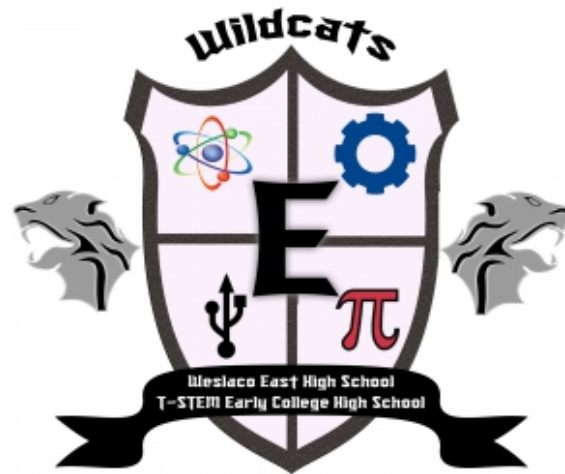


Weslaco Independent School District
Weslaco East High School
2018-2019 Campus Improvement Plan



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.

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 is organized into six thematic small learning communities of approximately 325 9th-12th grade students and one Early College High School for the Health Professions with an enrollment of approximately 160 9th and 10th grade students. Each small learning community has an assigned administrator and counselor. The SLC themes are Arts and Education, Business and Finance, Design and Engineering, Health Sciences, Law and Criminal Justice, and Media Tech.

The campus operates an A/B block schedule with 100 minute classes 4 of 5 days of the week. On Wednesday the blocks are 90 minutes long in order to incorporate a 40 minute Family and Student Advocacy period (FAS). Advocates review and monitor grades and attendance with the students, complete goal-setting college awareness, and lessons over other academic topics. Students remain with their assigned advocate throughout their high school career. SLC teachers share common planning time on A days and core area departments share common planning time on B days.

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 AVID. Weslaco East is also designated A T-STEM Early College High School this school year. 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 pursuing STEM fields.

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.

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 ELL, SPED, and gifted and talented students.

Problem Statement 2: Weslaco East High School missed the system safeguard target of 60% for special education in social studies students. **Root Cause:** Teachers need additional training and resources for providing differentiated instruction for SPED students.

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

Revised/Approved: September 11, 2018

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>Critical Success Factors 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>Critical Success Factors 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>Critical Success Factors 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>Critical Success Factors 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>				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = 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 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>Critical Success Factors 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>Critical Success Factors 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>Critical Success Factors 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.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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>Critical Success Factors 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>Critical Success Factors 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>Critical Success Factors 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>Critical Success Factors 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.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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>Critical Success Factors CSF 1 CSF 2</p> <p>1) Students will complete TSI tutorials, such as, but not limited to: - In class Online tutorials using APEX or Edmentum - At home online self-guided tutorials - Extended Day</p>	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>Critical Success Factors 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>Critical Success Factors 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: - Online resources - Extended Day TSI Sessions - Payment for TSI Assessment</p>	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.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = 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 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
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.				
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.				
							

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.				
							

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>1) Staff Development: Implement Staff Development strategies and activities which are aligned with District Curriculum by providing:</p> <ol style="list-style-type: none"> 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 A&A, - “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&A, -a,,cs and Geometry PLD&A, -a,,cs 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. 		Strategist of Mathematics and Facilitator in charge of Math Dept. Head Campus Administrators Mathematics teachers	Increased student achievement.				
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<p>2) District workbooks and teaching material:</p> <ol style="list-style-type: none"> 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 		<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>				
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<p>3) Instruction:</p> <ol style="list-style-type: none"> 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 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>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>4) District Assessment</p>		<p>Mathematics Strategist</p>	<p>Lesson Plans Classroom obs.</p>				

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.
12. Capstones/Benchmarks for Algebra I, Algebra II and

Principal
Administrators in
Charge of
Mathematics
Teachers

Benchmark Assessments

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Geometry reflective of EOC Exam

13. Unit exams in AP courses will mirror the AP Exam format.



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= 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 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
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				
							

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>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


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>Critical Success Factors 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>Critical Success Factors 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.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







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 in STEM related fields during Science, Math, Electives, and AVID,classes.

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
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Collaborate with teachers regarding the inclusion of critical readings in STEM related fields in their lessons.</p>		All administrators	Students will be more familiar with STEM related careers that they may possibly pursue in the future.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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 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%

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>PBMAS</p> <p>Critical Success Factors 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 & 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 align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p 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"> -External Support -Support facilitation -Specialized Support -Pre-reading strategies /Reading Strategies -Peer reading strategies -Grade Level meetings at campus & district level -Kurzweil -Google Classroom -Teacher-created & other available resources Data Driven Lesson Plans 		<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 align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">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> <ul style="list-style-type: none"> -Path Classes Special Topics, Enviornmental Systems, English II EOC, Creative Writing, Algebraic Reasoning <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>				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= 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 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>Critical Success Factors 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"> - APEX Learning - Ed Puzzle - Edmentum - BrainPOP - NearPOD - Google Classroom 	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.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = 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 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				
							

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:

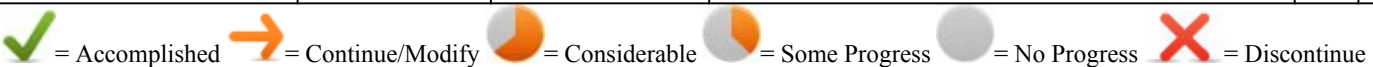
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teach students to use technology responsibly and ethically		WEHS Administration Renee Dyer WEHS teachers	Students demonstrate responsible use of technology				
2) Ensure 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				
							

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.				







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
<p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Teachers will increase the use of 21st Century instructional practices on the implementation of technology.</p>	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				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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
Critical Success Factors 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.				
Critical Success Factors 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.				

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>Critical Success Factors 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>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = 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.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = 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				

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				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

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
<p>Critical Success Factors CSF 5</p> <p>1) Develop a plan to meet with parents of 9th grade T-STEM Early College HS Cohort and incoming students.</p>		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.				
							

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.				







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>PBMAS</p> <p>Critical Success Factors</p> <p>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					
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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>Critical Success Factors 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>Critical Success Factors 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..				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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>Critical Success Factors 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>Critical Success Factors 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.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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>Critical Success Factors 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>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = 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
Critical Success Factors 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.				

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>Critical Success Factors 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>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = 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.				

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

<p>1) 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 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</p>		<p>Strategist of Mathematics and Facilitator in charge of Math Dept. Head Campus Administrators</p>	<p>Improved student achievement</p>				
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 = Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

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				
							

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
  = Considerable
  = Some Progress
  = 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
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Sign-up Eduphoria staff development on Accommodation for students with disabilities</p>		SPED STAFF, SPED Department Chair, and WEHS Administration	Staff development sign up Sheets Attendance certificates.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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
Critical Success Factors 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.				
Critical Success Factors 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.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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	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.
1	9	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. 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.
1	10	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

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>
6100 Payroll Costs		
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
6100 Subtotal:		\$566,161.00
6200 Professional and Contracted Services		
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
6200 Subtotal:		\$1,745.00
6300 Supplies and Services		
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
6300 Subtotal:		\$43,756.00

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