Weslaco Independent School District



North Bridge Elementary

Accountability Rating: B

Distinction Designation:
Academic Achievement in English Language Arts/Reading , Academic Achievement in Mathematics, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2025-2026 Campus Improvement Plan

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Mission Statement

North Bridge Elementary will unite with all stakeholders in setting goals, implementing state curriculum, monitoring student progress and providing a safe environment for all students.

Vision

North Bridge empowers and inspires leaders to change the world!

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Comprehensive Needs Assessment

Demographics

Summary

North Bridge Elementary is located in Weslaco, Texas. It is one of ten elementary schools in Weslaco ISD. The campus is surrounded by government housing assistance apartments where some of our students reside. It is adjacent to the growing Weslaco community. The student population at North Bridge Elementary is approximately 750 and serves students in grades PK3 through 5th. According to the Fall 2024 PEIMS submission data review, our campus profile consists of: 99% Hispanic population, 81% At-Risk, 87.6% Economically Disadvantaged, 15% Special Education, 3% Gifted and Talented, 4% Migrant and 30% Bilingual.

North Bridge Elementary involves our community leaders during special events such as Career Day, Mercado, Attendance Celebrations, Literacy Night, Leadership Day, Fall Festival, Community Helpers Day, Back to School Bash, Meet the Teacher, Open House, BOY/EOY Celebrations, and SBDM committee meetings and other different school events.

We currently have After School Centers for Education (ACE), a Cheer Squad, and a Choir.

The current staff at North Bridge Elementary is composed of 45 teachers, 3 campus administrators, 2 counselors, 1 instructional coach, 4 additional professional support personnel, 4 non-classroom staff, and 20 educational aides.

Our student population is made up of 3 year olds to 11 year olds. Students are encouraged to participate in school functions to promote a positive school environment and become successful academically.

Strengths

For the 2024-2025 school year, North Bridge Elementary was not identified for comprehensive support, targeted support or additional targeted support for Domain 3.

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.
The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored) *	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years* A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	0	-	-	-	-	-	0	0	0	-	0
Academic Achievement Status: Reading/Language Arts (RLA)												
2023	-	3	-	-	-	-	-	3	3	3	-	0
2024	-	3	-	-	-	-	-	3	3	0	-	3
2025	-	3	-	-	-	-	-	3	3	1	-	3
Academic Achievement Status: Mathematics												
2023	-	2	-	-	-	-	-	2	3	3	-	2
2024	-	0	-	-	-	-	-	0	0	0	-	0
2025	-	3	-	-	-	-	-	3	3	0	-	2
Academic Growth Status: RLA												
2023	-	3	-	-	-	-	-	3	3	3	-	3
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	0	-	3
Academic Growth Status: Mathematics												
2023	-	3	-	-	-	-	-	3	3	4	-	3
2024	-	3	-	-	-	-	-	3	0	3	-	0
2025	-	3	-	-	-	-	-	3	3	0	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2023	-	3	-	-	-	-	-	3	3	3	0	0
2024	-	3	-	-	-	-	-	3	3	0	0	0
2025	-	3	-	-	-	-	-	3	3	1	3	2
Progress in Achieving English Language Proficiency (EB/EL Current)												
2023									3			
2024									3			
2025									0			

Hispanic, Economically Disadvantaged, Former Sped students and Continuously enrolled students have met the target for all areas.

Attendance/ADA has steadily declined within the past 3 years, having our campus fall below the 96% district goal. The campus is

working diligently to improve attendance.

Enrollment has increased steadily within the past 3 years.

Average class size is 18 students per teacher.

Campus B Rating with 5/6 Distinction Designations- Strengths for NBE is Domain 2A-Academic Growth and 2B-Relative Performance

Texas Education Agency
2025 Accountability Rating Overall Summary
NORTH BRIDGE EL (108913112) - WESLACO ISD - HIDALGO COUNTY
✷ Confidential ✷

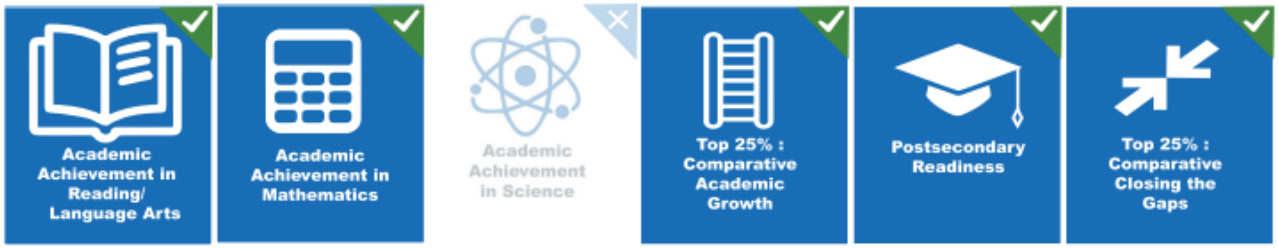
Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**82**	**B**	
Student Achievement		**74**	**C**	**0%**
STAAR Performance	46	74		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**82**	**B**	**70%**
Academic Growth	73	82	B	✓
Relative Performance (Eco Dis: 87.6%)		82	B	
Closing the Gaps	**65**	**83**	**B**	**30%**

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



Released August 13, 2025

TEA | Analytics, Assessment, and Reporting | Performance Reporting

SPRING 2025

Texas Education Agency
2025 STAAR Performance
NORTH BRIDGE EL (108913112) - WESLACO ISD - HIDALGO COUNTY
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Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	75%	-	75%	63%	-	-	-	100%	73%
At Meets GL Standard or Above	46%	-	46%	63%	-	-	-	50%	44%
At Masters GL Standard	18%	-	18%	25%	-	-	-	0%	16%
Number of Tests									
At Approaches GL Standard or Above	546	-	539	5	-	-	-	2	479
At Meets GL Standard or Above	334	-	328	5	-	-	-	1	290
At Masters GL Standard	128	-	126	2	-	-	-	0	102
Total Tests	726	-	716	8	-	-	-	2	657
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	78%	-	78%	75%	-	-	-	100%	75%
At Meets GL Standard or Above	51%	-	51%	75%	-	-	-	100%	49%
At Masters GL Standard	20%	-	20%	25%	-	-	-	0%	18%
Number of Tests									
At Approaches GL Standard or Above	240	-	236	3	-	-	-	1	212
At Meets GL Standard or Above	159	-	155	3	-	-	-	1	139
At Masters GL Standard	63	-	62	1	-	-	-	0	50
Total Tests	309	-	304	4	-	-	-	1	281
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	75%	-	75%	50%	-	-	-	100%	73%
At Meets GL Standard or Above	47%	-	47%	50%	-	-	-	0%	45%
At Masters GL Standard	18%	-	18%	25%	-	-	-	0%	16%
Number of Tests									
At Approaches GL Standard or Above	232	-	229	2	-	-	-	1	205
At Meets GL Standard or Above	144	-	142	2	-	-	-	0	126
At Masters GL Standard	57	-	56	1	-	-	-	0	46
Total Tests	309	-	304	4	-	-	-	1	281
Science									
Percent of Tests									

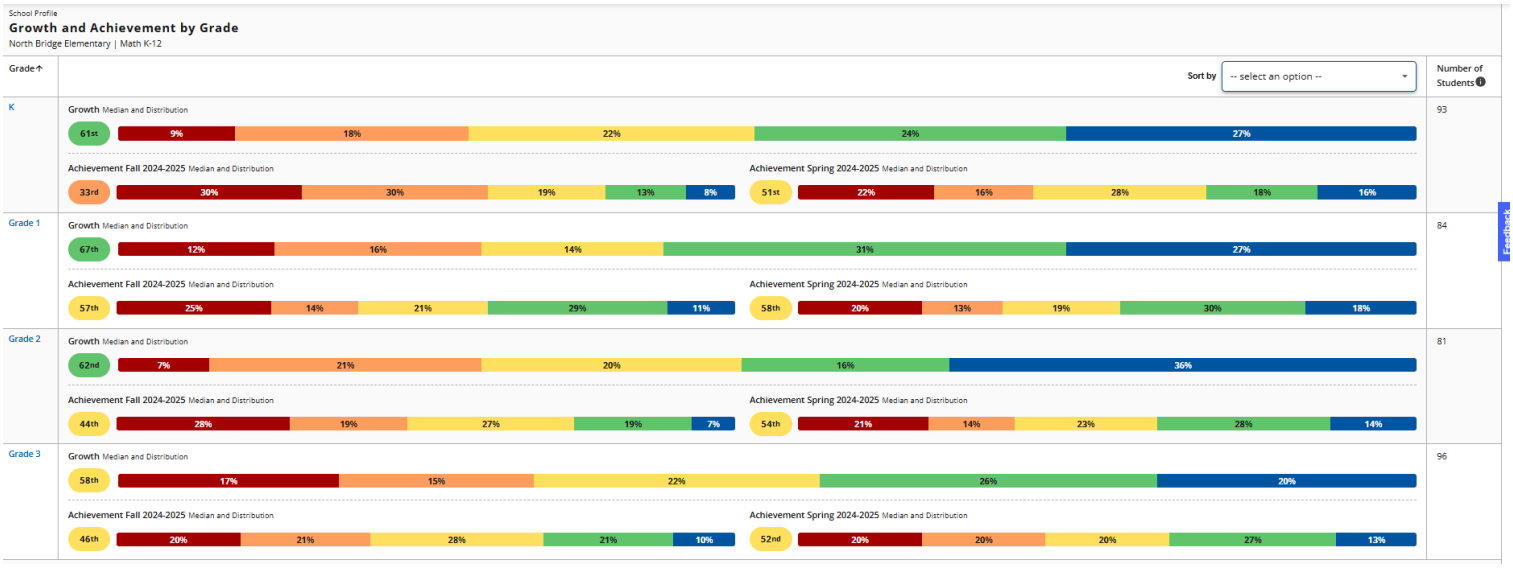
Texas Education Agency
2025 STAAR Performance
NORTH BRIDGE EL (108913112) - WESLACO ISD - HIDALGO COUNTY
* Confidential *

Data Table: Additional Student Groups

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	75%	73%	94%	100%	73%	74%	31%	75%	77%	70%	53%	-	100%	47%
At Meets GL Standard or Above	46%	44%	61%	100%	48%	51%	16%	45%	47%	42%	21%	-	50%	17%
At Masters GL Standard	18%	16%	34%	72%	14%	17%	3%	15%	18%	16%	3%	-	0%	3%
Number of Tests														
At Approaches GL Standard or Above	546	469	77	32	148	162	38	15	438	108	18	-	4	14
At Meets GL Standard or Above	334	284	50	32	97	111	19	9	269	65	7	-	2	5
At Masters GL Standard	128	100	28	23	28	38	4	3	103	25	1	-	0	1
Total Tests	726	644	82	32	204	218	122	20	571	155	34	-	4	30
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	78%	76%	94%	100%	72%	74%	33%	88%	80%	70%	60%	-	100%	54%
At Meets GL Standard or Above	51%	49%	71%	100%	51%	54%	16%	75%	53%	45%	13%	-	50%	8%
At Masters GL Standard	20%	18%	38%	64%	15%	19%	4%	13%	21%	19%	7%	-	0%	8%
Number of Tests														
At Approaches GL Standard or Above	240	208	32	14	64	71	17	7	193	47	9	-	2	7
At Meets GL Standard or Above	159	135	24	14	45	52	8	6	129	30	2	-	1	1
At Masters GL Standard	63	50	13	9	13	18	2	1	50	13	1	-	0	1
Total Tests	309	275	34	14	89	96	51	8	242	67	15	-	2	13
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	75%	73%	94%	100%	71%	73%	33%	75%	76%	70%	60%	-	100%	54%
At Meets GL Standard or Above	47%	45%	59%	100%	46%	50%	18%	38%	49%	39%	33%	-	50%	31%
At Masters GL Standard	18%	16%	38%	86%	15%	19%	4%	25%	19%	15%	0%	-	0%	0%
Number of Tests														
At Approaches GL Standard or Above	232	200	32	14	63	70	17	6	185	47	9	-	2	7
At Meets GL Standard or Above	144	124	20	14	41	48	9	3	118	26	5	-	1	4
At Masters GL Standard	57	44	13	12	13	18	2	2	47	10	0	-	0	0
Total Tests	309	275	34	14	89	96	51	8	242	67	15	-	2	13

NWEA SPRING 2025

MATH- For the Spring 2025, growth for students in Kinder-2nd grade were above 60%. Achievement increased from BOY to EOY.

