2026 school year, the percentage of students who score at Approaches Level on Science STAAR will be at 80% .
Meets Level on Science STAAR will be at 55%
Masters Level on the Science STAAR will be at 20% or higher.

Evaluation Data Sources: STAAR data, NWEA Map Scores, Surveys, Department and Team Leaders, Instructional Coach, 3-week Assessments, Administration Recommendations, Targeted Improvement Plan (TIP), and formative and summative assessments. Students attendance in Extended Day, Saturday School, STAAR Enrichment.

Strategy 1 Details	Reviews			
Strategy 1: Provide staff development for Science teachers that will help them differentiate instruction to meet the needs of all our students. Strategy's Expected Result/Impact: Science teachers will be better prepared to differentiate instruction to meet the needs of all learners. Staff Responsible for Monitoring: Administration, District Science Strategist, Science Teachers Additional Targeted Support Strategy Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Science teachers will utilize innovative and technological resources such as Science Duo, ED Puzzle, Quizlet, Wayground, Nearpod, Voice Thread, STAAR Master, Gizmos, DiscoveryEd, Class Kick, Progress Learning, Kessler Science, Scholastic Science, Summit K-12, Wizer.me, Scientific Minds, and Kahoot, to promote student success due to their research based methods such as the 5E model, real world examples, interactive opportunities, cross curricular connections and the use of visuals. Strategy's Expected Result/Impact: Increased performance for all student populations on both formative and summative assessments including, but not limited to mini-assessments, District Benchmarks, STAAR, projects, presentations and other teacher assessments. Staff Responsible for Monitoring: Administration, District Science Strategist, Science Teachers Additional Targeted Support Strategy Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0, - 164 - State Comp. Ed. [SCE] - \$0	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Disaggregate data through Eduphoria Aware Strategy's Expected Result/Impact: Students will show growth in scores on mini assessments, benchmarks, NWEA Map and STAAR through the use of this data. Staff Responsible for Monitoring: Science Teachers, Administrators, Instructional Coaches, District Strategists	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: To assist all students at all grade levels with the proper library resources, materials, and aligned classroom and library curriculum in order to ensure students are prepared for the rigors of Benchmarks, mini-assessments, STAAR and NWEA Map testing.

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

Strategy 1 Details	Reviews			
Strategy 1: Increase collaboration with teachers while providing resources and activities that support classroom instruction at every grade level. Strategy's Expected Result/Impact: All students will show growth on Benchmarks, NWEA Map, Mini assessments, STAAR and EOC. Staff Responsible for Monitoring: Teachers Librarian Campus Administration Instructional Coaches Additional Targeted Support Strategy Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Maintain a reading environment where frequent and flexible access is encouraged so that students will become life-long library users by continuing to enjoy reading books. Strategy's Expected Result/Impact: All students will show growth on Benchmarks, NWEA Map, Mini assessments, STAAR and EOC. Staff Responsible for Monitoring: Teachers Librarian Campus Administrators Instructional Coaches Additional Targeted Support Strategy Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Update and maintain the library book collection and resources. Offer opportunities for students to participate in book clubs/competitions. Strategy's Expected Result/Impact: To increase student engagement and literacy; foster a love of reading in all students. Staff Responsible for Monitoring: Librarian Administration Teachers Paraprofessionals	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 6: By the end of the 2025-2026 school year, our campus' TELPAS participation rate will be at 100% and progress rate will be at 44 or higher.

Evaluation Data Sources: TELPAS Data, Surveys, and department, team leaders, instructional coaches and administration recommendations. Formative and Summative assessments, SummitK12,

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize programs like Lexia, Rosetta Stone, Starfall, NoRedInk, Voice thread, SummitK12, and Amira to provide language support and build fluency in speaking, listening, reading, and writing. The campus will also prioritize Writing Across the Curriculum. Strategy's Expected Result/Impact: Students will show growth on TELPAS in all areas. Staff Responsible for Monitoring: General Ed Teachers Special Ed Teachers Administrators ESL Staff Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 7: By the end of the academic year, the UTRGV GEAR UP program will support the 8th grade cohort, to increase college enrollment awareness by hosting three college-focused events that engage students and families. The program will improve academic achievement by increasing the percentage of economically-disadvantaged students meeting grade level proficiency in core subjects by 10%. It will also enhance postsecondary preparation by conducting bi-monthly workshops on college and career readiness, with 90% of low-income students reporting improved confidence. Additionally, GEAR UP will provide at least 2 hands-on STEAM activities, with 75% of low-income participants expressing increased interest in STEAM fields, fostering both academic and career exploration.

Evaluation Data Sources: Surveys, Benchmarks, STAAR

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

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

Performance Objective 1: During the 2025-2026 Academic Year, we will increase student interest in literacy.

