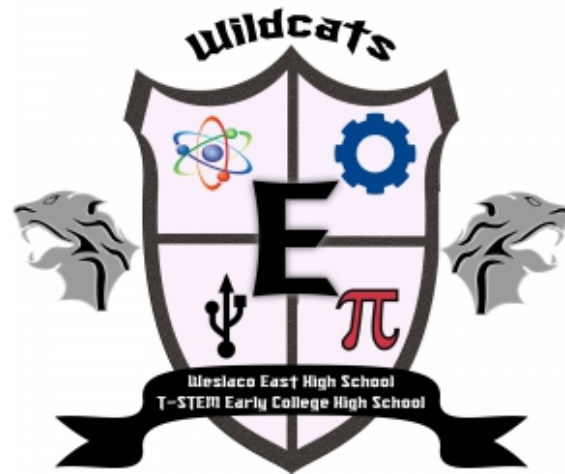


**Weslaco Independent School District**  
**Weslaco East High School**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

Weslaco East High School

Mission Statement

The mission of WEHS is to create in each student the desire to:

-

Personify the qualities of success

-

Responsibly and productively contribute to their community and society,

-

Independently achieve life-long goals

-

Develop the skills required to work collaboratively

-

Excel in life.

**Weslaco East T-STEM Early College High School**

**Mission:**

To cultivate interest in STEM careers and prepare students through rigorous, engaging and innovative instruction.

# Vision

**Purpose:** The purpose of Weslaco East High School is to prepare ALL students to successfully pursue their post-secondary education and/or career goals and to become productive and positive contributors to society.

## Weslaco East T-STEM Early College HS

### Vision:

To increase the number of professionals in the fields of science, technology, engineering and mathematics in the Rio Grande Valley.

# Value Statement

### Values:

**Integrity, Collaboration, Trust, Respect, Quality Work, Concern for Others, Self-directedness, Commitment, Responsibility, Self-discipline**

### Expectations:

**We expect ALL staff members to intentionally act in a manner that will help ALL students to attain high levels of academic learning.**

**We expect ALL staff members to act according to the school excellence Pathways, i.e., to contribute to the school's purpose and visions, to continuously act on best knowledge, and to live our beliefs, values, and expectations.**

**We expect ALL staff members to be caring, professional, and responsible in all behaviors and relationships.**

**We expect ALL students to actively engage in the learning process, to respect self, peers, staff and school property and to demonstrate concern for others.**

**We expect ALL parents or guardians to be actively involved in their child's learning process, academic achievements, personal growth, and emotional well-being.**

**Ethics:**

**All staff members will abide by the Professional Code of Conduct.**

**All staff actions will be consistent with the School Excellence Pathways, i.e. adhering to our purpose and vision, committing to knowledge for decision-making, and demonstrating our beliefs, values, and expectations.**

# Table of Contents

Comprehensive Needs Assessment .....	6
Demographics .....	6
Student Academic Achievement .....	8
School Processes & Programs .....	11
Perceptions .....	12
Comprehensive Needs Assessment Data Documentation .....	14
Goals .....	16
Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative, programs that develop college, career, and service ready leaders. ....	16
Goal 2: ENGAGING LEARNING ENVIRONMENTS-Safe, secure, drug free, technology-rich , and inviting environments district-wide that promote high performance. ....	45
Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Exceptional community service, open communication, and positive collaboration for student success. ....	57
Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT- High quality, research-based training development and support for all employees. ....	67
Goal 5: FINANCIAL STRENGTH-Strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding. ....	84
Comprehensive Support Strategies .....	85
State Compensatory .....	88
Budget for Weslaco East High School: .....	88
Personnel for Weslaco East High School: .....	91
Plan Notes .....	92
Campus Funding Summary .....	162

# Comprehensive Needs Assessment

Revised/Approved: October 08, 2018

## Demographics

### Demographics Summary

Weslaco East High School is located in Weslaco, TX, in Hidalgo County. Weslaco East is one of two comprehensive high schools in Weslaco ISD, a district of approximately 17, 800 students located approximately 8-10 miles from the US/Mexico border. The school district has recorded modest growth over the past three years. Weslaco is primarily Hispanic although a diverse number of ethnicities are represented. The median cost of a home is \$71,700. The average family size is 3.12. Mean travel time to work for residents is just under 20 minutes. South Texas Community College has a branch in Weslaco that enrolls many area students and Knapp Medical Center provides hospital services to the community.

The Weslaco area encompasses a population of 39,474. Local businesses include retail and service businesses, the school district, higher education, medical professions, and agriculture. Per capita, household income is \$15,676 while the median household income is \$37,057.

27.7% of persons in the area live in poverty.

There are 2017 students enrolled at Weslaco East. The campus is 99% Hispanic and 1% White. 22% of the school population is Limited English Proficient, 9% are in Special Education, and 52% are categorized as At-Risk and 42% are categorized as Economically Disadvantaged.

### Demographics Strengths

As included in the Texas Academic Performance Report, class size is 15.1 to 1. All teachers are certified and 23% hold a Master's degree.

62% of the teaching staff has 11 or more years of experience with the average years of experience being 15.5.

The campus operates an A/B block schedule with 100 minute classes 4 of 5 days of the week.

Technology is widely available on the campus. There are six computer labs available for use, as well as dozens of computers on the library floor. Many teachers utilize Chromebook sets within their classrooms and students are allowed to utilize their own technology devices. The use

of Google Classroom is prevalent, as well as many other instructional programs and apps. 26 classroom Chromebook sets are available (over 900 individual Chromebooks) and more are available for student checkout.

The AVID program and the campus site team continues to promote and improve the AVID program. New sections of AVID 3 and AVID 4 were added for the 2017-2018 School, and we now have five teachers teaching AVIDr. All students will be provided with a high-quality education through effective programs to complete high school and to be prepared for a post-secondary education.

Weslaco East embodies its purpose by offering a wide variety of high quality educational offerings to students including many Dual Enrollment core area courses, CTE specific Dual Enrollment and Articulated courses, Advanced Placement and Pre-Advanced Placement courses, functional skills courses and courses leading to an endorsement. Students also have the opportunity to enroll in the Early College High School, and as juniors and seniors they may apply for the DEMSA (Dual Enrollment Medical Science Academy), DEEA (Dual Enrollment Engineering Academy), DECSA (Dual Enrollment Computer Science Academy), and DECJA (Dual Enrollment Criminal Justice Academy) through the STC Mid-Valley campus. High expectations are held for all students but the staff recognizes that academic and emotional supports are required to help the students meet the high expectations. These supports include tutoring times, extended day, test prep sessions, counseling support, the FAS curriculum, and the student advocates.

Weslaco East opened the doors of an Early College High School in the fall of 2015. The ECHS has approximately 160 students in grades 9 and 10. WEHS UIL Academic teams have performed strongly in the past several years, including the UIL Accounting Team which has won the Regional title and advanced to state the past several years. Weslaco East has received Performance Distinction Designations in Math and/or Science for the past four years. Weslaco East students have also performed exceptionally well in the Regional Science Fairs. Seven students qualified for the state competition during the 2015-2016 school year and seven projects received special awards. With all stakeholders involved, Weslaco East High School will continue supporting students in all of their endeavors.

During the 2017-2018 School Weslaco East earned four academic distinctions: ELA, Science, Math, and Performance-Closing the Gaps.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Weslaco East High School missed all of the system safeguards in reading. **Root Cause:** Teachers need additional resources and training to meet the needs of EL and SPED learners.

## Student Academic Achievement

### Student Academic Achievement Summary

During the 2018-2019 school year, Weslaco East was a Met Standard school based on student performance on STAAR EOC exams and post-secondary readiness. Weslaco East High School met all of the indexes for state accountability.

On student achievement, Weslaco East High earned 68 points out of the required 60. On Index 2, Progress Measure, Weslaco East earned 28 points and a distinction on this index. On Index 3, Closing the Performance Gaps, Weslaco East earned 41 points. In Index 4, Postsecondary readiness, Weslaco East earned 79 points.

### Student Academic Achievement Strengths

Weslaco East High School earned two of the seven Distinction Designations. One in mathematics for academic achievement, and one for closing the performance gap. Biology improved from 81% in 2016 to 84 % in 2017. In addition, there was an increase in student performance across all the sub-populations. In social studies, ELL students increased 2% on the US History EOC exam.

Schoolwide initiatives:

- Implement Thinking Maps to enhance instruction
- Regular Peer observation to improve teaching
- Integrate technology and/or blended learning during instruction
- AVID
- Extended Day Tutoring
- Night School
- College Tutors and Mentor Teachers for the Core Areas
- Family Literacy Programs
- Family Engagement Programs
- Volunteer-in-Place Programs
- Parental Involvement Professional Development
- Community Out Reach Projects
- Technology Digital Natives, WISD 21st Century Learners
- Parent Education Programs/Health And Wellness Programs
- Parent Meetings
- Colonia Door To Door Visits
- Family Advocacy System



- Small Learning Communities
- Attendance Task Force

The social studies department at Weslaco East has the following continuing initiatives:

- Unit Exams in World History and U.S. History
- Benchmark testing throughout the school year / 2 CBAs
- Vertical Alignment of Pre-AP – AP Course
- Remedial EOC US History Courses for retesters
- Data Meetings -Review of Data Analysis Reports for proper instructional adjustments
- Implement the Revised TEKS Resource World History Curriculum
- Implement the Revised TEKS Resource U.S. History Curriculum
- Early Intervention Program – various populations to review US EOC student expectations
- Increase Level III Scores for US History EOC
- Analyze End of Course objectives for proper instructional adjustments
- Continue to share using the Google Classroom
- Stock Market Game Program with Economics Classes
- Implement lessons to integrate technology into the classroom
- Constitution Poster National Contest during Freedom Week (Sept. 18th to 22)
- Teacher Collaboration within Social Studies Department
- Cross-curricular Collaboration with the English Department and electives for ELL Strategies
- U.S. History Sheltered Instruction for ELLs
- Implement S3 Strategies to close gap of Special Education students
- TEKS Resources Staff Development
- Curricular Alignment between World History and U.S. History courses.
- Implement Thinking Maps Strategies
- Voter Registration Drive
- Use Upfront Magazine and newspapers to promote reading skills
- After School Tutoring available for all students and PALS Tutoring

The science department at Weslaco East has the following initiatives:

#### **Continuing Initiatives:**

- Staff Development during department planning periods
- Subject-area planning
- Science Tutoring
- AP and Pre-AP science professional development

- Student research program
- Biology EOC classes and Review
- Participation in science fair competitions: Campus, District, Region, State, and International
- Science clubs, National Science Honor Society, and UIL participation
- Use of web-based science supplemental resources
- Two benchmarks (Fall & Spring) for Biology
- Participation in Science, Technology, Engineering, Arts, and Math Summer Program
- GT Independent Study Mentorship Elective Course in conjunction with research program

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** English Language Arts scores have been considerably lower than the region, state, and district for the past three years. **Root Cause:** Teachers need additional support to plan engaging rigorous lessons in order to meet the specific instructional needs of students

## School Processes & Programs

### School Processes & Programs Summary

All teachers at Weslaco East High School are highly qualified. According to the 2016-2017 TAPR report, Weslaco East has a total of 140 Teachers and 20 Professional support staff. 25.2% of the Teachers at Weslaco East hold master's degrees, and 1.4% hold doctorate degrees. 37% of the staff has between 11 to 20 years of experience, while 28.8% of the staff have over 20 years of experience in the teaching profession. 33% of the staff has between 1 to 10 years of experience.

Weslaco East High School is in its first year of having the T-STEM designation. Ours is a blended model, school-within-a-school, and is officially called Weslaco East T-STEM Early College High School. The first Cohort will be our 9th graders this 2017-2018 school year and will do recruitment outreach to our 8th graders from the two feeder middle schools, Mary Hoge Academy and Dr. Armando Cuellar Middle School.

### School Processes & Programs Strengths

Weslaco East prides itself on being the "East Side, Strong Side." The stakeholders take pride in being part of the Wildcat family and supporting one another in academic and extracurricular pursuits. We like to say that "some teams have fans, Weslaco East Wildcats have Family!"

T-STEM Early College High School will meet the "developing" and "implementing" indicators of the T-STEM Blueprint during the first year of implementation. We will demonstrate progress on the Blueprint continuum.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** There are many indicators in the Blueprint that need to be met. Time to implement initiatives is a big issue. **Root Cause:** The designated T-STEM Administrator has other responsibilities. T-STEM needs time and more human resources to be fully implemented.

# Perceptions

## Perceptions Summary

Weslaco East High School was awarded the distinction of having a Weslaco East T-STEM Early College (school within a school). The school prides itself of integrating all stakeholders in decision making and celebrations. We are well known for being a close-knit family school. All students and Staff support each other towards a common goal, which is to accomplish the mission and vision of Weslaco East High School and Weslaco East T-STEM Early College High School.

The school has a positive and safe learning environment for all Staff, students, parents, and all community members. As a school, we make sure that our students and Staff are prepared for any emergency. In order to establish a safe school environment, we conduct fire drills once a month and practice lockdown procedures. We also have an established Hurricane procedures. Security Officers and Administrators are on duty before school, during school, and after school (throughout the day). A Tardy Station program is in place to discourage tardies and encourage students to be in class on time. We have an Attendance Force Task Committee (ATF) made of professionals and paraprofessionals who monitor tardies and are proactively calling parents of students who are absent during the day. We believe that in order for students to be academically successful, they need to be in class for bell-to-bell instruction.

At Weslaco East High school, we have a college-going culture. We have a Family and Student Advocacy classes once a week (every Wednesday), where teachers and students discuss college admission process and financial aid process. Our dynamic counselors hold Junior Conferences with parents and students to discuss college courses offered on campus, college applications, and financial aid applications. We are a Texas Success Initiative testing site, so our students sign up to take the test as needed. We also have an Advance Placement Program and Dual Enrollment Program on campus. Through these programs, students have the opportunity to earn college credits. All our Seniors are encouraged to do ApplyTexas college application through the English classes and Financial Aid application through the Social Studies classes. Students also take the ACT and SAT starting their Junior year.

The Weslaco East T-STEM Early College High School will try to cultivate interest in STEM careers and prepare our students through rigorous, engaging and innovative instruction. The college going culture on campus needs to go hand in hand with promoting STEM initiatives for our students, including our incoming students from the feeder middle school.

## Perceptions Strengths

Our stakeholders believe that Weslaco East High School maintains and communicates our mission and vision, high expectation for learning, and our values about teaching and learning effectively and clearly. In addition, our stakeholders believe we have the adequate technology resources and services to support our purpose and direction, and to ensure that all students succeed.

According to the AdvancED Accreditation visit results last year, in conjunction with survey results, our Family and Student Advocacy System in place is helping tremendously in providing the students a sense of belongingness. The unique advisory class structure allows students to build strong relationships with designated adults/FAS teachers. The FAS class also provides stability and support for students as they remain with the same FAS teacher/Advocate for

four years of high school.

Weslaco East T-STEM Early College High school will work collaboratively and harness the skills and talents of our Science, Technology, Engineering, and Math Teachers, so as to increase the number of students who are interested in pursuing STEM fields.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Stakeholders believe our greatest need is the school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and learning. **Root Cause:** The curriculum needs to be vertically aligned. We believe the new TEKS Resource System that the District and school adopted will be a tremendous help to address this issue.

**Problem Statement 2:** Weslaco East T-STEM Early College High school needs to be a small learning community. **Root Cause:** The Administrator and Counselor of Early College High School are in charge of another small learning community alongside Early College High School. Early College High Schools are identified with Health Science Small Learning Community instead of T-STEM Early College.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

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

**Performance Objective 1:** ELA: All 9th and 10th grade students will demonstrate growth in reading comprehension as measured by their performance on the district Content Based Assessments (CBA) by March 2019.

Subgroup (A) Students who scored 59% or below on their first CBA will increase their score by at least 10% on the final CBA.

Subgroup (B) Students who scored 60 - 69% on their first CBA will increase their score by at least 7% on the final CBA.



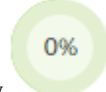

Subgroup (C) Students who scored 69% or greater on their pre-test will increase their score by at least 5% on the final CBA.

### Evaluation Data Source(s) 1: Content Based Assessments Results

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) English teacher will utilize a variety of teaching methods that require higher-order thinking skills, problem-solving, and close reading/analysis.</p>	2.4, 2.6	English I teachers, English II teachers, Practical Writing, and Creative Writing teachers	Students will have knowledge of the skills necessary to demonstrate growth throughout the school year in Content Based Assessments.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) English teachers will meet weekly to collaborate and plan with subgroup utilizing the district provided curriculum map adapted through TEKS Resource System.</p>	2.4, 2.6	Administration, department chairs, and subgroup leaders	Students will be exposed to activities that will help them obtain a better understanding of various forms of readings.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Data Analysis Meetings will be conducted every six weeks by subgroup and teachers will identify strengths and needs for their students.</p>	2.4, 2.6	All English teachers, administrators, department chair, and subgroup leaders.	Teacher will have specific needs for their students to allow for differentiation and individualized instruction.				



<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) Additional support classes (i.e. Practical Writing, Creative Writing, English III EOC, and English IV EOC) will be provided for students showing need.</p>	<p>2.4, 2.6</p>	<p>Practical Writing teacher, Creative Writing teachers, English III EOC teachers, and English IV EOC teacher</p>	<p>Students at-risk of not being successful will have the additional support necessary to show growth academically.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

**Performance Objective 2:** ELA: Increase 9th and 10th grade students English I and II STAAR Level II performance scores by.  
English I:

Subgroup (A) Economically disadvantaged populations will increase from % to % by June 2019.

Subgroup (B) Special Education populations will increase from % to % by June 2019.

Subgroup (C) English Language Learners will increase from % to % by June 2019

English II:

Subgroup (A) Economically disadvantaged populations will increase from % to % by June 2019.





Subgroup (B) Special Education populations will increase from % to % by June 2019.

Subgroup (C) English Language Learners will increase from % to % by June 2019

**Evaluation Data Source(s) 2:** STAAR English I and II End of Course Results.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) English teacher will utilize a variety of teaching methods that require higher-order thinking skills, problem-solving, and close reading/analysis, such as, but not limited to: Online Intervention Programs (i.e. APEX, Edmentum, Commonlit)</p> <p>District Curriculum Map adapted utilizing TEKS Resource System</p> <p>Blended Learning (i.e. Rotation Station)</p> <p>Springboard Curriculum</p>	2.4, 2.6	All English teachers, administration, department chair.	Increase in students achieving level II on STAAR End of course.				
<p>2) -English teachers will attend grade-level subgroup meetings at campus and district level.</p>	2.4, 2.6	All English teachers, administration, and department chair.	Increase in students achieving level II on STAAR End of course.				