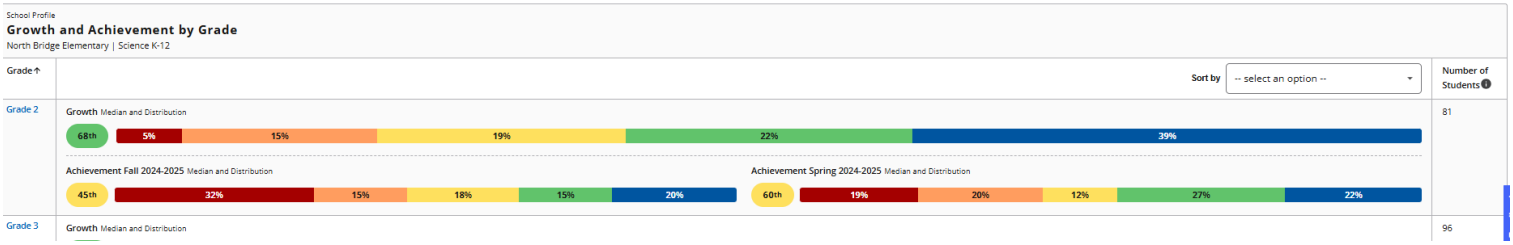


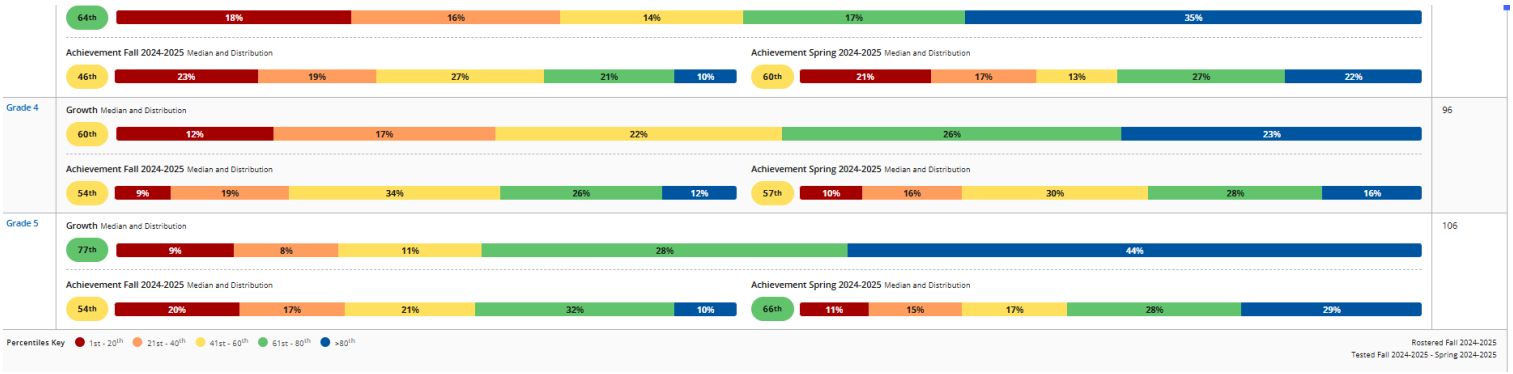
READING- For the Spring 2025, growth for students in 1ST AND 3RD were above 60%. Achievement increase from BOY to EOY.



Science

SCIENCE- For the Spring 2025, Achievement was at 67% for 5th grade.




64th
18%
16%
14%
17%
35%
Achievement Fall 2024-2025 Median and Distribution
46th
23%
19%
27%
21%
10%
Achievement Spring 2024-2025 Median and Distribution
60th
21%
17%
13%
27%
22%
Grade 4
Growth Median and Distribution
60th
12%
17%
22%
26%
23%
96
Achievement Fall 2024-2025 Median and Distribution
54th
9%
19%
34%
26%
12%
Achievement Spring 2024-2025 Median and Distribution
57th
10%
16%
30%
28%
16%
Grade 5
Growth Median and Distribution
77th
9%
8%
11%
28%
44%
106
Achievement Fall 2024-2025 Median and Distribution
54th
20%
17%
21%
32%
10%
Achievement Spring 2024-2025 Median and Distribution
66th
11%
15%
17%
28%
29%
Percentiles Key
1st - 20th
21st - 40th
41st - 60th
61st - 80th
>80th
Rostered Fall 2024-2025
Tested Fall 2024-2025 - Spring 2024-2025

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Only 20% of 3rd grade students received a "Meets" on the Math STAAR Assessment.	Students in grades PreK-3rd grades may not have received instruction using the research based instructional strategies in our district's scope and sequence. (High Quality Instructional Materials.)
2 ★	Only 35% of 4th and 5th grade students received a "Meets" on the Math STAAR assessment.	Lack of HQIM for teaching/learning and the use of these materials in the planning and coaching process with leadership support.
3 ★	Approximately 41% of students in grades K-3 are in need of intervention in Tier 1, 2 and 3 in math as the Math Achievement average is at 50% at Meets/ Masters for the Spring EOY NWEA Map Assessment.	Lack of Tiered instruction with differentiation strategies, professional development and data tracking. Students are further behind on foundational skills such as number identification, place value, basic addition/subtraction.
4 ★	Only 19% of students in grades 2nd-5th achieved an equivalent to a "Masters" STAAR Proficiency for Science on the NWEA MAP assessment.	Misaligned instructional materials and instructional time allocated to science with hands on learning.
5 ★	For the 2025 Spring TELPAS, NBE did not meet the current target.	Teachers and students do not practice the four language domains with fidelity as it is done on the TELPAS assessment.

★ = Priority

Student Learning

Summary

North Bridge is a TEA "B" rated campus.

DOMAIN 1 - STAAR 2025 STUDENT ACHIEVEMENT

2025 Grade Level Data

	# of Students (Tests)	Does Not Meet		Approaches & Above		Meets & Above		Masters		Domain 1 Raw Score	Domain 1 Scale Score	Domain 1 Letter Score
		# of Stu	%	# of Stu	%	# of Stu	%	# of Stu	%			
3RD GR ELAR	102	28	27	74	73	39	38	11	11	41	70	C
3RD GR MATH	102	26	25	76	75	51	50	21	21	48	76	C
3RD GR TOTAL	204	54	26	150	74	90	44	32	16	44	72	C
4TH GR ELAR	104	16	15	88	85	56	54	22	21	53	80	B
4TH GR MATH	104	23	22	81	78	46	44	21	20	47	75	C
4TH GR TOTAL	208	39	19	169	81	102	49	43	21	50	77	C
5TH GR ELAR	112	28	25	84	75	62	55	30	27	52	79	C
5TH GR MATH	112	36	32	76	68	43	38	14	13	40	69	D
5TH GR SCIENCE	112	35	31	77	69	32	29	8	7	35	60	D
5TH GR TOTAL	336	99	29	237	71	137	41	52	15	42	71	C
CAMPUS SCORE	748	192	26	556	74	329	44	127	17	45	73	C

2024-2025 North Bridge Elementary Preliminary STAAR Scores

Grade 3 RLA	
DNM 28/100	28%
APPROACHES72/100	72%
MEETS 38/100	38%
MASTERS 10/100	10%
APPROACHES	72%
MEETS	38%
MASTERS	10%

Grade 4 RLA	
DNM 16/103	16%
APPROACHES 87/103	84%
MEETS 55/103	53%
MASTERS 22/103	21%
APPROACHES	84%
MEETS	53%
MASTERS	21%

Grade 5 RLA	
DNM 28/111	25%
APPROACHES 83/111	75%
MEETS 61/111	55%
MASTERS 29/111	26%
APPROACHES	75%
MEETS	55%
MASTERS	26%

Grade 3-5 RLA	
DNM 72/316	23%
APPROACHES 244/316	77%
MEETS 156/316	49%
MASTERS 62/316	20%
APPROACHES	77%
MEETS	49%
MASTERS	20%

ALL TESTS	
DNM 190/743	31%
APPROACHES 553/743	74%
MEETS 356/743	44%
MASTERS 124/743	17%
APPROACHES	74%
MEETS	44%
MASTERS	17%

Grade 3 MATH	
DNM 25/100	25%
APPROACHES75/100	75%
MEETS 50/100	50%
MASTERS 20/100	20%
APPROACHES	75%
MEETS	50%
MASTERS	20%

Grade 4 MATH	
DNM 23/103	22%
APPROACHES 80/103	78%
MEETS 45/103	44%
MASTERS 20/103	19%
APPROACHES	78%
MEETS	44%
MASTERS	19%

Grade 5 MATH	
DNM 36/111	32%
APPROACHES 75/111	68%
MEETS 42/111	38%
MASTERS 13/111	12%
APPROACHES	68%
MEETS	38%
MASTERS	12%

Grade 3-5 MATH	
DNM 84/316	27%
APPROACHES 232/316	73%
MEETS 139/316	44%
MASTERS 55/316	17%
APPROACHES	73%
MEETS	44%
MASTERS	17%

Grade 5 SCIENCE	
DNM 34/111	31%
APPROACHES 76 /111	69%
MEETS 31/111	28%
MASTERS 7/111	6%
APPROACHES	69%
MEETS	28%
MASTERS	6%

Strengths

4th grade RLA. Current 5th grade students had the highest scores in academic achievement (85%, 54%, 21%)

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Only 13% of 3rd-5th grade students received a "Meets" STAAR Proficiency Projection for Reading in the NWEA MAP assessment.	Identified students lack foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension.
2	Only 9% of 3rd-5th grade students received a "Meets" STAAR Proficiency Projection for Math in the NWEA MAP assessment.	Identified students lack foundational math skills such as number recognition, place value, computation, math vocabulary, and problem solving.
3	42% of our 1st-5th At-Risk and English Learners are reading below level at the end of the 1st six weeks of the 2021-2022 school year.	Due to students lacking the foundational skills.
4 ★	Only 35% of 4th and 5th grade students received a "Meets" on the Math STAAR assessment.	Lack of HQIM for teaching/learning and the use of these materials in the planning and coaching process with leadership support.
5 ★	Only 20% of 3rd grade students received a "Meets" on the Math STAAR Assessment.	Students in grades PreK-3rd grades may not have received instruction using the research based instructional strategies in our district's scope and sequence. (High Quality Instructional Materials.)
6 ★	Approximately 41% of students in grades K-3 are in need of intervention in Tier 1, 2 and 3 in math as the Math Achievement average is at 50% at Meets/ Masters for the Spring EOY NWEA Map Assessment.	Lack of Tiered instruction with differentiation strategies, professional development and data tracking. Students are further behind on foundational skills such as number identification, place value, basic addition/subtraction.

