# Weslaco Independent School District

# District Improvement Plan

# 2025-2026

**Accountability Rating: B**

# Mission Statement

As the right choice, Weslaco ISD delivers a complete educational experience grounded in creativity, synergy, problem-solving, and critical thinking that develops lifelong learners, confident leaders, and engaged citizens.

# Vision

WISD inspires and empowers all students to reach their full, unique potential so that each thrives in and contributes to our global community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

*(Updated 6-11-124 by E. Gomez)*

The Weslaco Independent School District (WISD) is situated in Hidalgo County in the Rio Grande Valley of South Texas. According to latest TAPR Report (2022/2023), the total student population in WISD was 16,478. There are 10 elementary schools, 4 middle schools, 1 CAEP campus, and 3 high schools.

For the 2022-2023 school year, Weslaco Independent School District had a total staff of 2,221.4. The student population included 98.2% Hispanic and 82.7% Economically Disadvantaged. Other demographic information includes students in Special Education (10.6%), At-Risk (77.1%), Migrant (1.9%), EB (26.7%) and Gifted and Talented (5.7%).

According to the most recent TAPR Report, teachers serving the district are 91.0% Hispanic, beginning teachers account for 1.9%, 1-5 years teachers account for 8.9%, teachers with 6-10 years experience account for 16%, 11-20 years account for 39.6%, and teachers with over 20 years experience account for 33.6%. The average years of overall experience is 16.1 years, while the average years of experience within the district is 14 years. The teacher turnover rate is 9.8% compared to 21.4% for the state. Class sizes are slightly greater than the state rate for grades K-6 and with a greater discrepancy in the secondary level.

Currently, the district has 16,214 students enrolled as of 4 September 2024.

**STAFF QUALITY, RECRUITMENT, AND RETENTION**

Weslaco ISD values hiring and retaining talented and effective personnel by ensuring a competitive compensation plan for all district employees. WISD makes it a priority in reporting that 100% of district teachers are highly qualified and certified. It is due to these efforts that positions in Weslaco ISD are highly sought-after. Job openings frequently bring an abundance of highly qualified and experienced personnel.

Each year, the district studies and proposes revisions to the instructional and co-curricular stipends that support the needs of our district in the areas of special populations (certified Special Education, Advanced Academics (GT), CTE, and Bilingual Education). Weslaco ISD also continues to provide additional stipends to teachers who obtain a Master's degree in the core subject area taught to promote quality learning in the classroom.

Managing the growth of student needs requires a constant focus on staff quality, recruitment, and retention. WISD will continue to maintain a competitive compensation plan to assist in retaining the best talent and will continue to provide intentional professional learning for teaching staff.

**PARENT AND FAMILY ENGAGEMENT**

Weslaco ISD is home to over 16,000 bright and talented students and provides over 2,500 jobs for the growing city of Weslaco. Weslaco ISD is located in south-central Hidalgo County, about eight miles north of the Texas-Mexico border. It encompasses 54 square miles and is bordered by the cities of Progreso to the south, Donna to the west, Mercedes to the east and Edcouch/Elsa to the north.

The primary language spoken is English and Spanish. Visitors often comment that the valley language is "Spanglish." 98.6% our district is Hispanic, 1.1% White, .01% African American and .29% other. The major employers of Weslaco Knapp Medical Center and the Weslaco ISD. The unemployment rate in Weslaco is 7.7%.

**Demographics Strengths**

- Attendance rates are comparable to the state rate
- The RHSP-DAP graduate percentage is higher than the state's rate
- Completion of 12 or more hours of post-secondary credit in any subject is twice as high as the state
- Our turnover rate for teachers is less than half of the state's rate

**Parent and Family Engagement**

Many families move into our area just for the schools. Families take advantage of the strong dual enrollment programs, extra-curricular programs, and athletics. Weslaco ISD provides a rich and complete educational program for our students. Parents feel welcomed at all campuses. Parents are encouraged to be part of their child's education. Weslaco ISD values and supports a close partnership with the City of Weslaco, local businesses, churches and organizations.

**Staff Quality, Recruitment, and Retention (Human Resources)**

Weslaco ISD commits its resources in continuing to provide competitive wages and benefits, including employee health, dental, life insurance, and offers the buyback of local unused days for retirees which have contributed to the district's low teacher turnover rate (6.9%).

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Decrease in parent and family engagement across WISD.
**Root Cause:** Safety & security concerns by principals, funding for materials and campus parent centers are closed at the beginning of the year because parental staff not available due to leaver recovery.

**Problem Statement 2:** To continue the work of meeting district needs, WISD will continue to recruit and retain hard-to-fill positions in the areas of Special Education, Bilingual/ESL certified teachers, and vacancies in Career and Technical Education.
**Root Cause:** Increase in student enrollments in those programs, attrition, rising expectations for teachers, and test-based accountability systems.

# Student Learning

**Student Learning Summary**

# Overview of the 2025 Accountability System

## State Accountability Ratings

The state accountability system assigns a letter grade to each district and campus-based on performance in three different areas or domains: student achievement, school progress, and closing the gaps.

Domain I: Student Achievement measures whether students have met grade-level expectations as measured by the STAAR test. This domain also takes into account graduation rates and college, career, and military readiness (CCMR).

Domain II: School Progress measures how much better students perform on STAAR tests from year to year.

Domain III: Closing the Gaps measures the performance of student population subgroups in comparison to state goals.

| 2025 Accountability Summary | WISD Score |
|---|---|
| Domain I: Student Achievement | *Proportional Weighting* |
| Domain II: School Progress | *Proportional Weighting* |
| Domain III: Closing the Gaps | *Proportional Weighting* |
| **Overall Rating** | 85 |

(Source: TEA Academic Accountability)

After a thorough analysis, the most significant finding is that there is a need for improvement in the Student Success component of Domain III (Closing the Gaps), which includes all tested content areas, especially in the student groups of Economically Disadvantaged, EBs, and Special Education.

A comparison of STAAR 2024 and 2025 scores indicates an increase in RLA, Math and Science, while maintaining in Social Studies.

| ALL Grade LEVELS | | |
|---|---|---|
| | **2024** | **2025** |
| **RLA** | 72% | 74% |
| **MATH** | 70% | 73% |
| **SCIENCE** | 71% | 76% |
| **SOCIAL STUDIES** | 74% | 74% |

The 2025 STAAR scores include the performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students are expected to succeed in the next grade or course with little or no academic achievement.

| 2024 STAAR ALL STUDENTS | % DID NOT MEET | % APPROACHES | % MEETS | % MASTERS |
|---|---|---|---|---|
| **3rd Math** | 30 | 70 | 44 | 16 |
| **4th Math** | 27 | 73 | 50 | 26 |
| **5th Math** | 26 | 74 | 47 | 22 |
| **6th Math** | 31 | 69 | 34 | 15 |
| **7th Math** | 52 | 48 | 25 | 4 |
| **8th Math** | 19 | 81 | 61 | 28 |
| **Algebra I EOC** | 24 | 76 | 53 | 36 |
| **3rd Reading** | 22 | 78 | 50 | 19 |
| **4th Reading** | 17 | 83 | 54 | 22 |
| **5th Reading** | 22 | 78 | 59 | 30 |
| **6th Reading** | 25 | 75 | 53 | 24 |
| **7th Reading** | 26 | 74 | 50 | 23 |
| **8th Reading** | 22 | 78 | 47 | 13 |
| **English I EOC** | 42 | 58 | 43 | 9 |
| **English II EOC** | 32 | 68 | 51 | 5 |
| **5th Science** | 35 | 65 | 31 | 12 |
| **8th Science** | 27 | 73 | 46 | 15 |

| 2024 STAAR ALL STUDENTS | % DID NOT MEET | % APPROACHES | % MEETS | % MASTERS |
|---|---|---|---|---|
| **Biology EOC** | 15 | 85 | 49 | 13 |
| **8th Social Studies** | 50 | 50 | 23 | 10 |
| **US History EOC** | 6 | 94 | 62 | 25 |

| Subject | ALL | Hispanic | White | EcoDisc | EL** | SPED** |
|---|---|---|---|---|---|---|
| RLA | 73% | 73% | 76% | 70% | 59% | 34% |
| Math | 71% | 71% | 78% | 67% | 62% | 36% |
| Science | 75% | 75% | 80% | 71% | 65% | 36% |
| Social Studies | 72% | 72% | 78% | 70% | 60% | 49% |

**Student Learning Strengths**

In elementary RLA, the following STAAR grades showed an increase from 2024 to 2025 third grade Approaches performance level (76% to 78%), Meets (48% to 50%), fourth grade Meets (50% to 54%) and fifth grade Meets (54% to 59%) and Masters (27% to 30%).

English II scores in Masters improved from 4% to 5%.

Sixth grade RLA scores in the Approaches performance level improved from 72% to 75%, Meets performance (52% to 53%) and Masters (19% to 24%). Seventh grade RLA scores in the Approaches performance level improved 73% to 74%, Meets performance (48% to 50%) and Masters (19% to 23%). In eighth grade RLA scores in the Approaches performance level improved from 70% to 78%, Meets performance (38% to 47%), and Masters (10% o 13%).

In Math, the following STAAR/EOC grades showed an increase at the Masters performance level from 2024 to 2025: third grade (12% to 16%), fourth grade (23% to 26%), fifth grade (20% to 22%), sixth grade(12% to 15%), eighth grade (23% to 28%), and Algebra I (25% to 36%).

Science grade 5 improved in the Approaches level from 60% to 65%, Meets performance from 29% o 31%, and Masters from 11% to 12%. Science grade 8 improved at the Approaches level from 65% to 73% and Meets from 38% to 46%. Biology scores in the Meets performance levels improved from 40% to 49%.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** All four content areas need to improve in student achievement (Domain I), as well as post-secondary entrance exams. Additionally, for Domain III, improvement is needed in the high focus group (EB, SPED, EcoDis, Highly Mobile.)
**Root Cause:** When first instruction is not bell-to-bell using on-grade-level text and assignments it results in lower performance levels due to a lack of content knowledge & skills acquired. The underlying root cause stems from teacher mindsets around students "not being ready" for on-grade level work, as well as the knowledge and skill to accelerate instruction.

**Problem Statement 2 (Prioritized):** For Domain III, we need to improve EB performance for TELPAS, all content areas, and graduation rates.
**Root Cause:** There are insufficient amounts of EB certified teachers in the content areas when compared to our EB population. Additionally, there is no systematic way of implimenting content-language objectives, nor progress monitoring for TELPAS.

**Problem Statement 3:** Current library collections support the local and state curriculum at about 50% at each grade level due to outdated resources.
**Root Cause:** The main cause for outdated resources that do not support our academic standards is due to limited library budgets.

**Problem Statement 4:** Decrease in parent and family engagement across WISD.
**Root Cause:** Safety & security concerns by principals, funding for materials and campus parent centers are closed at the beginning of the year because parental staff not available due to leaver recovery.

# District Processes & Programs

**District Processes & Programs Summary**

**Discipline Management Programs; Sexual Harassment Policies**

Pursuant to Sec. 37.083, Weslaco ISD has adopted and implemented a discipline management program (Section 11.252). As required, this program provides for prevention of and education concerning unwanted physical or verbal aggression and sexual harassment in school, on school ground, and in school vehicles. Additionally, the development and implementation of a sexual harassment policy.

- **STUDENT CODE OF CONDUCT**

The District secondary administrators review the Student Code of Conduct during advisory lessons at the beginning of the year with high school and middle school students. Administrators also review FFH (LOCAL) where unwanted physical/verbal aggression and sexual harassment are addressed, including report procedures. Elementary Schools review the student code of conduct with parents at parent meetings.

- **ANTI-BULLYING PROGRAMS**

The Weslaco Independent School District Bullying Prevention and Intervention Plan outlines the district's goal to increase awareness of bullying, to improve the district's capacity to prevent such incidents and to respond if there is an incident. District staff will conduct surveys of students, staff, and parents or guardians during the late fall of each school year as a means of ongoing data collection regarding building-specific concerns and the prevalence of bullying. This data will assist the district in identifying the areas of need, support services, and curricula modification needs.

Bullying behavior by a student is prohibited and will be considered unacceptable behavior. WISD will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore a student's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

- **SEL PROGRAMS**

Weslaco provides support to help professionals such as counselors, social workers, LPCs, and intervention specialists in developing students' social-emotional knowledge and skills based on actionable data gathered from the SEL, Ripple Effects, and Panorama surveys. By the end of the 2022-2023 school year, students' perceptions of their SEL skills, emotional well-being, and experiences at school will be favorable by 5% more compared to the Fall Semester SEL-related surveys. Research indicates that SEL interventions can increase student performance by 11%.

- **ADVISORY LESSONS**

Increase the number of guidance/advisory lessons provided to students and reduce the number of incidences concerning unwanted physical or verbal aggression and sexual harassment.

- **STUDENT SUPPORT PROGRAMS**

Weslaco ISD provides drug/alcohol education and prevention, conflict resolution/ peer mediation, and student leadership programs to promote safe schools for students.

**Personnel**

Weslaco ISD values hiring and retaining talented and effective personnel by ensuring a competitive compensation plan for all district employees. WISD makes it a high priority in reporting that 100 % of district teachers are highly qualified and certified. It is due to these efforts that positions in Weslaco ISD are highly sought-after! Job openings frequently bring an overabundance of highly qualified and experienced personnel.

Although the teacher turnover rate in WISD (9.8%) is below the state average of 21.4% in 2022-2023, the district's recruitment efforts include coordination with regional universities (UTRGV Edinburg Campus and Brownsville Campus, and TAMUK) for placement of student teachers. WISD also utilizes Alternative Certification Programs' lists of HQ teacher and administrative candidates, and continues to receive a high number of student teachers, opportunities which serve the district in its recruitment efforts. WISD utilizes an electronic application system to increase the reach of HQ applicant candidates and posting of vacancies.

Each year, the district studies and proposes revisions to the instructional and co-curricular stipends that support the needs of our district in the areas of special populations (certified Special Education, Advanced Academics (GT), CATE and Bilingual). WISD will also continue to provide stipends to teachers who acquire a Master's degree in a core subject being taught.

Managing the growth of student needs requires a constant focus on staff quality, recruitment, and retention. WISD will continue to maintain a competitive compensation plan to assist in retaining the best talent, and provide intentional professional learning for teaching staff.