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>3) Intervention Courses for special populations: - Writing Path for all freshman students who were not successful in 8th reading test. - Practical Writing for all EL students. - Creative Writing for all Special Ed. and general ed students who were not successful in English I EOC. - English III EOC for all juniors that were not successful in either English I and/or English II. - English IV EOC for all seniors who were not successful in either English I and/or English II.</p>	2.4, 2.5, 2.6	Practical Writing teachers, Creative Writing teachers, English III EOC teachers, and English IV EOC, administration, and department chair.	Increase in students achieving level II on STAAR End of course.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) STAAR After school tutorial will be offered 2 days a week starting in October to the end of November for the 1st Semester.</p>	2.4, 2.5	English teacher, administration, and department chair.	Increase in students achieving level II on STAAR End of course.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

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

**Performance Objective 3:** ELA: All students will increase their writing rubric score from an average of 1 to 2 in the areas of Ideas and Organization by March 2019 as measured by Texas Education Agency 4-Point STAAR EOC Essay Rubric.

Subgroup (A) Students who scored 1 or below on their first writing will increase their score to 2.

Subgroup (B) Students who scored 2 or higher will increase their score to 3 or 4.

**Evaluation Data Source(s) 3:** Students' Writing Portfolios

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) English teachers will meet weekly to collaborate and plan with subgroup utilizing the district provided curriculum map adapted through TEKS Resource System.</p>	2.4, 2.6	Administration, department chairs, and subgroup leaders	Students will be exposed to activities that will help them obtain a better understanding of various forms of readings.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Data Analysis Meetings will be conducted every six weeks by subgroup and teachers will identify strengths and needs for their students.</p>	2.4, 2.6	All English teachers, administrators, department chair, and subgroup leaders.	Teacher will have specific needs for their students to allow for differentiation and individualized instruction.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>3) Teacher will conduct writing conferences with students and utilize rubrics to provide feedback to students.</p>	2.4, 2.5, 2.6	All English teachers, administrators, department chairs, and subgroup leaders.	Students will have feedback and one-on-one discussions with teacher that will support their development as a writer.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Common Writing across grade levels.</p>	2.4, 2.5, 2.6	All English teachers and subgroup leaders	Teachers will be able to collaborate and find commonalities among students and collaborate on strategies for struggling learners.				


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

**Performance Objective 4: ELA:** All 12th-grade students will attempt and demonstrate growth in the Reading and Writing sections of the Texas Success Initiative Assessment to demonstrate preparedness for post-secondary education.

ELA: 75% of 11-th grade students will attempt the TSI Assessment by May 2019

**Evaluation Data Source(s) 4:** TSI registration logs, TSI individual student data

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Students will complete TSI tutorials, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>- In class Online tutorials using APEX or Edmentum</li> <li>- At home online self-guided tutorials</li> <li>- Extended Day</li> </ul>	2.4, 2.5, 2.6	English III and IV teachers, administration, ELA department chair, and TSI Campus Testing Coordinator	Increased number of students will be prepared to achieve proficient in TSI Assessment.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) English teachers will meet and analyze student TSI data and create lessons to support preparation for assessment.</p>		English III and IV teachers, administration, TSI Campus Testing Coordinator	Increased number of students will be prepared to achieve proficient on TSI Assessment.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) English teachers will work with ESL department to provide additional support to students for preparation on the TSI Assessment. Services provided will included, but not limited to:</p> <ul style="list-style-type: none"> <li>- Online resources</li> <li>- Extended Day TSI Sessions</li> <li>- Payment for TSI Assessment</li> </ul>	2.4, 2.6	English III and IV teachers, administration, ESL Department Chair, TSI Campus Testing Coordinator.	Increased number of EL students will achieve proficient on the TSI Reading and Writing Assessment.				
							

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


**Performance Objective 5: Social Studies:**

All students will be provided with a high-quality education through effective programs to complete high school and to be prepared for a post-secondary education.

**Evaluation Data Source(s) 5:** AP course enrollment, AP exam results, student mastery on EOC exam, and teacher observations.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students are encouraged to take AP classes in U.S. History, Government, and Economics create vertical teams to reinforce skills needed for AP tests		WEHS Admin. Soc. Stud. Dept. Chair Soc. Stud. Teachers	increased in enrollment in AP courses, students earning 4s and 5s on the AP exams.				
2) Utilize a variety of classroom assessment to measure student mastery of objectives and make appropriate instructional adjustments Exit Cards Google Classroom Discussions Fist of Five KWL Quick Writes AWARE Quizzes TEKS Resources Assessment Creator		WEHS Admin. Soc. Stud. Dept. Chair Soc. Stud. Teachers	students are able to track their own learning, use Google classroom to enhance learning, and demonstrate mastery in AP Course work.				



100% = Accomplished    → = Continue/Modify    0% = No Progress    X = Discontinue

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

**Performance Objective 6: Social Studies:**

All student populations will achieve 90% mastery on the US History EOC test by the year 2018 -2019.

**Evaluation Data Source(s) 6: 2019 STAAR US History Results**

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> 1) Teachers will implement AVID and Thinking Map Strategies to encourage students to master STAAR and attend a postsecondary institution target note-taking skills provide study habits and structure personalize thinking for students		WEHS Admin. Soc. Stud. Dept. Chair Soc. Stud. Teachers	All student populations will achieve 90% on the US History EOC exam, and gains in post secondary college readiness.				
<b>Comprehensive Support Strategy</b> 2) Utilize department-made diagnostic assessment to assess student mastery of objectives and make appropriate instructional adjustments departmental/individual teacher analysis of student data teacher/student conferences regarding benchmark results		WEHS Admin. Soc. Stud. Dept. Chair Soc. Stud. Teachers	All student populations will achieve 90% mastery on the US History EOC test by the year 2017 -2018.				

100% = Accomplished    
 ➔ = Continue/Modify    
 0% = No Progress    
 ✗ = Discontinue

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

**Performance Objective 7: Science:**

During the school year, our students are expected to practice safety in laboratory investigations and be able to utilize functional science equipment, materials, and technology, while practicing environmentally safe disposal.

**Evaluation Data Source(s) 7:** Laboratory Notebooks  
Student/Teacher Observations

**Summative Evaluation 7:**

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

**Performance Objective 8:**

Science:

By the end of 2018-2019 school year, our students will achieve the following performance level in Biology EOC:

90% Approaches

60 % Meets





30% Mastery

**Evaluation Data Source(s) 8:** Biology EOC scores

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide Staff Development to Science teachers throughout the school year.		Administrator in-charge of Science Department and Department Chairperson	The training will provide an opportunity for teachers to learn quality instructional strategies that will help enhance students' understanding of the different standards tested.				
Funding Sources: General Fund - 0.00							



2) Subject-area planning between teachers in the same discipline. This includes Data Analysis Meeting among Biology teachers.		Administrator in-charge of Science Department and Department Chairperson	Teachers will be able to identify the root cause of why students are struggling in certain standards and be able to come up with strategies to address the issues.				
Funding Sources: General Fund - 0.00							
3) Teachers will use Critical Reading Strategy as an "opener/do now" in every class.		All science teachers  Administrator in charge of Science Department  Department Chair	Students reading comprehension and endurance will improve. This will also increase students' science vocabulary/terminology.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

**Performance Objective 9: Math:**

All student populations will achieve mastery at 90% on the Algebra I EOC tests by the year 2018-2019.

**Evaluation Data Source(s) 9:** Observation

- Teacher Feedback
- Lesson Plans
- STAAR EOC Exams

**Summative Evaluation 9:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p align="center"><b>Comprehensive Support Strategy</b></p> <p>1) Staff Development: Implement Staff Development strategies and activities which are aligned with District Curriculum by providing:</p> <ol style="list-style-type: none"> <li>1. Smart Board Training.</li> <li>2. TI-Calculator(s)/TI Smart-view Training</li> <li>3. Specific training for our special populations such as LEP, Sp. Ed. And GT during department planning time</li> <li>4. Through Region I EOC Algebra I, EOC Geometry, and EOC Algebra II Academics</li> <li>5. Region I "Flip into Success: ELPS at a Glance" Training</li> <li>6. Follow-up on activities/strategies from Lead4ward staff development</li> <li>7. Follow-up on activities/strategies from RGVCTM conference</li> <li>8. Department time to share training on SIOP, Kagan and foldable activities</li> <li>9. College Board training for Pre-AP and AP Courses</li> <li>10. Vertical Alignment training for all courses in particular Pre-AP and AP Courses</li> <li>11. More software training to strengthen the math curriculum</li> <li>12. Through Region I Algebra I PLD and Geometry PLD</li> <li>13. Technology training such as Edmodo, Google, and Flipping the Classroom</li> <li>14. Training on New TEKS from Region 1.</li> <li>15. Training on Thinking Maps to enhance student learning</li> <li>16. Training in the use of Formative Assessment for Student Learning through s3Strategies.</li> </ol>		<p>Strategist of Mathematics and Facilitator in charge of Math Dept. Head Campus Administrators Mathematics teachers</p>	<p>Increased student achievement.</p>				
<p align="center"><b>Comprehensive Support Strategy</b></p> <p>2) District workbooks and teaching material:</p> <ol style="list-style-type: none"> <li>1. Use manipulative and concrete models to teach the Math curriculum.</li> <li>2. Expand, improve, and/or purchase curriculum resources to increase students' success from Region IV.</li> <li>3. Follow district scope and sequence and use resource</li> </ol>		<p>Strategist of Mathematics Math Teachers and Department Head Teachers</p>	<p>Lesson Plans Observation Benchmark Assessments Walk-throughs Lesson Plans on Forethought SLO Student Tracker</p>				

<p>binders</p> <p>4. Develop activities and align reviews with TEKS and EOC formatted like Spring Release tests and to improve EOC scores.</p> <p>5. Use the TI-Calculators/TI-Inspires to teach the math curriculum in Algebra I, Algebra 2, and Geometry, Pre-Calculus, AP Calculus AB, AP Probability &amp; Statistics</p> <p>6. Project Share to share instructional materials</p> <p>7. Smart Board and TI-Smart View Calculator Emulators</p> <p>8. Flip to Success: ELPS at a Glance material</p> <p>9. Expand the use of the Geometry Sketch Pad</p> <p>10. Incorporate the use of Spanish-English Math Dictionaries.</p> <p>11. College Board Resources</p> <p>12. LTF and APS Resources</p> <p>13. Sylvan Math Prep online student tutoring service for Algebra I, Geometry, Algebra II, ACT and SAT</p> <p>14. Live Binder</p> <p>15. Texas Math Collaborative Materials Electronic Dictionaries</p> <p>16. TEKS Resource System</p>							
---	--	--	--	--	--	--	--

<p><b>Comprehensive Support Strategy</b></p> <p>3) Instruction:</p> <ol style="list-style-type: none"> <li>1. Small group and individualized instruction will be provided to select ESL students beginning 3rd week of school using alternative method of instructions.</li> <li>2. Computer-enhanced instructions integrating technology into all math subject areas such as Smart Boards, I PAD, Carnegie and TI-Calculators/Smart View, Geometer's Sketch Pad, Think through Math(Imagine Math), ALEKS, Chromebooks, Ti-84 C, Google Classroom, Canvas,</li> <li>3. Intensive remediation services for state assessments will be provided for identified students after school and SAS Class.</li> <li>4. Common appropriated Math vocabulary list will be developed (word walls) and displayed.</li> <li>5. Address the need of all children by providing acceleration opportunities to all students based on approved district criteria.</li> <li>6. Incorporate more open-ended questions from Dana Center, LTF, and Region IV in Pre-AP and AP and other regular courses.</li> <li>7. Implement English Learner Proficiency Standards through the use of foldable(s).</li> <li>8. Implementation of daily EOC openers addressing areas of weakness.</li> <li>9. Provide intervention plan at the end of the 1st six weeks for all students who experience difficulty.</li> <li>10. Implement the use of interactive math journal.</li> <li>11. Supplement instruction in AP courses by holding Saturday review sessions on selected topics.</li> <li>12. Incorporate variety forms of formative assessments including the use of technology</li> <li>13. Incorporate Thinking Maps to aid student acquisition of vocabulary and mathematical concepts.</li> <li>14. Use of Electronic Assessments for immediate feedback.</li> <li>15. Instructional Focus Documents (IFD) to guide instruction from TEKS Resource System.</li> <li>16. Student Learning Objectives to monitor student growth.</li> <li>17. ALEKS software for student remediation/intervention and Edmentum (Plato) for loss of credit.</li> </ol>		<p>CIF, Counselors Teachers Mathematics Strategist and Principal Administrators in Charge of Mathematics</p>	<p>Benchmark assessments Classroom obs. Lesson plans SLO Student Tracker Student achievement data</p>				
<p><b>Comprehensive Support Strategy</b></p>		<p>Mathematics</p>	<p>Lesson Plans</p>				





4) District Assessment

Achieve growth in number of successful students by:

1. Using 9th – 11th Released test item analysis for content interpretation in modifying district scope and sequence and activities.
2. Communicating District Benchmark Test data analysis to appropriate administrators and teachers on a timely manner.
3. Monitoring instruction to ensure alignment and rigor between assessment and instruction.
4. Sharing with department the Superintendent report to show weaknesses and strengths of within the math program.
5. Using item analysis chart from each benchmark/ six weeks to develop activities and gear instruction to meet the need of all students.
6. Each student expectation below 65% mastery will be re-taught, spiraled, and re-tested in the following six weeks.
7. Holding tutoring sessions for all students scoring below mastery on benchmark assessments.
8. Implementing formative assessments prior to unit/benchmark assessments
9. Providing after school tutoring services at the end of the 1st six weeks to all students who experience difficulty
10. Incorporating more open-ended assessments (informal and formal) from Dana Center, LTF, Region IV for Pre-AP and AP courses
11. Employing I Can Assessments in the area of Algebra I and Geometry as formative assessments.

Strategist  
Principal  
Administrators in  
Charge of  
Mathematics  
Teachers

Classroom obs.  
Benchmark Assessments

<p>12. Capstones/Benchmarks for Algebra I, Algebra II and Geometry reflective of EOC Exam</p> <p>13. Unit exams in AP courses will mirror the AP Exam format.</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							


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

**Performance Objective 10: Library:**

The library program will provide a means to integrate technology into all aspects of teaching and learning. Technology will be used to streamline managerial tasks, provide access to digital resources, facilitate communication, support instruction, and assist in the production of academic projects. The library staff at each campus is integral to the effective, appropriate and ethical use of technology

**Evaluation Data Source(s) 10:** Library State Standards Evaluation; State of the Library Report

**Summative Evaluation 10:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> 1) Strategy 1 Provide information technology to all users on-site and remotely Ensure that library provides student access to all the latest technology to improve learning and academic achievement including but not limited to: laptops, CPU, interwrite pads, mini-laptops, LCD projectors, iPods, iPads, mice, keyboards, scanners, printers, Smartboards, digital cameras, digital video cameras, netbooks, handheld reading devices, printers, smartboards, software, online software subscriptions, document cameras, videogame consoles, videogames, videogame accessories, technology accessories, emerging technologies, hotspots, 3D Printers, 3D Imagers, poster printers, ink		Renee Dyer	State of the Library Report  Library lesson plans				
2) Use technology wherever possible to enhance teaching and learning		Renee Dyer WEHS Administration Teachers	State of the Library Report  Library lesson plans				
							




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

**Performance Objective 11:** Provide an atmosphere and activities that engage students and encourage them to read. The library staff will work with classroom teachers to support a school-wide culture of reading. The library collection enables students to read for knowledge, understanding, enjoyment, and pursuit of individual interests.


**Evaluation Data Source(s) 11:** Monthly report  
State of the library report

**Summative Evaluation 11:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Motivate students to become avid readers and select books appropriate to their reading/interest levels.		Renee Dyer	State of the Library Report				
2) Expose students to quality literature through different genres to meet state standards		Renee Dyer	State of the Library Report				
3) Support district and school-wide literacy efforts		Renee Dyer	State of the Library Report				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

**Performance Objective 12:** Fine Arts:

Increase Total enrollment and active participation in performing fine arts courses by at least 5% throughout the 2017 -2018 school year

**Evaluation Data Source(s) 12:** CWT; Lesson Plans

Student Attendance  
 Benchmarks  
 Weekly Tests  
 Student Monthly Displays  
 Student Interactive Notebooks  
 Student Projects

Classroom Visits,  
 Student Performance,  
 Student Exhibits  
 Observation  
 Student questionnaire

**Summative Evaluation 12:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Use EOC results in Language Arts, Math, Science, Social Studies to align instruction and integrate the Fine Arts TEKS with Math, Science, Social Studies, and Language Arts. Ensure that learning disabled students are identified and that modifications are followed.		WEHS Admin. Fine Arts Supervisor Dept. Chair Teacher	CWT; Lesson Plans Student Attendance Benchmarks Weekly Tests Student Monthly Displays Student Interactive Notebooks Student Projects				
2) Incorporate the study of dance, mariachi, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas.		WEHS Admin. Fine Arts Supervisor Dept. Chair Teacher	Classroom Visits, Student Performance, Student Exhibits Observation Student questionnaire				

<p>3) Engage and motivate all students through active learning, critical thinking, and innovative problem solving. Utilize a variety of teaching methods that require cognitive functioning, higher-order thinking, communication, and collaboration skills</p>		<p>WEHS Admin. Fine Arts Supervisor Dept. Chair Teacher</p>	<p>Classroom Visits, Student Performance, Student Exhibits Observation Student questionnaire</p>				
<p>4) Watch or attend Live Performances of Choral Music Staff will work closely and cooperatively with parents to help students be as successful as possible Perform in the community at various holidays/events to strengthen support.</p>		<p>WEHS Admin. Fine Arts Supervisor Dept. Chair Teacher</p>	<p>Classroom Visits, Student Performance, Student Exhibits Observation Student questionnaire</p>				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue


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

**Performance Objective 13: CTE:**

Work with core subject department chairs assess student mastery of and make appropriate instructional adjustments.