7 ★	Only 19% of students in grades 2nd-5th achieved an equivalent to a "Masters" STAAR Proficiency for Science on the NWEA MAP assessment.	Misaligned instructional materials and instructional time allocated to science with hands on learning.
8 ★	For the 2025 Spring TELPAS, NBE did not meet the current target.	Teachers and students do not practice the four language domains with fidelity as it is done on the TELPAS assessment.

★ = Priority

School Processes & Programs

Summary

North Bridge Based Decision Making Committee. Prior to every school year, all staff meets to discuss our campus programs and its structure. During this Campus Needs Assessment Meeting, we discuss ways to improve our systems and make recommendations to address changes. We use historical and current data. Staff analyzes this data and provides constructive feedback with recommendations to our Site-Based Decision Making Committee.

Strategies: Our school follows varied reform strategies. Every six weeks, teachers and staff develop strategies to ensure all our students achieve Meets Grade Level Performance or Masters Grade Level Performance. These strategies are based on analyzed data into quintiles and disaggregated by subgroup. Strategies are first identified, implemented, and changed when needed to address each specific student's needs.

Highly Qualified Staff: North Bridge Elementary has a low teacher turnover rate. Teachers work together to build capacity in all content areas through the participation in Professional Learning Communities and Instructional Rounds. When new teachers are hired, a Teacher mentor works with novice teacher to ensure transition, teacher effectiveness and student success. Teachers are also given opportunities to attend staff development. Administration monitors effectiveness of teacher delivery of instruction through the use of walkthroughs, observations, and coaching with constructive feedback.

Recruitment: When hiring professional and para-professional staff, the hiring committee which consists of administrators, teachers, and para-professionals interview highly qualified staff as determined by our Human Resources department.

Parental Involvement: All parents are invited to become part of our parent center. Each parent has opportunities to be part of our different community events. Parent meeting every Six Weeks on areas of need.

Positive Learning Environments: As students transition from grade level to grade level, or have never attended school such as with Pre-Kindergarten students, North Bridge staff works closely with parents to ensure a positive transition and the most effective school-home partnerships. This ensures students' affective filters are working together with their academic aspect to ensure success.

Closing the Gap: Students who are consistently having difficulty in approaching or mastering grade level content are monitored through Response to Intervention, LPAC committee recommendations, teacher intervention and assistance provided through extended day and tutoring.

Strengths

- Low teacher turn-over rate
- Teachers' years of service
- Teachers with graduate degrees
- ELPS-EB strategies trained teachers
- Bilingual Certified Teachers
- GT Core Trained Teachers
- Bluebonnet Math Trainings
- SIPPS trained teachers
- Curriculum Writing Teachers-1st and 5th grade Math

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Only 13% of 3rd-5th grade students received a "Meets" STAAR Proficiency Projection for Reading in the NWEA MAP assessment.	Identified students lack foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension due to distance learning and COVID learning loss.
2	Only 9% of 3rd-5th grade students received a "Meets" STAAR Proficiency Projection for Math in the NWEA MAP assessment.	Identified students lack foundational math skills such as number recognition, place value, computation, math vocabulary, and problem solving due to distance learning and COVID learning loss.
3	68% of our 1st-5th At-Risk and English Learners are reading below level at the end of the 1st six weeks of the 2021-2022 school year.	Due to COVID learning loss.
4 ★	Only 35% of 4th and 5th grade students received a "Meets" on the Math STAAR assessment.	Lack of HQIM for teaching/learning and the use of these materials in the planning and coaching process with leadership support.
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8 ★	For the 2025 Spring TELPAS, NBE did not meet the current target.	Teachers and students do not practice the four language domains with fidelity as it is done on the TELPAS assessment.

★ = Priority

Perceptions

Summary

Staff is using positive reinforcement and leadership language to ensure student SEL.

This year, to improve our campus school climate, we will have various school events to showcase our students, staff, and parents. During our Campus Needs Assessment meeting, staff included various ideas and initiatives we could implement to make our school great.

The initiatives are:

- establish warm, welcoming relationships between students, parents, staff, and administration.
- continue with building beautification projects
- supplying good quality furniture for all classrooms
- allocate money for sound curriculum resources such as HQIM-Bluebonnet Math
- Literacy Night
- Career Day
- Attendance, AR, IReady, NWEA Map & Reflex Math celebrations/recognitions
- Student success through literacy focus
- Team-Building Activities (Booster Meetings)
- Including staff members in leadership development

Strengths

- Leadership Awards
- Meet the Teacher Nights
- Fall Festival
- Open House
- Week of Appreciation for Teachers
- Active Parental Involvement
- Close partnerships with community organizations and business such as HEB, First EMS, Woodmen, Peter Piper, Whataburger, Chick Fil-A

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Only 16% of 3rd-5th grade students received a "Meets" STAAR Proficiency Projection for Reading in the NWEA MAP assessment.	Identified students lack foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension.
2	Only 13% of 3rd-5th grade students received a "Meets" STAAR Proficiency Projection for Math in the NWEA MAP assessment.	Identified students lack foundational math skills such as number recognition, place value, computation, math vocabulary, and problem solving.
3	42% of our 1st-5th At-Risk and English Learners are reading below level at the end of the 2021-2022 school year.	Students lack the 5 essential elements of Reading that encompass reading fluency and comprehension.
4 ★	Approximately 41% of students in grades K-3 are in need of intervention in Tier 1, 2 and 3 in math as the Math Achievement average is at 50% at Meets/ Masters for the Spring EOY NWEA Map Assessment.	Lack of Tiered instruction with differentiation strategies, professional development and data tracking. Students are further behind on foundational skills such as number identification, place value, basic addition/subtraction.

★ = Priority

Priority Problem Statements

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Only 20% of 3rd grade students received a "Meets" on the Math STAAR Assessment.	Students in grades PreK-3rd grades may not have received instruction using the research based instructional strategies in our district's scope and sequence. (High Quality Instructional Materials.)
2 ★	Only 35% of 4th and 5th grade students received a "Meets" on the Math STAAR assessment.	Lack of HQIM for teaching/learning and the use of these materials in the planning and coaching process with leadership support.
3 ★	Approximately 41% of students in grades K-3 are in need of intervention in Tier 1, 2 and 3 in math as the Math Achievement average is at 50% at Meets/ Masters for the Spring EOY NWEA Map Assessment.	Lack of Tiered instruction with differentiation strategies, professional development and data tracking. Students are further behind on foundational skills such as number identification, place value, basic addition/subtraction.
4 ★	Only 19% of students in grades 2nd-5th achieved an equivalent to a "Masters" STAAR Proficiency for Science on the NWEA MAP assessment.	Misaligned instructional materials and instructional time allocated to science with hands on learning.
5 ★	For the 2025 Spring TELPAS, NBE did not meet the current target.	Teachers and students do not practice the four language domains with fidelity as it is done on the TELPAS assessment.

★ = Priority

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Only 35% of 4th and 5th grade students received a "Meets" on the Math STAAR assessment.	Lack of HQIM for teaching/learning and the use of these materials in the planning and coaching process with leadership support.
2 ★	Only 20% of 3rd grade students received a "Meets" on the Math STAAR Assessment.	Students in grades PreK-3rd grades may not have received instruction using the research based instructional strategies in our district's scope and sequence. (High Quality Instructional Materials.)
3 ★	Approximately 41% of students in grades K-3 are in need of intervention in Tier 1, 2 and 3 in math as the Math Achievement average is at 50% at Meets/ Masters for the Spring EOY NWEA Map Assessment.	Lack of Tiered instruction with differentiation strategies, professional development and data tracking. Students are further behind on foundational skills such as number identification, place value, basic addition/subtraction.
4 ★	Only 19% of students in grades 2nd-5th achieved an equivalent to a "Masters" STAAR Proficiency for Science on the NWEA MAP assessment.	Misaligned instructional materials and instructional time allocated to science with hands on learning.
5 ★	For the 2025 Spring TELPAS, NBE did not meet the current target.	Teachers and students do not practice the four language domains with fidelity as it is done on the TELPAS assessment.

★ = Priority

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Only 35% of 4th and 5th grade students received a "Meets" on the Math STAAR assessment.	Lack of HQIM for teaching/learning and the use of these materials in the planning and coaching process with leadership support.
2 ★	Only 20% of 3rd grade students received a "Meets" on the Math STAAR Assessment.	Students in grades PreK-3rd grades may not have received instruction using the research based instructional strategies in our district's scope and sequence. (High Quality Instructional Materials.)
3 ★	Approximately 41% of students in grades K-3 are in need of intervention in Tier 1, 2 and 3 in math as the Math Achievement average is at 50% at Meets/ Masters for the Spring EOY NWEA Map Assessment.	Lack of Tiered instruction with differentiation strategies, professional development and data tracking. Students are further behind on foundational skills such as number identification, place value, basic addition/subtraction.
4 ★	Only 19% of students in grades 2nd-5th achieved an equivalent to a "Masters" STAAR Proficiency for Science on the NWEA MAP assessment.	Misaligned instructional materials and instructional time allocated to science with hands on learning.
5 ★	For the 2025 Spring TELPAS, NBE did not meet the current target.	Teachers and students do not practice the four language domains with fidelity as it is done on the TELPAS assessment.

★ = Priority

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Only 16% of 3rd-5th grade students received a "Meets" STAAR Proficiency Projection for Reading in the NWEA MAP assessment.	Identified students lack foundational reading skills such as phonics, phonemic awareness, fluency, vocabulary, and comprehension.
2 ★	Approximately 41% of students in grades K-3 are in need of intervention in Tier 1, 2 and 3 in math as the Math Achievement average is at 50% at Meets/ Masters for the Spring EOY NWEA Map Assessment.	Lack of Tiered instruction with differentiation strategies, professional development and data tracking. Students are further behind on foundational skills such as number identification, place value, basic addition/subtraction.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**

- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**

Goals

Goal 1

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

Performance Objective 1

☑ **High Priority**

90% of the students will demonstrate "Approaches", 60% "Meets" and 30% "Masters" on the Science STAAR .

Evaluation Data Source: MAP Assessment, Formative Assessments, District Benchmarks, Monitor Weekly Lessons & Assessments, 2025 Science STAAR results.