## Curriculum

Weslaco Independent School District has implemented the TEKS Resource System since 2017. The TEKS Resource System is utilized for RLA, Math, Science, and Social Studies for grades Kindergarten – 12th grades. Through campus based Professional Learning Communities, teachers collaborate in the planning and alignment of curriculum. Monitoring is supported through classroom observations and documentation of curriculum documents.

State and local assessments are analyzed through campus Professional Learning Communities. Based on analysis, lessons are planned to meet student needs and reinforce strengths.

The administration of Benchmarks, Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) assessments ensure that TEKS based instruction, curriculum and assessment are aligned. Provided by the district, these assessments are administered throughout the year.

**Instructional Technology, Scott Amdahl**

Technology systems and resources are powerful tools that can enhance teaching and learning experiences. It is the goal of the Instructional Technology Department for students to have access to anywhere, anytime learning to maximize engagement and academic achievement through personalized instruction.

The integration of technology includes professional learning and implementation support in the use of blended learning strategies, a 1:1 device plan for student use of either iPads at the lower grades and Chromebooks for 2nd-12th grade, and advice related to hardware and software to meet campus goals and needs to foster research-based learning environments that are safe/secure, engaging, and tech-rich.

**Goals**

1. Professional learning for technology integration in blended and tech-rich classrooms.
2. Instructional resources for teaching digital citizenship and other technology skills.
3. Provide 1:1 age-appropriate devices for student use at school and at home.
4. Coordinate, as needed, with the Technology Department, for safe & secure programs & processes.

**Needs**

1. Software: Learning.com, Seesaw,
2. Hardware:
    a. Student ipads for 1:1 in K-1, pilot classrooms in 2nd-3rd grade
    b. Chromebooks for 1:1 in grades 3-12
    c. Peripherals: Dongles, cables, carts, headsets, etc
3. Professional learning platform

**Parent & Family Engagement**

The engagement of parents will be improved as each campus will have a designated parent specialist or community liaison. Additionally, all campuses will hold monthly informational meetings for parents, focusing on topics aligned with Title 1, Part A recommendations and based on feedback from parents about what they want to learn. At the district level, we are providing GED, ESL and other continuing education classes through South Texas College.

- Increase awareness through different channels of communication
- Clearly define what parental engagement means throughout the district.

**Library Services**

Weslaco ISD library programs exist to provide and promote:

- information literacy,
- inquiry,
- reading,
- digital learning,
- a safe & nurturing environment, and
- leadership.

The *Standards and Guidelines for Texas* provide a framework for self-assessment and strategic planning for the library program.

**GIFTED AND TALENTED**

The Gifted and Talented Program meets the needs of students by supplementing their educational experience with enrichment programs and activities tailored to students' interests. For Kindergarten students identified for GT service, QUEST consists of once per week starting in the QUEST classroom beginning the week of April 1. Students identified for GT service in kindergarten join the elementary pull-out program for 2 sessions per week in 1st grade. The elementary G/T services offer curriculum differentiation through a pull-out program called QUEST. The students are served according to grade level and are pulled out twice a week. The QUEST Program focuses on the General Intellectual Abilities model. Credit by examination is also offered. The middle school G/T services offer curriculum differentiation through the Advanced Academics Pathway, GT pull-out program, credit by examination, honors, and pre-advanced courses for high school credit. The high school G/T services offer curriculum differentiation, extra-curricular activities, credit by examination, honors, pre-advanced placement, advanced placement courses, UT OnRamps, and dual credit courses through STC.

**CAREER AND TECHNOLOGY EDUCATION**

CTE programs offer a sequence of courses that provide students with coherent and rigorous content. CTE content is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. CTE currently provides programs of study in numerous STEAM areas such as engineering, welding, computer and network maintenance, anatomy and physiology, as well as many other programs. The Virtual Job Shadow software program provides a detailed report for each individual CTE student with career path suggestion based on their areas of interest and aptitude. CTE provides one on one career planning and exploration of military and other post-secondary options through the use of the Virtual Job Shadow software program with all middle and high school students. CTE participates in local internships with business and government offices that allow students to work in the fields of study they are receiving instruction in as well as how their academic studies are tied into the success of real-world job situations. CTE provides each student with tools and programs that create personalized plans based on their responses to instruction - this can include online coursework, work-based internships, and industry certification on software.

**PROFESSIONAL PRACTICES**

The main decision making body in Weslaco Independent School district are the elected school board members. We have a District Advisory Committee made up of teachers, administrators, and parents that meets 5-6 times per year to review data and to offer solutions to some of the issues in the district. All principals are required to attend but are not voting members, they take the information discussed at the meeting back to their SBDM for discussion.

There are five goals for the district that cover academics, extra-curricular, career and college readiness, positive learning environments, parent and community relationships with the district, building leadership and district finances. All are performance objectives are measurable to ensure we can evaluate each strategy to find out if what we are doing is successful. The district uses various data sources; such as, benchmarks, SAT/ACT scores, STAAR scores, attendance at teacher trainings, surveys, etc. to monitor progress 4 times per year. The district has several staff members that continuously check their performance objectives and how well their initiatives are working to improve student learning and they are continuously searching for root causes. The district improvement plan has a calendar that indicates when staff is supposed to perform the formative assessments (November, January, March) and the final summative evaluation in June.

**PROFESSIONAL DEVELOPMENT**

WISD will focus it's professional development during the 2024-2025 school year on meeting the needs of staff and students as we come out of the pandemic. We have a strong blended learning foundation which we are reincorcing with virtual training and learning programs. We are also providing training in SEL due to the increased needs indentified. We have also added tarining for NWEA MAP and will work to fully implement it and utilize its' strength to identify interventions needed for our students who lost learning during the pandemic. The strategists are also supplementing the staff's professional development during their Professional Learning Communities (PLC) which enhances the districts' ability to effectively intervene in accordance with HB 4545.

**SPECIAL EDUCATION**

The Special Education Program ensures that all eligible children receive a Free Appropriate Public Education as mandated by Federal Law. The Special Education Program begins by meeting it's Child Find obligations by conducting evaluations of all children who live within the boundaries of the district and are suspected of having disabilities. Specially Designed Instruction and related services are then provided to students who meet eligibility criteria. All services are provided with the goal of preparing students for post-secondary education, employment and independent living. Currently WISD provides services to approximately 1470 students who are identified as being eligible for Special Education Services.

**Bilingual/ESL**

The Weslaco Independent School District offers the Bilingual program for elementary campuses and the English as a Second Language (ESL) for all secondary campuses. Bilingual education programs are designed to make grade level academic content accessible to English learners through the development of literacy and academic skills in the child's primary language and English. ESL programs are designed to make grade level academic content accessible to English learners. ESL programs target English language development, including listening, speaking, reading, and writing skills, through academic content instruction that is linguistically and culturally responsive. Currently, WISD serves 4,192 emergent bilinguals in both programs.

**FINE ARTS Christopher**

Weslaco ISD Fine Arts offers a wide variety of visual and performing arts classes in Elementary, Middle School and High School. We meet the state standard by offering a minimum of two different fine arts courses (art & music) in our k-5 grades, grades 6-8 receive 3 out of the four required minimum (dance, Theatre & Music) and our 9th-12th grade students have a wide array of Fine Arts course they can take and participate such as but not limited to Theatre, Mariachi, Orchestra, Dance, Band, Choir and Art. The WISD Fine Arts Department uses TEKS to help set classroom objectives and relies heavily on the highly trained faculty to provide extracurricular opportunities for our students to further explore the arts. According to the most current research across all grade levels, students enrolled in visual or performing arts classes are twice as likely to graduate high school, 22% more likely to attend college, and are 15% more likely to me the commended status on standardized test than students with fewer fine arts courses. The 2021 State of The Arts Report demonstrates an unequivocal impact the arts have in shaping the cultural, economic and educational future in Texas. Weslaco ISD will provide students the most cutting-edge Fine Arts experience that the RGV has to offer by ensuring that we have highly qualified and dedicated faculty who receive top notch training and are exposed to best teaching practices and methods.

**College Readiness**

WISD will prepare students for college and career who can qualify for and succeed in entry-level, credit-bearing college courses leading to a baccalaureate or certificate, or career pathway-oriented training programs without the need for remedial or developmental coursework. Campus staff will provide guidance lessons for students to plan and explore post-secondary education and determine a career path. Staff reviews reports such as graduation rate, college entrance exam data, and other reports to gauge college readiness. WISD will increase the number of students who master TSI, complete dual enrollment courses and secure the necessary skills to be college-ready.

**Health Services**

Weslaco ISD nursing staff create an environment of safety by continuously assessing students and staff for signs and symptoms of infectious diseases. They work closely with teachers, administration and staff creating an environment which makes healthy students a priority. Teachers will consult with the nurses to discuss health issues that may be negatively impacting the child's learning, The nursing staff also works closely with community agencies, physicians and local food banks to ensure our student's needs are met on a regular basis.

**District Processes & Programs Strengths**

WISD commits its resources in continuing to provide competitive wages and benefits, including employee health, dental, life insurance, and the buyback of local unused days for retirees. The Human Resources Department in collaboration with other district departments participate and continue to improve the New Employee Orientation sessions and other human resources processes to better meet the needs of district employees.

**Strengths:**

- **New Employee Orientation**
- **New Teacher (0-3 Yr.) Academy**
- **Substitute Teacher Orientation**
- **New Teacher/Mentor Programs**
- **100% Highly Qualified Staff as per Every Student Succeeds Act (Est. 12/2015)**
- **Annual Stipend Extra Duty Pay Reviews**
- **Competitive Compensation Plan**
- **Teacher-leaders are encouraged to excel District-wide**

**Distinction Designations**

Campuses that receive an accountability rating of Met Standard are eligible to earn distinction designations. Distinction designations are available for achievement in several different areas and awarded to campuses based on performance relative to a group of campuses of similar type, size, grade span, and student demographics. The distinction designation indicators are separate from those used to evaluate accountability ratings. Both districts and campuses are eligible to earn a distinction designation in postsecondary readiness.

**Parent & Family Engagement - Erica Garcia**

- Parental representation at every campus.
- Vertical alignment of topics throughout the district (e.g. STAAR, Bullying, Drugs, and Literacy)
- Vertical planning among campus staff(share best practices).
- Focus on research based programs to help meet the needs of parent (e.g., Practical Parent Education and HEB Read 3 program)
- Provide resources for parents and students such as GED, ESL, In His Image Uniform Bank, In His Steps Shoe Bank, Convenant Promised Ministries School Uniform Closet of Weslaco and additional resources provided throughout the district.
- 2023-2024 school year: 20,112 volunteer hours
- 2023-2024 school year : 250 campus volunteers
- Recognize parents throughout the year and at VIP ceremony.

**Instructional Technology, Scott Amdahl**

- Hardware/Software and Safety  Collaboration with departments to ensure hardware, software, and safe learning environments needs are met.
- Personalized, Blended Learning Support the implementation of personalized, blended learning across the district, specifically at the K-2 grade levels.  This support involves utilizing the ASPIRE Framework to guide professional learning, planning, and use of Tier 1 and supplemental instructional support.

**Library Services**

- Monitoring of reading program usage as well as follow-up of process implemented to ensure use at the different elementary campuses.
- A centralized cataloging and processing system exists at the district level to ensure transparency and accountability of Curriculum & Instruction as well as of campus library purchases.
- There is district coordination of competitive programs such as Battle of the Books & the Scripps National Spelling Bee.
- A monthly Professional Learning Community (PLC) process is provided for librarians in order to plan, coordinate and discuss initiatives, implement best practices, and receive program updates.
- The Little Free Library "take a book, return a book" free book exchange exists at every campus library as well as at the Central Office location. It's purpose is for anyone to take a book or bring a book to share and specifically, to promote reading for all students as well as for all adults.
- Coordination of district reading activities exists between District Library Services and the Weslaco MJVS Public Library in support of the Weslaco Reads, Weslaco Succeeds initiative.
- The implementation of the total school library program at every campus is administered by a certified school librarian with the support of a library paraprofessional(s).
- There is district coordination to seek School Board approval of the Region One Coop membership in order to provide various online resources as well as other services for all of our students and staff

**Career and Technology Education**
The WISD career and technical education (CTE) program has many strengths:

-There are flexible pathways of entry into the CTE teaching profession; part-time teachers are used constructively to tackle the challenge of recruiting CTE teachers.
-Texas has a strong system of university and community college education.
-There are promising initiatives to ensure a well-articulated CTE system, linking high school CTE to postsecondary level CTE. In postsecondary CTE state standards allow students to move easily from one institution to another in the state while retaining earned credits.

-There are various initiatives to increase performance in CTE, including the “AchieveTexas” and “Closing the Gaps” initiatives.
-The benefits of contextualizing learning and integrating general education into CTE are widely recognized by schools and policy makers.C

**PROFESSIONAL PRACTICES**

The Weslaco ISD ensures that planning and decision-making is made with the assistance of teachers, administrators, students and board members. If they are major decision then the board will make the final decision and the District Advisory Committee will only make the recommendation. There are five goals for the district that cover academics, extra-curricular, career and college readiness, positive learning environments, parent and community relationships with the district, building leadership and district finances. All are performance objectives are measurable to ensure we can evaluate each strategy to find out if what we are doing is successful. The district uses various data sources; such as, benchmarks, SAT/ACT scores, STAAR scores, attendance at teacher trainings, surveys, etc. to monitor progress 4 times per year. The district has several staff members that continuously check their performance objectives and how well their initiatives are working to improve student learning and they are continuously searching for root causes. The district improvement plan has a calendar that indicates when staff is supposed to perform the formative assessments (November, January, March) and the final summative evaluation in June.

**PROFESSIONAL DEVELOPMENT**

The strength of WISD staff devlopment lies in its system of Professional Learning Communities and the coordinators who support them. WISD also has a very solid technology and blended learning foundation. Systems are in place to be flexible and meet the needs of staff and students. There is also a solid SEL support system for staff and student training in order to meet the diverse needs of the district.

**SPECIAL Education**

Conduct Child Find to ensure that students who are suspected of having a disability and are in need of specially designed instruction and related services are evaluated.
Provide a Free and Appropriate Public Education (FAPE) to identified students.
Provide a continuum of alternative placements to students who are determined to be eligible for special education services.
Provide specially designed instruction and related services to eligible students.
Provide supplemental aids and services to include, but not limited to assistive technology, strategies for educators, allowable accommodations and behavioral intervention plans to assist eligible students.
Provide for training opportunities for staff on a variety of topics that include, but are not limited to allowable designated supports for state testing, Universal Design for Learning, reading instruction, behavioral interventions, etc.
Provide consultation to parents, teachers, administrative staff, and service providers.
Carry out requirements of the School Health and Related Services system.