**Evaluation Data Source(s) 13:** EOC results

**Summative Evaluation 13:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments.		WEHS Admin. CTE Dept. Chair CTE Teachers	Benchmarks/EOC results				
2) Encourage all students to read in class to improve their reading skills by using Personal Devices, Chromebooks, Computers, etc.		WEHS Admin. CTE Dept. Chair CTE Teachers	EOC Results				
3) Work on alignment of EOC/STAAR/TEKS curriculum with the help of the core department chairs.		WEHS Admin. Agriculture CTE Dept. Chair CTE Teachers	Completed Lesson plans EOC Results				
							

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

**Performance Objective 14:** Early College:


Develop and implement a plan for supporting accelerated student achievement through the South Texas College pathways.


**Evaluation Data Source(s) 14:** Student Credit Checks/Individual Degree Plan for the following:

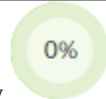
- Associate's Degree in Biology
- Associate's Degree in Mathematics
- Associate's Degree in Engineering
- Associate's Degree in Computer Science
- Associates Degree in Interdisciplinary Studies


**Summative Evaluation 14:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 2</p> <p>1) Collaborate with Campus Early College HS Counselor on a regular basis to monitor students' progress on their Degree Plans.</p>		<p>Mrs. Cid (Administrator) Ms. Krink (Administrator) Mrs. Martinez (Counselor)</p>	Students should make progress in their Degree Plan every semester or every year.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>2) Ensure that T-STEM Early College students take the Texas Success Initiative and pass sections they need to qualify to take college credit classes.</p>		<p>Mrs. Cid (Administrator) Mrs. Martinez (Counselor)</p>	T-STEM Early College Students will pass all 3 sections of the TSI test.				

 = Accomplished

 = Continue/Modify

 = No Progress





 = Discontinue

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

**Performance Objective 15:** Early College:  
Expose students to critical readings related fields.

**Evaluation Data Source(s) 15:** Forethought Lesson Plans

**Summative Evaluation 15:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4  1) Collaborate with teachers regarding the inclusion of critical readings in STEM related fields in their lessons.		All administrators	Students will be more familiar with STEM related careers that they may possibly pursue in the future.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

**Performance Objective 16: Special Education:**

By the end of the 2018-2019 school year, the percentage of all Special Education students who pass Reading/ELA, STAAR; STAAR ALT 2, at the high school level will increase to 88%





**Evaluation Data Source(s) 16:** STAAR, STAAR ALT 2 Data Analysis Forms/ARD IEP Report Cards, Folders, Portfolios, Grade Reports

**Summative Evaluation 16:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b></p> <p><b>Targeted Support Strategy</b></p> <p><b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Utilize benchmark assessments to assess student mastery of objectives and make appropriate instructional adjustments. Kurzeil, google classroom</p> <p>Practical Writing classes for 10th grade LEP students will be offered to assist our LEP population and general education students who did not meet approaches grade level in the area of English I &amp; II. SPTSS class will be offered to students in who did not meet approaches grade level in English I, and this course will also prepare students for the U.S. History Exam during.</p>	2.4, 2.5, 2.6	WEHS Admin Special Ed. Teacher General Ed. Teachers Special Ed. Supervisor Related services personnel Counselors Support Agencies	IEPs Benchmark Assessment Results				

<p style="text-align: center;"><b>Comprehensive Support Strategy</b></p> <p style="text-align: center;"><b>Targeted Support Strategy</b></p> <p style="text-align: center;"><b>PBMAS</b></p> <p style="text-align: center;"><b>Critical Success Factors</b></p> <p style="text-align: center;">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>2) Utilize a variety teaching styles, strategies, and curriculum to assess students in mastery of objectives.</p> <ul style="list-style-type: none"> <li>-External Support</li> <li>-Support facilitation</li> <li>-Specialized Support</li> <li>-Pre-reading strategies /Reading Strategies</li> <li>-Peer reading strategies</li> <li>-Grade Level meetings at campus &amp; district level</li> <li>-Kurzziel</li> <li>-Google Classroom</li> <li>-Teacher-created &amp; other available resources</li> <li>Data Driven Lesson Plans</li> </ul>		<p>WEHS Admin. Special Ed. Teacher General Ed. Teachers Special Ed. Supervisor Related services personnel Counselors Support Agency</p>	<p>EOC Results IEPS</p>				
---	--	---	-----------------------------	--	--	--	--



<p><b>Comprehensive Support Strategy</b></p> <p><b>Targeted Support Strategy</b></p> <p><b>PBMAS</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1 CSF 2 CSF 3 CSF 4</p> <p>3) Provide instructional support for students who meet attend after-school tutoring, summer school, intensive instructional intervention or any additional program deemed necessary by ARD such as services provided by Regional School for the Deaf.</p> <p>Provide supplementary instructional materials for students and staff to allow for implementation of student achievement Special Ed. mobile Chromebook Cart.</p> <p>Provide an intensive programs of instruction to students who do not meet state level performance on state assessments.</p> <p>-Path Classes Special Topics, Enviornmental Systems, English II EOC, Creative Writing, Algebraic Reasoning</p> <p>Provide inquiry and concept building activities in the area of science and social studies. Provide training to district staff on topics such as positive behavioral supports, allowable accommodations for state assessments; strategies for teaching students with autism, behavioral support for ADD, ADHD, ED., accommodations state assessment triangle.</p>	<p>2.4, 2.5, 2.6</p>	<p>WEHS Admin. Special Ed. Teacher General Ed. Teachers Special Ed. Supervisor Related services personnel Counselors Support Agency</p>	<p>EOC results IEPS</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

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

**Performance Objective 17:** LOTE:

All students will be provided with a high-quality education through effective programs to complete high school and to be prepared for a post-secondary education.

**Evaluation Data Source(s) 17:** AP course enrollment, AP exam results and teacher observations

**Summative Evaluation 17:**

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

**Performance Objective 18:** JROTC

**Evaluation Data Source(s) 18:** Accreditation scores, unit report scores.

**Summative Evaluation 18:**

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

**Performance Objective 19:** ESL: All ELs taking a STAAR EOC will demonstrate growth as measured by their performance on the district Benchmark and/or Content Based Assessments (CBA) by March 2019. Subgroup (A) Students who scored 59% or below on their assessment will increase their score by at least 10%, subgroup (B) Students who scored 60 - 69% on their assessment will increase their score by at least 7%, and subgroup (C) Students who scored 69% or greater on their assessment will increase their score by at least 5% on the final STAAR EOC.

**Evaluation Data Source(s) 19:** District CBAs, benchmark, and STAAR EOC results

**Summative Evaluation 19:**

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

**Performance Objective 20:** ESL: All core area content teachers of ELs will have a set of 15 Velazquez Press Content Area and School Glossaries, or comparable resource, to support in differentiation of instruction and support in the area of student academic success.

**Evaluation Data Source(s) 20:** District CBAs, benchmarks, and STAAR EOC results

**Summative Evaluation 20:**

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

**Performance Objective 21:** ESL: All ELs taking a STAAR EOC, TSI/ACT/SAT, and/or AP exam will have the opportunity to attend targeted tutorial sessions after school and/or on Saturday's to assist students in preparation for the exam.

**Evaluation Data Source(s) 21:** Tutorial Lesson Plans, Exit Tickets, CBA Results, Benchmark Data, STAAR EOC Results, Tutorial Attendance Rosters

**Summative Evaluation 21:**

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

**Performance Objective 22:** ESL: All core area content classes servicing ELs may have additional instructional support in the form of mentor teachers, college teachers, and/or other support staff.

**Evaluation Data Source(s) 22:** Schedule of Services, Service and Attendance Log, Special POP Classroom Rosters

**Summative Evaluation 22:**

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

**Performance Objective 23:** Math: All STAAR tested students taking a STAAR EOC will demonstrate growth as measured by their performance on the district Benchmark and/or Content Based Assessments (CBA) by March 2019. Subgroup (A) Students who scored 59% or below on their assessment will increase their score by at least 10%, subgroup (B) Students who scored 60 - 69% on their assessment will increase their score by at least 7%, and subgroup (C) Students who scored 69% or greater on their assessment will increase their score by at least 5% on the final STAAR EOC.

**Evaluation Data Source(s) 23:** Mathematics District CBA/Benchmark Results, STAAR Test Results

**Summative Evaluation 23:**

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

leaders.

**Performance Objective 24:** Math: All students enrolled in Algebra II and Pre-Calculus (non-concurrent) will attempt and demonstrate growth in the Mathematics section of the Texas Success Initiative Assessment to demonstrate preparedness for post-secondary education.

**Evaluation Data Source(s) 24:** Student registration of TSI examinations, Teacher Evaluations, Lesson Plans

**Summative Evaluation 24:**

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

**Performance Objective 25:** AVID: Management of the AVID Elective ensures the basic requirements of the AVID Elective are in place to ensure college readiness for AVID Elective students. These requirements include processes to verify student selection, voluntary participation, and implementation of the AVID tutorial, and to expand the AVID Elective.

**Evaluation Data Source(s) 25:** - AVID student application

- AVID student questionnaire and interview questions
- Documentation that details the commitment, procedures, and timeline for involving AVID Elective class teachers and AVID Site Team members.
- AVID recruitment rubric, spreadsheet, or form showing selection criteria
- School's planned recruitment process with timeline and forms
- Documentation that details the procedures and timeline used for selecting AVID Elective students

**Summative Evaluation 25:**

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

**Performance Objective 26:** AVID:The school's College Readiness Mission and Vision is aligned with AVIDs philosophy for college readiness, reflected in site decisions, documents, and policies, and supported by all stakeholders (faculty, staff, students, families, and community members).

**Evaluation Data Source(s) 26:** - Documentation of annual review of school-wide goals and benchmarks

- School policy and vision statement
- School Improvement Plan (SIP)
- Documentation of steps to implement the SIP
- District Strategic Plan

**Summative Evaluation 26:**

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

**Performance Objective 1:** ELA: All English classrooms will have and utilize classroom libraries.

**Evaluation Data Source(s) 1:** Classrooms and lesson plans

**Summative Evaluation 1:**

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

**Performance Objective 2:** ELA: All 9th and 10th-grade students will engage in technology-rich activities that enhance learning.

**Evaluation Data Source(s) 2:** Teacher lesson plans, student access data of online learning enhancement programs.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Teachers will utilize Chromebook, desktops, and district's BYOT initiative to enhance lessons.</p>		All English teachers, administration, librarian, CTC	Students will have blended learning opportunities to enhance their understanding of concepts.				
<p>2) Teachers will design lesson plans that incorporate tech-rich programs, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>- APEX Learning</li> <li>- Ed Puzzle</li> <li>- Edmentum</li> <li>- BrainPOP</li> <li>- NearPOD</li> <li>- Google Classroom</li> </ul>	2.4, 2.5, 2.6	All English teachers, librarian, and CTC	Students will have opportunities to review in a variety of ways learning standards and enhance their understanding.				

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

**Performance Objective 3:** ELA: Increase the number of teachers implementing blended learning by 20%.

**Evaluation Data Source(s) 3:** Classrooms, lesson plans, and student produced assignment.

**Summative Evaluation 3:**

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

**Performance Objective 4:** ELA: English teachers servicing special populations (i.e. ELL and Special Ed.) will have classrooms containing visual displays (i.e. word walls, anchor charts, models, and student work).

**Evaluation Data Source(s) 4:** Classroom word walls, common anchor charts, ELL strategies,

**Summative Evaluation 4:**

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


**Performance Objective 5:** Science:

During the school year, our students are expected to practice safety in laboratory investigations and be able to utilize functional science equipment, materials, and technology.

**Evaluation Data Source(s) 5:** Laboratory Notebooks  
Student/Teacher Observations

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

1) Teachers will increase the number of laboratory investigations to at least three every Six-Weeks.		All science teachers Administrator-in charge of Science Department Department Chair	This may increase class attendance. Students will be able to use science equipments appropriately/safely and enhance their critical thinking and investigative skills.				
							

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


**Performance Objective 6: Counseling:**


Guidance and Counseling will establish, maintain, and support technological resources to innovate and enhance instruction in order to reach student achievement.


**Evaluation Data Source(s) 6:** Career Center Computer Internet accessibility for students  
Logs


**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Online ACT and SAT registration for Senior and Junior Students		Head Counselor Counselors	ACT/SAT Scores				
2) Online applications for seniors and for students taking dual enrollment classes.		Head counselor Counselors	Participation reports				
3) Online Financial Aid applications for seniors		Head Counselor Counselors	Computer lab sign in sheets				
4) Online TSI preparations, pre-assessments, and testing.		Head Counselor Counselors Mrs. Cindy Cid	TSI Reports Computer Lab Sign in Sheets				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue



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

**Performance Objective 7:** Counseling:

All students will be educated in a supportive, healthy learning environment that is safe, drug-free, and conducive to learning.

**Evaluation Data Source(s) 7:** Calendar of Events, Coordination of staff development date and presnters.

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Coordinating with TAASA(Texas Association on Sexual Assault) and Women Together (Mujeres Unidas), to provide training for staff on teen dating violence, bullying, and sexual assault.		WEHS Admins., Social Worker, Head Counselor	Student and staff awareness of the issues at hand. Sign in sheets and participant agendas				

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


**Performance Objective 8:** The library program will provide a means to integrate technology into all aspects of teaching and learning. Technology will be used to streamline managerial tasks, provide access to digital resources, facilitate communication, support instruction, and assist in the production of academic projects. The library staff at each campus is integral to the effective, appropriate and ethical use of technology.


**Evaluation Data Source(s) 8:** Monthly report


Student-produced assignments, projects, and presentations


**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teach students to use technology responsibly and ethically		WEHS Administration Renee Dyer WEHS teachers	Students demonstrate responsible use of technology				
2) Ensure all library equipment is readily available and functional. Ensure that all BYOT devices are properly registered		Renee Dyer WEHS Administration WEHS Teachers and Staff	State of Library Report				

 = Accomplished

 = Continue/Modify

 = No Progress


 = Discontinue

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

**Performance Objective 9:** Provide current and relevant resources in a variety of technologies and formats to meet the diverse needs of all learners.

**Evaluation Data Source(s) 9:** Monthly report  
Purchase orders

**Summative Evaluation 9:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase the number of books per student in all libraries to meet the state standards at the elementary, middle school, and high school levels		Renee Dyer	State of Library Report Library state Standards Evaluations Inventory Report				
2) Support state standards in all curricular areas by providing materials that extend understanding of course content		Renee Dyer	State of the library report Library State Standards Evaluation Inventory report				
3) Develop a collection that motivates independent reading and inquiry		Renee Dyer	Monthly report Student/staff request forms				
4) Strategy 4 Reflect the diverse needs, interests, and learning styles of all students		Renee Dyer	Strategy 5 Provide electronic access to varied forms of information that facilitates learning and improves literacy				
5) Strategy 5 Provide electronic access to varied forms of information that facilitates learning and improves literacy		Renee Dyer	Strategy 5 Provide electronic access to varied forms of information that facilitates learning and improves literacy				
							

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

**Performance Objective 10:** CTE:

CTE teachers will continue to implement the individual course TEKS and curriculum to ensure 90% of CTE students receive credit for the course using lesson plans, SLOs. While guiding the students through completion of their individual endorsements in technology-rich environments.

**Evaluation Data Source(s) 10:** Unit tests, program completions, and student certifications

**Summative Evaluation 10:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Emphasize and motivate students to obtain FFA Lone Star degrees (3 year members).		WEHS Admin. Agriculture CTE Dept. Chair CTE Teachers	Making the Grade Projects Weekly and Unit Exams PowerPoint Presentations				
2) 2) Use Clear Touch Panels, Chromebooks, and Computer Labs to help CTE teachers create rich technology based instructional environments.		WEHS Admin. CTE Teachers CTE Dept. Chair	Increase use of varied technology based instructional lessons.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue



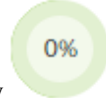

**Goal 2: ENGAGING LEARNING ENVIRONMENTS**-Safe, secure, drug free, technology-rich , and inviting environments district-wide that promote high performance.

**Performance Objective 11:** The Special Education Department:

Allow students to access curriculum through the use of assistive technology to include computers, laptops, brailers, augmentative communication devices, adopted equipment, applications. Etc.

**Evaluation Data Source(s) 11:** Review of Eduphoria System Classroom Walkthroughs Review of PEIMS Data

**Summative Evaluation 11:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Teachers will increase the use of 21st Century instructional practices on the implementation of technology.	2.4, 2.5, 2.6	Special Ed. Administration Special Ed. Staff and Content Area Staff	EOC Results IEP Results State of the Library Report for technology used				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

**Performance Objective 12:** Students will be educated in anti-bullying and social norms

**Evaluation Data Source(s) 12:** Anti-Bullying Campaign  
FAS Lessons

**Summative Evaluation 12:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will be educated in anti bullying and social norms through the FAS class, through the Annual Anti bullying campaign, and		WEHS Administrations Head Counselor Counselors Social Worker	Student Awareness				
							

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

**Performance Objective 13:** Social Studies:

**Evaluation Data Source(s) 13:**

**Summative Evaluation 13:**

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

**Performance Objective 14:** LOTE

**Evaluation Data Source(s) 14:**

**Summative Evaluation 14:**

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

**Performance Objective 15:** Science:

Provide all students access to technology such as chrome books in every science classroom to enhance differentiated instruction through the utilization of educational apps, google classroom, and virtual labs.

**Evaluation Data Source(s) 15:** Lesson plans  
Student projects

**Summative Evaluation 15:**

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

**Performance Objective 16:** ESL: All ELs will have access to the latest forms of technology to assist in communication, differentiation of instruction, and assist in the production of academic projects as well as access to relevant subscriptions to resources in a variety of technologies and formats in order to meet their needs.

**Evaluation Data Source(s) 16:** monthly campus reports, Student-produced assignments, projects, and presentations

### **Summative Evaluation 16:**

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

**Performance Objective 17:** Math: Student engagement through the use of online learning platforms such as Imagine Math, ALEKS, and MyMathLab to differentiate instruction.

**Evaluation Data Source(s) 17:** Lesson Plans, Teacher Evaluations

### **Summative Evaluation 17:**

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

**Performance Objective 18:** Math: Student engagement through the use of Professional Development on S3 strategies through the use of differentiated instruction and vocabulary acquisition.

**Evaluation Data Source(s) 18:** Lesson Plans, Teacher Evaluations

### **Summative Evaluation 18:**

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

**Performance Objective 19:** AVID: AVID's proven learning support structure incorporates teaching and learning methodologies in the critical areas of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula

**Evaluation Data Source(s) 19:** - Observations of effective WICOR strategies used in classes

- Peer Study Groups
- Videos of students presentations and academic work
- Lesson plans from AVID Elective, Site Team, and school teachers
- Evidence of students E-Binders
- Use of Google Classroom







**Summative Evaluation 19:**

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

**Performance Objective 1:** ELA: Following TEKS Resource System Unit Six: College and Career Connection/Literacy 60% of students will attend college, career, and/or military service presentations.