All RLA teachers at Dr. Armando Cuellar Middle School will utilize multiple online resources such as Google Classroom, Kami, Edpuzzle, Peardeck, Voice Thread, Google Meets, Amira, APEX, Commonlit, ReadWorks, Rosetta Stone, Quill, NoRedInk, NewsEla, SummitK12, Canva, GradeCam, Collegeboard, Edpuzzle, NearPod, MackinVIA to increase literacy skills. To support the use of online resources, ELAR will need access to additional hardware including, but not limited to, headsets, webcams, replacement chargers, surge protectors, and extension cords.

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

Strategy 1 Details	Reviews			
Strategy 1: Students will be provided with an ample access to reading resources including classroom libraries, campus library, and digital libraries (MackinVIA). Strategy's Expected Result/Impact: There will be an increase in overall reading interest, comprehension, vocabulary, and fluency. Staff Responsible for Monitoring: All classroom teachers Administration Librarian Instructional Coaches Additional Targeted Support Strategy Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 2: All math teachers will incorporate colored graphing calculators, Bluebonnet, Carnegie, ALEKS, Zearn, Collegeboard, Khan Academy, IXL, smartboards, Voice Thread, NearPod, TedED, PadLet, Mathantics in the math curriculum as deemed fit throughout the year. To support the use of online resources, Math will need access to additional hardware including, but not limited to, headsets, webcams, replacement chargers, surge protectors, interactive Viewsonic Boards, interactive write pads and extension cords.

Evaluation Data Sources: STAAR data, math department, team leaders, and administration recommendations.

Strategy 1 Details	Reviews			
Strategy 1: Math teachers will incorporate technology into their curriculum to help support the vertical alignment in their content area. Strategy's Expected Result/Impact: Students will have a stronger foundation in numeracy to help build on from year to year. Staff Responsible for Monitoring: Math Teachers Administration Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Dr. Armando Cuellar Middle School will invest in and maintain a 1 to 1 ratio of Chromebooks for students in order to promote digital learning and ensure that students have opportunities to receive enriched blended learning lessons.

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

Strategy 1 Details	Reviews			
Strategy 1: Dr. Armando Cuellar will direct a portion of the school budget for the purchase and replacement of chromebooks that are end-of-life and laptops, and a class set of headphones that are compatible to Chromebooks. Strategy's Expected Result/Impact: Students will create products using Blended lessons, Flipped classrooms, student research projects, Staff Responsible for Monitoring: Teachers, Administration, Instructional Coaches Content Area Strategists Additional Targeted Support Strategy Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 4: One hundred percent of Dr. Armando Cuellar Middle School students and staff will complete internet safety training using the Common Sense Media curriculum. This will allow our campus to continue being a Common Sense Media Certified School.

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will complete the requirements to become a Common Sense Media Certified School. 2) Students will receive instruction on digital citizenship. Strategy's Expected Result/Impact: Students and staff will develop their abilities to think critically, behave safely, and participate responsibly in the digital world. Staff Responsible for Monitoring: All teachers, Librarian, Instructional Coaches, and Administrators. Additional Targeted Support Strategy Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 5: Dr. Armando Cuellar Middle School will maintain a adequate number of CPI certified staff to ensure student safety should a crisis arise on campus.

Evaluation Data Sources: Increase highly qualified professionals with professional development.

Strategy 1 Details	Reviews			
Strategy 1: Staff will receive training on how to properly address a crisis. Strategy's Expected Result/Impact: Reduced crisis incidents , properly and swiftly executed crisis prevention intervention Staff Responsible for Monitoring: All professional staff, support staff. Additional Targeted Support Strategy Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 6: All of Dr. Armando Cuellar Middle School Science teachers and students will practice science safety lab procedures, safety internet usage, and overall classroom safety environment through the use of LED digital microscope, Viewsonic Interactive Board, 3D printers, digital weather instruments, poster printer, color printers, dobsonian telescope, and various supplies.

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

Strategy 1 Details	Reviews			
Strategy 1: Science teachers will ensure the classroom environment is a safe and conducive environment by using effective classroom management skills that address lab safety procedures. Strategy's Expected Result/Impact: The students will follow appropriate lab safety procedures and adhere to all safety standards. Staff Responsible for Monitoring: Administration will perform walk-throughs and provide positive feedback to teachers. Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 1) Science classrooms will be equipped with proper safety equipment and will be up to date on safety standards. 2) All science classrooms will have safety fire blankets & fire extinguishers. 3) All classrooms are equipped with necessary tools & equipment, supplies and running water in each science laboratory. 4) At least one teacher per grade level will be CPR/AED/First Aid certified. Strategy's Expected Result/Impact: Students will use safety procedures during science classes to ensure minimal safety hazards. Science classrooms will be equipped with proper safety equipment and will be up to date on safety standards. Staff Responsible for Monitoring: Administration, Science Teachers and District Science Strategist Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 7: Provide all teachers with the opportunity for purposeful planning and staff development that focuses on effective teaching practices in the classroom.