Strategy 1

1)Coaching and development of teachers and leaders through PLCs, as well as in-house and out-of-district trainings. * Create Benchmarks and curriculum documents so that true backward planning can take place. Use the scope and sequence that has the new State Adopted Curriculum with fidelity. * Provide PD on backward planning and collaboration among district teachers. * Follow up on PD through instructional rounds and one-on-one feedback for high priority teachers * Ongoing McGraw-Hill PD *Region One Trainings *Ellevation Strategies *Sirius

Strategy's Expected Result/Impact: Performance on Science Assessment:

*MAP Assessments
*District Benchmarks
*STAAR Assessments
*TFAR Assessments
*TCMPC Formative Assessments
*McGraw Hill Embedded Assessments

Staff Responsible for Monitoring: Science Coordinator
Campus Administration
Instructional Coach
Science Teachers

Problem Statements: Demographics 4 - Student Learning 7 - School Processes & Programs 7

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

November	January	March	June

Strategy 2

Incorporate lab material and equipment with the use of General Supplies and McGraw-Hill to deliver effective instruction in understanding Science concepts such as but not limited to: Solar beads, radiometer, circuit material, laser, prisms, mirrors, magnets, droppers, magnifying glasses, goggles, microscopes, balance, scales, beakers, test tubes

Strategy's Expected Result/Impact: Performance on Science Assessment:

*MAP Assessment
*District Benchmarks
*STAAR Assessments
*McGraw Hill Embedded Assessments

Staff Responsible for Monitoring: Science Coordinator
Campus Administration
Campus Instructional Coach

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

November	January	March	June

Strategy 3

Students in 5th grade will increase their science comprehension through the use of STAAR Resources such as: Sirius.

Strategy's Expected Result/Impact: Improved performance for all populations on weekly and unit assessments (as neede) benchmarks, and STAAR/EOC.

Staff Responsible for Monitoring: Campus Admin
Instructional Coach
Science Teachers

Formative Reviews

Moderate Progress

November	January	March	June

Strategy 4

Support the implementation of the TEKS Resource System including the alignment of the curriculum, instruction and assessment through the Professional Learning Communities K-12. *Updated IFDs *Long-Term Plan *Updated YAG * Benchmarks *Shared District Backward Planning Documents

Strategy's Expected Result/Impact: Increased performance of students on assessments

*District Benchmarks
*STAAR

Staff Responsible for Monitoring: Science Coordinator
Campus Administration
Instructional Coach

Formative Reviews

Moderate Progress

November	January	March	June

Strategy 5

Incorporate lab material and equipment with the use of General Supplies and McGraw -Hill to deliver effective instruction in understanding Science concepts such as but not limited to: Solar beads, radiomete, circuit material, laser, prisms, mirrors, magnets, droppers, magnifying glasses, googles, sicorscopes, balance, scales, beakers, test tubes

Strategy's Expected Result/Impact: Performance on Science Asessment
*MAP Assessment
*District Benchmarks
*STAAR Assessments
*McGraw Hill Embedded Assessments

Staff Responsible for Monitoring: Campus Administration
Campus Instructional Coach

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

November	January	March	June

Strategy 6

Strategy 6: Integrate the application of technology to promote a blended learning environment in science classrooms through various online programs. *McGraw-Hill *TCMPC *Ellevation Strategies

Strategy's Expected Result/Impact: Improved performance for all populations on Chapter & Unit assessments, Benchmarks, and STAAR

Staff Responsible for Monitoring: Science Coordinator
Campus Admin
Instructional Coach
Science Teachers

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

November	January	March	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	Only 19% of students in grades 2nd-5th achieved an equivalent to a "Masters" STAAR Proficiency for Science on the NWEA MAP assessment.	Misaligned instructional materials and instructional time allocated to science with hands on learning.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	Only 19% of students in grades 2nd-5th achieved an equivalent to a "Masters" STAAR Proficiency for Science on the NWEA MAP assessment.	Misaligned instructional materials and instructional time allocated to science with hands on learning.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
7	Only 19% of students in grades 2nd-5th achieved an equivalent to a "Masters" STAAR Proficiency for Science on the NWEA MAP assessment.	Misaligned instructional materials and instructional time allocated to science with hands on learning.

Performance Objective 2 ☑ HB3 Goal

In grades 3rd-5th, 90% of the students will demonstrate "Approaches", 60% "Meets" and 30% "Masters" on the Math STAAR.

Evaluation Data Source: MAP Assessment, District Math Test Benchmarks, Monitor Weekly Lessons & Module Assessments, 2025 STAAR results.

Strategy 1

Incorporate the use of manipulatives to deliver effective instruction in understanding math concepts such as, but not limited to: Counters, base ten blocks, pattern blocks, fraction pieces, clocks, geo-boards, scales, calendars, thermometer,etc.

Strategy's Expected Result/Impact: Lesson Plans
Walk-Throughs
Benchmark Tests
MAP Assessments
Bluebonnet Module Assessments

Staff Responsible for Monitoring: Math Coordinator
Campus Administration
Instructional Coach
Math Teachers

Formative Reviews

Moderate Progress

November	January	March	June

Strategy 2

Reward and recognize the students throughout the school year for their academic accomplishments and hard work in Math with items, such as: Incentive Prizes Healthy Snacks Awards/ Certificates

Strategy's Expected Result/Impact: Formative
Walk-throughs, classwork, Formative Assessments
Benchmarks
Summative Assessments
STAAR Scores

Staff Responsible for Monitoring: Administration
Instructional Coach
Teachers
Math Coordinator

Formative Reviews

Some Progress

November	January	March	June

Strategy 3

Allocate supplemental resources (digital and/or print) to support effective math instruction and assessment reviews. *TCMPC *TEKS Bank *STAAR Test Maker *Sirius Education *STAAR Guides *Math Intervention Kits *Mini Voice Amplifier Headset *Pre K 3 Cheers, CLI Engage Assessment

Strategy's Expected Result/Impact: Math Strategist
Formative Assessments
Benchmarks
Summative Assessments
STAAR Scores

Staff Responsible for Monitoring: Administration
Instructional Coach
Math Teachers

Formative Reviews

Some Progress

November	January	March	June

Strategy 4

Integrate the application of technology to promote a blended learning environment in mathematics classrooms through various online programs: *TCMPC *Kami *Explore Learning Grades 2-5 *Sirius Education *Great Minds

Strategy's Expected Result/Impact: Increased performance of students on assessments:
District Benchmarks
Module Assessments
STAAR
NWEA MAP

Staff Responsible for Monitoring: Math Coordinator
Campus Administration
Instructional Coach
Math Teachers

Formative Reviews

Some Progress

November	January	March	June

Strategy 5

Monitor student performance including subgroups through the disaggregation of assessment data during PLCs and utilize the curriculum to identify areas of need *Curriculum Based Assessments *Benchmarks *NWEA MAP

Strategy's Expected Result/Impact: Increased performance of students on Formative Assessments, District Benchmarks and STAAR.

Staff Responsible for Monitoring: Math Coordinator
Campus Administration
Instructional Coach
Math Teachers

Formative Reviews

Some Progress

November January March June

Strategy 6

Incorporate math process standards, including problem-solving strategies, to strengthen students' oral and written communication in mathematics. *TCMPC Differentiating Performance Assessments *Math Tasks *Number/Math Talks *Workstations *Math Running Records *TFAR-Open-ended questions and multi-select *Flipgrid *Guided Math K-2

Strategy's Expected Result/Impact: Increased performance of students on assessments
Formative Assessments
District Benchmarks and
STAAR.

Staff Responsible for Monitoring: Campus Administration
Instructional Coach
Teachers

Formative Reviews

Some Progress

November January March June

Strategy 7

Use visual aids and anchor charts to support math instruction. *Poster Making Machine *Ink Cartridges *Bond Paper *Glossy Paper *Colored Chart Tablets *Colored 11X17 Cardstock *Pocket Charts *Chart Tablets for Anchor Charts

Strategy's Expected Result/Impact: Increased performance of students on Formative Assessments, District Benchmarks, and STAAR

Staff Responsible for Monitoring: Campus Administration
Instructional Coach
MathTeachers

Formative Reviews

Some Progress

November January March June

Strategy 8

Strategy 8: Utilize the Bluebonnet Curriculum and resources with 2nd to 5th-grade students

Strategy's Expected Result/Impact: Increased performance of students on assessments:
*MAP Assessments
*District Benchmarks
*STAAR
*Bluebonnet Mid & End Module Assessments

Staff Responsible for Monitoring: Math Strategist
Campus Administration
Instructional Coach
Math Teachers

Formative Reviews

Some Progress

November	January	March	June

Performance Objective 3 ☑ HB3 Goal

In grades 3rd-5th, 90% of the students will demonstrate "Approaches", 60% "Meets" and 30% "Masters" on the Reading STAAR .

Evaluation Data Source: MAP Assessment, District Reading Benchmarks, Weekly lessons & Assessments, 2025 Reading STAAR results

Strategy 1

Reinforce and improve vocabulary through: Daily Read-Alouds through expository and narrative texts (Pre-K- 5th) Independent Reading Shared Reading/SAVVAS SIPPS SAVVAS Adopted Textbooks Accelerated Reader ReadWorks Blended Learning Library Heggerty Pre K On My Way and Three Cheers CLI Engage

Strategy's Expected Result/Impact: Phonics Checklist
TELPAS
NWEA Map
District Benchmark
Reading Logs
Lesson Plans
Walkthroughs

Staff Responsible for Monitoring: Teachers
Administration
Instructional Coach
Campus Principal
Librarian

Funding Sources: Instructional Aide 164 - State Comp. Ed. [SCE], 164.11.6129.00.112.9.34,

Formative Reviews

Some Progress

November	January	March	June

Strategy 2

Implement an AR Program for students 2nd thru 5th grade. Field Trip Record Progress Biweekly AR celebrations and incentives

Strategy's Expected Result/Impact: Student Products
Lesson Plans
TELPAS
STAAR TEST

Staff Responsible for Monitoring: Instructional Coach
Classroom Teachers
AP
Librarian

Formative Reviews

Some Progress

November	January	March	June

Strategy 3

Develop hands on manipulatives and activities to enrich our writing program to include language practice. Purchase resources needed to make manipulatives and general supplies such as: Stock Paper General Supplies: paper, colored pencils, pencils, sharpeners, file folders, glue sticks, colored papers, post-its, writing paper, construction paper, journals, benchmark copies, etc.

Strategy's Expected Result/Impact: Lesson Plan
Walkthroughs
STAAR Test

Staff Responsible for Monitoring: Instructional Coach
Classroom Teachers
Campus Admin.

Formative Reviews

Some Progress

November	January	March	June

Strategy 4

Students in 3rd to 5th grade will increase their reading comprehension and writing ability through the use of STAAR resource materials such as SIRIUS

Strategy's Expected Result/Impact: Lesson Plans
Walkthroughs
STAAR Tests

Staff Responsible for Monitoring: Instructional Coach
Campus Admin
Teachers

Formative Reviews

Some Progress

November	January	March	June

Strategy 5

Utilize district assessments (weekly & unit) and monitor progress: *3rd-5th Reading & Grammar *K-3 and 5th Monitor BOY, MOY, and EOY progress on reading assessments: SIPPS, NWEA *Writing Portfolios

Strategy's Expected Result/Impact: Improved performance and progress on reading/language arts assessments.