**Evaluation Data Source(s) 1:** Attendance sign-ins to presentations, agendas, and logistics to college, career, and military

**Summative Evaluation 1:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 CSF 6 1) English teachers will meet to plan logistics for College, Career, and Military Informational Day.	2.5, 2.6	Group of English teachers, administration, and department chair.	Students will gain awareness to post secondary, careers, and military services by completing the unit activities and participating in sessions.				
<b>Critical Success Factors</b> CSF 5 CSF 6 2) Teachers will coordinate with parent-community-business industry to provide presentations on literacy, career development, career awareness, college awareness, and military services		Group of English teachers, administration, and department chair.	Students will gain awareness to post secondary, careers, and military services by completing unit activities and participating in sessions.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

**Performance Objective 2:** ELA: All English teachers will attempt to make parent contact with 100% of the parents whose child is failing course.

**Evaluation Data Source(s) 2:** Failure Report, Parent Contact Logs, Tutoring logs.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5 CSF 6</p> <p>1) Teachers will evaluate their students progress and make phone calls to parents' of students failure or at risk of failing course.</p>		All English teachers	Increase in student achievement.				
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

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

**Performance Objective 3: Science:**

Increase community outreach by providing mentorship and community partnership.

**Evaluation Data Source(s) 3:** Community Service Hours

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Science Club Sponsors and members (students) will participate in several community service projects throughout the year.		Science Club Sponsors	This will improve community networking and utilization of resources available in the community for future endeavors.  This will provide community service hours for students that will help enhance their college applications.				
2) ON-line AVID applications Maintain Counseling Website Establish Remind.com for each grade level Maintain Social Media Accounts for the department		Head Counselor Counselors Counselor's Assistants	Students, parents, and community are aware of all important dates and meetings.				

100% = Accomplished    
 ➔ = Continue/Modify    
 0% = No Progress    
 ✗ = Discontinue


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

**Performance Objective 4:** Increase partnership with local and regional communities and establish a presence on social media by promoting student work, performances, videos and projects.


**Evaluation Data Source(s) 4:** Student Reports  
Expository Reading & Writing grades  
Student Products/Displays/ Journals, portfolios

**Summative Evaluation 4:**

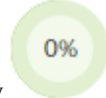
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1. Visit the Weslaco Museum and other regional museums, performing arts productions, musicals, Broadway shows to develop knowledge and interest about local history to address the Fine Arts TEKS: Historical/Cultural Awareness		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans Score Reports, UIL and Public Performances SLO				
2) 2. Increasing public awareness of the arts by communicating existing art opportunities, attending local universities' live theatre productions, film in the community and schools.		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans Score Reports, UIL and Public Performances SLO				
3) 3. Seek art collaborations between teachers, students, parents, artists, and organizations within and beyond the community.		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans Score Reports, UIL and Public Performances SLO				
4) 4. Participate in Fine Arts Festivals to showcase students' talents to parents, teachers, administrators, and the community.		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans Score Reports, UIL and Public Performances SLO				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

**Performance Objective 5:** Develop and implement leadership skill through the youth organizations, community projects, and competitive events throughout the year.

**Evaluation Data Source(s) 5:** Increased participation in CTSO's (Career & Technology Student Organizations), EOC Results, and completed community projects

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Actively involve students in DECA, BPA, FCCLA, HOSA, and other youth organizations.		WEHS Administration CTE Teachers Department Chairs Club sponsors	increased participation by student groups and community involvement				
2) Use SAM2016 online program to facilitate classroom instruction in BIM classes and Apla Online Accounting in accounting classes.		WEHS Admin. CTE Bus. Ed. Teachers	Unit Tests Certification MOS Exams Online SAM Reports Online Apla Accounting Reports				
3) Implement MOS Certifications in BIM I, BIM II, and DIM. Use Apla Online Accounting for Accounting I to prepare for College level instruction		WEHS Admin. CTE Bus. Ed. Teachers	Unit Tests Certification MOS Exams Online SAM Reports Online Apla Accounting Reports Precision Exams				
4) Substitute Teaching Certification earned in Instructional Practices and Practicum in Education & Training. Food Handlers Certification in Lifetime Nutrition and Wellness.		WEHS Admin. CTE Dept. Head Family & Consumer Science Teachers STC & TSTC Professors	Lesson Plans Student Handouts TEKS Curriculum Guides Staff Meetings Poster Board Butcher Paper Student Handouts Leadership Conferences STC TSTC				



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

**Performance Objective 6: T-STEM Early College HS**

Provide an opportunity to educate students/parents on STEM Academy expectations such as parental engagement, college connections, scholarship opportunities, mentorships, etc.

**Evaluation Data Source(s) 6:** Meeting Agenda  
 Brochure  
 Website hits

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 1) Develop a plan to meet with parents of 9th grade T-STEM Early College HS Cohort and incoming students.		Mrs. Cid Ms. Krink Mrs. Martinez	One Parent meeting will be held for 9th Grade Cohort and one Parent meeting will be held for 8th grade Cohort.				





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

**Performance Objective 7: Parental Involvement Meetings**

**Evaluation Data Source(s) 7:** Sign in Sheets

- Flyers
- Agendas
- Social Media Contact
- Parent Newsletter

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monthly and annual informational meetings with parents to address programs and their rights to be involved.		Parent Specialist: Norma Lopez	Increased Parental Involvement.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							







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

**Performance Objective 8: Literacy Training/Reading Strategies/ESL Parent Meetings**

**Evaluation Data Source(s) 8:** Sign in Sheets

- Flyers
- Agendas
- Social Media Contact
- Parent Newsletter

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) This meeting will take place in December to inform parents on literacy and reading strategies, and any updates on ESL education.		Parent Specialist: Norma Loopez	Increased parental involvement, and increased student success in the ESL program.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

**Performance Objective 9: Special Education**

Special Education Teachers will make contact with 100% of students on their caseload and in their resource classes.

**Evaluation Data Source(s) 9:** Annual ARD's, Transition Fair, Graduation ARD's, Parent contact Logs, IEP Report Cards.

**Summative Evaluation 9:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Annual ARD's will take place according to the student's anniversary date.</p> <p>Transition fair will be held every fall parents and students of Juniors and Seniors will be invited. Agencies will be invited in accordance with the ARD Process.</p> <p>Contact logs will be reviewed by the Special Education Office, and Administrative staff at WEHS.</p> <p>IEP Report cards will be sent home every six weeks.</p>	2.4, 2.5, 2.6, 3.1, 3.2	SpEd. Teachers Gen Ed. Teachers Administration SpEd. Administration					

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

**Performance Objective 10:** ESL: All EL families and students will have open communication with their child's teacher and all school personnel through support systems including but not limited to: student celebrations, parent meetings, newcomer family night, virtual conferencing, leadership opportunities, community service opportunities, and community/college-career exploration activities.

**Evaluation Data Source(s) 10:** Sign- In Sheets, Parent Contact Log, Flyers, Agendas, Social Media Communication, Electronic Communication, Brochures, Participation in Community Projects and Events, Community Service Hours

**Summative Evaluation 10:**

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

**Performance Objective 11:** Math: All students and their families will have open communication with all mathematics teachers and administration via email, teacher websites, and Google Classroom on student progress and innovations needed for student success.

**Evaluation Data Source(s) 11:** Parent Contact Log, Student Failure Report, Teacher Evaluation

**Summative Evaluation 11:**

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

**Performance Objective 12:** AVID: AVID parents/guardians are an important part of our AVID team. Parents are provided information and support through various means so they can encourage and support their children to succeed. In this manner, the learning doesn't stop at school at the end of the school day but continues at home. We communicate with our AVID parents/guardians regularly. Family events and other opportunities for parent involvement are also offered throughout the year.

**Evaluation Data Source(s) 12:** - Evidence of parental involvement through  
- Parent's invitation to Christmas Gathering.  
- WEHS AVID Twitter Page

**Summative Evaluation 12:**

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

**Performance Objective 1:** ELA: All English teachers will attend a minimum of three local and/or regional staff development opportunity focused on supporting special populations (i.e. ELL, Special Ed.).

**Evaluation Data Source(s) 1:** Teacher registration portfolios and/or certificates of participations.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Teachers will be attend staff development opportunities such as, but no limited to:                      ABYDOS                      TSI Teacher Academy                      UT OnRamps Teacher Summer Institute                      AVID ELA Teacher Trainings                      Springboard                      Region One ESC Trainings                      TEKS Resource System State Conference</p>	2.6	All English teachers, administrators, ESL department chair, Special Ed Department Chair, AP Campus Coordinator, AVID Campus	Teachers will be equipped with the tools necessary to provide a variety of learning strategies to all learners.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Each subgroup will select a teacher representative to attend monthly PLC meetings at the district level.</p>	2.4, 2.6	Subgroup leaders, department chairs, and administration	Teachers will collaborate with other high schools to obtain different teaching strategies evident in their lesson plans..				


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

**Performance Objective 2:** ELA: All Pre-AP and AP English teachers will attend a minimum of two trainings at the local and/or state level focused on preparing students for advanced placement exams


**Evaluation Data Source(s) 2:** Teacher registration portfolios on Eduphoria and/or certifications of participation.

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) PreAP and AP teachers will attend campus Vertical Alignment meetings and identify trainings offered at the local and state level to provide additional professional development.</p>		PreAP teachers, AP teachers, CC teachers, department chairs, administration.	Students enrolled in advanced courses will be receiving instruction from teachers that is researched based.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>2) PreAP and AP teachers will attend AP Summer Institute bi-yearly.</p>		AP Campus Coordinator, administration, PreAP teachers, AP teachers, and department chairs.	Teachers will incorporate research based strategies in their classrooms and students will improve their preparedness for AP exams.				




= Accomplished



= Continue/Modify



= No Progress





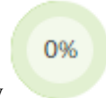

= Discontinue

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

**Performance Objective 3:** ELA: All English teachers servicing ELL students will attend a minimum of one training or tutorial session to become ESL endorsed.

**Evaluation Data Source(s) 3:** Teacher registration portfolio on Eduphoria and/or certificate of participation.

**Summative Evaluation 3:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Teachers will register and attend trainings that will provide the knowledge necessary to obtain ESL endorsement.</p>		ESL Department chair, administrator, all English teachers, and district level coordinator	Teachers will obtain the knowledge needed to offer lessons structured to EL learners.				
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

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

**Performance Objective 4: ELA:** Increase attendance by 20% of English teachers to at least of one regional and/or state level staff development that focuses on the enhancement of curriculum.

**Evaluation Data Source(s) 4:** Teacher registration portfolio on Eduphoria and/or certificate of participation.

**Summative Evaluation 4:**



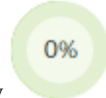

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7  1) English department will have a group of teachers attend the TEKS Resource System annual conference.	2.6	Administration, department chair, and subgroup leaders.	Teachers will gain knowledge by collaborating with other districts and TEKS Resource System officials on the best practicing of utilizing the curriculum.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished                     </div> <div style="text-align: center;">  = Continue/Modify                     </div> <div style="text-align: center;">  = No Progress                     </div> <div style="text-align: center;">  = Discontinue                     </div> </div>							

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

**Performance Objective 5:** ELA: Increase attendance by 20% of English teachers to a minimum of one state-level staff development focused on servicing ELL population.

**Evaluation Data Source(s) 5:** Teacher registration portfolio on Eduphoria and/or certificate of participation.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) During subgroup meetings teachers will research and identify trainings that will assist in developing their teaching craft.</p>		Administration, department chair, all English teachers	Students will be exposed to the latest in teaching and will obtain the tools necessary to improve mastery in objectives.				
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							



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

**Performance Objective 6:** Social Studies:

By the end of the year, all social studies teachers will attend a social studies related workshop.

**Evaluation Data Source(s) 6:** Professional Development Log and Eduphoria Log

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff Development for Social Studies teachers throughout the school year.		WEHS administration, Department Chair	Teachers will hone their pedagogical knowledge and refine their craft.				

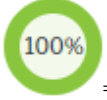



**Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT-** High quality, research-based training development and support for all employees.

**Performance Objective 7: Science:**

All teachers must attend a science-related, pedagogy, or best practices workshop or conference.

**Evaluation Data Source(s) 7:** Professional Development Log and Eduphoria

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide Staff Development to Science teachers throughout the school year.		Administrator in-charge of Science Department and Department Chairperson	The training will provide an opportunity for teachers to learn quality instructional strategies that will help enhance students' understanding of the different standards tested.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

**Performance Objective 8: Math:**





Implement Staff Development strategies and activities which are aligned with District Curriculum by providing staff development such as: 1) TEKS Resource Training, 2) Region 1 training on instructional planning for the Algebra I STAAR EOC, and 3) Springboard

**Evaluation Data Source(s) 8:** Strategist of Mathematics and Facilitator in charge of Math

- Dept. Head
- Campus Administrators
- Mathematics teachers

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<ol style="list-style-type: none"> <li>1) 1. Smart Board Training.</li> <li>2. TI-Calculator(s)/TI Smart-view Training</li> <li>3. Specific training for our special populations such as LEP, Sp. Ed. And GT during department planning time</li> <li>4. Through Region I EOC Algebra I, EOC Geometry, and EOC Algebra II Academics</li> <li>5. Region I Flip into Success: ELPS at a Glance Training</li> <li>6. Follow-up on activities/strategies from Lead4ward staff development</li> <li>7. Follow-up on activities/strategies from RGVCTM conference</li> <li>8. Department time to share training on SIOP, Kagan and foldable activities</li> <li>9. College Board training for Pre-AP and AP Courses</li> <li>10. Vertical Alignment training for all courses in particular Pre-AP and AP Courses</li> <li>11. More software training to strengthen the math curriculum</li> <li>12. Through Region I Algebra I PLD and Geometry PLD</li> <li>13. Technology training such as Edmodo, Google, and Flipping the Classroom</li> <li>14. Training on New TEKS from Region 1.</li> <li>15. Training on Thinking Maps to enhance student learning</li> <li>16. Training in the use of Formative Assessment for Student Learning through</li> </ol>		Strategist of Mathematics and Facilitator in charge of Math Dept. Head Campus Administrators	Improved student achievement				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

**Performance Objective 9: Guidance and Counseling:**

Enhance educational opportunities through innovative use of finances, facilities, and support staff resources to promote a positive learning environment for all.

**Evaluation Data Source(s) 9: Social Worker**

- Head Counselor
- Counselors
- Travel Vouchers

**Summative Evaluation 9:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Counselors will attend workshops, conferences and staff development that will allow the counselors to bring back new and innovative ideas to campus and district.		Social Worker Head Counselor Counselors	Travel Vouchers Certificates of Attendance.				
2) Counselors will attend university updates and Financial Aid updates to help increase college readiness.		Head Counselor Counselors	Travel Vouchers Certificates of Attendance				


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


**Performance Objective 10:** The teacher-librarian will provide for effective student learning through a collaborative process for planning, teaching, and assessment. The teacher-librarian and the classroom teacher will work as a teaching team, bringing their own specialized skills to collaborate for student success. Activities will be designed with available resources in mind; therefore, students will become effective users of information and ideas within the context of the subject taught.


**Evaluation Data Source(s) 10:** Monthly report  
 Agendas  
 Sign-in sheets  
 Training handouts


**Summative Evaluation 10:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Librarian will collaborate with the classroom teacher in lesson planning, teaching, and assessment		Renee Dyer WEHS Administrators Teachers	State of Library Report				
2) Librarian will implement professional development programs and training on: library resources, research models, district initiatives such as, Google Apps for Ed., Flipped/Blended Learning, Project-Based Learning, Microbadging, and other emerging technology resources		WEHS Administrators Department Chairs SLC Coordinators Teachers	State of the Library Report				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

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

**Performance Objective 11: Fine Arts:**

Increase Technology, electronic media for Teachers and students in the classroom and performances throughout the 2017 -2018 school year.

**Evaluation Data Source(s) 11:** Lesson Plans

CWTâs

Student Displays, electronic Journals and performances

Progress and


report cards


EOC


Teacher questionnaire


**Summative Evaluation 11:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1. Staff implements and uses ipads touch technology, Elmo technology, Chromebooks, Projected technology, educational apps and computer aided instruction in order to improve student achievements		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans Purchase Orders SLOs				
2) 2. Implement technology to improve teaching strategies that enhance student learning in fine arts.		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans Purchase Orders SLOs				
3) 3. Video cameras to record rehearsal and utilize as a tool for student portfolios		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans Purchase Orders SLOs				
4) 4. Software to write mariachi arrangements		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans Purchase Orders SLOs				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

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


**Performance Objective 12:** Fine Arts:

Teacher will attend Staff development throughout the year to help enhance and increase enrollment in the Fine Arts programs

**Evaluation Data Source(s) 12:** Lesson Plans

TEKS Objectives

**Summative Evaluation 12:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to allow Fine Arts Vertical team planning for grades k-12 to meet at least twice a year, and Provide networking across the grade levels using in-house staff development to address student expectations involving the four core areas in fine arts: creativity, perception, historical/cultural awareness and evaluation.		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans SLOs				
2) Continue to support advanced placement opportunities for all fine arts staff through trainings, conferences; TETA, workshops/clinics; in district, local universities and out of district clinicians, technology and library text		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans SLOs				
3) Conduct Comprehensive Needs Assessment of Fine Arts Department.		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans SLOs				
							



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

**Performance Objective 13:** Special Education Teachers will attend staff development throughout the year.

**Evaluation Data Source(s) 13:** Attendance Certificates  
Workshop sign-in-sheets

**Summative Evaluation 13:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Sign-up Eduphoria staff development on Accommodation for students with disabilities		SPED STAFF, SPED Department Chair, and WEHS Administration	Staff development sign up Sheets Attendance certificates.				





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

**Performance Objective 14:** T-STEM Early College HS:

Develop a Professional Development Plan to ensure continuous learning for teachers based on student results, teacher development, and the short-and long-term goals of T-STEM Academy.