**Bilingual/ESL**

***Processes***

Ensure compliance with state and federal laws/mandates.

- LPAC (Identification, Progress Monitoring, Reclassification, Exit)

Bilingual Education (Elementary)

- Early Exit Transitional Program

ESL (Secondary)

- ESL Pull-Out (primarily)
- Content-Based

Professional Learning

- Differentiated Instruction FIesta
- Bilingual/ESL Certification Preparation
- Bilingual/ESL Instructional Coaching
- Bilingual/ESL Instructional Strategies
- Bilingual/ESL Curriculum Development

***Program Strengths***

- In the 2023-2024 school year, a 25% reduction in teachers on a bilingual or ESL waiver was achieved.
- In the 2023-2024 school year, 42% of all emergent bilinguals scored Advanced or Advanced High on TELPAS.
- In the 2023- 2024 school year, 3 out of 16 campuses, met the interim target for growth on TELPAS while 7 out of 16 campuses met the long term target for TELPAS

**FINE ARTS**

Professional Learning Communities

- Fine Arts Teachers from across the district work together to plan and execute vertical alignment with their feeder pattern.
- Fine Arts Teachers build content specific curriculum for their grade levels to ensure horizontal alignment is occuring across campuses throughout the district.
- Directors & Sponsors can plan, schedule and coordinate performance dates without conflict.
- Directors & Sponsors collaborate more on public performances and community events.

District Events & Performances

- WISD Fine Arts Department host annual community events.
- WISD Fine Arts Partners and collaborates with The City of Weslaco and the Weslaco PD & FD.
- WISD Fine Arts partners with the EDC and local businesses to help promote the arts and fundraise.
- WISD Fine Arts Department host annual Fine Arts summer camps that culminate in a final community performance.

## The Advanced Academics Program Strengths:

### Fidelity of Services

- Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students
- Annual evaluation activities are conducted for the purpose of continued service development.

- The gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas utilizing Texas Performance Standards Project (TPSP).
- The curriculum for gifted/talented students is modified based on annual evaluations.
- Funds used for programs and services are effective and consistent with the Texas State Plan for Gifted and Talented Education.

**Student Assessment**

- Referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided to the extent possible.
- Referral Forms for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided to the extent possible.
- Families and staff are informed of individual student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data.
- Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in the board-approved policy.
- In grades 1 – 12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services.

**Service Design**

- Identified gifted/talented students have an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options.
    - K-5 Pull-Out program where students are serviced twice a week
    - 6-8 Pull-Out Program where students are serviced twice a week.
    - 9-12 Curriculum differentiation, extra-curricular activities, credit by examination, honors,pre-advanced placement, advanced placement courses, UT OnRamps, and dual credit.
- Develop and implement services to address the social and emotional needs of gifted/talented students and its impact on student learning.
- All persons assigned to coordinate district level services for gifted/talented students in grades K - 12 has thirty (30) hours of professional development in gifted/talented education and annual six (6) hours update professional development as required in 19 TAC §89.2(1).

**Curriculum and Instruction**

- An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K-12, and parents are informed of the opportunities.
- Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.
- Educators adapt and/or modify the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted, and English learners.
- G/T Planning time each week is provided to enable teachers at all levels to form vertical teams that coordinate gifted/talented services in the district.'

**Professional Development**

- A minimum of thirty (30) clock hours of professional development that includes the nature and needs of gifted/talented students, identification and assessment of gifted/ talented students' needs, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers are required to have completed thirty (30) hours of professional development prior to their assignment to the district's gifted/talented services.

- Opportunities for professional development in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.
- Teachers without required training who are assigned to provide instruction and services that are part of the district's defined gifted/talented services are required to complete the thirty (30) hour training within one semester.
- Administrators who have supervisory duties for service decisions and teachers are required to complete a minimum of six (6) hours of professional development that includes the nature and needs of gifted/talented students and service options for gifted/talented students.
- Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes the nature and needs of gifted/talented students, service options for gifted/talented students, and social-emotional learning.

**Family/Community Involvement**

- Formation and implementation of GT Advisory Committee involving multiple stakeholders for program input, best practices, and areas of need.
- Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.
- Student Showcases and Open Houses are offered several times throughout the year to present students' progress and projects.

**College Readiness**

WISD will prepare students for college and career who can qualify for and succeed in entry-level, credit-bearing college courses leading to a baccalaureate or certificate, or career pathway-oriented training programs without the need for remedial or developmental coursework. Campus staff will provide guidance lessons for students to plan and explore postsecondary education and determine a career path. Staff reviews reports such as graduation rate, college entrance exam data, and other reports to gauge college readiness.

**Health Services**

Weslaco ISD nursing staff create an environment of safety by continuously assessing students and staff for signs and symptoms of infectious diseases. They work closely with teachers, administration and staff creating an environment which makes healthy students a priority. Teachers will consult with the nurses to discuss health issues that may be negatively impacting the child's learning, The nursing staff also works closely with community agencies, physicians and local food banks to ensure our student's needs are met on a regular basis.

**Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Not all students and staff are consistently provided high-quality, student-centered, engaging, tech-rich, and safe & secure learning environments.
**Root Cause:** Teachers need time to plan for blended learning instruction, continued training in personalized instruction strategies, follow up support that includes examples and real-time classroom visits, access to high-quality online and offline resources, and students need equity in devices and access to online resources.

**Problem Statement 2:** To continue the work of meeting employees' needs, WISD will need to continue to recruit and retain hard to fill positions including Special Education, Bilingual teachers, and Career and Technical Education vacancies.
**Root Cause:** Increase in student enrollments in those programs, rising expectations for teachers, and test-based accountability systems.

**Problem Statement 3:** The library program struggles to provide the current academic curriculum with adequate resources at the various campuses.
**Root Cause:** The campus budgets have been decreasing on a yearly basis.

**Problem Statement 4:** Library facility needs include replacement of shelving & other furniture which is 20 years or older in 80% of the campus libraries.
**Root Cause:** Since the library is the "hub" of the school, it receives much "wear & tear" and the limited budgets do not allow for updating of the overall facility .

**Problem Statement 5:** CTE Dept - Use various strategies to promote fidelity to a Program of Study within the CTE Career Clusters. This will be for the purpose of increasing the

number of students that achieve Industry Based Certifications, Graduation Endorsements, and for District accountability ratings.
**Root Cause:** TEA is requiring more stringent rules for CCMR accountability components.

**Problem Statement 6:** The WISD Fine Arts Department does not have enough resources to support a cycle of professional development for staff to attend outside of The Rio Grande Valley.
**Root Cause:** Many of the Fine Arts Budgets do not have money allocated for PD or there is not enough allocated to support multiple staff members in that department.

**Problem Statement 7:** Fine Arts Staffing across the district is incomplete, unbalanced or improperly assigned.
**Root Cause:** The Fine Arts Organizational chart is dated and lacks comprehensive reasoning for its current structure.

**Problem Statement 8 (Prioritized):** To continue the work of meeting employees' needs, WISD will need to continue to recruit and retain hard to fill positions including Special Education, Bilingual teachers, and Career and Technical Education vacancies.
**Root Cause:** Increase in student enrollments in those programs, rising expectations for teachers, and test-based accountability systems.

**Problem Statement 9 (Prioritized):** Increasing numbers of students and Staff with mental health challenges are referred to district Licensed Professional Counselors for in-person therapy, which is the preferred mode of Tier III intervention. WISD LPC mental health services sustainability is imperative.
**Root Cause:** The pandemic, social media, cultural trends, and lack of sustainability funding to continue the employment of Licensed Professional counselors or establish a Family Therapy program for the district.

**Problem Statement 10:** The Advanced Academics Department teachers do not get to meet and collaborate with their sister schools to ensure alignment with curriculum, instruction, and program requirements are met with fidelity.
**Root Cause:** Teachers are committed to content department meetings and PLCs where their direct needs may not be addressed as most Advanced Academics teachers plan alone due to the fact that they may be the only individuals teaching the subject on their respective campuses.

**Problem Statement 11:** Decrease in parent and family engagement across WISD.
**Root Cause:** Safety & security concerns by principals, funding for materials and campus parent centers are closed at the beginning of the year because parental staff not available due to leaver recovery.

**Problem Statement 12:** In the 2023-2024 school year, 56% of emergent bilingual students in K-12 did not meet growth on TELPAS.
**Root Cause:** Emergent bilinguals need opportunities to develop cognitive, linguistic, and affective domains in content area instruction.

# Perceptions

**Perceptions Summary**

WISD students attend school daily. Attendance rates are monitored closely throughout the school year and truancy practices are in place at each of the respective campuses. The attendance goals for elementary schools is 97% or above. The attendance goal for middle schools is 96% or above and high schools are 95% and above. The district overall goal is 96%. Percentages are disaggregated by sub-populations such as ethnicity, SES, etc.

The staff works closely with students in the area of anti-bullying information. Staff includes parents in those presentations and provides them with correct terminology and shares with them the correct definition of bullying as adopted by the state. Counselors provide lessons to students in the area of anti-bullying prevention and awareness. At high schools, students are provided lessons through the Family Advocacy Classes.

A very small percentage of students are sent to DAEP and JJAEP for discretionary purposes and mandatory purposes. The most common offense is drug use. The Hispanic population is the most heavily represented group.

WISD has a strong Drug Awareness and Prevention Program that is available for students and parents. Participants work closely with staff to learn about drug use and the effects drugs have in our bodies and our lives. WISD has adopted Restorative Discipline practices to help students that struggle with behavioral problems. We also have an assigned counselor and at the secondary schools an assigned social worker that assists students with the necessary support to minimize or eliminate inappropriate behaviors.

WISD students successfully graduate in a timely manner. Our dropout efforts are year-long efforts and we closely monitor students in need. Data is reviewed and broken down by sub-group. Student and staff safety is of utmost priority. We have programs in place to ensure that everyone feels safe.

Each WISD campus provides a Title 1 meeting in which parents are explained the requirements of this part, and the right of the parents to be involved. All parents are welcomed on campus and if they have any concern or questions they can call the campus principal, campus administrators or the campus support staff. At this moment the parent centers are not open due to COVID-19. We work very closely with the community.  Our WISD community members are very generous when it comes to providing our students with resouces such as school supplies, shoes and unforms. There are 2 local churches that fund the In His Image Uniform Bank and the In His Step Shoe Bank. Local community members also present at different campuses sharing information about thier programs. All information that is provided to parents is provided in English and Spanish.  We have a signifcant population of Spanish speaking parents.  Parents are provided with the opportunity to be part of district and campus committees.  Parents are selected based on a volunteer bases.  Some parents may not particpate in school activities, functions or meetings due to COVID-19, lack of transportation, or financial resources.

**Perceptions Strengths**

WISD students attend school daily. Attendance rates are monitored closely throughout the school year and truancy practices are in place at each of the respective campuses. The attendance goals for elementary schools is 97% or above. The attendance goal for middle schools is 96% or above and high schools are 95% and above. The district overall goal is 96%. Percentages are disaggregated by sub-populations such as ethnicity, SES, etc.

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WISD students successfully graduate in a timely manner. Our dropout efforts are year-long efforts and we closely monitor students in need. Data is reviewed and broken down by sub-group. Student and staff safety is of utmost priority. We have programs in place to ensure that everyone feels safe.

Each year students, staff, parents, and community members are encouraged to participate in the Project Tomorrow Speak Up Survey, available in English and Spanish. This survey is an easy way for students, parents and educators to participate in local decisions about technology, as well as contribute to the state and national dialogue about digital learning.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Barriers such as poverty and citizenship status are often barriers that prevent parents from being engaged.
**Root Cause:** Lack of employment and parents are fearful to leave their home due citizenship status.

**Problem Statement 2:** There is a community perception that multilingualism is bad, though two languages are better than one.
**Root Cause:** Larger sociental issues are at play. Minorities often are marginalized and part of a lower socio-economic class which has led to languages other than English being looked down upon in the United States as a whole.

**Problem Statement 3:** Decrease in parent and family engagement across WISD.
**Root Cause:** Safety & security concerns by principals, funding for materials and campus parent centers are closed at the beginning of the year because parental staff not available due to leaver recovery.

# Priority Problem Statements

**Problem Statement 1**: All four content areas need to improve in student achievement (Domain I), as well as post-secondary entrance exams. Additionally, for Domain III, improvement is needed in the high focus group (EB, SPED, EcoDis, Highly Mobile.)

**Root Cause 1**: When first instruction is not bell-to-bell using on-grade-level text and assignments it results in lower performance levels due to a lack of content knowledge & skills acquired. The underlying root cause stems from teacher mindsets around students "not being ready" for on-grade level work, as well as the knowledge and skill to accelerate instruction.

**Problem Statement 1 Areas**: Student Learning

**Problem Statement 2**: For Domain III, we need to improve EB performance for TELPAS, all content areas, and graduation rates.

**Root Cause 2**: There are insufficient amounts of EB certified teachers in the content areas when compared to our EB population. Additionally, there is no systematic way of implimenting content-language objectives, nor progress monitoring for TELPAS.

**Problem Statement 2 Areas**: Student Learning

**Problem Statement 3**: To continue the work of meeting employees' needs, WISD will need to continue to recruit and retain hard to fill positions including Special Education, Bilingual teachers, and Career and Technical Education vacancies.

**Root Cause 3**: Increase in student enrollments in those programs, rising expectations for teachers, and test-based accountability systems.

**Problem Statement 3 Areas**: District Processes & Programs

**Problem Statement 4**: Increasing numbers of students and Staff with mental health challenges are referred to district Licensed Professional Counselors for in-person therapy, which is the preferred mode of Tier III intervention. WISD LPC mental health services sustainability is imperative.

**Root Cause 4**: The pandemic, social media, cultural trends, and lack of sustainability funding to continue the employment of Licensed Professional counselors or establish a Family Therapy program for the district.

**Problem Statement 4 Areas**: District Processes & Programs

**Problem Statement 5**: Not all students and staff are consistently provided high-quality, student-centered, engaging, tech-rich, and safe & secure learning environments.

**Root Cause 5**: Teachers need time to plan for blended learning instruction, continued training in personalized instruction strategies, follow up support that includes examples and real-time classroom visits, access to high-quality online and offline resources, and students need equity in devices and access to online resources.