Staff Responsible for Monitoring: Reading Strategist
Campus Administration
Instructional Coach
Teachers

Funding Sources: Instructional Aide Salary 211 - Title I, Part A, 211.11.6129.27.112.9.24,

Formative Reviews

Some Progress

November	January	March	June

Strategy 6

Provide staff development, guidance, and support in ELAR. *TEKS *State Assessments

Strategy's Expected Result/Impact: Performance and progress on:

NWEA MAPbBOY, MOY, EOY
*SIPPS
*Texas Reading Academies
*SAVVAS Realize

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Teachers

Funding Sources: AP Salary 164 - State Comp. Ed. [SCE], 164.23.6146.97.112.1.30,

Formative Reviews

Some Progress

November	January	March	June

Strategy 7

Students in 3rd to 5th grade will increase their Reading comprehension and Writing through the use of STAAR resources, such as but not limited to: Sirius STAAR Writing, Carlin Liborio Writing/ Grammar Resources, No Red Ink, Bell Ringers

Strategy's Expected Result/Impact: Performance on the Reading assessments will improve:
* FormativeAssessments
* District Benchmarks
* STAAR Assessments

Staff Responsible for Monitoring: Campus Administration
Instructional Coach
Teachers
ELAR Reading Strategist

Funding Sources: Reading Interventionist Salary 164 - State Comp. Ed. [SCE], 164.11.6119.00.112.9.30,

Formative Reviews

Some Progress

November	January	March	June

Strategy 8

Provide opportunities for a literacy focus through a Balanced Literacy Framework, which addresses Phonics, Phonological Awareness, Shared Reading, Independent Reading, Writing, Grammar/Mechanics, including fluency, comprehension, and vocabulary development. SAVVAS Realize My View Leveled Readers Pre K On My Way and Three Cheers Accelerated Reading

Strategy's Expected Result/Impact: Performance on the Reading and Writing assessments will improve:
*Curriculum-Based Assessments
*District Benchmarks
*STAAR assessments

Staff Responsible for Monitoring: ELAR Coordinator
Instructional Coach
Campus Administration
Teachers

Formative Reviews

Some Progress

November	January	March	June

Strategy 9

Implement an organizational framework for teaching writing and facilitate opportunities for staff development. *TCMPC Resource System *No Red Ink

Strategy's Expected Result/Impact: Performance on writing assessments:
*Curriculum Based Assessments
*District Benchmarks
*STAAR Assessments
*Writing Prompts

Staff Responsible for Monitoring: ELAR Coordinator
Instructional Coaches
Campus Admin
Teachers

Formative Reviews

Some Progress

November	January	March	June

Strategy 10

Provide staff development and support of online and digital platforms. *No Red Ink *CLI Engage *CCC Learning Center

Strategy's Expected Result/Impact: *Progress and Usage Reports

Staff Responsible for Monitoring: ELAR Coordinator
Campus Admin.
Instructional Coach

Formative Reviews

Some Progress

November	January	March	June

Strategy 11

Students in Kinder-3rd will increase letter recognition as part of Early Literacy development, utilizing *Heggerty *SIPPS

Strategy's Expected Result/Impact: Mastery of letter recognition

Staff Responsible for Monitoring: Instructional Coach
Campus Admin.
Teachers

Formative Reviews

Some Progress

November	January	March	June

Strategy 12

Use visual aids and anchor charts to support reading instruction. *Poster Making Machine *Ink Cartridges *Bond Paper *Glossy Paper *Colored Chart Tablets *Colored 11X17 Cardstock

Strategy's Expected Result/Impact: Increased performance of students on Curriculum Based Assessments, District Benchmarks and STAAR

Staff Responsible for Monitoring: Campus Administration
Instructional Coach
Teachers

Formative Reviews

Some Progress

November	January	March	June

Performance Objective 4

95% of all identified gifted and talented students will score at Masters Grade level in at least 2 content areas of STAAR.

Evaluation Data Source: MAP Assessments, Benchmarks, 2025 STAAR Assessment in all Subject Areas

Strategy 1

Monitor to ensure that 100% of the classroom teachers have received 30 hours of G/T Training Days 1-5 and that counselors and campus administration, in charge of making decisions, have received training in Nature and Needs Assessment of gifted students.

Strategy's Expected Result/Impact: Masters level in at least 2 areas.
Improved STAAR, CCRS

Staff Responsible for Monitoring: Administration
Instructional Coach
Teachers
GT Director

Formative Reviews

Accomplished

November	January	March	June

Performance Objective 5 HB3 Goal

By the end of the 2025-2026 school year, the percentage of EB students who score at the Meets level on STAAR Reading and STAAR Math will be 40%.

Evaluation Data Source: 2025-2026 Benchmarks, Math and Reading STAAR Scores, MAP Assessments, Summit K12 Assessments

Strategy 1

Implement Sheltered Instruction, LIAG and SIOP model strategies to help EL students. *Small group discussion *Peer tutoring *Use of graphic organizers & Visual Aids *Vocabulary instruction *Questioning techniques *Lab-based lessons *Scaffolding techniques *Use of Big books *Use of Multicultural literature * Scaffolding techniques *Region One TELPAS Camps

Strategy's Expected Result/Impact: Establish strong academic vocabulary foundation for EB success

Staff Responsible for Monitoring: Administration
Instructional Coach
Teachers

Formative Reviews

Some Progress

November	January	March	June

Strategy 2

Meet with teachers to monitor EB placement, academic progress, grades and benchmark scores to recommend appropriate interventions.

Strategy's Expected Result/Impact: Increase in English language proficiency level of all EBs and increase percentage in attainment of Advanced High
TELPAS composite

Staff Responsible for Monitoring: Campus Administration
Classroom Teacher
Instructional Coach
Counselors

Formative Reviews

Some Progress

November	January	March	June

Strategy 3

Improve/Increase proficiency level for EB students through Staff Development and implementation of Summit K12.

Strategy's Expected Result/Impact: Increase oral components of TELPAS scores.

Staff Responsible for Monitoring: Teachers
Instructional Coach
Campus Admin

Formative Reviews

Some Progress

November	January	March	June

Performance Objective 6 ☑ HB3 Goal

30% or more of 3rd- to 5th-grade Special Education students will demonstrate "Meets" or higher performance on the 2026 STAAR in Reading or Math.

Evaluation Data Source: 2025-2026 Benchmarks, MAP Assessments, STAAR Data, and Module/Unit Assessments

Strategy 1 ☑ Additional Targeted Support Strategy

All special education teachers will receive staff development in all areas, including, but not limited to; -MTA Dyslexia -SIPPS - Learning Ally -Reflex Math -Writing Academy -TEKS Resource System

Strategy's Expected Result/Impact: Improvement in overall content area assessment

Staff Responsible for Monitoring: Administration
Instructional Coach
Teachers

Funding Sources: Special Ed. Aide Salary 211 - Title I, Part A, 211.11.6129.80.112.9.24,

Formative Reviews

Some Progress

November	January	March	June

Strategy 2 ☑ Additional Targeted Support Strategy

Ensure coordination between general education teacher and special ed/ Resource teachers and teacher assistant.

Strategy's Expected Result/Impact: Improvement in overall content area assessment

Staff Responsible for Monitoring: Sp Ed. Department/ Coordinator
Campus Administration
General Ed Teachers
SPED Teachers

Formative Reviews

Some Progress

November	January	March	June

Performance Objective 7

To assist all students at all grade levels with the proper library resources, materials, and aligned classroom and library curriculum in order to ensure the students prepare for the rigors of STAAR and all other academic curriculum.

Evaluation Data Source: 2025 Reading STAAR

Strategy 1

Increase collaboration with teachers while providing training on resources and activities that support classroom instruction at every grade level. The librarian will also provide teacher with: *Teacher Resources * Kits * Classroom Sets of Novels * Manipulatives * Educational Games * Reference Books * Digital Resources *Scholastic leveled library sets *Resource Training Videos (AR, Destiny MackinVia, Britannica School)

Strategy's Expected Result/Impact: Performance on Reading Assessment:

*Curriculum-Based Assessment
*District Benchmarks
*STAAR Assessments
*NWEA Map

Staff Responsible for Monitoring: Librarian
Campus Administration
Instructional Coach

Formative Reviews

Some Progress

November | January | March | June

Strategy 2

Provide students and staff with electronic resources for reading. Accelerated Reader Destiny Ebooks(Brain Hive,Storyline Online) EPIC MackinVIA (ebooks,Audiobooks) Region One -Library Database

Strategy's Expected Result/Impact: Increased usage of reading resources.
Student growth in reading and phonics levels.
Students are meeting six weeks and yearly reading goals.
Students are provided with unlimited amount of reading
resources to be used at home and after school hours.
(AR Board)
Improve STAAR Scores.

Staff Responsible for Monitoring: Teachers
Campus Library
Staff
District Library Staff

Funding Sources: Library Aide 211 - Title I, Part A, 211.12.6129.36.112.9.24,

Formative Reviews

Some Progress

November | January | March | June

Strategy 3

Student AR Word Counts will be showcased and announced at the campus level. Reward and recognize highest AR word counts for students in 2nd - 5th grade for achievements in reading through: 4 AR Celebrations Bulletin Showcase of Students Certificates Medals Trophies Assemblies Field Trips AR Prizes Free Books

Strategy's Expected Result/Impact: Performance on Reading Assessment:

*Curriculum Based Assessment
*District Benchmarks
*STAAR Assessments

Staff Responsible for Monitoring: Librarian
Campus Administration

Formative Reviews

Some Progress

November	January	March	June

Strategy 4

Librarian will promote Reading with the use of lessons on Library Skills/ Reading Lessons, such as: Destiny Search for Books Database Region One- LibraryE-Book- Resources Book Talk- Picture Walk, Parts of a Book AR and Goals On-Line Book Resources(StoryLine,Brainhive) Junior Library Guild Recording of Lessons posted on Website

Strategy's Expected Result/Impact: Performance on Reading Assessment:

*Curriculum Based Assessment
*District Benchmarks
*STAAR Assessments

Staff Responsible for Monitoring: Librarian
Campus Administration

Formative Reviews

Some Progress

November	January	March	June

Strategy 5

Promote Reading with the use of events(in person or virtual), such as: Seasonal and National Literacy Celebrations Book Fair-Scholastic National Reading Event- National Library Week, Read Across America, Weslaco Children's Book Week and Author Visits Campus Literacy Night District Literacy Night Year Round Little Free Library National Read a Book Day World Read Aloud Day

Strategy's Expected Result/Impact: Increased interest and motivation in reading, writing, and across all subjects.
Provide students with opportunities to become life-long readers.
Impact learning through opportunities promoting literacy.
Better STAAR Scores

Staff Responsible for Monitoring: Campus Librarian
Campus Administration
Classroom Teacher

Formative Reviews

Some Progress

November | January | March | June

Strategy 6

Librarians will provide learning experiences through literacy and research in both the physical and digital environments.

Strategy's Expected Result/Impact: Through fixed or flexible scheduling as well as remotely, all students will use library resources for their assignments and/or to read for enjoyment.

Staff Responsible for Monitoring: Librarians

Formative Reviews

Some Progress

November | January | March | June

Strategy 7

Library books will be purchased in various genres and reading levels to promote reading and to aide in closing the gap on learning loss for all students.

Strategy's Expected Result/Impact: By making library books available for all students, students will have the necessary resources to excel in reading and close the gap on learning loss.

Staff Responsible for Monitoring: Librarian
Teachers

Formative Reviews

Some Progress

November | January | March | June

Performance Objective 8

All students will be given the opportunity to participate in Fine Arts.

Evaluation Data Source: Performances and Competitions.

Strategy 1

The visual arts of Weslaco ISD will work with local arts advocacy groups to promote the arts

through shows and competitions.

Strategy's Expected Result/Impact: Weslaco ISD personnel will work with city groups to promote the visual arts. Gallery shows and competitions will be held throughout the year.

Staff Responsible for Monitoring: Administration
Fine Arts Teachers
Fine Arts Coordinator

Formative Reviews

November	January	March	June
Some Progress			

Strategy 2

Students will compete and have high level of success in UIL.

Strategy's Expected Result/Impact: Successful at competitions through individual and group performance.