**Evaluation Data Source(s) 14:** Eduphoria  
 Region One Certificates  
 Professional Development agenda

**Summative Evaluation 14:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7 1) Teachers will attend trainings and T-STEM workshops or Conferences.		WISD Director for Professional Learning Administrators Teachers	Teachers and Administrators will be exposed to different professional development to improve teaching strategies.				
<b>Critical Success Factors</b> CSF 4 CSF 7 2) ALL WEHS teachers will be provided information about T-STEM designation and the blueprint.		Mrs. Cid	Teachers will be familiar with our school's T-STEM designation.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished                 </div> <div style="text-align: center;">  = Continue/Modify                 </div> <div style="text-align: center;">  = No Progress                 </div> <div style="text-align: center;">  = Discontinue                 </div> </div>							

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

**Performance Objective 15:** LOTE:

By the end of the year, all LOTE teachers will attend departmental/staff development meetings.

**Evaluation Data Source(s) 15:** Departmental Meeting Log/Sign-in sheets

Eduphoria Log

Dept. Head

**Summative Evaluation 15:**

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

**Performance Objective 16:** ESL: All teachers of ELs may attend trainings, workshops, and conferences for professional growth, leadership development, and to learn, develop, and strengthen best classroom practices for ELs.

**Evaluation Data Source(s) 16:** Departmental Meeting Log/Sign-In Sheets, Eduphoria Log, Professional Development Certificates

**Summative Evaluation 16:**

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

**Performance Objective 17:** AVID: AVID Professional Learning ensures that AVID Elective teachers, school leadership, and other faculty and staff receive professional learning in AVID learning strategies, methodologies, and structures to ensure college readiness for students.

**Evaluation Data Source(s) 17:** -Staff attendance records at AVID Summer Institute.

- Professional learning meetings/minutes

- List of professional learning opportunities and presenters

**Summative Evaluation 17:**

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

**Performance Objective 18:** AVID: Representative Governance focuses on the composition of the school leadership and AVID Site Team such as the principal, faculty and staff, and other relevant stakeholders who work collaboratively to promote college readiness and high expectations for all students.

**Evaluation Data Source(s) 18:** - SLT membership list

- AVID Site Team membership list

- Meeting agendas or minutes that demonstrate collaborative decision-making

**Summative Evaluation 18:**

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

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	6	1	Teachers will implement AVID and Thinking Map Strategies to encourage students to master STAAR and attend a postsecondary institution target note-taking skills provide study habits and structure personalize thinking for students
1	6	2	Utilize department-made diagnostic assessment to assess student mastery of objectives and make appropriate instructional adjustments departmental/individual teacher analysis of student data teacher/student conferences regarding benchmark results
1	9	1	Staff Development: Implement Staff Development strategies and activities which are aligned with District Curriculum by providing: 1. Smart Board Training. 2. TI-Calculator(s)/TI Smart-view Training 3. Specific training for our special populations such as LEP, Sp. Ed. And GT during department planning time 4. Through Region I EOC Algebra I, EOC Geometry, and EOC Algebra II Academics 5. Region I “Flip into Success: ELPS at a Glance” Training 6. Follow-up on activities/strategies from Lead4ward staff development 7. Follow-up on activities/strategies from RGVCTM conference 8. Department time to share training on SIOP, Kagan and foldable activities 9. College Board training for Pre-AP and AP Courses 10. Vertical Alignment training for all courses in particular Pre-AP and AP Courses 11. More software training to strengthen the math curriculum 12. Through Region I Algebra I PLD and Geometry PLD and 13. Technology training such as Edmodo, Google, and Flipping the Classroom 14. Training on New TEKS from Region 1. 15. Training on Thinking Maps to enhance student learning 16. Training in the use of Formative Assessment for Student Learning through s3Strategies.
1	9	2	District workbooks and teaching material: 1. Use manipulative and concrete models to teach the Math curriculum. 2. Expand, improve, and/or purchase curriculum resources to increase students’ success from Region IV. 3. Follow district scope and sequence and use resource binders 4. Develop activities and align reviews with TEKS and EOC formatted like Spring Release tests and to improve EOC scores. 5. Use the TI-Calculators/TI-Inspires to teach the math curriculum in Algebra I, Algebra 2, and Geometry, Pre-Calculus, AP Calculus AB, AP Probability & Statistics 6. Project Share to share instructional materials 7. Smart Board and TI-Smart View Calculator Emulators 8. “Flip to Success: ELPS at a Glance” material 9. Expand the use of the Geometry Sketch Pad 10. Incorporate the use of Spanish-English Math Dictionaries. 11. College Board Resources 12. LTF and APS Resources 13. Sylvan Math Prep online student tutoring service for Algebra I, Geometry, Algebra II, ACT and SAT 14. Live Binder 15. Texas Math Collaborative Materials Electronic Dictionaries 16. TEKS Resource System

Goal	Objective	Strategy	Description
1	9	3	<p>Instruction: 1. Small group and individualized instruction will be provided to select ESL students beginning 3rd week of school using alternative method of instructions. 2. Computer-enhanced instructions integrating technology into all math subject areas such as Smart Boards, I PAD, Carnegie and TI-Calculators/Smart View, Geometer's Sketch Pad, Think through Math (Imagine Math), ALEKS, Chromebooks, TI-84 C, Google Classroom, Canvas, 3. Intensive remediation services for state assessments will be provided for identified students after school and SAS Class. 4. Common appropriated Math vocabulary list will be developed (word walls) and displayed. 5. Address the need of all children by providing acceleration opportunities to all students based on approved district criteria. 6. Incorporate more open-ended questions from Dana Center, LTF, and Region IV in Pre-AP and AP and other regular courses. 7. Implement English Learner Proficiency Standards through the use of foldable(s). 8. Implementation of daily EOC openers addressing areas of weakness. 9. Provide intervention plan at the end of the 1st six weeks for all students who experience difficulty. 10. Implement the use of interactive math journal. 11. Supplement instruction in AP courses by holding Saturday review sessions on selected topics. 12. Incorporate variety forms of formative assessments including the use of technology 13. Incorporate Thinking Maps to aid student's acquisition of vocabulary and mathematical concepts. 14. Use of Electronic Assessments for immediate feedback. 15. Instructional Focus Documents (IFD) to guide instruction from TEKS Resource System. 16. Student Learning Objectives to monitor student growth. 17. ALEKS software for student remediation/intervention and Edmentum (Plato) for loss of credit.</p>
1	9	4	<p>District Assessment Achieve growth in number of successful students by: 1. Using 9th &amp; 11th Released test item analysis for content interpretation in modifying district scope and sequence and activities. 2. Communicating District Benchmark Test data analysis to appropriate administrators and teachers on a timely manner. 3. Monitoring instruction to ensure alignment and rigor between assessment and instruction. 4. Sharing with department the Superintendent report to show weaknesses and strengths of within the math program. 5. Using item analysis chart from each benchmark/ six weeks to develop activities and gear instruction to meet the need of all students. 6. Each student expectation below 65% mastery will be re-taught, spiraled, and re-tested in the following six weeks. 7. Holding tutoring sessions for all students scoring below mastery on benchmark assessments. 8. Implementing formative assessments prior to unit/benchmark assessments 9. Providing after school tutoring services at the end of the 1st six weeks to all students who experience difficulty 10. Incorporating more open-ended assessments (informal and formal) from Dana Center, LTF, Region IV for Pre-AP and AP courses 11. Employing I Can Assessments in the area of Algebra I and Geometry as formative assessments. 12. Capstones/Benchmarks for Algebra I, Algebra II and Geometry reflective of EOC Exam 13. Unit exams in AP courses will mirror the AP Exam format.</p>
1	10	1	<p>Strategy 1 Provide information technology to all users on-site and remotely Ensure that library provides student access to all the latest technology to improve learning and academic achievement including but not limited to: laptops, CPU, interwrite pads, mini-laptops, LCD projectors, iPods, iPads, mice, keyboards, scanners, printers, Smartboards, digital cameras, digital video cameras, netbooks, handheld reading devices, printers, smartboards, software, online software subscriptions, document cameras, videogame consoles, videogames, videogame accessories, technology accessories, emerging technologies, hotspots, 3D Printers, 3D Imagers, poster printers, ink</p>

Goal	Objective	Strategy	Description
1	16	1	Utilize benchmark assessments to assess student mastery of objectives and make appropriate instructional adjustments. Kurzeil, google classroom Practical Writing classes for 10th grade LEP students will be offered to assist our LEP population and general education students who did not meet approaches grade level in the area of English I & II. SPTSS class will be offered to students in who did not meet approaches grade level in English I, and this course will also prepare students for the U.S. History Exam during.
1	16	2	Utilize a variety teaching styles, strategies, and curriculum to assess students in mastery of objectives. -External Support - Support facilitation -Specialized Support -Pre-reading strategies /Reading Strategies -Peer reading strategies -Grade Level meetings at campus & district level -Kurzwiel -Google Classroom -Teacher-created & other available resources Data Driven Lesson Plans
1	16	3	Provide instructional support for students who meet attend after-school tutoring, summer school, intensive instructional intervention or any additional program deemed necessary by ARD such as services provided by Regional School for the Deaf. Provide supplementary instructional materials for students and staff to allow for implementation of student achievement Special Ed. mobile Chromebook Cart. Provide an intensive programs of instruction to students who do not meet state level performance on state assessments. -Path Classes Special Topics, Enviornmental Systems, English II EOC, Creative Writing, Algebraic Reasoning Provide inquiry and concept building activities in the area of science and social studies. Provide training to district staff on topics such as positive behavioral supports, allowable accommodations for state assessments; strategies for teaching students with autism, behavioral support for ADD, ADHD, ED., accommodations state assessment triangle.
2	11	1	Teachers will increase the use of 21st Century instructional practices on the implementation of technology.
3	9	1	Annual ARD's will take place according to the student's anniversary date. Transition fair will be held every fall parents and students of Juniors and Seniors will be invited. Agencies will be invited in accordance with the ARD Process. Contact logs will be reviewed by the Special Education Office, and Administrative staff at WEHS. IEP Report cards will be sent home every six weeks.
4	13	1	Sign-up Eduphoria staff development on Accommodation for students with disabilities

# State Compensatory

## Budget for Weslaco East High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
164.11.6119.27.006.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$75,252.00
164.13.6119.00.006.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$232,586.00
164.32.6119.00.006.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$63,846.00
164.12.6129.00.006.8.30	6129 Salaries or Wages for Support Personnel	\$30,879.00
164.23.6129.00.006.8.30	6129 Salaries or Wages for Support Personnel	\$50,013.00
164.31.6129.00.006.8.30	6129 Salaries or Wages for Support Personnel	\$28,933.00
164.11.6141.27.006.8.30	6141 Social Security/Medicare	\$1,091.00
164.13.6141.00.006.8.30	6141 Social Security/Medicare	\$3,372.00
164.23.6141.00.006.8.30	6141 Social Security/Medicare	\$726.00
164.31.6141.00.006.8.30	6141 Social Security/Medicare	\$420.00
164.32.6141.00.006.8.30	6141 Social Security/Medicare	\$926.00
164.11.6142.00.006.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.27.006.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.12.6142.00.006.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.13.6142.00.006.8.30	6142 Group Health and Life Insurance	\$17,337.00
164.23.6142.00.006.8.30	6142 Group Health and Life Insurance	\$11,558.00
164.31.6142.00.006.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.32.6142.00.006.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6143.00.006.8.30	6143 Workers' Compensation	\$160.00
164.11.6143.27.006.8.30	6143 Workers' Compensation	\$226.00
164.12.6143.00.006.8.30	6143 Workers' Compensation	\$93.00
164.13.6143.00.006.8.30	6143 Workers' Compensation	\$698.00



164.23.6143.00.006.8.30	6143 Workers' Compensation	\$150.00
164.31.6143.00.006.8.30	6143 Workers' Compensation	\$87.00
164.32.6143.00.006.8.30	6143 Workers' Compensation	\$192.00
164.11.6145.00.006.8.30	6145 Unemployment Compensation	\$48.00
164.11.6145.27.006.8.30	6145 Unemployment Compensation	\$68.00
164.12.6145.00.006.8.30	6145 Unemployment Compensation	\$28.00
164.13.6145.00.006.8.30	6145 Unemployment Compensation	\$209.00
164.23.6145.00.006.8.30	6145 Unemployment Compensation	\$45.00
164.31.6145.00.006.8.30	6145 Unemployment Compensation	\$27.00
164.32.6145.00.006.8.30	6145 Unemployment Compensation	\$57.00
164.11.6146.00.006.8.30	6146 Teacher Retirement/TRS Care	\$2,189.00
164.11.6146.27.006.8.30	6146 Teacher Retirement/TRS Care	\$2,750.00
164.12.6146.00.006.8.30	6146 Teacher Retirement/TRS Care	\$695.00
164.13.6146.00.006.8.30	6146 Teacher Retirement/TRS Care	\$8,587.00
164.23.6146.00.006.8.30	6146 Teacher Retirement/TRS Care	\$1,126.00
164.31.6146.00.006.8.30	6146 Teacher Retirement/TRS Care	\$1,114.00
164.32.6146.00.006.8.30	6146 Teacher Retirement/TRS Care	\$1,778.00
<b>6100 Subtotal:</b>		<b>\$566,161.00</b>
<b>6200 Professional and Contracted Services</b>		
164.13.6219.57.006.8.30	6219 Professional Services	\$405.00
164.11.6299.57.006.8.30	6299 Miscellaneous Contracted Services	\$1,205.00
164.23.6299.57.006.8.30	6299 Miscellaneous Contracted Services	\$135.00
<b>6200 Subtotal:</b>		<b>\$1,745.00</b>
<b>6300 Supplies and Services</b>		
164.11.6339.00.006.8.30	6339 Testing Materials	\$5,521.00
164.11.6399.00.006.8.30	6399 General Supplies	\$37,500.00

164.11.6399.57.006.8.30	6399 General Supplies	\$735.00
<b>6300 Subtotal:</b>		<b>\$43,756.00</b>

**Personnel for Weslaco East High School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alfonso Garcia	A+ Teacher	Weslaco East High School	1
Araceli Chavarin	Campus Instructional Facilitator	Weslaco East High School	1
Belen Torres	Campus Instructional Facilitator	Weslaco East High School	1
Cynthia Cid	Campus Instructional Facilitator	Weslaco East High School	1
Esmeralda Cardenas	At Risk Attendance Clerk	Weslaco East High School	1
Guadalupe Hernandez	Library Aide	Weslaco East High School	1
Jesse Alvarez	Campus Technology Coordinator	Weslaco East High School	1
Leticia Robles	At Risk Attendance Clerk	Weslaco East High School	1
Noel Ybarra	Math STAAR Teacher	Weslaco East High School	1
Noel Ybarra	Math STAAR Teacher	Weslaco East High School	1
Vacancy	Counselor Aide	Weslaco East High School	1
Zalinda Rodriguez	Social Worker	Weslaco East High School	1

# Plan Notes

Weslaco East High School

Special Education

Comprehensive Needs Assessment -								
<table border="1"><tr><td colspan="3"><b>Special Education</b></td></tr><tr><td> </td><td> </td><td> </td></tr></table>			<b>Special Education</b>					
<b>Special Education</b>								
<b>9<sup>th</sup> Grade:</b> ELA/Math/Science/Social Studies End-of-Course	<b>10<sup>th</sup> Grade:</b> <b>STAAR EOC</b>	<b>11<sup>th</sup> Grade:</b> <b>STAAR Social Studies</b>						

<p><b>STAAR</b></p> <p>English I : 4%</p> <p>Algebra I: 49%</p> <p>Biology: 61%</p> <p><b>STAAR Alternate 2</b></p> <p>English I : 63%</p> <p>Algebra I: 50%</p> <p>Biology: 100%</p>	<p><b>STAAR</b></p> <p>English II : 10%</p> <p><b>STAAR Alternate 2</b></p> <p>English II: 100%</p>	<p><b>STAAR</b></p> <p>US History: 46%</p> <p><b>STAAR Alternate 2</b></p> <p>US History: 100%</p>
<p><b>Areas of Strength</b></p>	<p><b>Areas of Weaknesses</b></p>	
<p><b>System Safeguards</b></p> <ul style="list-style-type: none"> <li>• Met Performance Status in Science</li> <li>• Met Participation target</li> </ul>	<p><b>System Safeguards</b></p> <ul style="list-style-type: none"> <li>• Did not meet Performance Status in the</li> </ul>	

<p>rate in Reading at 100%</p> <ul style="list-style-type: none"> <li>• Met Participation target rate in Mathematics at 100%</li> </ul>	<p>area of Reading</p> <ul style="list-style-type: none"> <li>• Did not meet Performance Status in the area of Math</li> <li>• Did not meet Performance Status in the area of Social Studies</li> </ul>
<p><b>STAAR (STAAR EOC, STAAR Alternative 2)</b></p> <p>English (STAAR EOC, STAAR Alternative 2)</p> <ul style="list-style-type: none"> <li>• 100% in English II STAAR Alt 2</li> </ul>	<p><b>STAAR (STAAR EOC, STAAR Alternative 2)</b></p> <p>English (STAAR EOC, STAAR Alternative 2)</p>
<p>Math (STAAR EOC, STAAR Alternative 2)</p>	<ul style="list-style-type: none"> <li>• Decrease from 5% to 4% in English I STAAR</li> <li>• Decrease from 80% to 63% in English I STAAR Alt 2</li> <li>• Decrease from 40% to 10% in English STAAR</li> </ul>
<p>Science (STAAR EOC, STAAR Alternative 2)</p> <ul style="list-style-type: none"> <li>• 100% in Biology STAAR Alt 2</li> </ul>	
<p>Social Studies (STAAR</p>	

EOC, STAAR Alternative 2)

- 100% in US History STAAR Alt 2

Math (STAAR EOC, STAAR Alternative 2)

- Decrease from 75% to 49% in Algebra 1 STAAR
- Decrease from 60% to 50% in Algebra I STAAR Alt 2

Science (STAAR EOC, STAAR Alternative 2)

- Decrease from 69% to 61% in Biology STAAR

Social Studies (STAAR EOC, STAAR Alternative 2)

- Decrease from 57% to 46% in US History STAAR


<b>Special Education Department</b>  <b>2017 - 2018 Student Achievement Improvement Plan</b>	Strategies Status	
	Mid Year	End of Year
	Addressed Yes No	Addressed Yes No
	Needs Strength Yes No  (circle one)	Needs Strength Yes No  (circle one)
District Goal: 1	All students will be provided with a high-quality education through effective programs to complete high school and to be prepared for post-secondary education.	
Performance Objective ( <i>measurable</i> ):	By the end of the 2017 -2018 school year, the percentage of all Special Education students who pass Reading/ELA, STAAR, & STAAR ALT 2, at the high school level will increase to 88%	
Summative Evaluation:	STAAR, & STAAR ALT 2 Data Analysis Forms/ARD IEP Report Cards, Folders, Portfolios, Grade Reports	