**Problem Statement 5 Areas**: District Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

**Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

**Student Data: Student Groups**

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dyslexia data

**Student Data: Behavior and Other Indicators**

- Student surveys and/or other feedback
- Enrollment trends

**Employee Data**

- Professional development needs assessment data

**Parent/Community Data**

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

# Goals

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

**Performance Objective 1:** By Spring 2026:
-90% | 60% | 30% Approaches | Meets | Masters on STAAR/ EOC/District Assessments
-90% PK4-2nd graders are "on grade level" by EOY
-60% of students will meet or exceed expected growth
-WISD is an A-rated District

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR/EOC Data
NWEA MAP
Bluebonnet Math Grades K-8 and MS Algebra I Assessment Data
Science Grades K-4 Chapter Test Data
Social Studies Grades 1-5 Unit Test Data
CLI Engage
District Benchmarks
Common Formative Assessments

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Provide opportunities for cross curricular instruction in RLA, Mathematics, Science and Social Studies to promote literacy and numeracy across all content areas.<br><br>-Cross-curricular collaboration<br>-Problem-solving and decision-making models for real world applications<br>**Strategy's Expected Result/Impact:** By Spring 2026:<br>-90% \| 60% \| 30% Approaches \| Meets \| Masters on STAAR/ EOC/District Assessments<br>-90% PK4-2nd graders are on "on grade level" by EOY<br>-60% of students will meet or exceed expected growth<br>-WISD is an A-rated District<br>**Staff Responsible for Monitoring:** Elementary and Secondary Academic Officers<br>Content Coordinators<br>Campus Administration<br><br>**Results Driven Accountability**<br>**Funding Sources:** - 211 - Title I, Part A, - 255 - Title II Part A, - 289 - Title IV | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Provide professional learning, coaching, guidance, and support in core content areas to enhance content knowledge and the application of research-based instructional strategies (RBIS), as well as accelerated learning.<br><br>-Professional Learning Communities<br>-Content Conferences (Teacher and Supervisor)<br>-Region One<br>-Content Specific Workshops/Professional Development<br>Scholastic, Heggerty, SAVVAS, NWEA, IXL, Teacher Created Materials, Lead4ward, McGraw Hill, Explorer Learning, Carnegie Learning-MATHia, MGT<br>-Professional Coaching (Reading & Math Instructional Coaching)<br>-Strong Foundations Implementation Grant<br>**Strategy's Expected Result/Impact:** By Spring 2026:<br>-90% \| 60% \| 30% Approaches \| Meets \| Masters on STAAR/ EOC/District Assessments<br>-90% PK4-2nd graders are on "on grade level" by EOY<br>-60% of students will meet or exceed expected growth<br>-WISD is an A-rated District<br>**Staff Responsible for Monitoring:** Elementary and Secondary Academic Officers<br>Content Coordinators<br>Campus Administration<br><br>**Results Driven Accountability**<br>**Funding Sources:** - 211 - Title I, Part A, - 289 - Title IV | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Support the implementation and development of curriculum resources including the alignment of the curriculum, on-grade-level instruction and assessments.<br><br>TCMPC - TEKS Resource System & Texas Curriculum Resources<br>Curriculum Writing<br>Heggerty Pre-K Phonics<br>Instructional Technology<br>-No Red Ink, iStation, Reflex Math with Frax, Active Classroom, Lowman Education, Lemoney Learning, IXL, Edmentum, Sirius Online Educational Resources, TX Test Maker, TEKS Ready, Mavis, Problem Attic, Lead4ward, TEKSBank, Newsela, Carnegie Learning MATHia<br>**Strategy's Expected Result/Impact:** By Spring 2026:<br>-90% \| 60% \| 30% Approaches \| Meets \| Masters on STAAR/ EOC/District Assessments<br>-90% PK4-2nd graders are on "on grade level" by EOY<br>-60% of students will meet or exceed expected growth<br>-WISD is an A-rated District<br>**Staff Responsible for Monitoring:** Elementary and Secondary Academic Officers<br>Content Coordinators<br>Campus Administration<br><br>**Results Driven Accountability**<br>**Funding Sources:** - 255 - Title II Part A, - 289 - Title IV, - 164 - State Comp. Ed. [SCE], - 211 - Title I, Part A | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 2:** By May 2025, identified dyslexic students' STAAR scores will increase by 5% in Reading and Writing. (se)

**High Priority**

**Evaluation Data Sources:** Comply with the mandates outlined in the Texas Dyslexia Handbook, progress monitoring through curriculum-based measures, progress reports, report cards, District benchmarks; Regional EOC/STAAR Performance Reports, and State Accountability System results

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Implement an Orton-Gillingham intervention program with fidelity<br>**Strategy's Expected Result/Impact:** Improved Reading and Writing scores on Benchmarks, Six Weeks' Progress Reports, Progress Monitoring, walk-throughs, STAAR and STAAR EOC's<br>**Staff Responsible for Monitoring:** Providers of Dyslexia Intervention, Campus Administration, Dyslexia Designee<br><br>**Results Driven Accountability**<br>**Funding Sources:** MTA , Language Live, Susan Barton, Scottish-Rite, Herman Method, Lexia Core5, Lexia PowerUp - 163 - State Special Education - $25,650 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Provide staff development on how to use instructional strategies in reading, the contents of the Dyslexia Handbook, and the understanding of written language to assist students.<br>**Strategy's Expected Result/Impact:** Benchmark scores, Six Weeks' Progress Reports, Progress monitoring reports, improved Reading and Writing STAAR and STAAR EOC scores<br>**Staff Responsible for Monitoring:** Dyslexia Teacher, RLA Teacher, General Education Teacher, Campus Administration, Dyslexia Designee<br><br>**Results Driven Accountability**<br>**Funding Sources:** Staff Development, Technological resources (software, hardware), training resources, human capital - 163 - State Special Education - $25,650 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Implement accommodations for eligible students to assist students in reading and writing.<br>**Strategy's Expected Result/Impact:** Benchmark scores, Six Weeks' progress reports, progress monitoring, improved Reading and Writing STAAR and STAAR EOC scores<br>**Staff Responsible for Monitoring:** Dyslexia Teacher, General Ed. Teachers, Campus Administration, Dyslexia Designee<br><br>**Results Driven Accountability**<br>**Funding Sources:** Technological resources (software, hardware), Learning Ally, dyslexia intervention programs, n2y, unique learning systems, symbolstix - 163 - State Special Education - $49,999 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 3:** The Fine Arts Department will increase the quality and quantity of literacy used in all EC-12 Fine Arts Curriculums across the district for the 2024/25 school year. (FA Dept.)

**Evaluation Data Sources:** BOY Current Year's Campus Enrollment Data.
EOY Campus Enrollment Data.
Active in class monitoring & adjustments.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** The performing/visual arts disciplines will have access to content specific literature, publications or online resources.<br>**Strategy's Expected Result/Impact:** Weslaco ISD Fine Arts classrooms will have built in reading time across all grade levels and disciplines to access content specific literature, publications and/or online resources.<br>**Staff Responsible for Monitoring:** Campus Admin<br>Campus Instructional Coach<br>Fine Arts Director<br><br>**Funding Sources:** Multiple Funding Sources - 410 - IMA Funds | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** The Weslaco ISD Fine Arts Department will plan and host students from campuses around the district to attend performances at The Susan M. Peterson PAC.<br>**Strategy's Expected Result/Impact:** The WISD Fine Arts Dept. will educate our students on audience etiquette and developing an interest in the performing Arts all while exposing them to dramatic literature.<br>**Staff Responsible for Monitoring:** Fine Arts Director<br>Fine Arts Council<br>All WISD Teachers<br>Campus Admin, | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Ensure that Fine Arts Teachers are building in time in the daily, weekly and monthly lesson plans for reading.<br>**Strategy's Expected Result/Impact:** Fine Arts students will have built in reading time in their classes, regardless of the content area.<br>**Staff Responsible for Monitoring:** Fine Arts Faculty<br>Campus Admin.<br>Instructional Coaches<br>Fine Arts Director<br><br>**Funding Sources:** Online or in person reading material that is content specific. - 410 - IMA Funds | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 4:** To create educational experiences where students grow and develop as human beings, by ensuring an increase of 10% students enrolled in extra curricular activities. These students will be sponsored by WISD Personnel who hold school communities accountable to the transformative power of what sports can and should be.

**Evaluation Data Sources:** Recruitment records
Number of students returning to a specific athletic program
UIL participation submittals

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Increase participation numbers for all programs 7-12. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| All facilities continue to support the growth of our programs<br><br>All programs support the mission and goals for WISD.<br><br>All programs to be memorable experiences for all participating<br><br>Financial strength must support program growth, success, capital outlay<br><br>**Strategy's Expected Result/Impact:** Continue to enforce the No Cut policy<br><br>Weekly meetings with staff<br><br>Growth numbers to continue and stay strong throughout the year<br><br>Hold staff accountable<br>**Staff Responsible for Monitoring:** Athletic Director<br>Assistant Athletic Director<br>Campus Athletic Coordinator | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Promote moderate to vigorous levels of phyical activity that will promote health and wellness levels in the future. | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Physical Education Teachers<br><br>Physical Education District Coordinators | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** 50 percent of a PE course (on a weekly basis) comprise actual student physical activity at a moderate or vigorous level | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| Ensure that we meet the needs of students of all ability levels, including students with disabilities.<br><br>Additionally, WISD must establish goals that include class-size ratios small enough to ensure student safety.<br><br>If a district establishes class-size ratios exceeding 45-to-1, the district must identify how student safety will be ensured.<br>**Strategy's Expected Result/Impact:**<br>Monitor Class enrollments<br><br>Monitor contact minutes<br><br>staff development sessions<br><br>continue to provide resources to staff to ensure student engagement<br>**Staff Responsible for Monitoring:**<br>Athletic Director<br><br>Campus Principal<br><br>Physical Education Teachers<br><br>District Physical Education Coordinators | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:**<br>Physical Education Requirements<br><br>Physical Education<br><br>State law requires that at least 50 percent of a PE course (on a weekly basis) comprise actual student physical activity at a moderate or vigorous level, while meeting the needs of students of all ability levels, including students with disabilities. It is required that districts establish goals that include class-size ratios small enough to ensure student safety. If a district establishes class-size ratios exceeding 45-to-1, the district must identify how student safety will be ensured. | Formative | | | Summative |
| | Nov | Jan | Mar | June |

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.

Students must participate in moderate or vigorous activity at least 30 minutes per day for at least four semesters during grades 6, 7 and 8 (exemptions are allowed for middle-school students who participate in an extracurricular activity that includes vigorous exercise). Districts with block scheduling are permitted to require students to participate in moderate or vigorous physical activity for at least 225 minutes during a two-week period.

School districts are required to conduct physical assessments for students in grade 3 or higher who are enrolled in a PE course.

Find more information on curriculum/instruction

**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

**Staff Responsible for Monitoring:** Campus Principal

Assistant Superintendent C&I Elementary

Assistant Superintendent C&I Secondary

Campus Physical Education Teachers

District Physical Education Coordinator

Athletic Director

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 5:** CTE - The successful achievement of students of all populations (including SpEd, EB, etc.) will be supported through quality instructional materials, technology, equipment and support for CTE Staff using resources, strategies, and methodologies specific to student populations.

**HB3 Goal**

**Evaluation Data Sources:** TAPR Report, District EOC/STAAR Performance Reports, State Accountability System (CCMR, Outcomes Bonus), CTE Annual Program Evaluation Summary

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** CTE- Highly Qualified Staff - Hire highly qualified CTE Instructional Staff and provide purposeful professional development that helps instructors assist students in setting and achieving quality academic and career goals.<br>**Strategy's Expected Result/Impact:** Improvement (primarily) on TAPR performance levels in RLA and Math and (career goals) IBCs<br>**Staff Responsible for Monitoring:** CTE Director, CTE Dean, CTE Administrative Support staff, CTE Instructional Staff, CTE Career Development Advisor, and CTE Technology Coordinator<br><br>**Funding Sources:** Classroom teachers - 162 - State Career and Technical - 162 - State and Technical - $4,868,875, CTE staff - 244 - Perkins Career & Technical Education - $175,186 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** CTE- Literacy - Maximize the support of educational experiences targeting literacy via CTE implementation of up to date technology equipment and online-based resources and lab/shop resources and equipment. This includes providing software to provide career exploration, career development activities, and software to support the integration of academic skills into CTE programs of study.<br>**Strategy's Expected Result/Impact:** District improvement on secondary core progress reports, six weeks reporting periods, CTE student certification preparation reports and acquisitions, and CTE course outcomes<br>**Staff Responsible for Monitoring:** CTE Admin, admin support staff, and CTE Instructional Staff<br><br>**Results Driven Accountability**<br>**Funding Sources:** Computers and parts, printers, usb storage, shop equipment, touch panels and stands, - 162 - State Career and Technical - 162 - State, Monitors, printers, - 244 - Perkins Career & Technical Education - $48,487 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** CTE - IBCs - Increase the number of nationally or internationally industry certified or licensed CTE students by at least 1% through training for more certification opportunities. This will provide the skills necessary to pursue careers in high-skill, high-wage, in-demand occupations.<br>**Strategy's Expected Result/Impact:** Help meet or exceed respective domain for the new accountability system of 2022-23 that will be based on this school year<br>**Staff Responsible for Monitoring:** CTE Admin Staff, Career Advisor, CTE Tech Coord<br><br>**Funding Sources:** Industry Based Certification exam vouchers and practice test software simulation - 162 - State Career and Technical - $118,500, Career Inventory software - 244 - Perkins Career & Technical Education - $6,300 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** CTE - CTSO Competitions - Support student achievement through state and national Academic and Career-based competitions.<br>**Strategy's Expected Result/Impact:** Help meet or exceed respective domain for federal CTE compliance (Carl D. Perkins) & accountability system of 2022-23 that will be based on this school year.<br>**Staff Responsible for Monitoring:** High School Campus Administration & Counseling, CTE Admin, CTE Instructional Staff, and Career Development Advisor<br><br>**Funding Sources:** travel funds, meals, student competition fees - 162 - State Career and Technical - $224,750, travel funds, student meals, student competition fees - 244 - Perkins Career & Technical Education - $11,780 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 6:** By the end of year 2024-2025, STAAR and EOC scores for students serviced by special education will increase 5%.