Evaluation Data Sources: STAAR data, surveys, and department, team leaders, Instructional Coaches, and Administration recommendations.

Strategy 1 Details	Reviews			
Strategy 1: Provide regular staff development for teachers on embedding technology effectively in the curriculum. Strategy's Expected Result/Impact: Tech-rich blended lessons presented to the staff will be implemented in the classroom to increase student engagement. Staff Responsible for Monitoring: Teachers Administrators Instructional Coaches Additional Targeted Support Strategy Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Meet weekly for department planning and campus PLCs among peers to discuss and share differentiated lessons. Strategy's Expected Result/Impact: All teachers will effectively provide personalized learning opportunities for their students. Staff Responsible for Monitoring: Teachers Administrators Instructional Coach District Content Area Strategists Additional Targeted Support Strategy Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will have multiple opportunities to receive staff development in areas specific to personalized learning, differentiated instruction and data analysis. Strategy's Expected Result/Impact: Attend workshops on curriculum for Personalized Learning, Flipped classrooms, student research projects, Staff Responsible for Monitoring: Teachers, Administration, Instructional Coaches, Content Area District Strategists Additional Targeted Support Strategy Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 8: Implement a tailored alternative education program (CAEP) to address individual needs, diminish recidivism among placed students and provide personalized coursework in order for students to successfully complete and attain passing grades.

Evaluation Data Sources: STAAR data, surveys, and department, team leaders, Instructional Coaches, and Administration recommendations.

Strategy 1 Details	Reviews			
Strategy 1: Provide Counseling, Social Worker to all CAEP students. Strategy's Expected Result/Impact: 50% of students will not return to CAEP this school year. Staff Responsible for Monitoring: CAEP instructor, administration, counselors, social worker, teachers, instructional coaches,	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: CAEP teacher will communicate with home-based teachers on assignments received and the completion of work. Strategy's Expected Result/Impact: 70% of assigned work will be completed. Staff Responsible for Monitoring: CAEP instructor, administration, counselors, social worker, teachers, instructional coaches	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Increase parent and school collaboration, communication, participation, and attendance.

Evaluation Data Sources: Annual Parent-Teacher Student Surveys, Parental Campus Six Weeks Reports, Parent Evaluations, Parent Advisory Council, community and district level input.

Strategy 1 Details	Reviews			
Strategy 1: Publicize parent volunteer opportunities throughout the year. Strategy's Expected Result/Impact: Increased parental involvement which will result in a strengthened partnership between school and community to increase student success Staff Responsible for Monitoring: Administration Classroom Teachers Library Staff Social Worker Counselors Parent Specialist Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers and staff will use various forms of contact with parents including blackboard messaging system, Google Classroom, Google Voice, phone calls, emails, parent- teacher-conferences, KWES, Remind 101, ClassDojo, School Website, Teacher-sites and other forms of social media. (Facebook, X, and Instagram) Strategy's Expected Result/Impact: Academic Achievement of Students whose parent are engaged and participate in campus activities increases. Students whose parents are more motivated to learn are more successful in school. Staff Responsible for Monitoring: All Professional Staff, all Support Staff, Central Office Administrators, Campus Administration, Social Worker, Campus Counselors, Parent Specialist Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide district aligned parent trainings and resources on topics such as effective reading strategies, RGV Lead Ambassador Trainings, Parent Leadership Trainings, STAAR, Bullying and Drug Prevention, Mental Health Awareness, Technology and College & Career Readiness, PPE-Practical Parent Education Program Strategy's Expected Result/Impact: The goal is to maximize the impact of parental engagement which will transition from school to home. Staff Responsible for Monitoring: Community Engagement and Workforce Development Coordinator, Central Office Administrators, Campus Administration, Social Worker, Campus Counselors, Parent Specialist Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Continue to implement a system for tracking parent participation by campus and volunteer hours. Parents will be recognized at the end of the year for their participation. Strategy's Expected Result/Impact: When parents are engaged and participate in campus events, student achievement increases. Parents will be rewarded throughout the year by attending Region One conference and will be given special recognition at our end of the year awards ceremony. Staff Responsible for Monitoring: Parent Involvement Director, Central Office Administrators, Campus Administration, Social Worker, Campus Counselor, Parent Specialist, Parent & Family Engagement Coordinator Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Campus will provide virtual opportunities to include parents to share valuable information about their children's learning.

Evaluation Data Sources: Parent Meetings, Parent surveys and community and district level input.