SW	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/Material/Fiscal	Formative Evaluation <i>(monitored throughout the year)</i>	Documentation
RS	<ul style="list-style-type: none"> <li>Utilize benchmark assessments to assess student mastery of objectives and make appropriate instructional adjustments.</li> </ul> <p>— Departmental &amp; individual teachers analysis of student data</p> <p>— Teacher/student conferences regarding benchmark results, essay scores.</p>	EOC	Special Ed.	WEHS Admin.  Special Ed. Teacher  General Ed. Teachers Special Ed. Supervisor Related services personnel Counselors Support Agencies	Aug. 2017 – May 2018	Interactive Novels  Scottish Rite Reading Program  Flight Reading – Fluency  Consumable text Book Study  Modified Teachers Mats.  Teacher made material  Accommodations  Novel Set Video IPADS, IPADS mobile lab, IPODS, AP's  Dragon Dictation  Color Overlays	Student Database Portfolio Worksite Graduation Audit Classroom Observation 3 year Reevaluations Benchmark Results Lesson Plans	IEPs  EOC  SLO  Protocols
RS	<ul style="list-style-type: none"> <li>Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments and teaching methods.</li> <li>Co-Teaching</li> <li>Team Teaching</li> <li>Inclusion</li> <li>During &amp; after reading strategies</li> <li>Writing Process strategies</li> <li>District-level assessment</li> </ul>							

<ul style="list-style-type: none"> <li>• Apex</li> <li>• New Jersey Writing Project</li> <li>• Classroom libraries</li> <li>• Algebra/Math Modeling combination</li> <li>• Practical Writing classes for 10<sup>th</sup> grade LEP students will be offered to assist our LEP population.</li> <li>• ABYDOS</li> </ul>					<p>Graphing Calculators</p> <p>Manipulative</p> <p>Test Copies, Scantrons</p> <p>Budget: Sp.Ed., Local, TIR, SC</p>		
<ul style="list-style-type: none"> <li>• Eoc Classes</li> <li>• Edmodo</li> <li>• Earobics</li> <li>• Utilize technology in the classroom</li> <li>• Utilize varies teaching styles and strategies and curriculum to assess students in mastery of objectives</li> </ul> <p>-Co-Teaching</p> <p>-Team teaching</p> <p>-Inclusion</p> <p>-During &amp; after reading strategies</p> <p>-Peer reading strategies</p> <p>-Grade Level meetings at campus &amp; district level</p> <p>-Apex</p>	EOC	Special Ed.	<p>WEHS Admin.</p> <p>Special Ed. Teacher</p> <p>General Ed. Teachers</p> <p>Special Ed. Supervisor</p> <p>Related services personnel</p> <p>Counselors</p> <p>Support Agencies</p>	<p>Aug. 2017 – May 2018</p>	<p>Interactive Novels</p> <p>Scottish Rite Reading Program</p> <p>Reading Coach Program</p> <p>Flight Reading – Fluency</p> <p>Consumable text Book Study</p> <p>Modified Teachers Material</p> <p>Teacher made material</p> <p>Accommodations</p> <p>Novel Set Video</p> <p>IPADS, IPADS</p>	<p>Student Database</p> <p>Portfolio</p> <p>Worksite</p> <p>Graduation Audit</p> <p>Classroom Observation</p> <p>3 year</p> <p>Reevaluations</p> <p>Benchmark Results</p> <p>Lesson Plans</p> <p>Staff Development</p> <p>All Year</p>	<p>IEPs</p> <p>EOC</p>

-New Jersey Writing Project

-Classroom libraries

-Teacher-created & other available

resources

-AVID

-All

- Develop enduring understandings that encompass all major content objectives & reinforce the understanding during the course of instruction:

— Clearly display enduring understandings in the classroom for reference during instruction

— Employ the use of open-ended assessment (such as short answer or essay responses) to gauge student comprehension of the enduring understandings

— Guide students use & development of graphic organizers that reinforce the enduring understandings

mobile lab,  
IPODS, AP's

Color Overlays

Graduation Plan

Budget: Sp.Ed.,  
Local, TIR, SC

STAAR  
Connection

Diagnostic Series

EOC for each  
subject

Kurzweil 3000

Special Topics in  
Social Studies

Reading Pens

Quizizz

Smartboard  
Educational  
Games

Chromebooks and  
cart

Station Rotation

Google  
Classroom

					News ELA E-spelling CNN student news Scholastic Magazines Freshman PATH English class		
<ul style="list-style-type: none"> <li>Utilize benchmark assessments to assess student mastery of objectives and make appropriate instructional adjustments.</li> </ul> <p>– Departmental &amp; individual teachers analysis of student data</p> <p>– Teacher/student conferences regarding benchmark results, essay scores.</p> <ul style="list-style-type: none"> <li>Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments.</li> <li>District Level assessment expectations</li> <li>Utilize technology in the classroom</li> </ul>	EOC	Special Ed	WEHS Admin. Special Ed. Teacher General Ed. Teachers Special Ed. Supervisor Related services personnel Counselors Support Agencies	Aug. 2017– May 2018	Interactive Novels Scottish Rite Reading Program Reading Coach Program Flight Reading – Fluency Book Study History Alive ICORE, Gizmos I Can Statements Modified Teachers Material Teacher made material	Student Database Portfolio Worksite Graduation Audit Classroom Observation 3 year Reevaluations Benchmark Results Lesson Plans Staff Development All Year	Lesson Plans

<ul style="list-style-type: none"> <li>Utilize varies teaching styles and strategies and curriculums to assess students in mastery of objectives:</li> </ul> <ul style="list-style-type: none"> <li>Co-Teaching</li> <li>Team Teaching</li> <li>Inclusion</li> <li>During &amp; after reading strategies</li> <li>Peer Reading Strategies</li> <li>Grade level Meetings at Campus &amp; District Level</li> <li>Apex</li> <li>New Jersey Writing Project</li> <li>Classroom libraries</li> <li>Teacher-created &amp; other available resources</li> <li>AVID</li> </ul> <ul style="list-style-type: none"> <li>Special Education staff will meet with content area staff and campus administrators in order to plan for meeting disabilities</li> </ul>	EOC	Special Ed.	Special Ed. Administration Special Ed. Staff and Content Area Staff	Aug.- March	Accommodations IPADS, IPADS mobile lab, IPODS, AP's  Dragon Dictation  Color Overlays  Graphing Calculators  Graduation Plan  Budget: Sp.Ed., Local, TIR, SC  Shredder  Scanner  Electric Stapler  Chromebook cart	ARD Testing Decisions Implementation of Accommodation       Walk-through Forms  Review of Eduphoria System Classroom Walkthroughs Review of PEIMS Data	
---	-----	-------------	---	----------------	---	--	--

	<p>-Sign-up Eduphoria staff development on Accommodation for students with disabilities</p> <ul style="list-style-type: none"> <li>• Conduct classroom walk-throughs and observations to provide feedback on 21<sup>st</sup> Century instructional practices</li> <li>• Allow students to access curriculum through the use of assistive technology to include computers, laptops, braille, augmentative communication devices, adopted equipment, applications. Etc.</li> </ul>			Administration Dept. Chair			Special Ed. Administration		
		STAAR	Special Ed	Special Education Staff	Sept. – May		Special Ed. Staff and Content Area Staff		
		STAAR	Special Ed		Aug 2017- May 2018		Administration and Dept. Chair		
							Special Education Budget		
RS HQS PD PI T	<ul style="list-style-type: none"> <li>• Provide instructional support for students who meet eligibility for after-school</li> </ul>	STAAR	All AR B	Special Ed. Staff	Aug. 2017 – May 2018	Special Ed. Budget	Classroom Walk-throughs Attendance logs, Review of ARD paperwork	Classroom walk-troughs; attendance logs, review of ARD paperwork	

M FSL TD	<p>tutoring, summer school, intensive instructional intervention on any additional program deemed necessary by ARD such as services provided by Regional School for the Deaf.</p> <ul style="list-style-type: none"> <li>• Provide supplementary instructional materials for students and staff to allow for implementation of student achievement –Special Ed. mobile cart IPADS</li> <li>• Provide an intensive programs of instruction to students who do not perform satisfactory on state assessments</li> <li>• Training for Special Ed. teachers in the area of writing through Abydos</li> </ul>		ED							
				GT						
				Me					Increase in Test Scores	
				SE						
			STAAR	Special Ed	Designated Special Ed. Staff and Regular Ed Staff	Aug. 2017 – May 2018	Special Ed. Budget	Classroom walk-throughs Interview with campus Admin. And Sp. Ed. staff	Purchase orders	
			STAAR	Special Ed	Sp. Ed. Admins Content Area Staff Campus Admins	Aug. 2016 – May 2017	Curriculum and Instruction Staff	Writing Scores Science and Social Studies scores Surveys of Training	Information provided by campus admin, ARD paperwork	
			STAAR TPRI IRI	Special Ed	Designated by Sp. Ed. Staff	Sept. 2017 – May 2018	Abydos training	Classroom walk-throughs Interview with campus Admin. And Sp. Ed. staff	Handouts, Agendas, Sign-Ins	
			Scores							
			STAAR		Sp. Ed. Staff, C&I Staff Contracted				Agendas, Sign-Ins	
			Scores	Special	Personnel	Sept.				

<p>techniques.</p> <ul style="list-style-type: none"> <li>• Provide inquiry and concept building activities in the area of science and social studies. Provide training to district staff on topics such as positive behavioral supports, allowable accommodations for state assessments; strategies for teaching students with autism, behavioral support for ADD, ADHD, ED., accommodations state assessment triangle .</li> <li>• Provide remediation packets for Retester:</li> </ul> <p>Data Driven</p>	<p>STAAR Scores</p>	<p>Ed</p> <p>Regular Ed &amp; Special Ed</p>	<p>2017- May 2018</p>	<p>District Personnel, Handouts, Sign-Ins, Sp. Ed. Budget</p> <p>English Dept./Special Ed. Dept.</p>	<p>Sign-Ins</p> <p>Classroom walk-throughs Interview with campus Admin. And Sp. Ed. staff</p>
--	-------------------------	--	-------------------------------	--	---



Lesson Plans Developments							
addressing areas of EOC English I & English II							

Weslaco East High School

Fine Arts

<b>Fine Arts Department</b>  <b>2017 - 2018 Student Achievement Improvement Plan</b>	Strategies Status	
	Mid Year	End of Year
	Addressed Yes No	Addressed Yes No
	Needs Strength Yes No  (circle one)	Needs Strength Yes No  (circle one)

District Goal: 1	All students will be provided with a high-quality education through effective programs to complete high school and to be prepared for post-secondary education.
Performance Objective (measurable): 1.1; 1.2; 1.3; 1.4	Increase Total enrollment and active participation in performing fine arts courses by at least 5% throughout the 2017 -2018 school year.
Summative Evaluation:	Exams, Analysis Reports, STAAR, AEIS results, PEIM, EOC, AYP,

SW	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Formative Evaluation <i>(monitored throughout the year)</i>	Documentation
SW	<b><u>Effective Interdisciplinary Strategies in Fine Arts</u></b>		All 9-12	WEHS Admin. Fine Arts Supervisor Dept. Chair Teacher	August 2017 – May 2018	Budget: Local, TIR, SC, and GT  puppets, theatre hand properties; dodgeballs, cameras, chromebooks,	CWT; Lesson Plans  Student Attendance  Benchmarks  Weekly Tests  Student Monthly Displays	Lesson Plans       student projects
SW	Use EOC results in Language Arts, Math, Science, Social Studies to align instruction and integrate the Fine Arts TEKS with Math, Science, Social Studies, and Language Arts.	EOC  EOC	With Emphasis on LEP and SPE POPS  GT					

TD	Ensure that learning disabled students are identified and that modifications are followed.	O				makeup kits, sewing machine, play scripts	Student Interactive Notebooks Student Projects	SLO's
	Incorporate the study of dance, mariachi, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas.	O					Classroom Visits, Student Performance,	
	Engage and motivate all students through active learning, critical thinking, and innovative problem solving.					Funds to attend live events. Sheet Music to find equal performance pieces.	Student Exhibits Observation Student questionnaire	
	Utilize a variety of teaching methods that require cognitive functioning, higher-order thinking, communication, and collaboration skills	O						
	Watch or attend Live Performances of Choral Music							
	Staff will work closely and cooperatively with parents to help students be as successful as	EOC				Magazine and other subscription		

<p>possible</p> <p>Perform in the community at various holidays/events to strengthen support.</p>					<p>Scholastic Magazine</p> <p>Schoolarts</p> <p>Edmodo</p>		
---	--	--	--	--	--	--	--

<p><b>Fine Arts Department</b></p> <p><b>2017- 2018 Student Achievement Improvement Plan</b></p>		
	<p>Strategies Status</p>	
	<p>Mid Year</p>	<p>End of Year</p>
	<p>Addressed Yes No</p> <p>Needs Strength Yes No</p> <p>(circle one)</p>	<p>Addressed Yes No</p> <p>Needs Strength Yes No</p> <p>(circle one)</p>
<p>Performance Objective (measurable): 1.1; 1.2; 1.3; 1.4</p>	<p>Increase Total enrollment and active participation in performing fine arts courses by at least 5% throughout the 2017 -2018 school year.</p>	

Summative Evaluation:	Students advance to district, regional, state, and national levels of competition; 3% Scholarship Awards.

SW	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/Material/Fiscal	Formative Evaluation <i>(monitored throughout the year)</i>	Documentation
	<p><b><u>Staff Development/Training</u></b></p> <p>1. Continue to allow Fine Arts Vertical team planning for grades k-12 to meet at least twice a year.</p> <p>2. Provide networking across the grade levels using in-house staff development to address student expectations involving the four core areas in fine arts: creativity, perception,</p>	<p>O</p> <p>O</p>	<p>All 9-12</p> <p>With Emphasis on LEP and SPE populations</p>	<p>WEHS Admin.</p> <p>Fine Arts Supervisor</p> <p>Dept. Chair Teachers</p>	<p>Sept. 2016</p> <p>Oct. 2016</p> <p>Jan. 2017</p>	<p>Budget: Local, Campus, TIR, SC, GT</p> <p>TAEA Conference &amp; Memberships</p> <p>NAEA Conference Memberships</p>	<p>Lesson Plans</p> <p>TEKS Objectives</p>	<p>Lesson Plans</p> <p>SLOs</p>

historical/cultural awareness and evaluation.	O			CEDFA Conference	
3. Provide regular opportunities for teachers to plan to meet state standards for the arts.	O			VASE sponsorships	Student Entries
4. Conduct a comprehensive needs assessment of Fine Arts.	O				Projects
5. Continue to support advanced placement opportunities for all fine arts staff through trainings, conferences; TETA, workshops/clinics; in district, local universities and out of district clinicians, technology and library text				NAEA, CEDFA, & TAEA resources such as textbooks, workshops, & materials	UIL OAP contests OAP Teacher and Student Clinics
6. Conduct a comprehensive needs assessment of fine Arts				TETA Conference	
7.				Region 1 Workshops	

<b>Fine Arts Department</b>  <b>2017 - 2018 Student Achievement Improvement Plan</b>	Strategies Status	
	Mid Year	End of Year
	Addressed Yes No	Addressed Yes No
	Needs Strength Yes No  (circle one)	Needs Strength Yes No  (circle one)
District Goal: 1	All students will be provided with a high-quality education through effective programs to complete high school and to be prepared for post-secondary education.	
Performance Objective ( <i>measurable</i> ): 1.1; 1.2; 1.3; 1.4	Increase partnership with local and regional communities and establish a presence on social media by promoting student work, performances, videos and projects.	

Summative Evaluation:	Advance to District, Bi-District, Area, Regional, State, and National levels of competition.