**High Priority**

**Evaluation Data Sources:** RDA Report, District & Regional EOC/STAAR Performance Reports, State Accountability System results, and State Performance Plans

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Provide training to designated stakeholders on instructional strategies, use of various learning platforms, Universal Design for Learning, designated supports, behavioral strategies/supports, and IEP requirements to include PLAAFP's and annual measurable goals.<br>**Strategy's Expected Result/Impact:** By the end of year 2024-2025, STAAR and EOC scores for students serviced by special education will increase 5%. One hundred percent compliance on State Performance Plan indicators.<br>**Staff Responsible for Monitoring:** Special Education Administration, Central Office Administration, Campus Administration, and Assistive Technology Team<br>**Results Driven Accountability**<br>**Funding Sources:** Staff development, training materials, technology software - 163 - State Special Education - $75,650 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Allow students to access the curriculum and additional educational opportunities (accelerated instruction and/or intensive program of instruction) through proper evaluation/identification, the development of compliant and appropriate IEP programs, the use of assistive technology, implementation of needed accommodations, collaboration between special and general education teachers, and the provision of services deemed necessary by the ARD committee.<br>**Strategy's Expected Result/Impact:** By the end of year 2024-2025, STAAR and EOC scores for students serviced by special education will increase 5% in addition to increased student engagement through IEP progress<br>**Staff Responsible for Monitoring:** Special Education Administration, Campus Administration, Special Education Teachers, & General Education Teachers<br>**Results Driven Accountability**<br>**Funding Sources:** Staff development, training materials, human capital, testing materials, technology resources (software, hardware) - 163 - State Special Education - $75,650 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 7:** During 2025-2026, provide instructional technology resources and instructional technology best practices for K-12 students that promote student success and digital citizenship behaviors.

**Evaluation Data Sources:** Walkthroughs
PD
Classroom-level data
Formal data, to include NWEA MAP.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Kindergarten-2nd Grade. In coordination with the Elementary RLA coordinator and Bilingual/ESL coordinator, guide campus leadership to support, scale, and sustain educators in the blended learning model with fidelity.<br><br>Pilot and Implement Seesaw- Elementary Learning Experience Platform. Keeps all stakeholders in the learning loop. Aligned to TEKS (standards) and SAVVAS (skills) instruction in English and Spanish and additional scaffolding supports.<br>**Strategy's Expected Result/Impact:** 100% of elementary campuses will implement the ASPIRE Kindergarten RLA blended learning<br>90% of teachers will meet teaching implementation goals<br>48% or greater of 1st and 2nd grade students will achieve the 60% percentile on MAP Reading Assessment (2026)<br>**Staff Responsible for Monitoring:** Scott Amdahl, Director of Instructional Technology<br>Julie Kelly, Instructional Technology Coordinator<br>Emily Rodriguez, Elementary RLA Coordinator<br>Campus principal<br>Campus RLA administrator<br><br>**Problem Statements:** District Processes & Programs 1 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 7 Problem Statements:**

| District Processes & Programs |
|---|
| **Problem Statement 1**: Not all students and staff are consistently provided high-quality, student-centered, engaging, tech-rich, and safe & secure learning environments. **Root Cause**: Teachers need time to plan for blended learning instruction, continued training in personalized instruction strategies, follow up support that includes examples and real-time classroom visits, access to high-quality online and offline resources, and students need equity in devices and access to online resources. |

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

**Performance Objective 8:** During the 2025-2026 academic year, PFS migrant students in grades 3-12 will grow between 3-5 RIT points. End of year RIT scores are an accurate predictor of STAAR/EOC, PSAT, SAT and ACT scores.

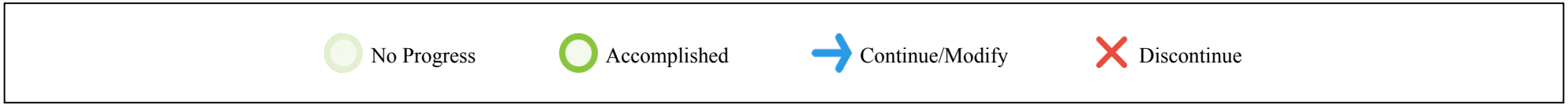
**High Priority**

**Evaluation Data Sources:** STAAR/EOC data, MAP data, District benchmarks, standardized test scores

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Provide individualized and small group instruction in reading and math utilizing online based platforms and live, in-person tutorials, and appropriate resources necessary.<br>**Strategy's Expected Result/Impact:** Students will grow 3-5 RIT points in content areas and experience growth on state assessments.<br>**Staff Responsible for Monitoring:** Campus staff, Migrant Coordinator<br><br>**Results Driven Accountability - Equity Plan** | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** The Migrant Department will provide a Supplemental Summer Program to enhance and/or enrich the learning of the struggling migrant student and/or enrich their learning.<br>**Strategy's Expected Result/Impact:** 4% increase in participation of summer program.<br>**Staff Responsible for Monitoring:** Migrant Coordinator, Migrant clerks, summer staff<br><br>**Results Driven Accountability - Equity Plan** | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Provide post secondary academic and career exploration opportunities for migrant PFS students students in grades 8-12.<br>**Strategy's Expected Result/Impact:** Increase knowledge of post secondary opportunities by 5% in PFS migrant students in grades 8-12.<br>**Staff Responsible for Monitoring:** Migrant Coordinator, migrant instructional staff<br><br>**Results Driven Accountability** | | | | |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Accomplished
Continue/Modify
Discontinue

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

**Performance Objective 9:** By the end of the 2025-2026 school year, students' perceptions of their SEL skills, emotional well-being, and experiences at school will be favorable by 5% more compared to the Fall Semester SEL survey. Support to helping professionals such as counselors, social workers, LPCs, and intervention specialists in developing students' social-emotional knowledge and skills based on actionable data gathered from the SEL survey will be provided.

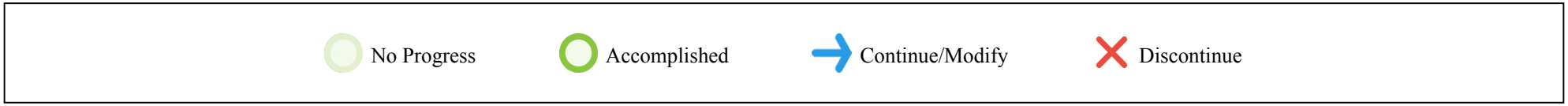
**High Priority**

**Evaluation Data Sources:** SEL Panorama Survey
Ripple Effects Usage by campus

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Build counselor and social worker capacity using Social-Emotional Learning Programs.<br>**Strategy's Expected Result/Impact:** Increase the number of guidance/advisory lessons provided to students.<br>**Staff Responsible for Monitoring:** Campus SEL Committee Administrator; Student Support Services Director<br><br>**Equity Plan** | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Increase the number of guidance/advisory lessons provided to students.<br>**Strategy's Expected Result/Impact:** Decrease the number of bullying and disciplinary issues. Increase student attendance.<br>**Staff Responsible for Monitoring:** Administrators; Student Support Services Director<br><br>**Equity Plan** | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Continue with the robust implementation of the Leader in Me Program in WISD elementary schools. Leadership, responsibility, accountability, problem-solving, adaptability, and social-emotional skills will continuously be embedded and practiced in all instructional areas. Success will be measured by increasing the number of Lighthouse campuses.<br>**Strategy's Expected Result/Impact:** High trust school culture is created and students demonstrate the 7 habits of highly effective students.<br>**Staff Responsible for Monitoring:** School principals<br><br>**Funding Sources:** - 289 - Title IV | | | | |


No Progress
Accomplished
Continue/Modify
Discontinue

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

**Performance Objective 10:** By the end of the school year 2025-20256, college, career, and military readiness indicators must be met by 89 % of students district-wide. This is a collaborative effort of multiple stakeholders.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** HS Accountability ratings

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Core content area coordinators will also focus on embedding the TSIA2 Blueprint into the curriculum and provide assistance in the ACT and SAT areas.<br>**Strategy's Expected Result/Impact:** Increase student TSI, ACT, and SAT scores<br>**Staff Responsible for Monitoring:** Instructional Programs | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Increase Parental Involvement & Family engagement when it comes to CCMR activities.<br>**Strategy's Expected Result/Impact:** Increase CCMR | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Implement College, Career, and Military Readiness (CCMR) curriculum for K-12 students during Guidance & Counseling or Advisory lessons.<br>**Strategy's Expected Result/Impact:** Increase awareness of CCMR<br>**Staff Responsible for Monitoring:** Campus Counselors & Director of Student Support Services | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Continue to provide information to stakeholders about college admissions, financial aid, including Texas Grant Program & Teach for Texas Grant Program, making informed curriculum choices to be prepared for success beyond high school, and higher education admissions and financial aid.<br>**Strategy's Expected Result/Impact:** Increase the number of students who complete Aplly Texas and Financial Aid<br>**Staff Responsible for Monitoring:** CCMR Advisors, CCMR Specialists, HS Counselors | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Continue to implement the Texas College Bridge Program at the high schools<br>**Strategy's Expected Result/Impact:** Increase the number of students who meet CCMR indicators.<br>**Staff Responsible for Monitoring:** CCMR Advisors, CCMR Specialists, HS Counselors | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 11:** For the 2025-2026 academic year, the Advanced Academics Department will increase Gifted Students' performance by mastering grade-level standards on the state assessments and increase college credit through AP exams, OnRamps, and dual credit courses by 3%.

**High Priority**

**Evaluation Data Sources:** Accountability ratings

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** GT-identified K-12 grade students will be serviced via differentiated strategies by their core content teachers, advanced classes, and GT pull-out services K-8.<br>**Strategy's Expected Result/Impact:** Students will receive services to increase performance, engagement, and content mastery.<br>**Staff Responsible for Monitoring:** Advanced Academics teachers, GT specialists, counselors, administrators, Advanced Academics Coordinators, and Content Coordinators. | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Monitor teachers servicing GT and Advanced Academic Courses to ensure differentiation of instruction is taking place utilizing learning walks, feedback, and coaching.<br>**Strategy's Expected Result/Impact:** Student needs will be met with enrichment opportunities through differentiation, problem-solving, and critical thinking skills.<br>**Staff Responsible for Monitoring:** campus administration, instructional coaches, and content coordinators, and Advanced Academics Coordinator | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Students will be assessed for mastery using performance tasks, checkpoints, progress checks, district assessments, and a project-based curriculum.<br>**Strategy's Expected Result/Impact:** Student increase in mastery grade level on state assessments and a 3% increase in college credit earned based on AP, OnRamps, and dual credit courses.<br>**Staff Responsible for Monitoring:** Advanced Academics teachers, GT Specialist, Content Coordinators, Campus Administrators, and Advanced Academics Coordinator. | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 12:** For the 2025-2026 academic year, emergent bilingual students' performance will improve on STAAR at the meets performance level by 3% in all content areas.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Processes and programs in place to provide second language support for students in cognitively demanding and context embedded content area instruction.<br>**Strategy's Expected Result/Impact:** Improvement on benchmarks and STAAR performance levels for emergent bilinguals.<br>**Staff Responsible for Monitoring:** Bilingual Deparment, Campus Administration and Bilingual Chairperson.<br>**Funding Sources:** - 165 - State Bilingual/ESL, - 263 - Title III | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 13:** For the 2024- 2025 academic year, emergent bilinguals demonstrating improvement by one proficiency level on TELPAS will increase from 44% to 49%.

**High Priority**

**Evaluation Data Sources:** TELPAS Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Processes and programs in place to ensure emergent bilinguals are provided opportunities to develop all four language domains including listening, speaking, reading, and writing.<br>**Strategy's Expected Result/Impact:** 4% increase in emergent bilinguals demonstrating growth by one proficiency level on TELPAS.<br>Curriculum and instruction that embeds English Language Proficiency Standards.<br>**Staff Responsible for Monitoring:** Bilingual Deparment, Campus Administration and Bilingual Chairperson.<br><br>**Results Driven Accountability**<br>**Funding Sources:** - 165 - State Bilingual/ESL, - 263 - Title III | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 14:** The Fine Arts Department will strengthen the vertical and horizontal alignment in all Fine Arts departments across all Elementary, Middle School & High School campuses.

**High Priority**

**Evaluation Data Sources:** Student Enrollment
District PLC
Recruitment Numbers

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

**Performance Objective 1:** During the 2025-2026 school year, the Instructional Technology Department will provide guidance for safe, secure, technology-rich, and inviting environments through:
Online instruction in Technology Application TEKS K-5 and Digital citizenship lessons K-12,
Innovative Learning spaces in K-2 general education classrooms.
Technology-rich learning environments classroom-level check-ins.

**Evaluation Data Sources:** Needs assessment survey
Usage data from programs that support safe and secure technology learning environments
CIPA compliance data from Learning.com
Digital citizenship lessons

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Arrange for curriculum & instruction in Technology Application TEKS at K-5 and Digital Citizenship lessons K-12 using Learning.com software to guide elementary campus leadership and lab managers to support, scale, and sustain instruction in the Technology Application TEKS, specifically targeting digital citizenship and cyberbullying instruction; and coordination with Student Support Services for digital citizenship and cyberbullying lessons at the secondary level.<br>**Strategy's Expected Result/Impact:** Increased responsible use of technology that decreases bullying incidents at K-12 campuses.<br>100% of K-5 students will engage in digital skills including digital literacy, computer coding, keyboarding, and online safety.<br>85% of K-5 students meet meet CIPA-compliance requirements with digital citizenship lessons.<br>**Staff Responsible for Monitoring:** Julie Kelly, Instructional Technology<br>Scott Amdahl, Instructional Technology<br>Campus Administration<br>Elementary campus lab manager<br><br>**Problem Statements:** District Processes & Programs 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Innovative Learning spaces in K-2 general education classrooms<br>**Strategy's Expected Result/Impact:** Improved storage, audio, and seating<br>Increased climate/environment satisfaction data<br>**Staff Responsible for Monitoring:** Scott Amdahl, Instructional Technology Director<br><br>**Problem Statements:** District Processes & Programs 1 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Check-in with each K-2 classroom to ensure the devices and infrastructure, including headsets, contribute to technology-rich learning environments that contribute to improved student academic outcomes and a better classroom culture.<br>**Strategy's Expected Result/Impact:** Improved technology satisfaction as evidenced in Needs Assessment survey Current data on technology-rich devices and usage data<br>**Staff Responsible for Monitoring:** David Garza, Instructional Technology Teacher<br>Scott Amdahl, Instructional Technology Director<br><br>**Problem Statements:** District Processes & Programs 1 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 1 Problem Statements:

| District Processes & Programs |
|---|
| **Problem Statement 1**: Not all students and staff are consistently provided high-quality, student-centered, engaging, tech-rich, and safe & secure learning environments. **Root Cause**: Teachers need time to plan for blended learning instruction, continued training in personalized instruction strategies, follow up support that includes examples and real-time classroom visits, access to high-quality online and offline resources, and students need equity in devices and access to online resources. |

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

**Performance Objective 2:** Access control: 100% of campuses and facilities at Weslaco ISD will have electronically secured doors by installing locking mechanisms at one or two entrance points. All other doors will be for exiting only. Each staff member will be assigned an access card to gain entrance to the building.

