

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

Accountability Rating: Met Standard

Distinction Designations:
Postsecondary Readiness



Mission Statement

Our mission is to ensure that all students graduate prepared to succeed as prominent members of the community and in institutions of higher education and/or the career of their choice in a safe and caring environment.

Vision

We believe that WHS will provide learning conditions in which all students have equitable opportunities to learn at high academic levels and that all students will be provided sufficient time, high quality instruction and multiple opportunities for learning, in a highly supportive environment. Family members, guardians and the community as a whole are meaningful partners in a student's educational experience. Leadership opportunities will be extended to all stakeholders based on knowledge, demonstrated expertise, and willingness to influence. Students will take an active role in their own educational success and staff will provide and be provided a secure and nurturing learning environment. Strong and positive relationships will be encouraged and fostered.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Weslaco High School is situated in Weslaco, TX, in Hidalgo County. Weslaco is a mid-size city located in the Rio Grande Valley and is approximately 10 miles from the United States/Mexico border. The school district is mid-sized, with an enrollment of 17,139 students and there are 2,433 students enrolled in Weslaco High School.

For the 2017 Texas Academic Performance Report, Weslaco High School's student demographics consisted of 97.1% Hispanic, .1% African American, 2.3% White, and .4% Asian. This population consisted of 8% Gifted & Talented, 85.3% CTE, 7.77% migrant, 71.9% economically disadvantaged, 19.8% ELL, 8.3% special education, and 47.1% at risk students.

The school offers a number of Dual Enrollment and Advanced Placement classes, as well as opportunities to participate in extra-curricular activities. Class size is on average 15 to 1. All teachers are certified, and 30% of teachers hold a Masters degree. One administrator holds a Doctorate. The campus is staffed with certified administrators, counselors, a Social Worker, 2 diagnosticians, a Math Instructional Coach and librarian. The average years of experience of the staff are 15.

In 2015 each Comprehensive high school in Weslaco opened an Early College High School at their respective campuses. The ECHS at Weslaco High School focuses on students interested in Science, Technology, Engineering and Math.

WHS has seen increased enrollment steadily over the past five years. Each content area (English, Math, Science and Social Studies) departments are assigned a specific, fully equipped computer lab, and a "Mega Lab" containing 64 desktop computers is available for instructional, training and assessment purposes. In addition, WHS has become a recognized TSI testing center and provides opportunities for students to meet post-secondary assessment requirements throughout the year. The school has provided all faculty members with iPads for use in the classroom, and the entire school is connected to wireless internet.

In addition, content area teachers as well as CTE staff have been provided 16 Chrome-books and plans are in place to provide classroom sets for instructional purposes. The use of technology in the classroom is extensive, and 90% of the classrooms are equipped with Smart Boards. The use of instructional technology is a priority on this campus, and funding is provided on an annual basis to ensure technology is up-to-date. Professional development in the area of technology is on-going and is purposefully planned into the monthly CPT calendar

Demographics Strengths

- Weslaco High School has been recognized as having "Met Standard" each consecutive year since it's onset.
- Weslaco High School has seen an increase in the passing rate on all AP exams.
- The campus saw a 34% increase in the passing rate from Spring 2015 (24%) to Spring 2016 (58%).
- We have seen a gradual increase in the number of AP Scholars annually.
- Over the past 5 years we have had one Gates Millennium Scholar, one Hispanic National Merit Scholar and one National Merit Scholarship Semi-Finalist.
- Weslaco High School maintains Small Learning Communities which contribute toward opportunities for continuous school improvement in curriculum, instruction and assessment.
- We have increased the number of AP and Pre-AP classes, tripling the number of Pre-Calculus courses over the past five years, and doubling the number of AP Calculus AB courses offered.
- We have increased opened EOC remediation for Math, English, and Science classes along with a College Readiness Math and English class.
- We have increased the number of security cameras and security guards and a fence was built for the safety of our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: All students did not meet system safeguards target of 60% in the area of Reading, including economically disadvantaged, special education, and ELL students. **Root Cause:** Special education students are not reading on grade level. ELL students are not reading on grade level and have a language barrier, and teachers are not implementing SIOP strategies consistently.

Problem Statement 2: Special education students did not meet system safeguards target of 60% across EOC content areas. **Root Cause:** Students' lack of academic vocabulary, and lack of high level of comprehension needed to analyze and understand EOC questions.