SW	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Formative Evaluation <i>(monitored throughout the year)</i>	Documentation
	<p><b><u>Partnership with local and regional communities</u></b></p> <p>1. Visit the Weslaco Museum and other regional museums, performing arts productions, musicals, Broadway shows to develop knowledge and interest about local history to address the Fine Arts TEKS: Historical/Cultural Awareness</p> <p>2. Increasing public awareness of the arts by</p>	<p>O</p> <p>O</p> <p>O</p>	<p>All 9-12</p>	<p>WEHS Admin.</p> <p>Fine Arts Supervisor</p> <p>Dept. Chair</p> <p>Teachers</p>	<p>Sept. –May. due</p>	<p>Budget: Local, GT, TIR, SC, Depart. budgets</p>	<p>Student Reports</p> <p>Expository Reading &amp; Writing grades</p> <p>Student Products/Displays/ Journals, portfolios</p>	<p>Lesson Plans</p> <p>Score Reports,</p> <p>UIL and Public Performances</p> <p>SLO</p>



<p>communicating existing art opportunities, attending local universities' live theatre productions, film in the community and schools.</p> <p>3. Seek art collaborations between teachers, students, parents, artists, and organizations within and beyond the community.</p> <p>4. Participate in Fine Arts Festivals to showcase students' talents to parents, teachers, administrators, and the community.</p>	<p>O</p>											
--	----------	--	--	--	--	--	--	--	--	--	--	--

<b>Fine Arts Department</b>  <b>2016 - 2017 Student Achievement Improvement Plan</b>	Strategies Status	
	Mid Year	End of Year
	Addressed Yes No	Addressed Yes No
	Needs Strength Yes No  (circle one)	Needs Strength Yes No  (circle one)
District Goal: 1	All students will be provided with a high-quality education through effective programs to complete high school and to be prepared for post-secondary education.	
Performance Objective ( <i>measurable</i> ): 1.1; 1.2; 1.3; 1.4	Increase Technology, electronic media for Teachers and students in the classroom and performances throughout the 2017 -2018 school year.	
Summative Evaluation:		

SW	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Formative Evaluation  <i>(monitored throughout the year)</i>	Documentation
						Budget: Local,		

<u>Technology in the Classroom</u>	O	All 9-12	WEHS Admin.  Fine Arts Supervisor Dept. Chair Teachers	Sept.- 2017- May 2018	GT, TIR, SC  Color Printer ( large format ) Canon Image Prograf iPF670 24"large format printer	Lesson Plans  CWT's  Student Displays, electronic Journals and performances	Lesson Plans  Purchase Orders  SLOs
<p>1. Staff implements and uses ipads touch technology, Elmo technology, Chromebooks, Projected technology, educational apps and computer aided instruction in order to improve student achievements</p> <p>2. Implement technology to improve teaching strategies that enhance student learning in fine arts.</p> <p>3. Video cameras to record rehearsal and utilize as a tool for student</p>	O	With Emphasis on LEP and SPE populations			<p>Large format printer stand</p> <p>Specialized printing paper-gloss photo, variety of weight in paper for competition and AP</p>	<p>Progress and report cards</p> <p>EOC</p> <p>Teacher questionnaire</p>	
					<p>Chromebook sets</p> <p>10 computer lab tops compatible with creative software</p> <p>app purchases</p>		

portfolios  
4. Software to  
write mariachi  
arrangements

color printer

Flatbed scanner

Image  
manipulation  
hardware/software  
program(s):  
Adobe Creative  
Suite and/or

Wacom Intuos  
Art,

Intuos Photo Pen  
& tablet packs

Medium or large  
Intuos Pen tablet 1

3D printers,  
filament, software  
if needed,

Software: Paint  
SAI, Arts Edge,  
Social Media

					<p>Edu, tablets</p> <p>w. stylus, IPADS</p> <p>digital camera</p> <p>Incentives. Apple TV. Surface 4 Laptop.</p>	
--	--	--	--	--	--	--

<p><b>Continuing Initiatives:</b></p> <p>Share student talent: band, orchestra, mariachi, theatre arts</p> <p>Departmental support: trumpets, bands, violins-orchestra</p> <ul style="list-style-type: none"> <li>• recruit students to the</li> </ul>	<p><b>New Initiatives:</b></p> <ul style="list-style-type: none"> <li>• Implement more technology to improve teaching strategies that will enhance student learning in the arts.</li> <li>• Feeder program needed at middle schools; mariachi</li> </ul>
--	--

<p><b>Fine arts programs</b></p> <ul style="list-style-type: none"> <li>• <b>Work towards advancing to District, Bi-district, Area, Region, state</b></li> </ul> <p><b>Share student talent: band, orchestra, mariachi, theatre arts</b></p>	<p><b>director needed at each high school</b></p>
--	---

**Strengths**

**Weaknesses**

Excellent performing arts (PAC)

Student Talent

No feeder schools for the Mariachi/Theatre Arts programs

to prepare students and to be more competitive

Mariachi Director needed at each high school

**Weslaco East High School**

**Library**

<b>WESLACO EAST HIGH SCHOOL LIBRARY</b>	Strategies Status	
	Mid Year	End of Year
	Addressed Yes No	Addressed Yes No
<b>2018-2019 Student Achievement Improvement Plan</b>	Needs Strength Yes No  (circle one)	Needs Strength Yes No  (circle one)
District Goal:	All students will be provided with a high-quality education through effective programs so as to complete high school and be prepared for post-secondary education.	
Performance Objective ( <i>measurable</i> ):	<b>TECHNOLOGY INTEGRATION:</b> The library program will provide a means to integrate technology into all aspects of teaching and learning. Technology will be used to streamline managerial tasks, provide access to digital resources, facilitate communication, support instruction, and assist in the production of academic projects. The library staff at each campus is integral to the effective, appropriate and ethical use of technology.	
Summative Evaluation:	Library State Standards Evaluation; State of the Library Report	



SW	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/Material/Fiscal	Formative Evaluation <i>(monitored throughout the year)</i>	Documentation
RS	Strategy 1  Provide information technology to all users on-site and remotely Ensure that library provides student access to all the latest technology to improve learning and academic achievement including but not limited to: laptops, CPU, interwrite pads, mini-laptops, LCD projectors, iPods, iPads,	O	All	Renee Dyer	Aug. 2018 to May 2019	Library Coordinator  Campus Librarian  Web-based online catalog (Destiny), Library website, Region One Co-op resources, and  Google Apps for Education	Monthly report  Student-produced assignments, projects, and presentations	State of the Library Report  Library lesson plans

WESLACO EAST HIGH SCHOOL LIBRARY	Strategies Status	
	Mid Year	End of Year
<b>2018-2019 Student Achievement Improvement Plan</b>	Addressed Yes No	Addressed Yes No
	Needs Strength Yes No	Needs Strength Yes No  (circle one)
District Goal:	All students will be provided with a high-quality education through effective programs so as to complete high school and be prepared for post-secondary education.	

mice,  
keyboards,  
scanners,  
printers,  
Smartboards,  
digital  
cameras,  
digital video  
cameras,  
netbooks,  
handheld  
reading  
devices,  
printers,  
smartboards,  
software,  
online  
software  
subscriptions,  
document  
cameras,  
videogame  
consoles,  
videogames,  
videogame  
accessories,  
technology  
accessories,  
emerging  
technologies,  
hotspots, 3D

Performance Objective ( <i>measurable</i> ):	<p><b>COLLABORATION AND PROFESSIONAL DEVELOPMENT:</b> The teacher-librarian will provide for effective student learning through a collaborative process for planning, teaching, and assessment. The teacher-librarian and the classroom teacher will work as a teaching team, bringing their own specialized skills to collaborate for student success. Activities will be designed with available resources in mind; therefore, students will become effective users of information and ideas within the context of the subject taught.</p>
Summative Evaluation:	Library State Standards Evaluation; State of the Library Report

Printers, 3D Imagers, poster printers, ink, flipped learning tools, blended learning tools and classroom redesign items, personalized learning tools and classroom redesign items							
---	--	--	--	--	--	--	--

<b>WESLACO EAST HIGH SCHOOL LIBRARY</b>	Strategies Status	
	Mid Year	End of Year
	Addressed Yes No	Addressed Yes No
	<b>2018-2019 Student Achievement Improvement Plan</b>	Needs Strength Yes No  (circle one)
District Goal:	All students will be provided with a high-quality education through effective programs so as to complete high school and be prepared for post-secondary education.	
Performance Objective ( <i>measurable</i> ):	<b>RESOURCES:</b> Provide current and relevant resources in a variety of technologies and formats to meet the diverse needs of all learners.	
Summative Evaluation:	Library State Standards Evaluation; State of the Library Report	

RS	Strategy 2  Use technology wherever possible to enhance teaching and learning	O	All	Renee Dyer	Aug. 2018 to May 2019	Library Coordinator  Campus Librarian  Library Computers, as well as other devices to produce academic projects and store and retrieve files  Google Apps for Ed.	Monthly report  Student-produced assignments, projects, and presentations	State of the Library Report  Library lesson plans
SW	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/Material/Fiscal	Formative Evaluation  <i>(monitored throughout the year)</i>	Documentation

<b>WESLACO EAST HIGH SCHOOL LIBRARY</b>	<b>Strategies Status</b>	
	Mid Year	End of Year
	Addressed Yes No	Addressed Yes No
<b>2018-2019 Student Achievement Improvement Plan</b>	Needs Strength Yes No	Needs Strength Yes No  (circle one)
	(circle one)	
District Goal:	All students will be provided with a high-quality education through effective programs so as to complete high school and be prepared for post-secondary education.	
Performance Objective ( <i>measurable</i> ):	<b>READING MOTIVATION:</b> Provide an atmosphere and activities that engage students and encourage them to read. The library staff will work with classroom teachers to support a school-wide culture of reading. The library collection enables students to read for knowledge, understanding, enjoyment, and pursuit of individual interests.	

RS	Strategy 3 Teach students to use technology responsibly and ethically	O	All	Renee Dyer	Aug. 2018 to May 2019	Library Coordinator Campus Librarian District Internet Use policies Plagiarism resources	Monthly report Library lesson plans	State of the library report	<p><b>READING MOTIVATION:</b> Provide an atmosphere and activities that engage students and encourage them to read. The library staff will work with classroom teachers to support a school-wide culture of reading. The library collection enables students to read for knowledge, understanding, enjoyment, and pursuit of individual interests.</p> <p>Performance Objective (<i>measurable</i>):</p> <p>Summative Evaluation: Library State Standards Evaluation; State of the Library Report</p>
----	--	---	-----	------------	-----------------------	---	--	-----------------------------	---

RS	Strategy 4  Ensure all library equipment is readily available and functional. Ensure that all BYOT devices are properly registered	O	All	Renee Dyer	Aug. 2018 to May 2019	Library Coordinator  Campus Librarian  Library computers, iPads, ipods  BYOT devices	Monthly report	State of the library report
----	--	---	-----	------------	-----------------------	--	----------------	-----------------------------

SW	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/Material/Fiscal	Formative Evaluation <i>(monitored throughout the year)</i>	Documentation
----	------------	---------------	---------------	-----------------------	--------------------	----------------------------------	--	---------------

Weslaco East High School

CATE

CATE Department	Strategies Status	
	Mid Year	End of Year
<b>2017 - 2018 Student Achievement Improvement Plan</b>	Addressed	Addressed
	Yes No	Yes No
	Needs Strength	Needs Strength
	Yes No	Yes No
	(circle one)	(circle one)

RS	Strategy 1	O	All	Renee Dyer	Aug. 2018 to May 2019	Library Coordinator Teacher-librarian and campus librarian planning time; Department grade level meetings  Lesson content	Monthly report  Collaborative planning form & lesson plans	State of the library report	<b>CATE Department</b>  <b>2017 - 2018 Student Achievement Improvement Plan</b>  District Goal: 1  Performance Objective ( <i>measurable</i> ):  Summative Evaluation:	Mid Year Addressed Yes No  Needs Strength Yes No  (circle one)	End of Year Addressed Yes No  Needs Strength Yes No  (circle one)	
	Librarian will collaborate with the classroom teacher in lesson planning, teaching, and assessment									All students will be motivated to successfully complete high school, and aggressively pursue a college degree.	Increase the number of all the student populations that meet the passing standard on the English EOC exams.	EOC Results

Weslaco East High School

English Language Art

Comprehensive Needs Assessment





SW	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/Material/Fiscal	Formative Evaluation <i>(monitored throughout the year)</i>	Documentation
RS	Strategy 1  Increase the number of books per	O	All	Renee Dyer	Aug. 2018 to May 2019	District Library Coordinator  Campus	Monthly report  Purchase orders	State of the library report  Library State Standards

Students meeting approaching grade level.	Students meeting ap grade level.
All Students: 49%	All Students: 63%
LEP: 24%	LEP: 19%
ESL: 24%	ESL: 19%
At Risk: 30%	At Risk: 39%
Sp Ed: 4%	Sp Ed: 10%
Eco Dis.: 45%	Eco Dis. 59%
Migrant: 29%	Migrant: 65%
Hispanic: 48%	Hispanic: 62%
White: 60%	White: 71%
Areas of Strength:	Areas of Needs

student in all libraries to meet the state standards at the elementary, middle school, and high school levels				Librarian	Evaluation
				State standards	Inventory report
				Budget	

- |   |   |
|---|---|
| <p>Grade 9</p> <ul style="list-style-type: none"> <li>• 49% of students are approaching grade level in reading and writing at the end of 9th grade.</li> </ul>  | <p>Grade 9</p> <ul style="list-style-type: none"> <li>• 51% of students approach grade level at the end of the year.</li> </ul>   |
| <p>Grade 10</p> <ul style="list-style-type: none"> <li>• Overall 63% of first time tested students approached grade level in English II EOC.</li> <li>• The rate of students passing increased from 49% to 53% for Hispanic students.</li> <li>• There was an increase from 17% to 18% for Special Ed population.</li> <li>• ELL students had an increased passing rate from 27% to 30%.</li> </ul> | <p>Grade 10</p> <ul style="list-style-type: none"> <li>• 46% of students show growth in English I to II results.</li> <li>• 46% of students are approaching or meeting grade level.</li> <li>• 82% of Special Ed students are approaching or meeting grade level.</li> <li>• 70% of ELL students are not approaching or meeting grade level.</li> </ul> |

TELPAS

9TH Grade	Beginning	Intermediate	Advanced
Listening	12%	7%	31%
Speaking	12%	10%	35%
Reading	12%	32%	44%
Writing	12%	15%	44%

RS	Strategy 2 Support state standards in all curricular areas by providing materials that extend understanding of course content	O	All	Renee Dyer	Aug. 2018 to May 2019	District Library Coordinator Campus Librarian State Standards: TEKS & STAAR Objectives Resources that support assignments	Monthly report	State of the library report Library State Standards Evaluation Inventory report
SW	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/Material/Fiscal	Formative Evaluation <i>(monitored throughout the year)</i>	Documentation

9TH Grade	Beginning	Intermediate	Advanc
Listening	12%	7%	31%
Speaking	12%	10%	35%
Reading	12%	32%	44%
Writing	12%	15%	44%
10th Grade	Beginning	Intermediate	Advanc
Listening	4%	18%	36%
Speaking	6%	19%	43%
Reading	14%	38%	43%
Writing	4%	27%	46%
11th Grade	Beginning	Intermediate	Advanc
Listening	0%	9%	26%
Speaking	5%	8%	24%
Reading	9%	23%	46%
Writing	0%	15%	36%
12th Grade	Beginning	Intermediate	Advanc
Listening	0%	5%	27%
Speaking	0%	9%	34%
Reading	8%	20%	53%
Writing	1%	9%	43%

RS	Strategy 3	O	All	Renee Dyer	Aug. 2018 to May 2019	Library Coordinator Campus Librarian Award-winning books, recommended literature, ebooks, audio books and student/staff requests	Monthly report Student/staff request forms	State of the library report Inventory report
----	------------	---	-----	------------	-----------------------	--	---	---

Listening	0%	5%	27%
Speaking	0%	9%	34%
Reading	8%	20%	53%
Writing	1%	9%	43%
Areas of Strength:			Areas of
There are a significant number of students scoring Advanced or Advanced High on TELPAS:			
9th – Listening 81% scoring Advanced or Advanced High			There are number o
Speaking 78% scoring Advanced or Advanced High			Beginner Intermedi
Writing 73% scoring Advanced or Advanced High			TELPAS
10th - Listening 78% scoring Advanced or Advanced High			9th - Rea
Speaking 75% scoring Advanced or Advanced High			scoring E
Reading 60% scoring Advanced or Advanced High			Intermedi
Writing:			10th - Re
11th - Listening 91% scoring Advanced or			scoring
			Beginnin;
			Intermedi
			Writing:
			Beginnin;

RS	Strategy 4 Reflect the diverse needs, interests, and learning styles of all students	O	All	Renee Dyer	Aug. 2018 to May 2019	Library Coordinator Campus Librarian Books and materials written at a variety of reading levels	Monthly report	State of the library report
RS	Strategy 5 Provide electronic access to varied forms of information that facilitates learning and improves literacy	O	All	Renee Dyer	Aug. 2018 to May 2019	Library Coordinator Campus Librarian ebooks and audio books	Monthly report	State of the library report Inventory report

10th - Listening 78% scoring Advanced or Advanced High

Speaking 75% scoring Advanced or Advanced High

Reading 60% scoring Advanced or Advanced High

11th - Listening 91% scoring Advanced or Advanced High

Speaking 87% scoring Advanced or Advanced High

Writing 84% scoring Advanced or Advanced High

12th - Listening - 95% scoring Advanced or Advanced High

Speaking - 91% scoring Advanced or Advanced High

Reading - 72% scoring Advanced or Advanced High

Writing - 90% scoring Advanced or Advanced High

scoring F  
Intermedi

10th - Re  
scoring

Beginnin  
Intermedi

Writing:  
Beginnin  
Intermedi

11th - Re  
scoring B  
Intermedi

12th - Re  
scoring B  
Intermedi

--	--	--	--	--	--	--	--	--

English Department

2016 - 2017 Student Achievement Improvement Plan

District Goal: 1

Performance Objective (measurable):

Summative Evaluation:

Strategies Status

Mid Year Addressed	End of Year Addressed
Yes No	Yes No
Needs Strength	Needs Strength
Yes No	Yes No

(circle one) (circle one)

All students will be provided with a high-quality education through effective programs to complete high school and to be prepared for post-secondary education.

By the end of the 2017 -2018 school year, the percentage of students who pass the STAAR EOC test at the high school level will meet or exceeds the state average of 70% for English I and 71% for English II.

By the end of the 2017 -2018 school year, the percentage of all students who approaches grade level on STAAR will be reflected in the raw score data provided from TEA.

SW Strategies

Needs Assess.

Special Pops.