**High Priority**

**Evaluation Data Sources:** A district wide security plan will be created and approved by the DIstrict Safety & Security Committee , School Board.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Assess all facilities to determine the number and locations for the installation of magnetic doors.<br><br>Doors to be installed by May 2019.<br>**Strategy's Expected Result/Impact:** Provide safety and security for students and staff.<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Administration and Support Services<br>Assistant Superintendent for Business and Finance<br>Maintenance Supervisor<br>Facility Administrators<br>Director of Risk Management<br>Director for Safety and Security | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 3:** Weslaco ISD campuses will develop and implement a cardiac emergency respone plan that establishes certain proceudures to follow in response to a medical emergency involving cardiac arreston district and school grounds

**High Priority**

**Evaluation Data Sources:** Sign-in rosters from training sessions

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Train personnel at campuses in CPR/AED/First Aid<br><br>Training will be completed by May 2018<br>**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.<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Administration and Support Services<br>Director of Risk Management<br>Nurse Coordinator | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Train personnel at campuses in CPR/AED/First Aid<br><br>Training will be completed by May 2018<br>**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.<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Administration and Support Services<br>Director of Risk Management<br>Nurse Coordinator | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 4:** By the end of the school year 2025-2026, WISD schools will be in compliance with the Minimum Standards of Bullying set forth by TEA. WISD will continue to implement a bullying prevention, conflict resolution, and violence prevention plan that will help students feel safe and secure in their learning environment.

**Evaluation Data Sources:** Bullying complaint reports number received, and type of disciplinary action.
Student SEL survey report on school climate and school safety.
Minimum Standards of Bullying Checklist

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Review/present WISD Anti-Bullying Plan with campus principals, administrators, counselors, & social workers. Slide deck which includes policies and procedures on bullying will be posted online.<br>**Strategy's Expected Result/Impact:** Improved documentation on bullying.<br>**Staff Responsible for Monitoring:** Principals; Assistant Superintendents | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** District-wide Bullying Prevention activities will be implemented on different campuses.<br>**Strategy's Expected Result/Impact:** Decrease student bullying behaviors.<br>**Staff Responsible for Monitoring:** Administrator | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** K-12 curriculum on bullying prevention, conflict resolution, and positive behavior interventions will be implemented.<br>**Strategy's Expected Result/Impact:** Decrease the number of fights and bullying incidents.<br>**Staff Responsible for Monitoring:** Administrators, counselors/social workers, LPCs, teachers, and Director of Student Support Services | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 5:** In accordance with the City of Weslaco MOU a School Resource Officer shall perform the duties of a regular police officer to include: Being armed while on duty, must take the School Base Law Enforcement classes, take the ALERRT Training. Under the Student Code of Conduct protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed in compliance with the Texas Code of Criminal Procedure. Arrest or detain suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure. In compliance with Ch. 37 the SROs will not perform any administrative duties at any time. School. Resource Officers will ensure that all students are safe. Secondary campuses will be assigned School Resource Officers, who will be responsible for safety and crime prevention in schools. They will also mentor and conduct presentations on youth-related issues.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Decrease crime, expulsion and dropout rates, increase attendance rates and graduation rates.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** The campus SROs will work with administration and the campus security guards to provide a safe and drug free learning environment by decreasing criminal offenses.<br>**Strategy's Expected Result/Impact:** Reduce expulsion and dropout rates, increase attendance rates and graduation rates.<br>**Staff Responsible for Monitoring:** Campus Administration<br>Executive Director of Safe & Supportive Schools & Administration<br>Weslaco PD SRO Supervisor<br>**Funding Sources:** - 199 - Local General Fund | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 6:** By the end of the school year 2025-2026, evidence-based practices that meet the needs of students, including suicide prevention programs (which include parental notification procedures),
dropout reduction, Positive behavior interventions (including integration of best practices on grief-informed and trauma-informed care), mental health promotion & intervention, and a comprehensive school counseling program will be implemented.

**High Priority**

**Evaluation Data Sources:** SB 179 Logs, Social Worker Group Counseling Sessions, DropOut sheet

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Counselors, Social Workers, and LPCs will follow the Standard Operating Procedures for Mental Health. The helping professionals will implement the Muti-Tiered System of Support (MTSS) as part of the Suicide Prevention Program, grief-informed and trauma-informed care, mental health & intervention, and the comprehensive school counseling program.<br>**Strategy's Expected Result/Impact:** Improve SEL and resiliency skills among students.<br>**Staff Responsible for Monitoring:** Counselors, Social Workers, LPCs, and Director of Student Support Services | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Continue implementing the Countdown to Zero Program and monitor students who are withdrawing and code them appropriately throughout the year.<br>**Strategy's Expected Result/Impact:** Reduce dropout rate<br>**Staff Responsible for Monitoring:** Counselors, Social Workers, Principals, Intervention Specialist, and Director of Student Support Services. | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 7:** At the end of the school year 2025-2026, the district will reduce incidents of unwanted physical or verbal aggression, sexual harassment, and teen dating violence by 10% through the implementation of prevention education programs, clear reporting procedures, and the promotion of a safe and supportive school environment.

**Evaluation Data Sources:** Discipline incidents, Offense Reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Implement a tiered intervention system (universal, targeted, and intensive supports) to address unwanted behaviors, providing school-wide education for all students, small-group counseling for at-risk students, and individualized support plans for students demonstrating repeated aggression or harassment behaviors.<br>**Strategy's Expected Result/Impact:** Minimal disciplinary incidents<br>**Staff Responsible for Monitoring:** School administrators, counselors, teachers | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Comply with Title IX sex discrimination prohibitions. Staff and students will be provided with information and corresponding policies on Title IX every school year.<br>**Strategy's Expected Result/Impact:** Elimination or reduction of Title IX incidents.<br>**Staff Responsible for Monitoring:** Principals & Administrators | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Integrate schoolwide activities and classroom lessons centered on "Self-Love" and "Love Connects Us All" themes to promote self-respect, empathy, healthy relationships, and emotional regulation, fostering a more connected and supportive student culture.<br>**Strategy's Expected Result/Impact:** Minimal disciplinary incidents<br>**Staff Responsible for Monitoring:** Administrators, counselors, teachers | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Provide interventions that target bullying, sexual abuse, other maltreatment of children (ex: Human Trafficking), harassment, and teen dating violence behaviors.<br>**Strategy's Expected Result/Impact:** Minimal disciplinary incidents<br>**Staff Responsible for Monitoring:** Administrators, counselors, teachers | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Maintain consistent discipline management and sexual harassment policies that align with district policies for discipline management.<br>**Strategy's Expected Result/Impact:** Minimal disciplinary incidents<br>**Staff Responsible for Monitoring:** Administrators, counselors, teachers | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** Host an annual "Young Hearts Matter" assembly for middle and high school students that focuses on recognizing healthy vs. unhealthy relationship patterns, preventing teen dating violence, and encouraging students to be allies in creating a respectful and safe school environment.<br>**Strategy's Expected Result/Impact:** Minimal or zero incidents of teen dating violence.<br>**Staff Responsible for Monitoring:** Administrators, counselors, social workers. | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 8:** For the 2025-2026 academic year, elementary emergent bilinguals will be afforded a bilingual instructional learning environment in both English and Spanish. Secondary emergent bilinguals will be afforded an English as a second language learning environment with native language support.

**High Priority**

**Evaluation Data Sources:** Classroom observations
Lesson plans
District benchmark results
Instructional software reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** The Bilingual/ESL Department will invest in instructional platforms and materals that provide equity while also engaging emergent bilinguals in English language acquisition and development.<br>**Strategy's Expected Result/Impact:** Increase of proficiency in English listening, speaking reading and writing district-wide. Engaged emergent bilinguals in cognitively demanding and context embedded instruction.<br>**Staff Responsible for Monitoring:** Bilingual/ESL Department, Bilingual/ESL Teachers, Campus Administrators, Bilingual/ESL Chairperson<br><br>**Results Driven Accountability - Equity Plan** | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 9:** At the end of SY 2025-2026, evidence-based interventions to prevent substance abuse among 5-12 students will be implemented.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Increase awareness of the dangers of fentanyl, drugs, and vaping during Tier 1, II, and III interventions.<br>**Strategy's Expected Result/Impact:** Decrease substance abuse among students.<br>**Staff Responsible for Monitoring:** Principals, Assistant Principals, Counselors, Social Workers, LPCs, and Director of Student Support Services. | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Train Campus Alternative Education Programs (CAEP) & Health teachers and Counselors, Social Workers, LPCs on school-based drug prevention programs ( Ex: Life Skills Training and/or Project Towards No Drug Abuse) .<br>**Strategy's Expected Result/Impact:** Reduce vaping among students.<br>**Staff Responsible for Monitoring:** Director for Student Support Services (Life Skills Training: http://www.lifeskillstraining.com) Project Towards No Drug Abuse: http://tnd.usc.edu) | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 10:** Provide adequate and appropriate spaces that are designed specifically for each Fine Arts discipline in mind. (Theatre, Dance, Visual Art & Music)

**High Priority**

**Evaluation Data Sources:** Campus Building Layouts
Scheduling
Classroom Assignments
Proposition B Funding (Bond)

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

**Performance Objective 1:** There will be a 5% increase in the number of parents and guardians involved in campus/district Parent & Family Engagement activities compared to the prior school year. Weslaco ISD Parent and Family Engagement Title 1, Part A department will engage parents, families, and the community by utilizing various methods of communication and informing them of the events and meetings There will be a 5% increase in the number of parents and guardians participating in campus and district Parent & Family Engagement activities compared to the previous school year. The Weslaco ISD Parent and Family Engagement Title I, Part A department will engage parents, families, and the community through various communication methods, keeping them informed about events and meetings within the district. We will involve parents in the planning and implementation of all Parent and Family Engagement programs, activities, procedures, and documents within the district. We will include parents in the planning and implementation all PFE programs, activities, procedures, and documents.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Utilize all forms of contact with parents and the community through phone calls, home visits, different platforms utilized by teachers, flyers, email, parent teacher conferences, school messenger, K-WES and social media.<br>**Strategy's Expected Result/Impact:** Increase parental engagement to spurt student achievement.<br>**Staff Responsible for Monitoring:** PFE Engagement coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration<br>**Funding Sources:** - 211 - Title I, Part A | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Provide meaningful consultation and trainings to fulfill Title 1, Part A requirements and the needs of the campus and district.<br>**Strategy's Expected Result/Impact:** Increase student achievement by building parental capacity.<br>**Staff Responsible for Monitoring:** PFE Engagement coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Promote Adult/Continuing Education classes for parents that include GED, ESL and other continuing education courses. Creating opportunities such as these for parents and families will create better opportunities for the home environment.<br>**Strategy's Expected Result/Impact:** An increase in parental engagement and student achievement.<br>**Staff Responsible for Monitoring:** PFE Coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Plan and coordinate SHAC (School Health Advisory) meetings that will promote for all children to lead a healthy lifestyle by making health choices. Parents, community members and WISD school staff will be part of this committee.<br>**Strategy's Expected Result/Impact:** Students will make healthier choices that will lead to positive outcomes in the classroom.<br>**Staff Responsible for Monitoring:** PFE Coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** District Homeless and Foster Care Liaison will coordinate district meetings that will explain the McKinney-Vento (Homeless) and Foster Care program requirements and will bring awareness regarding both programs.<br>**Strategy's Expected Result/Impact:** Students will be coded correctly so services can be provided.<br>**Staff Responsible for Monitoring:** Community Engagement Coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** Revise , distribute and evaluate annually the District Parent and Family Engagement Policy. Also, monitor that each campus has revised the Parent and Family Engagement Policy and Campus Compact.<br>**Strategy's Expected Result/Impact:** Parents, staff and the community will be aware of the Title 1, Part A requirements. Parents will know and understand their rights to be involved. Parental engagement and student achievement will increase.<br>**Staff Responsible for Monitoring:** PFE Coordinator, Parental Specialist & Community Liaisons and campus administrators | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 7:** Conduct a Title 1 meeting at each Title 1 campus. Information regarding the Title 1 program and the requirements will be shared. The meeting will include supporting documentation such as a flyer, agenda, sign-in sheet, meeting notes and a copy of the presentation. The presentation will be scheduled twice at a flexible time for parents.<br>**Strategy's Expected Result/Impact:** Parents, staff and community members are made aware of the Title 1, Part A requirements. Parents will know what their rights are as a parents. Parental engagement and student achievement will increase.<br>**Staff Responsible for Monitoring:** PFE Coordinator, Parental Specialist & Community Liaisons and campus administrators | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 2:** Establish a network of community partners to enhance the goals, mission, and vision of the Parent and Family Engagement Department and the district. The goal is to increase active participation of families in school events by 5% within the next academic year.