Strategy 1 Details	Reviews			
Strategy 1: 100% of the teachers will use Google classroom and invite parents to join their classroom through email invite. Strategy's Expected Result/Impact: Through authentic partnerships with parents, schools gain: -Improved teacher morale -Higher teacher ratings -Higher student achievement -Improved school reputation. Staff Responsible for Monitoring: Teachers Administrators Instructional Coaches Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Increase modes of social media communication. -Remind 101 -Class Dojo -Instagram -Facebook -X -School Website (cuellar.wisd.us) Strategy's Expected Result/Impact: Through authentic partnerships with parents, schools gain: -Improved teacher morale -Higher teacher ratings -Higher student achievement -Improved school reputation. Staff Responsible for Monitoring: Teachers Administrators Instructional Coaches Social Worker Librarian Counselors Parent Specialist Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Dr. Armando Cuellar Middle School will initiate parental participation in their children's learning by creating opportunities where parents can volunteer as helpers and tutors.

Evaluation Data Sources: Parent surveys and community and district level input.

Strategy 1 Details	Reviews			
Strategy 1: Cuellar Middle School will distribute calendars on a monthly basis to keep parents, students, and community informed about Cuellar Middle School events. Strategy's Expected Result/Impact: Enhanced student performance, attendance, and overall academic success. Staff Responsible for Monitoring: Administration, Social Worker, Counselors, Teachers, Parent Specialist Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Encourage parent involvement. (volunteering). Strategy's Expected Result/Impact: Enhanced student performance, attendance, and overall academic success. Staff Responsible for Monitoring: Administration, Social Worker, Counselors, Teachers, Support Staff, Parent Specialist Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: Strengthen and increase our special education and EB parental involvement and community engagement at Dr. Armando Cuellar Middle School.

Evaluation Data Sources: Parent surveys and community and district level input.

Strategy 1 Details	Reviews			
Strategy 1: Have Professional Staff attend monthly parent meetings (expectation at least one). Have at least one special ed. representative at monthly parent meeting to communicate with parents. Strategy's Expected Result/Impact: Increased parental support and greater student success. Staff Responsible for Monitoring: All professional staff Special Education Teachers Administration Parent Specialist Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: Strengthen and increase our parental and community engagement by promoting our campus successes through the use of social media, school website, KWES, local newspaper and social media

Evaluation Data Sources: Parent surveys and community and district level input.

Strategy 1 Details	Reviews			
Strategy 1: Monthly parent meetings are promoted through School Messenger, Instagram, X, Remind 101, parent calls, use of Facebook and campus website. Parent meetings are informative for STAAR, student success in the classroom, Drug Awareness, Mental Health Awareness, Financial Literacy, and College and Career Readiness. Strategy's Expected Result/Impact: Provide information to parents and afford them time to ask questions and interact with professional staff. Staff Responsible for Monitoring: Administration Social Worker Instructional Coach Librarian Parent Specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus reach out will include both people from the district level and from the broader community of Weslaco/RGV. Strategy's Expected Result/Impact: Increased parental support and greater student success. Staff Responsible for Monitoring: All staff including: Librarian, Band Director, Instructional Coaches, Athletic Coaches, Teachers, Administrators, Cafeteria Staff, Counselors, Security Guards, Attendance Clerk, Social Worker, Athletic Coordinator, Choir Director, District Fine Arts Director, Parent Specialist Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 211 - Title I, Part A - \$0, - 165 - State Bilingual/ESL - \$0	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 6: Establish a network of community partners that will enhance the mission and vision of parental engagement and community services.

Evaluation Data Sources: Back-to-School Bash, parent workshops, Sign-Ins, Career Fair, Agendas, Parent Evaluations, Volunteer in place logs, principal's reports and feedback from staff.

Strategy 1 Details	Reviews			
Strategy 1: The community will provide resources and partnerships that meets the needs of our WISD families such as: In His Image Uniform Drive, In His steps Shoe Banks, Texas Department of Health and Human Services, and Annual mental Health Conference, Nursing Home Outreach, Can Food Drives, and Spring Information Fair. Strategy's Expected Result/Impact: When parents are aware of community resources and information they are able to seek assistance when needed. Staff Responsible for Monitoring: Parent & Family Engagement Coordinator, Central Office Administrators, Campus Administration, Social Worker, Campus Counselor, Professional Staff, Parent Specialist Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT-High-quality, research-based training development and support for all employees

Performance Objective 1: Increase staff awareness of different types of disabilities that many mainstreamed special education students may have by attending trainings that specialize in autism, emotional disturbance, learning disability, and hyperactivity. Offer opportunities for staff to attend trainings regarding aformentioned disabilities.

Evaluation Data Sources: IEPs, surveys, and department and administration recommendations.

Strategy 1 Details	Reviews			
Strategy 1: Staff will receive training from experts in each of the learning disabilities. Strategy's Expected Result/Impact: Increase teacher awareness of disabilities and techniques used to accomodate students with disabilities. Staff Responsible for Monitoring: All teachers All paraprofessionals All security Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT-High-quality, research-based training development and support for all employees

Performance Objective 2: Increase all staff knowledge of both ELPS and Emergent Bilingual differentiation strategies using various district and campus training strategies.