Staff Responsible for Monitoring: Campus Administrators
Teachers

Formative Reviews

November	January	March	June
Some Progress			

Performance Objective 9

By Spring 2026, student attendance will improve to 96%.

Evaluation Data Source: Attendance Reports

Strategy 1

The Attendance Clerk will follow a process of reporting to parents/ caregiver about their child's absences with the use of: Daily phone calls for absences Progress reports/Report Cards Warning letter of Truancy Tardy and Absences Slips Home Visits SASI Campus Attendance Task Force ATTENDANCE ACTION PLAN FOR 2025-2026 Teachers will take first attendance at 8:15AM. Ms. Villalobos will run an attendance report of all students who are absent at 8:15AM along with teachers who haven't submitted attendance by 8:30. For any students who are not in class prior to 8:15AM, teachers need to contact parents through CLASSDOJO. TEACHER ARE FIRST LINE RESPONDERS FOR ATTENDANCE. Note to Teachers: Please build relationships with parents to get students to attend school. When communicating with parents, remember that words matter. Be kind. You want your encounters with parents to be positive, warm, and friendly. If parents give you the following reasons, then inform them of the following: If the

student is out due to a doctor's appointment later in the day - ask parents if the appointment can be rescheduled to after school or after lunch. If not possible, then ask parents to bring the child to school and they can pick them up at a time closer to the appointment. If the student missed the bus, inform parents to please drop off the child before 10:00 AM; if they have no transportation, notify the parent that you will inform the front office so they can contact transportation to send a bus to pick up the child. Please notify either Ms. Villalobos, Mrs. Gabriella Castillo, Mrs. Dora Chavez, or Miss Julie Montano in the front office so they can make arrangements with transportation to go pick up the student. Front office will call parents to inform them that a bus has been sent to pick up the student. If a child is sick, inform the parent that the nurse will follow up with them. Please email Clarissa Salinas and cc Sara Perez, so they can make contact with parents. Either way, if a student is not in class by 8:15AM, please mark the student absent. Attendance Task Force will begin calling at 8:15 all students who have been marked absent. If any Attendance Task Force is absent for that day, the other Attendance Task Force staff will be assigned by Ms. Villalobos to call those students who are out for that grade level. TO ENSURE OUR 96% ATTENDANCE GOAL EVERYONE NEEDS TO WORK COLLABORATIVELY.

Strategy's Expected Result/Impact: Attendance District Report
Daily Attendance Counts

Staff Responsible for Monitoring: Campus Administration
SASI Committee

Formative Reviews

Some Progress

November	January	March	June

Strategy 2

The Attendance Clerk will have a Truancy Intervention Measures process in place for encouraging students' attendance to improve: See Attendance Action Plan on Strategy 1 Call home to parents(LVN) Send Letter Home Conference with teacher Conference with counselor

Strategy's Expected Result/Impact: Attendance District Report
Daily Attendance Counts

Staff Responsible for Monitoring: Campus Attendance clerk
LVN
Campus Admin
SASI Committee

Funding Sources: LVN Salary 164 - State Comp. Ed. [SCE], 164.33.6129.00.112.9.30,

Formative Reviews

Some Progress

November	January	March	June

Strategy 3

Reward and recognize Perfect Attendance students for their achievements through: Ribbons

Certificates Assemblies EOY Party Celebaration Game Room Weekly popcorn Weekly and Monthly Incentives

Strategy's Expected Result/Impact: Performance on Math and Reading Assessment:

*Curriculum Based Assessment
*District Benchmarks
*STAAR Assessments

Staff Responsible for Monitoring: Attendance Clerk
Campus Administration

Formative Reviews

Some Progress

November **January** **March** **June**

Performance Objective 10

During the 2025-2026 school year, 100% of all 3rd -5th-grade students will participate in the FitnessGram.

Evaluation Data Source: Fitness Gram

Strategy 1

Physical activity requirements State law/rules require all students enrolled in full-day prekindergarten, kindergarten or grades 1-5 in an elementary school setting to participate in physical activity for a minimum of either 30 minutes daily or 135 minutes weekly in a TEKS-based physical education class or a TEKS-based structured activity, including structured recess

Strategy's Expected Result/Impact: Monthly activity calendar that provides a daily activity minutes log to include:
brain breaks, nutrition messages, inclusion of health concepts, and making healthy choices
Continuous monitoring of campus utilization of SPARK Curriculum
Campus participation with SHAC, Fitnessgram
Attend Health Class as part of their elective rotation

Staff Responsible for Monitoring: Campus Admin
Physical Education Teacher
Health Teacher

Formative Reviews

Some Progress

November **January** **March** **June**

Goal 2

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

Performance Objective 1

North Bridge Elementary students and staff will incorporate technology in their classroom to enhance instruction, to promote student engagement and have inviting learning environments.

Evaluation Data Source: Google Classroom Reports
Online programs purchased by district and/or campus
1:1 Devices
Reflex Math/Refrax Math

Strategy 1

The campus technology needs will be addressed through the purchase of necessary components such as but not limited to: supplies/consumables, personal teacher wireless microphones, printers, projectors, scanners, cameras, laptops, Ipads, Ipad covers, Ipad storage carts, chromebooks, light bulbs, HDMI/VGA adaptors, headphones, software, replacement chargers, ELMO/projectors and toner/drum kits for printers.

Strategy's Expected Result/Impact: Improved student engagement and student achievement across all content areas.

Staff Responsible for Monitoring: Administration
Instructional Coach
Teacher

Formative Reviews

Some Progress

November	January	March	June

Strategy 2

Students will use Chromebooks, mice, headphones to access lessons and instructional technology/curriculum.

Strategy's Expected Result/Impact: Increase student participation and academic achievement

Staff Responsible for Monitoring: Administration
Teachers
Instructional Coaches

Formative Reviews

Some Progress

November | January | March | June

Strategy 3

In order to create a 21st Century future-ready library, the librarian will provide learning experiences through literacy and research in both the physical and digital environments. In addition, new furniture and technology equipment will be purchased to create a collaborative, safe, secure, technology-rich and an inviting environment which promotes high performance.

Strategy's Expected Result/Impact: Through fixed or flexible scheduling as well as remotely, all students will use library resources for their assignments, reading, and collaborative learning.

Staff Responsible for Monitoring: Administration
Librarian

Formative Reviews

Some Progress

November | January | March | June

Performance Objective 2

Nursing personnel at North Bridge will be trained in CPR/AED/First Aid.

Evaluation Data Source: Sign-in rosters from training sessions

Strategy 1

Provide all staff and students with a safe and healthy environment, including training personnel at campuses in CPR/AED/First Aid. Providing materials and supplies for all nurses to use for students.

Strategy's Expected Result/Impact: Ensure that all students and staff can rest assured that they will be taken care of should they need CPR/AED/First Aid.

Staff Responsible for Monitoring: Campus Administration
Nurse Coordinator

Funding Sources: LVN salary 211 - Title I, Part A, 211.33.6129.00.112.9.24,

Formative Reviews

Some Progress

November	January	March	June

Strategy 2

For Summer School, nursing staff will purchase general supplies and student items such as socks, kleenex tissues, wipes, undergarments, and gloves.

Strategy's Expected Result/Impact: Healthy and safe environment.

Staff Responsible for Monitoring: District Head Nurse, Campus Administration, Nursing Staff.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress

November	January	March	June

Performance Objective 3

North Bridge Elementary will have an Evacuation/ Lock Down Plan in place to ensure the safety of 100% of our students, staff, and visitors when crises arises. We will use the Standard Response Protocol.

Evaluation Data Source: Google Calendar
District PD
Weslaco PD
District/Campus Communication/Calendar

Strategy 1

Entire campus will practice various drills in case of an emergency arises, such as: Fire Drill- Evacuation Drill Lock Down- Code Blue Lost students- Code Bobcat Major Altercations- Code Yellow

Strategy's Expected Result/Impact: Incident Reports
Evacuation Drills
Committee Meetings
Counseling Referrals
Discipline Referrals

Staff Responsible for Monitoring: Safety Department
Sp. Education Strategies
Campus Administration
Instructional Coach

Formative Reviews

Some Progress

November | January | March | June

Strategy 2

Safety Plans are placed at the entrance of each classroom and doors. All staff have the Standard Response Protocol flyer and steps on their ID badge. Evacuation Plan Map of the Entire Campus with Exit guide Crisis Drills Code

Strategy's Expected Result/Impact: Incident Reports
Evacuation Drills
Committee Meetings
Counseling Referrals
Discipline Referrals

Staff Responsible for Monitoring: Safety Department
Sp. Education Strategies
Campus Administration
Instructional Coach

Formative Reviews

Some Progress

November | January | March | June

Performance Objective 4

North Bridge will have a supportive environment that is safe, and drug free to maximize students' personal and academic achievement.

Evaluation Data Source: Red Ribbon Week
Just Say No to Drugs
Counseling Classes
Anti-Bullying Week
Childhood Cancer Awareness Month
Military Connected Youth month
Veteran's Day Recognition

Strategy 1

Improve the students awareness of preventive measures against drugs and provide a safe and drug-free environment through the implementation of: Violence Prevention Guidance Curriculum Bullying/ Harassment Videos Drug Free Professional Services Red Ribbon Week Attendance Clerk Dyslexia Program 504 Program RTI Career Day Stronger Connections

Strategy's Expected Result/Impact: Incident Reports
Evacuation Drills
Committee Meetings
Counseling Referrals
Discipline Referrals

Staff Responsible for Monitoring: Safety Department
Sp. Education Strategies
Campus Administration

Formative Reviews

Some Progress

November	January	March	June

Strategy 2

The students will have lessons about the negative effects of substance abuse/violence with the use of: Red Ribbon Week Just Say No To Week

Strategy's Expected Result/Impact: Incident Reports
Evacuation Drills
Committee Meetings
Counseling Referrals
Discipline Referrals

Staff Responsible for Monitoring: Safety Department
Sp. Education Strategies
Campus Administration
Campus CIF

Formative Reviews

Some Progress

November	January	March	June

Goal 3

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

Performance Objective 1

North Bridge Elementary will establish a network of community partners that will enhance the parental involvement program

Evaluation Data Source: Sign-In's Annual Health Fair and Volunteer Logs
Google Meet Meetings (attendance report)

Strategy 1

North Bridge Elementary will provide resources and partnerships that meet the need of our families. (Secret Angel, Food Drive, and Health Fair)

Strategy's Expected Result/Impact: When parents are engaged and participates in campus activitie

Staff Responsible for Monitoring: Administrators
Counselors
Teachers

Funding Sources: Parent Specialist Salary 211 - Title I, Part A, 211.61.6119.28.112.9.24,

Formative Reviews

November	January	March	June
Some Progress			

Strategy 2

Provide parents training and resources on topics that will assist them on how to help their children at home with academics and social skills, such as: Bullying and Drug Prevention Mental Health Awareness

Strategy's Expected Result/Impact: Sign In Sheets
Volunteer List
Back Ground Check

Staff Responsible for Monitoring: Parental Involvement Department
Campus Administration
Campus CIF

Formative Reviews

Some Progress

November | January | March | June

Performance Objective 2

Student celebrations will take place at the end of each 2nd six weeks/ MOY and EOY. We will celebrate through "North STAR Awards", Attendance, Growth Recognition, and End of the Year Ceremonies.