**Evaluation Data Sources:** Back to School Bash, Conferences, community and parent events, sign-in sheets, agendas, parent evaluations, volunteer in-service logs, principal reports, and staff feedback.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** The community will provide resources and partnerships that meet the needs of our WISD families. Resources such as, but not limited to: In His Image Uniform Drive (Cross Roads Community Church), In His Steps Shoebank (First United Methodist Church), Covenant Promised Ministries, Texas Department of Health and Human Services, South Texas Juvenile Diabetes Association, and The Children's Defense Fund.<br>**Strategy's Expected Result/Impact:** When parents are aware of community resources and information they are able to seek assistance when needed.<br>**Staff Responsible for Monitoring:** PFE coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Building stronger relationships with higher educational institutions: STC, UTRGV, TSTC, and Texas A&M extension services; so parents can be knowledgeable in the planning and preparation for college readiness.<br>**Strategy's Expected Result/Impact:** When parents are aware of community resources and college readiness information their children are more likely to graduate from high school and continue with their post-secondary education.<br>**Staff Responsible for Monitoring:** Community Engagement coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Each Title I-A campus develops and disseminates the Parent and Family Engagement Policy and the School-Parent-Student Compact to parents of participating Title I-A students and posts them on the campus website in both English and Spanish. The School-Parent-Student Compact outlines how parents, school staff, and students will share the responsibility for improving student achievement and describes how schools and families will build strong partnerships to help children meet the State's high standards. Elementary campuses will hold parent/teacher conferences to review the School-Parent-Student Compact with families. At the district level, a Parental Advisory Committee (PAC) meets throughout the school year to develop, review, evaluate, and recommend revisions to the Parent and Family Engagement Policy. The policy is available online at wisd.us (Parental Department), at the district parental office, and is distributed during district parental meetings and functions. It is also provided to WISD parents in a clear format and in a language they can understand. To further support family participation, the district offers flexible meeting times in the mornings and evenings, to which all parents of participating students are invited and encouraged to attend. When needed, childcare is also provided to help ensure accessibility for all families.<br>**Strategy's Expected Result/Impact:** Parents and community will aware of Title 1, ESSA and information related to school and parent programs , meetings and other activities as related to their campus.<br>**Staff Responsible for Monitoring:** Community Engagement coordinator, Parental Specialist & Community Liaisons, Campus Principal & Administration | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 3:** CTE will engage with business owners and post-secondary leaders to participate as advisors for CTE programs to help establish the skills and training that are needed for the workforce and to support integration of Programs of Study

**Evaluation Data Sources:** CTE Program Advisory meeting sign-in's and meeting agendas.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** CTE - Advisory Committees - All teacher's who head a CTSO will meet with their Business and Community members of their Advisory Committee at least twice in the school year to ascertain the most recent skills and training that CTE students need for the job market.<br>**Strategy's Expected Result/Impact:** CTE students will receive the up to date training and skills they need to compete in the RGV job market right out of high school.<br>**Staff Responsible for Monitoring:** CTSO Sponsors, CTE Supervisor, CTE Director | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 4:** By the end of the school year 2025-2026, communication with parents regarding mental wellness resources, SEL family toolkit, and family/community engagement activities would have been sustained by the Student Support Services department. Family engagement in schools contributes to positive student outcomes.

**Evaluation Data Sources:** Family & Community Engagement participation
SSS website
Event Flyers

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Communication with parents through family engagement activities.<br>**Strategy's Expected Result/Impact:** Increased communication with parents.<br>**Staff Responsible for Monitoring:** Student Support Services Director | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 5:** The Bilingual/ESL Department will provide open communication with families of emergent bilinguals to provide guidance and support including hosting informational meetings and various engagements throughout the year.

**High Priority**

**Evaluation Data Sources:** District Sign Ins
District Flyers
Parent Surveys

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** The Bilingual/ESL department will provide families of emergent bilinguals social-emotional support, guidance on workforce programs, college and career readiness guidance, and family literacy support.<br>**Strategy's Expected Result/Impact:** Increased parental involvement of emergent bilinguals resulting in increased student achievement<br>**Staff Responsible for Monitoring:** Bilingual/ESL Department, Campus Administrators, and Bilingual Chairperson<br><br>**Funding Sources:** - 263 - Title III | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 6:** The Advanced Academics Department will conduct parent meetings to inform parents about GT Testing, services, and program framework and will provide parent meetings for the Advanced Academics Pathway and courses offered. A GT/Advanced Academics Advisory Committee will also be utilized to promote stakeholder input, feedback, and program needs and areas of strength to ensure the fidelity of services.

**High Priority**

**Evaluation Data Sources:** Parent, teacher, and student surveys, attendance at meetings, and participation in program initiatives.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** The Advanced Academics Coordinator will host a parent meeting in September to inform parents about the identification and assessment process. to include kinder pre screener, nominations, parent survey, component of testing framework, and testing timeline. The Advanced Academics Coordinator will facilitate the induction of a GT Advisory committee and will meet twice a year to inform and collaborate about program services, strengths, and needs. The committee will meet in December and May.<br>**Strategy's Expected Result/Impact:** Community and parent involvement in program , services, and feedback for areas of growth.<br>**Staff Responsible for Monitoring:** Chief Academic Officer for Secondary and GT Specialist | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 7:** By the end of the 25-26 academic year, the Migrant Department will have 50% of all migrant parents attend at least one meeting that will focus on best practices for at home use of content resources.

**Evaluation Data Sources:** Sign in sheets, agendas, purchase orders, surveys

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Through the required Migrant Parental Advisory Committee (PAC) meetings, the migrant department will provided at least 3 meetings where best practices of content resources will be modeled.<br>**Strategy's Expected Result/Impact:** Increase overall PAC meeting by 15%<br>Increase RLA & Math scores by 3%<br>**Staff Responsible for Monitoring:** Migrant Coordinator, migrant instructional staff<br><br>**Results Driven Accountability** | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 1:** During 2025-2026, provide access to high-quality, engaging, and innovative professional development and continuous support for all employees that builds capacity of staff to grow professionally in their use of instructional technology.

**Evaluation Data Sources:** PD sign in sheets
PD course survey results
Needs assessment survey

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Design professional learning experiences that can be sustained over time for building ongoing experiences so learners can track the outcomes, content, resources, and new learnings, and impact on student achievement. Specifically Blended Learning ASPIRE at K-2 aligned to RLA and Bilingual strategies.<br>**Strategy's Expected Result/Impact:** Improved student engagement<br>Increased number of teachers providing data-informed blended instruction<br>**Staff Responsible for Monitoring:** Scott Amdahl, Director of Instructional Technology<br>Julie Kelly, Instructional Technology Coordinator<br>**Problem Statements:** District Processes & Programs 1 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 1 Problem Statements:**

| District Processes & Programs |
|---|
| **Problem Statement 1**: Not all students and staff are consistently provided high-quality, student-centered, engaging, tech-rich, and safe & secure learning environments. **Root Cause**: Teachers need time to plan for blended learning instruction, continued training in personalized instruction strategies, follow up support that includes examples and real-time classroom visits, access to high-quality online and offline resources, and students need equity in devices and access to online resources. |

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

**Performance Objective 2:** CTE will provide teachers and staff with professional growth staff development by providing opportunities to attend workshops, trainings, and conferences, including state agencies and Region 1 ESC. This also includes evaluating Perkins-funded programs in the CLNA (Ex. training to improve alignment of TEKS in English, Math, and Science).

**Evaluation Data Sources:** Certificates of attendance and continuing education hours

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** CTE - Professional Development - CTE Administration will meet with CTE staff and teachers a minimum of five times per school year to provide staff development trainings that are relevant to the needs of CTE staff, teachers, and students in order to increase IBC passing rates, increase success rates of special populations, and strengthen partnerships.<br>**Strategy's Expected Result/Impact:** Help meet or exceed respective domain for federal CTE compliance (Carl D. Perkins) & new accountability system of 2026-27 that will be based on this school year.<br>**Staff Responsible for Monitoring:** CTE Administration & Administrative Support staff, Dean of CTE, CTE Instructional Staff, Career Development Advisor, CTE Instructional Technology Strategist, CTE Academic Asscociates,<br>**Results Driven Accountability**<br>**Funding Sources:** - 162 - State Career and Technical - 162 - State CTE - $7,000 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 3:** By the end of SY 2025-2026, staff development opportunities would have been provided to to social workers, intervention strategists, and counselors to strengthen their skills in the area of social-emotional learning and counseling strategies. This will be used to support the at-risk population.

**Evaluation Data Sources:** Recruit, support, and retain counselors and social workers.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Meetings will be held with staff to ensure that all support staff receives continuous training that targets skills needed to help students overcome obstacles that affect their education. The meeting will be held monthly with support staff, which includes counselors, social workers, and intervention specialists.<br>**Strategy's Expected Result/Impact:** This will impact student success.<br>**Staff Responsible for Monitoring:** Student Support Services Director<br><br>**Funding Sources:** Staff Development Funds - 164 - State Comp. Ed. [SCE] - $10,000 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 4:** By the end of the school year 2025-2026, training for counselors, social workers, and Licensed Professional Counselors to ensure they are up to date with current trends and new research for effective practice as well as share best practices so as to improve the provision of student support services would have been provided on a monthly basis.

**Evaluation Data Sources:** Monthly agenda
SB 179 report

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Conduct Monthly training for Counselors, Social Workers, and LPCs. Hire experts to conduct training on counseling techniques.<br>**Strategy's Expected Result/Impact:** Increased Individual Planning and Responsive Services for students. | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Conduct training for all educators districtwide regarding the detection and education of students who might be at risk for suicide and emotional disorders. This is in compliance with SB 460.<br>**Strategy's Expected Result/Impact:** Increase knowledge and skills of educators on mental disorders and classroom interventions<br>**Staff Responsible for Monitoring:** Director of Student Support Services | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 5:** Throughout the 2025/26 school year, WISD EC-12 Fine Arts faculty will be supported and sponsored by the Fine Arts Dept. to become TIA designated and/or TIA eligible. (Fine Arts Dept.)

**High Priority**

**Evaluation Data Sources:** Pre/Post Test
TTESS
Data sets from pre/post test

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Identify local and out of valley Professional Development workshops for all WISD Fine Arts Disciplines, and ensure these workshops are offering seminars on improving classroom literacy.<br>**Strategy's Expected Result/Impact:** Help grow teacher capacity in regards to implementing more literacy in their classrooms.<br>**Staff Responsible for Monitoring:** Campus Admin.<br>Instructional Coaches<br>Fine Arts Director<br><br>**Equity Plan** | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 6:** During the 2024-2025 academic year the district will increase the number of Bilingual/ESL-certified teachers by 10%.

**High Priority**

**Evaluation Data Sources:** SBEC

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Professional learning related to BTLPT, Bilingual Supplemental and ESL Supplemental examinations along with spanish language academies for educators will be offered.<br>**Strategy's Expected Result/Impact:** Educator registration and success on Bilingual/ESL certification exams.<br>**Staff Responsible for Monitoring:** Bilingual Department, Human Resources | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Instructional Coaching will be provided to prepare our teacher with strategies for Bilingual/ESL students.<br>**Strategy's Expected Result/Impact:** Increased academic achievement and growth of emergent bilingual students.<br>**Staff Responsible for Monitoring:** Bilingual Department, Campus Administration.<br>**Funding Sources:** Linguistic coaches - 165 - State Bilingual/ESL | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 7:** The WISD Advanced Academics Department will institute exemplary column expectations aligned with the GT State Plan by ensuring that 100% of classroom teachers teaching core content areas in grades 1st-8th and Advanced Academics teachers 9th-12th, counselors, and administrators complete the initial 30-hour GT Bundle Days 1-5 and or 6-hour renewal.

**High Priority**

**Evaluation Data Sources:** Responsive Learning detailed report of courses completed, hours earned, and Eduphoria and Google Classroom uploads.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Teachers and staff will have access to Responsive Learning platform to acquire the updated/required training for GT students.<br>**Strategy's Expected Result/Impact:** Staff will learn more about how to better serve GT students in the classrooms.<br>**Staff Responsible for Monitoring:** Chief Academic Officer for Secondary, GT specialist and Administrators | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 8:** During the 2024-2025 school year effective professional learning will be offered for classroom Bilingual/ESL certified teachers, teachers on a bilingual exception or ESL waiver, principals, and other school leaders to ensure that our immigrant children and emergent bilingual youth acquire English proficiency and develop high levels of academic attainment in English.

**High Priority**

**Evaluation Data Sources:** Eduphoria professional learning catalogs
Eduphoria professional learning sign ins

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Annual Differentiated Instruction Fiesta Conference will be offered to all teachers prior to the beginning of the school year.<br>**Strategy's Expected Result/Impact:** Increased emergent bilingual student performance on STAAR and TELPAS.<br>**Staff Responsible for Monitoring:** Bilingual/ESL Department<br><br>**Results Driven Accountability**<br>**Funding Sources:** - 165 - State Bilingual/ESL | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 1:** State Compensatory Funding will be used to help support students that meet at-risk criteria. The purpose is to close the gap between the at-risk population and the general ed population.

**Evaluation Data Sources:** STAAR scores, benchmark scores, attendance, promotion rates, and graduation rates.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** The student support services department manages the state compensatory funding and funds are allocated to support campuses in helping our at-risk population. 100% of our at-risk students will receive the support that they need to overcome barriers that are affecting their education.<br>**Strategy's Expected Result/Impact:** Increase promotion rates, reduce drop-out rates, increase graduation rates.<br>**Staff Responsible for Monitoring:** Student support services director<br><br>**Funding Sources:** Support Services, supplies, contract services., reading materials, and other equipment. - 164 - State Comp. Ed. [SCE] - 164 - $50,000, Personnel - 164 - State Comp. Ed. [SCE] - 164 - $49,226, Intervention Strategists and SSS Secretary Personnel - 164 - State Comp. Ed. [SCE] - 164 - $210,779, Pregnancy Related Services and Counseling Services-Personnel - 164 - State Comp. Ed. [SCE] - 164 - $185,910 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** $11,569,957.00
**Total FTEs Funded by SCE:** 2
**Brief Description of SCE Services and/or Programs**

SCE provides supplemental services to at-risk in a wide variety of methods, to include funding South Palm Gardens and CAEP as well as after-school tutoring programs, Saturday School programs, STAAR mentors, Summer School, and technology initiatives to 'level the playing' field for at-risk and educationally disadvantaged students.