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

Strategy 1 Details	Reviews			
Strategy 1: All staff will receive trainings on different strategies and accommodations for our Emergent Bilingual students. Strategy's Expected Result/Impact: Increased teacher awareness and usage of EB strategies to increase student achievement. Staff Responsible for Monitoring: All teachers Administrators Instructional Coaches Support Staff Additional Targeted Support Strategy Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: More training will be available for data assessment, instructional strategies, ELPS , and SIOP. Strategy's Expected Result/Impact: Increased teacher awareness of EB strategies to increase student achievement. Staff Responsible for Monitoring: All teachers Administrators Instructional Coaches District Strategists Additional Targeted Support Strategy Funding Sources: - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 164 - State Comp. Ed. [SCE] - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 1: By Spring 2026, 100% of federal, state and local funds will go through improvement and budgeting planning in order to maximize the impact of the resource to assist students meet grade level or master grade level on STAAR assessments.

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

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: Increase Student success at the Meets and/or Masters level on all STAAR assessments. Staff Responsible for Monitoring: Administration Department Heads Instructional Coaches Support Staff District Strategists All Campus Staff. Funding Sources: - 164 - State Comp. Ed. [SCE] - \$0, - 161 - State Gifted and Talented (G/T) - \$0, - 163 - State Special Education - \$0, - 165 - State Bilingual/ESL - \$0, - 211 - Title I, Part A - \$0	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will have a safe and positive learning environment. Teachers will utilize the following resources for providing a positive and safe instructional environment: Resources such as perishable and non-perishable items, visual and audio aids, manipulatives, consumable workbooks, reading materials, electronic devices, furniture, general instructional supplies, and any supply needed to implement learning initiatives. Strategy's Expected Result/Impact: Improved performance for all populations on NWEA Map test, benchmarks, and on STAAR assessments. Staff Responsible for Monitoring: Administration Instructional coaches Teachers Funding Sources: - 164 - State Comp. Ed. [SCE], - 163 - State Special Education, - 211 - Title I, Part A, - 165 - State Bilingual/ESL	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Budget for Cuellar Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

Personnel for Cuellar Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
David Huerta	Instructional Coach	1
David Ortergon	Instructional Coach	1
Jeremy B. Miller	Instructional Coach	1
Nelda I. Torres	Social Worker	1
Sylvia Quintanilla	Counselor Clerk	1

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Sanchez	LVN	Title I Part A	1
Mariela Martinez	Teacher LEP	Title III Part A	1
Mark Anthony Guerra	Instructional Aide	Title I Part A	1
Ricardo R. Castillo	Library Aide	Title I Part A	1
Vacancy	Media Aide	Title I Part A	1

Campus Funding Summary

164 - State Comp. Ed. [SCE]					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$221,454.00
1	1	1			\$11,365.00
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$10,000.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
2	1	1			\$0.00
2	3	1			\$0.00
2	4	1			\$0.00
2	5	1			\$0.00
2	6	1			\$0.00
2	6	2			\$0.00
2	7	1			\$0.00
2	7	2			\$0.00
2	7	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00

164 - State Comp. Ed. [SCE]					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			\$0.00
3	2	2			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
3	4	1			\$0.00
3	5	2			\$0.00
3	6	1			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
Sub-Total					\$242,819.00
Budgeted Fund Source Amount					\$263,879.00
+/- Difference					\$21,060.00
Grand Total Budgeted					\$263,879.00
Grand Total Spent					\$242,819.00
+/- Difference					\$21,060.00

Addendums

Step 1: Steering Committee Meeting Agenda and Minutes Template

School Year: 2023-2024

LEA: Weslaco ISD

Campus Name: Cuellar MS

Step 1 Meeting Date: 3/27/24

Progress Checkpoint 1 Due: _____

Campus CCNA Committee Members

Committee Chairperson
Name and Role: J. Miller

COMMITTEE MEMBER NAME	ROLE
J. Yanez	
R. Yanez	
I. Rosas	
J. Garza	
J. Pedraza	
A. Ozuna	
D. Huerta	
G. Palacios	
A. Angulo	
V. Flores	

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?
Define & discuss CCNA process. Identify campus needs, strengths & weaknesses Timeline of events
How will we ensure that it's a process, not an event?
Schedule regular meetings periodically through campus-based committees.
How will we get multiple stakeholders (parents, students, community, etc.) involved in the process?
Invite stakeholders & explain the purpose of CCNA
How will we share the purpose and outcomes with those involved?
Shared emails & google slides
What are the short- and long-term timelines? (Share detailed timeline with committee members.)
Short term --completed CCNA process Long-term -- CIP throughout the year
How do we ensure that certain types of data are kept confidential and the Family Educational Rights and Privacy Act (FERPA) is not violated?
Distribute & collect confidential information.