Person(s) Responsible

Ti

SW	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/Material/Fiscal	Formative Evaluation <i>(monitored throughout the year)</i>	Documentation	SW Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline
RS	Strategy 1  Motivate students to become avid readers and select books appropriate to their reading/interest levels.	O	All	Renee Dyer	Aug. 2018 to May 2019	District Library Coordinator  Campus Librarian  High-interest titles, popular authors, and well-liked series  Audiobooks, ebooks, graphic novels, and magazines  Book talks and book displays  Author visits  Library programming  and celebration of special library weeks	Monthly report	State of the library report	Required summer reading initiative for - students enrolled in Pre-AP and AP English courses, dual enrollment, English 2, 3, and 4.  Utilize a variety of teaching methods that require higher-order thinking skills, problem-solving, and close reading/analysis.  -Grade-level meetings at campus and district level  -Reading strategies and materials	EOC CBA TEKS Resource Performance Assessments Content Based Student Learning Objective Assessment  EOC CBA	All 9-12  All 9-12	WEHS Admin. ELA Dept. Chair ELA Teachers  WEHS Admin.	All 20 M  All 20 M

RS	Strategy 2 Expose students to quality literature through different genres to meet state standards	O	All	Renee Dyer	Aug. 2018 to May 2019	District Library Coordinator Campus Librarian Genres Quality literature	Monthly report	State of the library report	TD -Laying the Foundation RS, -AP Summer Institute TD PD -AVID -Writing Path Class - English IV Business English -UT OnRamps -Dual Enrollment Classes ELL, SPED, and Target Group -Teacher-created, TEKS Resource and other available resources -ABYDOS Thinking Maps Google classroom	CBA TEKS Resource Performance Assessments Content Based Student Learning Objective Assessment 9-12 9-12	Admin. ELA Dept. Chair ELA Teachers ELA Teachers	M Se 20 M
----	--	---	-----	------------	-----------------------	--	----------------	-----------------------------	---	--	---	--------------------



RS	Strategy 3 Support district and school-wide literacy efforts	O	All	Renee Dyer	Aug. 2018 to May 2019	District Library Coordinator Campus Librarian  Integrate literature in all areas of the curriculum	Monthly report	State of the library report
----	---	---	-----	------------	-----------------------	---	----------------	-----------------------------

- UT OnRamps
- Dual Enrollment Classes
- Teacher-created, TEKS Resource and other available resources
- ABYDOS
- Thinking Maps
- Google classroom

ELL, SPED, and Target Group

Teachers

SW Strategies

Needs Assess. Special Pops. P  
R

SW	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/Material/Fiscal	Formative Evaluation <i>(monitored throughout the year)</i>	Documentation
								Utilize benchmark assessments to assess student mastery of objectives and make appropriate instructional adjustments
								<p>TD</p> <ul style="list-style-type: none"> <li>departmental/individual teacher analysis of student data</li> </ul> <p>RS</p> <ul style="list-style-type: none"> <li>Attend annual TEKS Resource System Summer Conference</li> </ul> <p>-teacher/student conferences regarding benchmark results, essay scores</p> <p>Outsource Staff Development on scoring EOC writing composition for EOC</p>
								EOC
								All
								EOC
								All
								EOC
								All
								Utilize TEKS Resource system Performance Assessments as well as district created CBAs to

RS	Work with SLC core subject department chairs to assess student mastery of the objectives and make appropriate instructional adjustments.  Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments.  Encourage all students to read in class to improve their reading skills by using Personal Devices, Chromebooks, Computers, etc.  Develop, utilize, and display Lesson plans in the classroom for reference during instruction.	EOC	All 9-12	WEHS Admin.  CTE Dept.  Chair  CTE Teachers	August 2017 – May 2018	Lesson Plans  Test Copies  Scantrons  Worksheets  Student Handouts  Printed Copies  Google Classroom  Videos  ICEV  Manipulatives	Benchmark	Lesson Plans	mastery of objectives and make appropriate instructional adjustments  • departmental/individual teacher analysis of student data • Attend annual TEKS Resource System Summer Conference  -teacher/student conferences regarding benchmark results, essay scores  Outsource Staff Development on scoring EOC writing composition for EOC  • Region One on campus trainings • Send teachers to become TEA Rater Certified/Endorsed  Utilize TEKS Resource system Performance Assessments as well as district created CBAs to assess student mastery of objectives and make appropriate instructional adjustments.	EOC	All	All	W la
----	--	-----	-------------	---	---------------------------------	---	-----------	--------------	---	-----	-----	-----	---------

- District-level

RS	<p>Do Math activities when working with Excel in BIM, Accounting, and FCS classes to help students improve their math skills.</p> <p>Develop, utilize, and display Lesson plans in the classroom for reference during instruction.</p> <p>Marketing students calculate percentages of pricing markups and mark downs throughout different sections of their courses. They also develop a full financial analysis for their business plan proposals whereby they develop a functional budget.</p>	EOC	All 9-12	WEHS Admin. CTE Dept. Chair CTE Teachers	August 2017 – May 2018	Lesson Plans Test Copies Scantrons Worksheets Student Handouts Printed Copies	Benchmark	Lesson Plans	<ul style="list-style-type: none"> <li>District-level assessment expectations</li> <li>Writing Coach</li> <li>Kamico</li> <li>BRAIN POP</li> </ul> <p>Attend T.S.I., ACT, and SAT trainings and workshop for teachers to better increase student success</p> <p>English III and IV apply ACT or TSI Test Prep through EdMentum as well as other proven, researched based resources</p> <p>-Princeton Review</p> <p>-Sure Score</p> <p>-Saturday Test Prep Academy Score</p>	EOC	11/12TH	11/12TH
----	--	-----	-------------	---	---------------------------------	---	-----------	--------------	---	-----	---------	---------





<p>information processing skills.</p> <p>Dual enrollment courses are offered for BIM II, Tech. App., DIM, Marketing, Professional Communications, and Accounting classes through STC.</p> <p>Obtain MOS Certification Training in either Word, Excel, PowerPoint, Access, or Outlook.</p> <p>Work on alignment of EOC/TEKS curriculum with the help of the core department chairs.</p> <p>Use “MicroType” software to facilitate classroom instruction in BIM classes.</p> <p>Incorporate EOC/Math/Writing into</p>	<p>EOC</p>	<p>All</p> <p>9-12</p>			<p>Training Software &amp; Materials</p> <p>Staff Meetings</p> <p>Real World Trainings Certification Testing</p> <p>S.A.M. Cengage</p> <p>Aplia Online Accounting</p> <p>Precision Exams</p>	<p>Precision Exams</p>		<p>English SOL classes will use Hampton Brown Edge as - part of the curriculum program.</p> <p>Encourage core content area teachers to seek ESL certification and provide ELPS and instructional strategies training to help ELL students in all classes.</p>	<p>EOC</p> <p>ELL</p> <p>TELPAS</p> <p>EOC</p> <p>ELL</p> <p>IPR &amp; RC Grades</p>	<p>W</p> <p>la</p> <p>d</p> <p>la</p> <p>te</p> <p>E</p> <p>W</p> <p>a</p> <p>E</p> <p>c</p> <p>d</p> <p>te</p>
<p style="text-align: center;">Weslaco East High School</p> <p style="text-align: center;">Math 2017-2018</p> <p style="text-align: center;">Comprehensive Needs Assessment -</p> <hr/> <p style="text-align: right;"><b>Math</b></p>										

	<p>daily keyboarding assignments to help improve ELA/Math Skills.</p> <p>Use “Virtual Business” software for hands-on and interactive learning of all Marketing TEKS.</p> <p>Actively involve students in DECA and BPA.</p> <p>Implement S.A.M. Online Program in BIM I, BIM II, DIM, and Aplia Online Accounting for Accounting I to prepare for College level instruction</p>								<p><b>9<sup>th</sup> Math: : ALGEBRA I EOC</b></p> <p><b>All Students: 81%</b></p> <p><b>LEP: 73%</b></p> <p><b>Sp Ed: 45%</b></p> <p><b>Eco Dis.: 80%</b></p> <p><b>Hispanic: 81%</b></p> <p><b>White: 100%</b></p>
RS	<p>Develop, utilize and display Lesson Plans that encompass all major content objectives and reinforce the understandings during the course of instruction.</p>	All 9-12	WEHS Admin. CTE Dept.	Head Family & Consumer Science	August 2017 – May 2018	Lesson Plans Student Handouts TEKS Curriculum Guides	Pre-tests Post-tests Unit Tests Presentations, Displays and Banners.	Lesson Plans	<p><b>Areas of Strength:</b></p> <p>Algebra I EOC Grade 9</p> <ul style="list-style-type: none"> <li>• % of LEP students meeting standard increased from 67% to 73%</li> <li>• % of ELL students in Algebra I ELL class at 100%</li> <li>• % of Students at Level III Performance 15% in Q1</li> <li>• Met System Safeguards for All students, Hispanic, Economically Disadvantaged, and English Language Learners</li> </ul> <p>Grades 10 – 12</p> <p>Algeb</p> <p>Grade</p>



<p>Employ the use of open-ended assessments (such as short answer or essay responses) to gauge student comprehension of the enduring understandings.</p>	EOC	<p>Teachers STC &amp; TSTC Professors</p>	<p>Staff Meetings Reports and Internships Poster Board Butcher Paper Student Handouts Leadership Conferences STC TSTC</p>	<ul style="list-style-type: none"> <li>• SAT Performance: Mathematics in Q1</li> <li>• AP/IB Examination Participation in Q1</li> <li>• Greater Than Expected Growth in Q1</li> <li>• Advanced/Dual Enrollment Completion Rate in Q1</li> <li>• A Distinction in Mathematics for the 2016-2017 school year</li> </ul>
<p>Utilize various measurement activities to improve student measurement skills.</p>				
<p>Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments.</p>				
<p>Develop and implement leadership skill through the youth organization FCCLA through community service projects and competitive events throughout the year.</p>				
<p style="text-align: center;"><b>Math Department</b> <b>2016 - 2017 Student Achievement Improvement Plan</b></p>				<p>M Address: Yes Needs Streng: Yes (cir</p>
<p>District Goal:</p>	<p><b>All students will be provided education through effective high school and to be prepared for college education.</b></p>			

	Substitute Teaching Certification earned in Instructional Practices and Practicum in Education & Training. Food Handlers Certification in Lifetime Nutrition and Wellness.							
RS	Integrate EOC objectives across the curriculum with help from core departments chairs, so all students will succeed in the EOC test.  Recruit students 8 <sup>th</sup> – 11 <sup>th</sup> grade levels to ensure proper placement in FCS courses.  Horizontal alignment with WEHS & WHS	All 9-12	WEHS Admin.  CTE Dept.  Head FCS Teachers  FCCLA Sponsors & Members	August 2017 – May 2018	Lesson Plans  Recruiting  Brochures  Career Fairs  Staff Meetings  Curriculum Guides  Fish Camp	Unit Tests  Presentations	Lesson Plans	
RS	Develop, utilize and display Lesson Plans that encompass all major content objectives and reinforce the	All 10-12	WEHS Admin.  CTE Dept.	August 2017 – May 2018	TEKS On-going In services  TEKS		Lesson Plans	

Performance Objective (measurable):	All student populations w on the Algebra I EOC tes
Summative Evaluation:	

<p>understandings during the course of instruction.</p>		<p>Head HST Teachers.</p>	<p>Staff Meetings</p>	<p>Master Schedule</p>
<p>Horizontal alignment to correlate classes with corresponding WHS classes.</p>				
<p>Providing the following new courses:</p>	<p>EOC</p>			
<p>- EKG/Phlebotomy</p>				
<p>- Billing and Coding</p>				<p>Lesson Plans</p>
<p>- Anatomy &amp; Physiology</p>				
<p>- Health Science</p>				
<p>- Medical Terminology</p>				
<p>- Practicum of Health Science Clinical Rotations</p>				
<p>- Medical Microbiology</p>				
<p>- Pathophysiology</p>				
<p>- Pharmacy Tech</p>				

<ul style="list-style-type: none"> <li>- Practicum of Health Science Certified Nursing Assistant</li> <li>- Internship @ Elementary Schools (Instructional Practices &amp; Practicum in Education &amp; Training)</li> <li>- Rotations at High Schools (Practicum in Education &amp; Training)</li> </ul> <p>Work on alignment of EOC/ TEKS curriculum with the help of the core department chairs.</p>											
---	--	--	--	--	--	--	--	--	--	--	--

	SW Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/Material/Fiscal	Formative Evaluation <i>(monitored throughout the year)</i>	Documentation
--	---------------	---------------	---------------	-----------------------	--------------------	----------------------------------	--	---------------

<p>Staff Development: Implement Staff Development strategies and activities which are aligned with District Curriculum by providing:</p>	EOC	All	<p>Strategist of Mathematics and Facilitator in charge of Math  Dept. Head  Campus Administrators  Mathematics teachers</p>	<p>August 2016 – May 2017</p>	<p>Program Director of Mathematics Facilitator in charge of Math  Dept. Head  Teachers  Title II Budget  Title I Budget  State Comp Budget  Local Budget  District Scope &amp; Sequence</p>	<p>Observation Teacher Feedback  Lesson Plans</p>	<p>Walk-throughs Staff Dev. Sign-ins</p>
<ol style="list-style-type: none"> <li>1. Smart Board Training.</li> <li>2. TI-Calculator(s)/TI Smart-view Training</li> <li>3. Specific training for our special populations such as LEP, Sp. Ed. And GT during department planning time</li> <li>4. Through Region I EOC Algebra I, EOC Geometry, and EOC Algebra II Academics</li> <li>5. Region I “Flip into Success: ELPS at a Glance” Training</li> <li>6. Follow-up on activities/strategies from Lead4ward staff development</li> <li>7. Follow-up on activities/strategies from RGVCTM conference</li> </ol>							

8. Department time to share training on SIOP, Kagan and foldable activities
9. College Board training for Pre-AP and AP Courses
10. Vertical Alignment training for all courses in particular Pre-AP and AP Courses
11. More software training to strengthen the math curriculum
12. Through Region I Algebra I PLD's and Geometry PLD's
13. Technology training such as Edmodo, Google, and Flipping the Classroom
14. Training on New TEKS from Region 1.
15. Training on Thinking Maps to enhance student learning
16. Training in the use of Formative Assessment for Student Learning through

s3Strategies.							
District workbooks and teaching material:	EOC	All	Strategist of Mathematics Math Teachers and	August 2016 – May 2017	Navigator Software, TI-84 TI 89, TI-Inspires Calculators, Carnegie software, ,	Lesson Plans	Walk-throughs
1. Use manipulative and concrete models to teach the Math curriculum.			Department Head		Local Budget	Observation Benchmark Assessments	Lesson Plans on Forethought
1. Expand, improve, and/or purchase curriculum resources to increase students' success from Region IV.			Teachers		Title I Budget		SLO Student Tracker
1. Follow district scope and sequence and use resource binders					State Comp Budget		
1. Develop activities and align reviews with TEKS and EOC formatted like Spring Release tests and to improve EOC					CSCOPE		
					HOLT Resources		
					McGraw Hill Resources		
					Region IV Resources		
					IRRE		
					“Flip to Success: ELPS at a Glance”		
					Electronic		

scores.

1. Use the TI-Calculators/TI-Inspires to teach the math curriculum in Algebra I, Algebra 2, and Geometry, Pre-Calculus, AP Calculus AB, AP Probability & Statistics

1. Project Share to share instructional materials

1. Smart Board and TI-Smart View Calculator Emulators

1. “Flip to Success: ELPS at a Glance” material

Expand the use of

Translators

MyMathLab

ALEKS

Testing  
Simulators –  
Test Nav



1.  
the Geometry  
Sketch Pad

1. Incorporate the  
use of Spanish-  
English Math  
Dictionaries.

1. College Board  
Resources

1. LTF and APS  
Resources

1. Sylvan Math Prep  
online student  
tutoring service  
for Algebra I,  
Geometry,  
Algebra II, ACT  
and SAT

2. Live Binder

3. Texas Math  
Collaborative  
Materials

Electronic Dictionaries

16. TEKS Resource  
System

Instruction:

1. Small group and individualized instruction will be provided to select ESL students beginning 3<sup>rd</sup> week of school using alternative method of instructions.
2. Computer-enhanced instructions integrating technology into all math subject areas such as Smart Boards, I PAD, Carnegie and TI-Calculators/Smart View, Geometer's Sketch Pad, Think through Math(Math(Imagine Math), ALEKS, Chromebooks, Ti-84 C, Google Classroom, Canvas,
3. Intensive remediation services for state assessments will be provided for identified students

after school and SAS Class.						
4. Common appropriated Math vocabulary list will be developed (word walls) and displayed.				State Comp.		
5. Address the need of all children by providing acceleration opportunities to all students based on approved district criteria.				Title 1		
6. Incorporate more open-ended questions from Dana Center, LTF, and Region IV in Pre-AP and AP and other regular courses.		CIF, Counselors		Local Budget		
7. Implement English Learner Proficiency Standards through the use of foldable(s).		Teachers		Local scope and Sequence		
8. Implementation of daily EOC openers addressing areas of weakness.		Mathematics Strategist and Principal	August 2016 – May 2017	Smart boards	Benchmarks Assessments	Walk-throughs
9. Provide intervention plan at the end of the 1	EOC	All Administrators in Charge of Mathematics		Inter-write pads	Classroom observations	Pre-Conference
				TI-Inspire	SLO Student Tracker	SLO Student Tracker
				Textbook electronic assessments		
				MyMathLab Electronic Assessment		
				ALEKS		
				TEKS Resource		

- st six weeks for all students who experience difficulty.
10. Implement the use of interactive math journal.
  11. Supplement instruction in AP courses by holding Saturday review sessions on selected topics.
  12. Incorporate variety forms of formative assessments including the use of technology
  13. Incorporate Thinking Maps to aid student's acquisition of vocabulary and mathematical concepts.
  14. Use of Electronic Assessments for immediate feedback.
  15. Instructional Focus Documents (IFD) to guide instruction from TEKS Resource System.
  16. Student Learning

<p>Objectives to monitor student growth.</p> <p>17. ALEKS software for student remediation/intervention and Edmentum (Plato) for loss of credit.</p>							
<p>District Assessment</p> <p>Achieve growth in number of successful students by:</p> <p>1. Using 9<sup>th</sup> – 11th Released test item analysis for content interpretation in modifying district scope and sequence and activities.</p> <p>1. Communicating District Benchmark Test data analysis to appropriate administrators</p>	<p>EOC</p>	<p>All</p>	<p>Mathematics Strategist and Administrators in Charge of Mathematics</p> <p>All Teachers Dept. Head</p>	<p>August 2016 – May 2017</p>	<p>Local scope and sequence</p> <p>TEKS Resource System</p>	<p>Benchmark assessments Classroom obs. Lesson plans</p> <p>SLO Student Tracker</p>	<p>Student achievement data</p> <p>SLO Student Tracker</p>

and teachers on a timely manner.

1. Monitoring instruction to ensure alignment and rigor between assessment and instruction.
1. Sharing with department the Superintendent report to show weaknesses and strengths of within the math program.
1. Using item analysis chart from each benchmark/ six weeks to develop activities and gear instruction to meet the need of all students.

1. Each student expectation below 65% mastery will be re-taught, spiraled, and re-tested in the following six weeks.								
1. Holding tutoring sessions for all students scoring below mastery on benchmark assessments.								
1. Implementing formative assessments prior to unit/benchmark assessments								

District Assessment	EOC	All	Mathematics Strategist	August 2016 – May	Local Scope and	Lesson Plans	Student Achievement Data
1. Providing afterschool							

<p>tutoring services at the end of the 1st six weeks to all students who experience difficulty</p>		<p>Principal Administrators in Charge of Mathematics  Teachers</p>	<p>2017</p>	<p>Sequence Local Budget  Title I Budget  State Comp Budget</p>	<p>Classroom obs. Benchmark Assessments</p>	<p>SLO Student Tracker</p>
<p>1. Incorporating more open-ended assessments (informal and formal) from Dana Center, LTF, Region IV for Pre-AP and AP courses</p>						
<p>1. Employing I Can Assessments in the area of Algebra I and Geometry as formative assessments.</p>					<p>I CAN Chart</p>	
<p>1. Capstones/Benchmarks for Algebra I, Algebra II and Geometry reflective of EOC Exam</p>					<p>SLO Student Tracker</p>	
<p>1. Unit exams in AP courses will mirror the AP Exam format.</p>						



--	--	--	--	--	--	--	--	--	--

# Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$718,648.00
<b>+/- Difference</b>					<b>\$718,648.00</b>
Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$885,468.00
<b>+/- Difference</b>					<b>\$885,468.00</b>
<b>Grand Total</b>					\$0.00