Evaluation Data Source: Attendance records, grades, and teacher input

Strategy 1

NBE Award Ceremonies will be held three times during the school year to honor those students that achieved Summa Cum Laude, Magna Cum Laude, Cum Laude, made the Most Academic Improvement, and Perfect Attendance. All students will be given the opportunity to participate including migrant, At Risk, Emergent Bilingual, and Special Education students.

Strategy's Expected Result/Impact: Sign In Sheets
Volunteer List
Back Ground Check- Raptor System

Staff Responsible for Monitoring: Teacher
Campus Admin
Secretary
Media Aide
Attendance Clerk

Funding Sources: Media clerk Salary 164 - State Comp. Ed. [SCE], 164.12.6129.00.112.1.30,

Formative Reviews

Some Progress

November | January | March | June

Strategy 2

Attendance Celebrations will be held at the end of the six weeks to celebrate all students who have perfect attendance for the entire six weeks. An end of the year celebration will be scheduled for students who received perfect attendance for the entire year. Incentives Game Room Glow Stick Parties

Strategy's Expected Result/Impact: Sign In Sheets
Volunteer List
Back Ground Check-Raptor System

Staff Responsible for Monitoring: Teacher
Campus Admin
Secretary
Media Aide
Attendance Clerk

Funding Sources: At-Risk Attendance Clerk 164 - State Comp. Ed. [SCE],

Formative Reviews

November	January	March	June
Some Progress			

Goal 4

PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT- Implement high-quality researched -based professional development and continuous support for all employees.

Performance Objective 1

☑ **HB3 Goal**

Improve instruction for all students including EB, special education, at-risk, migrant and economically disadvantaged.

Evaluation Data Source: Eduphoria and sign-in sheets

Strategy 1

Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. TCMPC Resource System, SIPPS, and vertical alignment sessions.

Strategy's Expected Result/Impact: Formative:
Student Performance Review
Lesson Plans
Walk Through
T-TESS
Student Learning Objective
Summative:
STAAR
PLC Training
Grade Level Meetings

Staff Responsible for Monitoring: Central Office Coordinators
Campus Admin

Formative Reviews

November	January	March	June
Some Progress			

Strategy 2

Teachers in grades K-5th will attend PLC meetings that supports language arts, math, science, and social studies frameworks. Teachers will have all updates of curriculum and be able to implement the activities successfully.

Strategy's Expected Result/Impact: Formative:
Student Performance Review
Lesson Plans
Walk Through
T-Tess
Student Learning Objective
Summative:
STAAR
PLC Training
Grade Level Meetings

Staff Responsible for Monitoring: Administration
Teachers
District Content
Coordinators

Formative Reviews

Some Progress

November **January** **March** **June**

Strategy 3

Teachers in grades K-5th will attend blended learning trainings. Teachers will begin using blended learning in at least one of the content areas.

Strategy's Expected Result/Impact: Teachers
District Content Coordinators
Formative:
RtI/Progress Monitoring Sessions
Lesson Plans
Walkthroughs
Calibration Walkthroughs
T-TESS
Student Learning Objective
Summative: STAAR
Grade Level Meetings
TIA

Staff Responsible for Monitoring: Administration
Teachers
Instructional Coach

Formative Reviews

Some Progress

November **January** **March** **June**

Goal 5

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

State Compensatory Education

State Compensatory

Budget for North Bridge Elementary

Total SCE Funds: $0.00

Total FTEs Funded by SCE: 7.5

Brief Description of SCE Services and/or Programs

Personnel for North Bridge Elementary

Name	Position	FTE
Andrea Pompa	Instructional Aide	0.5
Angela Cortez	Instructional Aide	0.5
Blanca Molina	Pre K Teacher	0.5
Brenda Tafolla	PK Teacher	0.5
Darla Green	Instructional Aide	0.5
Denise Camargo	Pre K Teacher	0.5
Jennifer Calvo	Pre K Teacher	0.5
Mario Castillo	PK Teacher	0.5
Merrissa Ramos	Instructional Aide	0.5
Michelle Carrizales	Instructional Aide	0.5
Nancy Calzada	Counselor's Clerk	0.5
Orlando Martinez	Instructional Aide	0.5
Rosa Viera	4th Grade Teacher	0.5
Sara Perez	LVN	0.5
Sonia Zuniga	Pre K Teacher	0.5

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Alma E. Martinez	Computer Lab Aide	Title I Part A	1
Amanda Lee Casanova	Library Aide	Title I Part A	1
Cassandra Martinez	Instructional Aide	Title I Part A	1
Gabriela Castillo	Parent Specialist	Title I Part A	1
Jaime Garcia	Media Aide	Title I Part A	1
Lazaro Flores	Instructional Aide Sped.	Title I Part A	1
Leslie Cavazos	Instructional Aide Sped.	Title I Part A	1

Funding Summary

Funding Summary

164 - State Comp. Ed. [SCE]

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Instructional Aide	164.11.61 29.00.112 .9.34	$0.00
1	3	6	AP Salary	164.23.6 146.97.11 2.1.30	$0.00
1	3	7	Reading Interventionist Salary	164.11.61 19.00.112 .9.30	$0.00
1	9	2	LVN Salary	164.33.6 129.00.11 2.9.30	$0.00
3	2	1	Media clerk Salary	164.12.61 29.00.112 .1.30	$0.00
3	2	2	At-Risk Attendance Clerk	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$423,988.00
				+/- Difference	**$423,988.00**

WESLACO INDEPENDENT SCHOOL DISTRICT

Program Plan Descriptors

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

Dr. Richard Rivera
Superintendent

Weslaco ISD Program Plan Descriptions Addendum

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

Description 1a. ESSA Sec. 1112 (b)(1)(A)
Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students.

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

Description 1b. ESSA Sec. 1112(b)(1)(B)
Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure.

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

Description 1c. ESSA Sec. 1112(b)(1)(C)
Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students. The LEA or school determines needs in meeting the challenging State academic standards.

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

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.

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.

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.

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.

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.

Description 9. Sec. 1112(b)(9)
Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance school program under section 1115, will identify the eligible children most in need of services under Title I, Part A. (Multiple, educationally related, objective criteria)

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

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

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

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

Description 10a. Sec. 1112(b)(10)(A)
Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through coordination with institutions of higher education, employers, and other local partners.

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

Description 10b. Sec. 1112(b)(10)(B)
Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

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

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

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

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

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

Description 12a. Sec. 1112(b)(12)(A)
Describe, if determined appropriate by the LEA, how the LEA will support programs that coordinate and integrate academic and career, and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.
2a
Weslaco ISD has worked to better monitor and integrate CTE into its programs through an active CCMR committee to monitor and improve that coordination.

Description 12b. Sec. 1112(b)(12)(B)
If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

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

Description 13a. Sec. 1112(b)(13)(A)
Describe any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will assist schools in identifying and serving gifted and talented students.

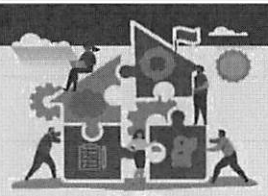
Weslaco ISD Advanced Academics department provides training and support for identifying and meeting the needs of gifted and talented students. The advanced academics coordinator also controls the allotted budgets to support these efforts. Our LEA follows the Texas State Plan for G/T Education by conducting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

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.

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.

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.



Prioritization Tool

Demographics

Demographics refer to the characteristics or make-up 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.

Potential Data Types:

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

Data Sources Reviewed

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

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List the actual data sources reviewed below.

- Attendance Reports
- District Reporting System
- At-Risk Forms
- Data Entry Form/ADA
- PEIMS
- Mobility/Stability
- Teacher-Student Ratios
- Special Program Participation

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

Strengths

- Enrollment has increased by an average of 40 students.
- Effective Identification of Special Populations: EB/GT/SPED/504/RTI
- Low Staff Mobility/ No Teacher Transfers

Needs

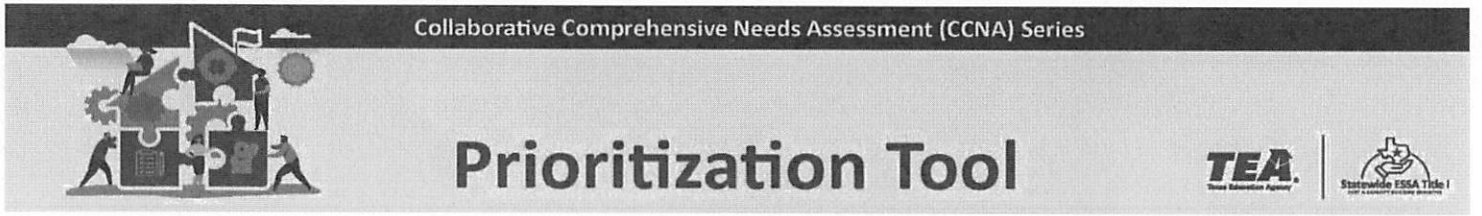
- High Student Mobility/Transfer Rate (Not Zoned to NBE)
- High Percentage of At Risk & Economically Disadvantaged Students
- High percentage of Emergent Bilingual Students & Special Education Students
- Attendance falls below the 96% goal/ Ended at 95%

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Summary of Needs

- Meet the 96% attendance goal for the 2025-2026 school year. Develop a campus-wide Attendance committee
- Support Emergent Bilingual students with tutoring and prescriptive intervention programs so students meet their achievment goals.
- Conduct fidelity checks to ensure goals, accommodations, and services are being followed for our special education students so they meet their achievement goals and keep up with theit counterparts growth in Reading and Math

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Student Achievement

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

Potential Data Types:

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

Data Sources Reviewed

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

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List the actual data sources reviewed below.

- TELPAS/TELPAS ALT
- STAAR/STAAR ALT
- NWEA MAP/Reading, Math, & Science
- I-Ready/Reading & Math
- Benchmarks
- Formative Assessments/Weekly Tests
- CLI
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See page 24 of the guide for probing questions related to Student Achievement.

Findings/Analysis

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

Strengths

- Strong academic achievement in Reading and Math for Domain I
- Increased a letter grade in Domain I
-
- Recognizing student accolades at six weeks awards assenblies.
- Staff are versed in interpreting assessment data to guide instruction.

Needs

- Did not meet TELPAS Measure for Domain III
- Low Performance in Science (STAAR)
-
- Special education students did not met the expected performance standard on STAAR assesment.
- Special Recognition for students who meet Honor Roll/Superior Honor Roll with a parade or lunch with the principal.

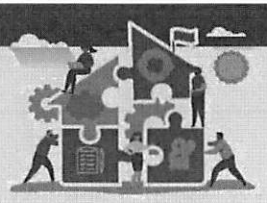
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- Experience and High Qualified Teaching Staff
- DNM targeted achievement for LSG goals K-2 for Math and Reading

Summary of Needs

- Emergent Bilingual students need intesive intervention. Teachers need training on how to provide scaffolding, differentiation, and improve lesson delivery.
- Special education students did not meet the expected performance standard on STAAR, indicating a need for more targeted instructional supports.
- Teachers require support in implementing engaging, hands-on, and inquiry -based science lessons that align with the TEKS and STAAR rigor across all grade levels.