Step 1 Future Meeting Dates:



Prioritization Tool



Demographics

Demographics refer to the characteristics or make-up of the school and help us understand what we are currently working with and how we implement strategies, initiatives, programs and services to meet needs.

Potential Data Types:

- At-Risk by Category
- Attendance
- College, Career, and Military Readiness (CCMR)
- College/University/Dual Credit/Advanced Placement Enrollment
- Course/Class Assignments
- Enrollment
- Ethnicity
- Gender
- Mobility/Stability
- Rates of Graduation, Completion,
- Special Program Participation
- Teacher-Student Ratios

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our education which we have no control, but from which we can observe trends and learn for purposes of planning. - Victoria Bernhardt

List the actual data sources reviewed below.

- | | | |
|-------------------|---|-------|
| ● DRS | ● | _____ |
| ● E-School | ● | _____ |
| ● TEA Report Card | ● | _____ |
| ● TAPR | ● | _____ |
| ● | ● | _____ |

See page 23 of the guide for probing questions related to Demographics.

Findings/Analysis

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

Strengths

- Mobility rate is less than district and state average
- Bilingual
- Teacher years of experience
-
-
-
-
-
-
-

Needs

- Increase number of students in Advanced Programs
- Teacher-Student Ratio
- Enrollment
- SPED Teacher/teacher aides
-
-
-
-
-
-

Summary of Needs

- Additional staff needed to improve Teacher- Student Ratio
- Increase the number of students who participate in Advanced Programs such as GT, ALG 1
-
-
-
-
-
-
-
-

CCNA Probing Questions

Demographics

Demographics refer to the characteristics or makeup of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs, and services to meet their needs.

Demographics

Potential Data Types

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • At-Risk by Category • Attendance • College, Career, and Military Readiness (CCMR) • College/University/Dual Credit/Advanced Placement Enrollment | <ul style="list-style-type: none"> • Course/Class Assignments • Enrollment • Ethnicity • Gender • Mobility/Stability | <ul style="list-style-type: none"> • Rates of Graduation, Completion, and Dropouts • Special Program Participation • Teacher-Student Ratios |
|---|---|--|

1. What do enrollment numbers indicate?

Enrollment numbers for the 2023-2024 school year are low. The goal for enrollment was 650 students, however, the highest enrollment number this year was 635. Due to the "open enrollment" at a nearby campus, our numbers plummeted.

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

LEP - 206
 SpEd - 82
 At Risk - 391
 Migrant - 13
 Eco Dis - 501
 GT - 27
 504 - 22
 Male - 276
 Female - 297

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

We have seen a significant change in enrollment during the last three years. Our enrollment numbers dropped when the students returned to school after COVID. The perception of the campus in the community has also played a part in the numbers dropping.

4. What is the number of students in each special program? What is the breakdown by ethnicity, gender, or other category? Are we over- or underrepresented in certain groups? Why?

LEP - 206
SpEd - 82
At Risk - 391
Migrant - 13
Eco Dis - 501
GT - 27
504 - 22

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

Remained consistent

6. What do the data reflect regarding students who exit from special programs? How many? Who are they? What trend or pattern do we see?

Very few students get removed from special programs.

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

Homeless students
Students from single parent households
Migrant students
Students that were retained

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

There are 391 at-risk students

8. Who are our migrant students?

There are 13 migrant students

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

Data will be gathered

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

Students are from different parts of the city and neighboring cities due to Weslaco ISD's open enrollment.

11. What are the staff demographics?

The majority of the staff is Hispanic.

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

About 28:1

CCNA Probing Questions

School Culture and Climate

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

School Culture and Climate

Potential Data Types

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

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

Students experience feelings of safety and respect from both their peers and educators. Additionally, they cultivate a sense of inclusion and community through participation in a variety of clubs and events. According to our campus survey, staff members report feeling academically supported and welcomed. However, there is a noted sense of discouragement among faculty in response to behavioral incidents.

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

During school culture observations you are able to see that the vision and mission are embedded in the school's culture. During classroom visits, the teaching methods and activities seem to be aligned with the school's goals.

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

We gather data through the panorama survey it provides valuable insight on the experiences of staff and students. Overall, both the staff and students feel a sense of belonging, supported, and respected.

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

Some staff have expressed a desire for clearer guidelines and support from the administrative team in handling disciplinary matters. It's important to remember that discipline is a nuanced process that should be approached on a case-by-case basis. By working closely with both parents and students, we can ensure that our ultimate goal of fostering champions and nurturing young men and women is achieved.

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

Students and staff feel physically safe as it has been observed during emergency drills (fire drills and lock down drills) they follow instructions and are able to calmly and efficiently complete the two drills.