## Personnel for District Improvement Plan

| Name | Position | FTE |
|---|---|---|
| Laura Elizondo | Teacher | 1 |
| Yadira Aldava | Instructional Aide | 1 |

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Ana Cabrera | Migrant Instructional Aide | Title I Migrant | 1 |
| Diana Hernandez | Migrant Instructional Aide | Title I Migrant | 1 |
| Emma Martinez | NGS/Recruiter | Title I Migrant | 1 |
| Erica M. Garcia | Parent-Family Engagment Coordinator | Title I Part A | 1 |
| Humberto J. Chavez | Adminstrative Asst.- Federal | Title I Part A | 1 |
| Laurinda Cardenas | Migrant Coordinator | Title I Migrant | 1 |
| Micaela Rowlett | NGS/Recruiter | Title I Migrant | 1 |
| Nilda Y. Alvarez | Budget Specialist | Title I Part A | 1 |
| Rosalva Garcia | Admin. Asst. | Title I Part A | 1 |
| Yadira Aldava | Instructional Aide | Title I Part A | 1 |

# District Planning Team

| Committee Role | Name | Position |
|---|---|---|
| District Administrator | Abel Aguilar | Deputy Supt. |
| Parent | Adriana Alejandro | Parent |
| Community Member | Heather Aquiningoc | Business Owner |
| District Administrator | Dan Budimir | Asst. Supt. Secondary |
| District Professional | Adrian Cantu | Social Studies Coordinator |
| Campus Professional | Tomas Cantu | Instructional Coach |
| District Professional | Laurenda Cardenas | Migrant Coordinator |
| Parent | Sandra Cardenas | Parent |
| District Professional | Maria Luisa Castillo | Science Coordinator |
| Campus Professional | Sara Cavazos | Teacher |
| Campus Administrator | Dr. Araceli Chavarin | Assistant Principal |
| Campus Administrator | Perla Chavez | Assistant Principal |
| District Administrator | Dr. Cynthia Cid | Student Supt. Svc Director |
| Community Member | Lilly Cisneros | Business Owner |
| Campus Administrator | Sonia Closner | Principal |
| District Professional | Susan Coffman | Nursing Coordinator |
| Campus Professional | Homero Colunga | Instr. Coach |
| Campus Professional | Melissa Diaz | Instructional Coach |
| District Professional | Christopher Fernandez | Fine Arts Coordinator |
| Campus Professional | Maria Flores | College Readiness Counselor |
| Paraprofessional | Monica Flores | Paraprofessional |
| Campus Professional | Mildred Galindo | Parent Specialist |
| Paraprofessional | Maricela Galvan | Paraprofessional |
| Campus Administrator | David Gamboa | Principal |
| Campus Administrator | Andres Garcia | Principal |
| District Professional | Erica Garcia | PFE Coordinator |
| Campus Administrator | Rosa Garcia | Principal |

| Committee Role | Name | Position |
|---|---|---|
| District Administrator | John Garlic | C&I Director |
| Parent | Diana Garza | Parent |
| District Administrator | Neil Garza | Special Education Director |
| Campus Administrator | Eliza Gomez | CTE Director |
| Campus Administrator | Celinda Guajardo | Principal |
| Campus Administrator | Selma Gutierrez | Principal |
| Parent | Ailed Guzman | Parent |
| Campus Professional | Ofelia Hernandez | Nurse |
| District Professional | Kasey Juarez | Math Coordinator |
| District Professional | Julie Kelly | Instr. Tech. Coordinator |
| Parent | Ruth Leal | Parent |
| Campus Administrator | Arcadia Lopez | Principal |
| District Professional | Carolina Lopez | Bilingual Coordinator |
| District Professional | Nora Lopez | Math Coordinator |
| Campus Professional | Omar Lopez | Teacher |
| Campus Administrator | Jennifer Luna | Principal |
| District Administrator | Carlos Martinez | Exec. Director for Technology |
| District Professional | Claudia Martinez | Adv. Acad. Coordinator |
| Parent | Judith Martinez | Parent |
| Parent | Lucia Martinez | Parent |
| Campus Administrator | Melissa Mora-Rodriguez | Principal |
| Campus Professional | David Morales | Teacher |
| Campus Administrator | Enrique Ornelas | Principal |
| Campus Professional | Rebecca Ozuna | Parent Specialist |
| Campus Administrator | Graciela Palacios | Principal |
| Campus Professional | April Peralez | Teacher |
| Campus Administrator | Roger Perez | Principal |
| Campus Administrator | Gilbert Rebolloso | Asst. Principal |
| District Professional | Katie Reyes | ESSER Coordinator |
| District Administrator | Daniel Reyna | Exec. Dir. Safety/Security |
| Campus Administrator | Dr. Efrain Reyna | Principal |

| Committee Role | Name | Position |
|---|---|---|
| Campus Professional | Sarai Rios-Valdez | Instructional Coach |
| District Administrator | David Robledo | CFO |
| District Administrator | Desi Rodriguez | Athletic Director |
| District Professional | Emily Rodriguez | ELA Coordinator |
| Campus Professional | Zeida Rodriguez | Counselor |
| Parent | Sylvia Salinas | Parent |
| Campus Professional | Martha Santiago | Teacher |
| Community Member | Sheila Shidler | Community Member |
| Parent | Daisy Silva | Parent |
| District Administrator | Beatriz Solano | Asst. Supt. Elementary |
| Campus Professional | Lissbeth Sustaita | Teacher |
| District Administrator | Elias Trevino | Director of Assessment |
| Campus Professional | Ramiro Trevino | Parental Specialist |
| Campus Professional | Clarissa Valdez | Teacher |
| Campus Administrator | Monica Vanderveer | Principal |
| Campus Administrator | Tina Wells | Principal |
| Campus Professional | Gabe Ybarra | Teacher |

# Assurances

## Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

**Signature indicates the 10 assurances are included in the LEA Plan** Signature of Assurance

# District Funding Summary

| 164 - State Comp. Ed. [SCE] | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 3 | | | $0.00 |
| 4 | 3 | 1 | Staff Development Funds | | $10,000.00 |
| 5 | 1 | 1 | Personnel | 164 | $49,226.00 |
| 5 | 1 | 1 | Pregnancy Related Services and Counseling Services-Personnel | 164 | $185,910.00 |
| 5 | 1 | 1 | Support Services, supplies, contract services., reading materials, and other equipment. | 164 | $50,000.00 |
| 5 | 1 | 1 | Intervention Strategists and SSS Secretary Personnel | 164 | $210,779.00 |
| | | | | **Sub-Total** | $505,915.00 |
| | | | | **Budgeted Fund Source Amount** | $11,569,957.00 |
| | | | | **+/- Difference** | $11,064,042.00 |

| 165 - State Bilingual/ESL | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 12 | 1 | | | $0.00 |
| 1 | 13 | 1 | | | $0.00 |
| 4 | 6 | 2 | Linguistic coaches | | $0.00 |
| 4 | 8 | 1 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $2,434,358.00 |
| | | | | **+/- Difference** | $2,434,358.00 |

| 169 - Early Education Allottment | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $2,660,224.00 |
| | | | | **+/- Difference** | $2,660,224.00 |

| 199 - Local General Fund | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 2 | 5 | 1 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $193,116,944.00 |
| | | | | **+/- Difference** | $193,116,944.00 |

| 211 - Title I, Part A | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | | | $0.00 |
| 1 | 1 | 2 | | | $0.00 |
| 1 | 1 | 3 | | | $0.00 |
| 3 | 1 | 1 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $8,488,835.00 |
| | | | | **+/- Difference** | $8,488,835.00 |

| 211 - Title I, Part D | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $25,005.00 |
| | | | | **+/- Difference** | $25,005.00 |

| 212 - Title I, Part C | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $393,804.00 |
| | | | | **+/- Difference** | $393,804.00 |

| 224 - IDEA-B Formula | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $2,966,421.00 |

| 224 - IDEA-B Formula | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | **+/- Difference** | $2,966,421.00 |

| 225 - IDEA-B, Preschool | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $40,729.00 |
| | | | | **+/- Difference** | $40,729.00 |

| 244 - Perkins Career & Technical Education | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 5 | 1 | CTE staff | | $175,186.00 |
| 1 | 5 | 2 | Monitors, printers, | | $48,487.00 |
| 1 | 5 | 3 | Career Inventory software | | $6,300.00 |
| 1 | 5 | 4 | travel funds, student meals, student competition fees | | $11,780.00 |
| | | | | **Sub-Total** | $241,753.00 |
| | | | | **Budgeted Fund Source Amount** | $281,772.00 |
| | | | | **+/- Difference** | $40,019.00 |

| 255 - Title II Part A | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | | | $0.00 |
| 1 | 1 | 3 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $1,010,283.00 |
| | | | | **+/- Difference** | $1,010,283.00 |

| 263 - Title III | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 12 | 1 | | | $0.00 |
| 1 | 13 | 1 | | | $0.00 |
| 3 | 5 | 1 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $383,484.00 |

| 263 - Title III | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | **+/- Difference** | $383,484.00 |

| 265 - 21st CCLC [ACE] | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $2,000,000.00 |
| | | | | **+/- Difference** | $2,000,000.00 |

| 282 - McKinney-Vento Homeless | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $156,690.00 |
| | | | | **+/- Difference** | $156,690.00 |

| 289 - Title IV | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | | | $0.00 |
| 1 | 1 | 2 | | | $0.00 |
| 1 | 1 | 3 | | | $0.00 |
| 1 | 9 | 3 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $594,683.00 |
| | | | | **+/- Difference** | $594,683.00 |

| 410 - IMA Funds | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 3 | 1 | Multiple Funding Sources | | $0.00 |
| 1 | 3 | 3 | Online or in person reading material that is content specific. | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $3,184,189.00 |
| | | | | **+/- Difference** | $3,184,189.00 |
| | | | | **Grand Total Budgeted** | $229,307,378.00 |

| 410 - IMA Funds | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | **Grand Total Spent** | $747,668.00 |
| | | | | **+/- Difference** | $228,559,710.00 |

# Addendums

# Title I, Part C – Migrant Education Program
# Priority for Service (PFS) Action Plan Template
# for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The *Priority for Service Report* on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds.
Students are identified as PFS if they meet the following criteria:

| Priority for Service (PFS) Criteria | |
|---|---|
| **Grades 3-12,**<br><br>**Ungraded (UG) or**<br><br>**Out of School (OS)** | • Who have made a qualifying move within the previous 1-year period;<br>**AND**<br>• Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level. |
| **Grades K-3** | • Who have made a qualifying move within the previous 1-year period;<br>**AND**<br>• Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component;<br>**OR**<br>• For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level. |

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:
(1) the required components included in the ESSA Consolidated Federal Grant Application (Part 3 – Priority for Service);
(2) the Program Specific Provisions and Assurances on Priority for Service; and
(3) provides districts an opportunity to list additional activities for each component.

***NOTE:*** *This document is available on the TMEP Portal.*

| Region: | District Number: | Priority for Service (PFS) Action Plan | Completed By: |
|---|---|---|---|
| 1 | 108913 | | L.Cárdenas |
| District Name: | | School Year | Date: |
| Weslaco ISD | | 25-26 | 07.30.25 |

***Requirements - ESSA Consolidated Federal Grant Application – Part 3 – Priority for Services (PS3103)***

- *Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.*
- *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements* ***should not be integrated*** *with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).*
- *On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.*

***Requirements - Program-Specific Provisions and Assurances***

*The LEA PFS Action Plan must include the following required strategies on:*

- *Monitoring the progress of eligible migratory students who are PFS.*
- *Communicating the progress and determining needs of eligible migratory students who are PFS.*
- *Providing services to eligible migratory students who are PFS.*

***PFS Action Plan Completion Date:*** *Before First Day of School*

| LEA Assurance<br>LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below. | | ESC Assurance<br>ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate. | |
|---|---|---|---|
| LEA Staff Signature | Laurie Cárdenas | ESC Reviewer Signature | Dr. Martha I. Hinojosa |
| Date | 07.30.25 | Date Review Complete | 08/01/2025 |

04.08.90

Sonia Gonzales

| School Year: | 25-26 | PFS Action Plan |
|---|---|---|
| Region: | District Number: | District Name: |
| 1 | 108913 | Weslaco ISD |

**PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.**

| Goal(s): | Objective(s): |
|---|---|
| - 100% of the Priority for Service students will have access to instructional, and support services.<br>- 65% of the Priority for Service students will meet state and federal achievement standards.<br>- 100% of the Priority for Service students in grades 8-12 will be exposed to post-secondary opportunities. | Utilizing Migrant Eduction program (MEP) funds, the WISD MEP will focus on improving instructional services to assist migrant students meeting all acadmic goals set by the state and federal accountability guidelines.<br>Supplemental services will be provided based on the identified needs of the Priority for Service students. |

| School Year: | 25-26 | PFS Action Plan |
|---|---|---|
| Region: | District Number: | District Name: |
| 1 | 108913 | Weslaco ISD |

**PFS Action Plan must address all the required strategies.**

| Required Strategy | Timeline | Person(s) Responsible | Documentation |
|---|---|---|---|
| **Monitoring** the progress of eligible migratory students who are PFS. | | | |
| ▪ **Monthly**, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. | September-June | Migrant NGS Clerk | PFS Reports<br>Electronic Read/Receicved notifications |
| ▪ **Before the first day of school**, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. | August | Migrant Coordinator | PFS Action Plan<br>Plan 4 Learning |
| **Additional Activities** | | | |
| ▪ PFS Progress Review | Twice/year | Migrant Coodindator/ Migrant Instructional Assistants | Progress Review Form<br>DRS Student Profile Sheet |
| ▪ Monitor MAP Assessment scores: BOY, MOY, EOY | September-May | Migrant Coordinator | MAP Reports |

| School Year: | 25-26 | PFS Action Plan |
|---|---|---|
| Region: | District Number: | District Name: |
| 1 | 108913 | Weslaco ISD |

**PFS Action Plan must address all the required strategies.**

| Required Strategy | Timeline | Person(s) Responsible | Documentation |
|---|---|---|---|
| **Communicating** the progress and determining needs of eligible migratory students who are PFS. | | | |
| ▪ **During the academic calendar**, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. | First of every month | NGS/Recruiters | NGS Reports<br>PFS Signature<br>Roster |
| ▪ **During the academic calendar**, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. | Once/year | NGS/Recruiters | PAC meetings<br>Agendas<br>Sign-In Sheets |
| ▪ **During the academic calendar**, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children. | Ongoing | Migrant Coordinator | PFS Progress Reviews<br>PFS Reports<br>Support Service Log<br>Supplemental Service Report |
| **Additional Activities** | | | |
| ▪ | | | |
| ▪ | | | |

| School Year: | 25-26 | PFS Action Plan |
|---|---|---|
| Region: | District Number: | District Name: |
| 1 | 108913 | Weslaco ISD |

**PFS Action Plan must address all the required strategies.**

| Required Strategy | Timeline | Person(s) Responsible | Documentation |
|---|---|---|---|
| **Providing** services to eligible migratory students who are PFS. | | | |
| ▪ **The district's Title I, Part C migrant coordinator or MEP staff will** use the PFS reports to give priority placement to these students in migrant education program activities. | Ongoing | Migrant Staff | PFS Reports<br>PFS Contact Logs |
| ▪ **The district's Title I, Part C migrant coordinator or MEP staff** will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. | Ongoing | Migrant Coordinator | PFS Progress Reviews<br>PFS Reports<br>Support Service Log<br>Supplemental Service Report |
| ▪ **The district's Title I, Part C migrant coordinator or MEP staff will** determine what federal, state, or local programs serve PFS students. | Ongoing | Migrant Coordiantor | Budget Reports<br>District Improvement Plan<br>Master List of Services |
| **Additional Activities** | | | |
| ▪ The district's Title I, Part C, migrant program will provide one-on-one tutorial services for PFS students in grades 5-12 at least once/week. | Ongoing | Migrant Instructional Assistants | PFS Reports<br>PFS Contact Logs<br>Supplemental Service Report |
| ▪ | | | |

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.**

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**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.**

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**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.