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Prioritization Tool

School Culture and Climate

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

Potential Data Types:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Classroom Walkthrough Data _____
- Student Discipline _____
- Panorama Survey (Student, Teacher, & Staff) _____
- _____
- _____
- _____

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- School & Classroom Climate
- Parent Conferences/Meetings
-
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See page 25 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

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

Strengths

- Effective safety and security protocols in place to create a safe environments for students and staff.
- Teachers work well together, engage in Professional Learning Communities (PLCs)
- Teachers are hard workers
- Monthly Activities for Students and Staff
-
-

Needs

- Revisit and draft up a new school vision and mission.
- Some teachers need to foster strong, respectful connections with students, contibuting to a supportive learning environment.
- Parent and community participation
- Counseling and SEL lessons for students that do not affect instruction time.
- Teachers feel the school needs more beautification

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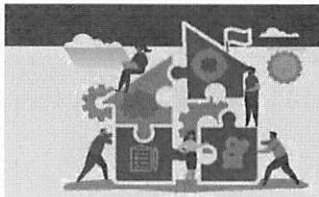
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- Teachers would like to be more involved in the decision making process
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Summary of Needs

- Build our parent and community relationships
- Establish teacher voice through the development of school committees.
- Fidelity to the Strong Connection Grant to build and foster positive relationships with students.
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Prioritization Tool

Staff Quality, Recruitment, and Retention

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

Potential Data Sources:

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

Data Sources Reviewed

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

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List the actual data sources reviewed below.

- Teacher Certification
- Special Prgrams Qualifications (Bilingual/ESL/SPED)
- TTESS
- Staff Mobility/Retention
-
- Teacher-Student Ratio
-
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-

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

Findings/Analysis

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

Strengths

- 20+ Years of Teaching Experience
- Master Teachers in core content areas of Reading and Math
- Most Teachers Bilingual Certified
- Yearly TTESS Update

Needs

- Consistency on Walkthroughs and Feedback
- Teacher Mentor Program for new teachers, teacher movement from one grade level to another, and movement from content level.
- Targeted Ongoing Professional Development
-

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- Teachers are TIA Trained
- Teacher Commitment to Professional Growth

Summary of Needs

- There is a need for more structured walkthroughs across the campus, along with timely, actionable feedback to support instructional growth.
- Professional learning opportunities should be intentionally aligned to campus and teache needs, focusing on areas such as classroom managment, data-driven instruction, and differentiatiation. PD should be ongoing.
- Structured onborading, including curriculum guidance, pacing support, collaboration time, and regular check-ins to support new teachers, teachers moving grade levels or content areas.

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Prioritization Tool

Curriculum, Instruction, and Assessment

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

Potential Data Types:

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

Data Sources Reviewed

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

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List the actual data sources reviewed below.

- Scope and Sequence/Pacing Guides
- Lesson Plans
- Assessment Data
- Professional Learning Communities (PLC) Schedule
- Math: SAVVAS/Sharon Wells/ i-Ready/Sirius/Reflex
- RLA: SAAVAS/Three Cheers/On My Way/SIPPS/ Heggerty/i-Ready
- Science: McGraw Hill
- SS: Pearson
- EB: Summit K-12

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

Findings/Analysis

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

Strengths

- Instruction is guided by a TEKS aligned curriuclum that ensures coverage of required conten across all grade
- Teachers have access to a variety of instructional tools and resources
- Assessment data is used to identify student needs and adjust instruction
-
-

Needs

- Fidelity to our curriculum for TIER 1 instruction
- Upcoming Adoption of a New math curriculum
- Vertical & Horizontal Planning Opportunities
- Focus on Differentiation in Planning
- Limited Rigor and Depth in some instructional practices

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- Intentional Small group instruction is not consistently occuring across grade levels, limiting opportunities to build targeted reading skills.
- Spanish materials are either lacking or not aligned with English curriculum
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Summary of Needs

- There is a need to strenghten consistent and accurate implementation of our adopted TIER 1 curriculum across grade levels.
- Wih the introduction of a new curriculum, teachers will require professional develoment, planning time, and ongoing coaching to implement the program with confidence and consistency.
- Teachers need support in planning and delivering differentiated instruction that meets the diverse needs of all learners, including special populations and struggling students.
- Small group instruction, especially in reading and math is not occurring consistently. Teachers need support in structing and implementing effective small group lessons aligned to student data.
- Provide more frequent opportunities for both vertical and horizontal collaboration to align instruction and address learning gaps.
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Prioritization Tool

Parent, Family and Community Engagement

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

Potential Data Types:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Family and Community Participation _____
- Parent Volunteer Information _____
- Parent and Community Partnership data _____
- _____
- _____
- _____

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

Findings/Analysis

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

Strengths

- Strong Turn Out for Campus Events such as Literacy Night, Fall Festival, Meet the Teaher night, Muffins for Mom, Donuts for Dad
- Multiple Communication Platforms - Clas Dojo, monthly calendar, phone calls, Facebook
- Welcoming Campus Environment
- Staff is dominantly bilingual/ English & Spanish

Needs

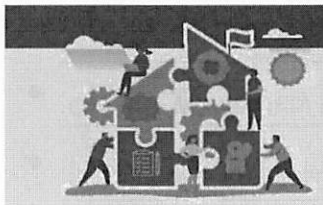
- Building Community Partnerships
- Parent Support Opportunities
- Low Participation in Academic-Focused Events or Monthly Parent Meetings
- Involving parents in school decisions

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Summary of Needs

- Develop and sustain parternships with local organizations, businesses, and community leaders to support campus initiatives, enhance studnt learning, and provide resources.
- Establish a more structured volunteer system that encourages parent involvement during the school day and in school-sponsored events, creating opportunities for partnership and presence on campus.
- Involve parents more actively in decision-making processes through committees, surveys, and planning sessions, to ensure family voice is represented.
- Increase parent engagement in academic nights, parent workshops, and monthly metings that support learning and school goals.

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Prioritization Tool

School Context and Organization

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

Potential Data Types:

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

Data Sources Reviewed

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

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List the actual data sources reviewed below.

- Master Schedule
- Schedule for Student Support Services
- School Map and Physical Environment
- TTESS/TIA Growth
- Walkthroughs & Feedback
- Teacher & Staff Qualification
- Communication: Formal and Informal
- Employee Evaluations
- Student Discipline and Interventions
-

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

Findings/Analysis

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

Strengths

- Established Daily Routines and Structures
- Commitment to Student Success
- Use of Data to Drive Decisions
- Instructional Coach Supports Teaching and Learning
- Campus-Wide Safety Procedures in Place

Needs

- Revisit and Redraft Campus Vision and Mission
- Stronger Communication Across Campus
- Establish/Refine Campus-Wide Behavior and Intervention System
- Transparency
-

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- Student Schedules Support Instructional Time
- Leadership is Accessible and Visible
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Summary of Needs

- Collaboratively review and revise the campus vision and mission statements to ensure they are current, clearly communicated, and reflective of the schoo's goals, values, and community.
- Campus-Wide communication processes need to be strengthened to improve clarity, consistency, and timeliness among leadership, instructional staff, and support personnel.
- Improve exisiting behavior and intervention systems to ensure clear expectations and consistent implementation across all grade levels.
- There needs to be transparency within the district and campus.
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Technology

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

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- 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
-
-

- Technology Hardware and Software
- Technology Infrastructure, Networks, etc.
- Technology Plan
- Technology Policies and Procedures
-

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

Findings/Analyses

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

Strenths

- 1:1 Student Device Access (Ipads & Chromebooks)
- Technology Integration in Instruction
- Campus -Wide Use of Communication Tools
- Technology Support Available on Campus
- Access to Online Learning Platforms

Needs

- Inconsistent Use of Digital Tools Across Classrooms
- Need for More Targeted Technology Training
- Difficulty Meeting Required Minutes for Instructional Programs
- Need for Headphones with microphone in Lower Grade Levles
- Outdated or Aging Technology Devices

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- Promethean Boards
- Edpuzzle Subscription

Summary of Needs

- Teachers require ongoing professional development that focuses on purposeful integration of technology tools to support instruction, small group learning, and data-driven decision making.
- Lower grade levels require headphones with microphones so students can effectively engage with digital programs/assessments that include auditory components and speech response.
- Student and staff devices are outdated. Replacements and upgrades are needed to maintain performance.

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Demographics

Meet the 96% attendance goal for the 2025-2026 school year. Develop a campus-wide Attendance committee

Support Emergent Bilingual students with tutoring and prescriptive intervention programs so students meet their achievment goals.

Conduct fidelity checks to ensure goals, accommodations, and services are being followed for our special education students so they meet their achievement goals and keep up with theit counterparts growth in Reading and Math

Student Achie

Emergent Bilingual st
to provide scaffolding.

Special education stu
STAAR, indicating a ne

Teachers require supp
science lessons that a

School Culture and Climate

Build our parent and community relationships

Establish teacher voice through the development of school committees.

Fidelity to the Strong Connection Grant to build and foster positive relationships with students.

Staff Quality, F

There is a need for m
timely, actionable fee

Professional learning
teache needs, focusin
instruction, and differ

Structured onboradin
time, and regular che
content areas.

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Curriculum, Instruction, and Assessment

There is a need to strenghten consistent and accurate implementation of our adopted TIER 1 curriculum across grade levels.

Wih the introduction of a new curriculum, teachers will require professional develoment, planning time, and ongoing coaching to implement the program with confidence and consistency.

Teachers need support in planning and delivering differentiated instruction that meets the diverse needs of all learners, including special populations and struggling students.

Small group instruction, especially in reading and math is not occurring consistently. Teachers need support in Provide more frequent opportunities for both vertical and horizontal collaboration to align instruction and address learning gaps.

Parent, Family

Develop and sustain
leaders to support car

Establish a more stru
during the school day
partnership and prese

Involve parents more
surveys, and planning

Increase parent enga

School Context & Organization

Collaboratively review and revise the campus vision and mission statements to ensure they are current, clearly communicated, and reflective of the schoo's goals, values, and community.

Technology

Teachers require ong
integration of technol
data-driven decision r

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Campus-Wide communication processes need to be strengthened to improve clarity, consistency, and timeliness among leadership, instructional staff, and support personnel.

Improve exisiting behavior and intervention systems to ensure clear expectations and consistent implementation across all grade levels.

There needs to be transparency within the district and campus.

Lower grade levels re
engage with digital pr
speech response.

Student and staff dev
maintain performance

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ɔrity Need

vement

udents need intesive intervention. Teachers need training on how
, differentiation, and improve lesson delivery.

dents did not meet the expected performance standard on
:ed for more targeted instructional supports.

ɔort in implementing engaging, hands-on, and inquiry -based
lign with the TEKS and STAAR rigor across all grade levels.

ʀecruitment, and Retention

ore structured walkthroughs across the campus, along with
dback to support instructional growth.

opportunities should be intentionally aligned to campus and
g on areas such as classroom managment, data-driven
entiatiation. PD should be ongoing.

ıg, including curriculum guidance, pacing support, collaboration
:k-ins to support new teachers, teachers moving grade levels or

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& Community Engagement

ɔarternships with local organizations, businesses, and community
npus initiatives, enhance studnt learning, and provide resources.

ctured volunteer system that encourages parent involvement
and in school-sponsored events, creating opportunities for
:nce on campus.

actively in decision-making processes through committees,
sessions, to ensure family voice is represented.

gement in academic nights, parent workshops, and monthly

ɔing professional development that focuses on purposeful
ogy tools to support instruction, small group learning, and
naking.

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quire headphones with microphones so students can effectively
ograms/assessments that include auditory components and

ices are outdated. Replacements and upgrades are needed to
e.

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