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

The overall expectation is to build students social and academic growth.

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

Students who are involved in clubs and extracurricular activities tend to be the most satisfied. Their attendance is great, no tardies and no misbehaviors.

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

It may be beneficial for some teachers to receive additional support with classroom management and organization in order to minimize classroom interruptions. This may help ensure that all students are able to achieve academic growth.

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

No gangs are observed. With the halo system in place some students have reverted back to pills. Other students still continue to be in possession of THC vaper pens. The students that are involved are students who have elderly grandparents raising them. These students are involved in our counseling girls group or the Future men of America club.

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

Students who receive parental support often have the opportunity to participate in extracurricular activities, clubs, and band, leading to a higher level of academic achievement. On the other hand, students who are not as involved may struggle with academic performance. The impact of parental support on student engagement is the major difference.

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

Our custodial department is dedicated to maintaining a clean and welcoming campus environment for students, staff, and parents. The cleanliness of our campus contributes to a positive culture and climate.

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

Our campus does have diverse learners but there is no disproportionalities.

CCNA Probing Questions

Staff Quality, Recruitment, and Retention

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

Staff Quality, Recruitment, and Retention

Potential Data Types

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

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

Teachers are required to have their teaching certificate and the expectation is for all teachers to have their bilingual certification as well. Paraprofessionals are required to have their educational aide certificate.

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

The teacher quality is high, however, the morale of the staff began to decline when four teachers were transferred to another middle school. This led to teacher burnout and an uptick in staff absences throughout the year.

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

STAAR data is presented to teachers at the beginning of the school year. These conversations are to set the expectations for the school year to ensure student success.

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

The hiring committee asks questions to ensure that the person we hire understands the campus expectations and their role in ensuring student success.

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

The attendance rate for a handful of the staff is low. There are staff members that take more than the allotted days off throughout the year. We have a low turn-over rate, as the majority of the staff is happy working at Cuellar MS.

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

Yes. Data is used to determine where teachers are placed.

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

The teacher mentor program is impactful in that new teachers get the opportunity to have guidance throughout their first year as a teacher.

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

Weekly walkthroughs are conducted, as well as scheduled PLC and department meetings. Instructional Coaches model lessons and help teachers with data. Administration will meet with teachers individually when student performance is low.

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

Capacity building activities include leadership development and planning for future collaboration. At an individual level, capacity building activities can consist of training and mentorships.

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

Data is used for purposeful planning and to identify areas of need. Once the area(s) of need are determined, corresponding staff development is scheduled.

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

Professional development sessions are determined by the needs of the campus and vary from year to year.

12. What types of professional development have staff members attended? How is implementation monitored? What impact has it had on performance? What is the follow-up?

Staff members have attended various types of staff development depending on their areas of need. Implementation is monitored with walkthroughs and teacher meetings. During the teacher meetings, a follow-up is scheduled.

CCNA Probing Questions

Curriculum, Instruction and Assessment

Curriculum, Instruction, and Assessment collectively describe the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the Texas Essential Knowledge and Skills (TEKS) and other standards, incorporating instruction and assessment processes.

Curriculum, Instruction, and Assessment

Potential Data Types

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

1. What evidence exists to determine if the curriculum is clearly linked to the TEKS and other standards for student learning?

Vertical alignment tools, TEKS resource, lesson plans, scope & sequence, planning calendars

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

Yes

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

Data reports from various assessment tools-3-week assessments, benchmarks, other assessment classroom tools

- 4. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement? How consistent is this across the district/school? What is the impact on specific student groups?**

Lessons follow a sequence & build on previous learned knowledge.
Differentiation is provided throughout the process to meet the needs of all students.

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

TEKS Resources
Questioning techniques & examples provide link to CCRS

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

Blended learning in classrooms
Student performance on various assessing tools.
Classroom observations/Instructional coaching sessions

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

Classroom management by teacher.
Teacher provides routines & promotes student engagement
Positive Reinforcement

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

PLCs, weekly planning by grade level.
Individualized instructional through various instructional programs

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

3-week assessments, tutorials

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

Yes-assessments are aligned
yes - benchmarks are state released assessments

11. How do we know assessments are designed, developed, and used in a fair and equitable manner that eliminates biases? How do students perceive these assessments?

3-week assessments are created by instructional coaches & teachers using previous STAAR questions or a question bank. Benchmarks are state assessments.
Students perceive these assessments fairly

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

Various assessments--BOY, MOY & EOY to show student growth.
Students set their goal & track their growth.

CCNA Probing Questions

Parent, Family, and Community Engagement

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

Parent, Family, and Community Engagement

Potential Data Types

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

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

Monthly parent meetings are held on campus and various topics are discussed to ensure that there is an open line of communication between the school and the community.