Problem Statement 3: The campus is not safe and secure as we currently have some exit doors that do not lock and not enough security guards to monitor. **Root Cause:** Limited funding is available to replace doors; in addition, the campus layout (wide-spread) requires more security guards than available which also requires more funding.

Student Academic Achievement

Student Academic Achievement Summary

The WHS student will have mastery of a rigorous, literacy-focused curriculum; competency in information and communication technology; problem-solving and critical thinking skills; personal/civic responsibility and leadership; and global awareness. The following summary describes the student achievement with regards to the 2018 Accountability System.

Student Academic Achievement Strengths

Overview of the 2018 Accountability System

State Accountability Ratings

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

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

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

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

2018
Accountability
Summary WHS Score

Domain I: Student Achievement 81

Domain II: School Progress 84

Domain III: Closing the Gaps 74

(Source: TEA Domain I-III Student Achievement, Txschools.org)

After a thorough analysis, the most significant finding is that there is a need for improvement in the Student Success component of Domain III (Closing the Gaps), which includes all tested content areas.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Based on the Student Success component of Domain III Closing the Gaps, there is a need for improvement in all core area subjects on STAAR EOC for EL students (current and monitored). **Root Cause:** There is a lack of professional development for all teachers servicing the bilingual and ESL students to best meet learner needs for TEKS and ELPS implementation.

Problem Statement 2: Based on the Student Success component of Domain III Closing the Gaps, there is a need for improvement in all core area subjects on STAAR EOC for Special Education students (current and former). **Root Cause:** There is a lack of professional development in collaborative planning between general and special education teachers servicing Special Education students to best meet learner needs.

School Processes & Programs

School Processes & Programs Summary

All teachers at Weslaco High School are highly qualified. According to the 2016-2017 TAPR report, Weslaco High has a total of 161 teachers and 25 professional support staff. 30.4% of the teachers at WHS hold master's degrees, and .6% hold doctorate degrees. 28.9% of the staff has between 11 to 20 years of experience, while 24.8% of the staff have over 20 years of experience in the teaching profession.

Weslaco High School Early College High School has also earned the T-STEM designation and follows the school within a school model. Its first graduating class is the class of 2019. Like the small learning communities within Weslaco High School, Weslaco High School's T-STEM Early College High School conducts recruitment outreach to our 8th graders from the two feeder middle schools, B. Garza Middle School and Central Middle School.

School Processes & Programs Strengths

WHS has become a recognized TSI testing center and provides opportunities for students to meet post-secondary assessment requirements throughout the year. The school has provided all faculty members with iPads for use in the classroom, and the entire school is connected to wireless internet. In addition, content area teachers as well as CTE staff have been provided 16 Chrome-books and plans are in place to provide classroom sets for instructional purposes. The use of technology in the classroom is extensive, and 90% of the classrooms are equipped with Smart Boards. The use of instructional technology is a priority on this campus, and funding is provided on an annual basis to ensure technology is up-to-date. Professional development in the area of technology is on-going and is purposefully planned into the monthly CPT calendar.

Other program strengths include:

- Core teachers meet in subject level groups weekly to plan and develop common formative and summative assessments, lesson design, interventions, and data analysis.
- Teachers implement best practice/ high-yield instructional strategies to increase student engagement.
- Common EOC reviews exist in all core areas.
- Vertical alignment is present in core subjects.
- Multiple content areas engage in cross-curricular EOC reviews.
- PLC groups attend Professional Development at the district level to ensure effective PLC functions and subject area curriculum sequence.
- An EL focus group comprised of core teachers address our EL students and EL strategies are included in CPT.
- Professional Learning Communities (PLC's) have created cohesiveness within content areas and follow the TEKS Resource System.
- A wide array of technology is available. Bring Your Own Device (BYOD) policy leads to wider technology access and educational implementation of technology. Consistent replacement of technology ensures access to up-to-date hardware and software for educational purposes.

Perceptions

Perceptions Summary

AdvancED perception data found that Weslaco High School is a cohesive unit anchored in the school's mission, vision and beliefs. The mission statement is evident in all communication documents such as the newsletter, Student Achievement Improvement Plan, committee agendas and minutes, media brochures, school hallways, social media outreach, handbooks and website. Our graduation attributes of "mastery of a rigorous curriculum, competency in information and technology, problem solving and critical thinking skills, personal/civic responsibility and leadership and global awareness" are embedded in our School Excellence Pathways which were developed by the staff.