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

Some of the topics that are discussed during the parent meetings include: bullying, drugs, school safety, STAAR testing, family finances, student achievement (both academic and extracurricular). The trend that was observed was that more parents are available to attend the meetings when they are scheduled in the evening. Door prizes/incentives are included to promote parent participation.

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

Parents are given the opportunity to share their thoughts and concerns during the monthly parent meetings. Also, school administration has an open door policy to ensure that parents feel comfortable to come in and share their concerns with confidentiality, if needed.

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

Outside counseling agencies that partner with both parents and students, and focus on student mental, emotional, and social wellbeing.

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

The majority of our employees are bilingual (English/Spanish) and are available to assist parents in their native language. The majority of our population is Hispanic and predominantly Spanish-speaking.

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

We currently offer Inclusion services for SpEd students, pullout for GT students, and a reading class for our RIM students.

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

We have a 4-H Club that offers students the opportunity to do volunteer work within our community.

CCNA Probing Questions

School Context and Organization

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

School Context and Organization

Potential Data Types

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

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

The district and school support our learning community by offering various staff development sessions throughout the school year.

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

Due to our low enrollment four teachers to another campus and the master schedule needed to be adjusted to reflect these movements. Students schedules were changes and some teachers needed to be reassigned to another grade level. After these changes, class sizes were comparable to other middle schools in the district.

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

An intervention schedule was put in place to ensure that teachers could concentrate on low performing TEKS. Using STAAR and benchmark data, teachers were able to select which students would be grouped together.

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

Teachers are a part of various committees and are also allowed to share their input during department and staff meetings.

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

Teachers are able to utilize both formal and informal assessments within their classes. They are developed as a grade level per subject area.

6. Do school committees and decision-making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?

Yes.

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

Overall, all stakeholders are aware of the expectations from both the LEA and campus. As far as academic expectations, those are reiterated in the student handbook, which is readily accessible to all pertinent parties.

CCNA Probing Questions

Technology

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

Technology

Potential Data Types

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

1. What technology do we have?

Learning Management System- Google Classroom for course materials, assignments, discussions, and grades

Ed Tech Tools- Nearpod, Imagine Math, iStation, google meets, flocabulary, edpuzzle, Summit K12, and Progressive Learning, stemsopes, gizmo

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

The campus provides dependable internet access and promptly manages and secures devices. Our campus fosters a setting that facilitates productive learning, clear communication, and secure access to resources for all individuals.

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

The level of technological proficiency among staff and students varies significantly within our organization. Throughout the academic year, students are actively developing their digital literacy skills, including but not limited to keyboarding, online communication etiquette, and cybersecurity awareness. Additionally, staff members demonstrate a high level of proficiency in utilizing various technology tools to enhance the learning experience for students.

4. How does staff feel about technology?

Our staff members are proficient in utilizing technology. If a user is unfamiliar with a particular platform, we offer professional development opportunities for them to become more knowledgeable about the specific educational technology tool or platform.

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

We have had workshops on specific skills or tools. The district technology personnel have provided online learning modules for staff. Peer coaching as also occurred with our instructional coaches.

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

Some potential barriers are wifi issues.

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

Technology is being utilized in all content areas. Math- Edpuzzle, imagine math, progressive learning, Reading- iStation, Flocabulary, Social studies- edpuzzle, nearpod and Science-gizmo, stemsscopes, edpuzzle, nearpod. All content areas utilize google classroom.

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

Utilizing a flipped classroom approach, incorporating group projects, and implementing online assignments such as interactive quizzes, polls, and surveys are strategies aimed at fostering a more engaging, effective, and inclusive learning environment for all students.

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

The advantages include personalized learning, fostering communication and collaboration opportunities, and enabling parents and students to monitor academic progress.

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

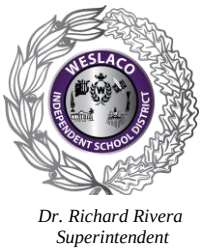
Parents have the ability to access pertinent information on our school's website. During our meet the teacher session, teachers introduce Google Classroom to parents and provide instructions on accessing missing assignments. Additionally, both students and parents have access to the parental portal, where they can monitor student academic progress.

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

At the district level, there is a designated individual responsible for overseeing the implementation of security measures including firewalls, intrusion detection systems, encryption protocols, and endpoint security solutions. At the campus level, we emphasize the significance of practicing secure habits such as utilizing robust passwords, exercising caution with phishing emails, and promptly reporting any suspicious behavior.

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

At the district level, technical safeguards are implemented to ensure compliance with policies and procedures. Students are expected to adhere to the district's guidelines and regulations.



WESLACO INDEPENDENT SCHOOL DISTRICT

Program Plan Descriptors

319 W. 4th Street / P.O. Box 266, Weslaco, Texas 78599-0266
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Weslaco ISD Program Plan Descriptions **Addendum**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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