We believe that "Leadership opportunities will be extended to all stakeholders based on knowledge, demonstrated expertise and willingness to influence." WHS staff is provided with numerous leadership opportunities such as the following: departmental meetings, club sponsorships, extracurricular activities, curriculum development committees and site-based decision making. Among WHS's greatest strengths is electronic communication consisting of scheduled meetings and social media which keeps all stakeholders informed and able to provide feedback. All school protocols and forms are centralized via Google docs for quick access and reference. Staff had scheduled collaboration via Small Learning Communities as well as through department planning.

Perceptions Strengths

According to AdvancED stakeholder feedback, Purpose and Direction is our area of strength. Students felt that "Our school's purpose statement is clearly focused on student success." Parents surveyed answered mostly, "My child knows the expectations for learning in all classes." And, staff surveys revealed that "Our school provides opportunities for students to participate in activities that interest them."

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
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates 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
- 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
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Goals

Revised/Approved: September 11, 2018

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

Performance Objective 1: Social Studies Department: Students will be provided with a high-Quality education through effective and rigorous instruction, regardless of demographic that will allow the student to be successful by a 20% increase on their End-of-Course Exam and prepared for a post-secondary education.

Evaluation Data Source(s) 1: Benchmarks (2), Curriculum Based Assessments (2) and STAAR End-of-Course Exams

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 CSF 3</p> <p>1) Incorporation of new class; Special Topics: A Century of Conflicts, to provide students with a new opportunity that allows students to reinforce writing strategies as well as provide a residual social studies class to strengthen the students chances for improvement in English and Social Studies End-of-Course Exams.</p>		Teachers and Administrators	40% Improvement in students ability to master End-of-Course Exam				
Funding Sources: General Fund - 0.00, State High School Allotment - 0.00							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Collaboration of General Education teacher with Special Education Inclusion teachers to develop lesson plans that target deficiencies of Special Population Children which will allow students to show improvement on Social Studies EOC Exam.</p>		General Education Teacher, Special Education Teacher and Administrators.	30% improvement in Special Population students needs.				
Funding Sources: State Special Education - 0.00							

<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Development of United States History Collaborative Class that allows General Education Teacher and Special Education Teacher to Team Teach in a small learning environment that will allow the student to be successful.</p>	General Education Teacher, Special Education Teacher, Administrators	40% Improvement on STAAR End-of-Course Exams.				
	Funding Sources: State Special Education - 0.00					
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Encourage student attendance through participation incentives that will allow the student to not miss effective instructional time so that student is more successful on their End-of-Course exam.</p>	All Teachers and Administrators	7% increase in Average Daily Attendance				
	Funding Sources: General Fund - 0.00					
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>5) Continuing education of Teachers and Academic Leaders that will allow the instructor to provide effective, data-driven instruction.</p>	Teachers, Academic Associates, Administrators	Improvement of quality educators.				
	Funding Sources: State Comp Ed (SCE) - 0.00					
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Provide extended day and Saturday school for students who are not successful on their benchmarks and state assessments.</p>	Teachers, Academic Associates, Administrators, Mentors	More student success on state and district exams.				
	Problem Statements: Demographics 2 Funding Sources: State Comp Ed (SCE) - 5985.00					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Special education students did not meet system safeguards target of 60% across EOC content areas. Root Cause 2: Students' lack of academic vocabulary, and lack of high level of comprehension needed to analyze and understand EOC questions.

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

Performance Objective 2: Science Department: 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 and allow for a 10% increase on their Biology EOC exams.







Evaluation Data Source(s) 2: Multiple assessments include: Benchmarks , Curriculum Based Assessments, STAAR EOC Biology Exam, AP exams, ACT/SAT will be used to measure the growth of students across the grade level.

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 3 CSF 4 CSF 6 CSF 7</p> <p>1) Staff development to all science teachers during department planning time about effective assessment strategies, differentiated instruction, and sheltered instruction strategies that ensure students are mastering and retaining concepts, and to maintain Highly Qualified teacher status</p>	2.4, 2.5, 2.6	Administration in charge of department, Academic Associate and the teachers will responsible to obtain their education status up to date.	Teachers will be able to implement new effective assessments strategies, collaborate with one another on planning their lesson plans. Teachers can collaborate with one another on how these new assessments are working to ensure that students are mastering and retaining concepts.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) EOC Biology review and curriculum content review correlated to high school science benchmark test each six weeks and to STAAR Biology EOC as well as provide Science tutoring, pull out program for the retesters.</p>	2.4, 2.5, 2.6	Administration in charge of department, Science Strategist Paul Mata, and Academic Associate	Teachers will be well aware of the order of the scope and sequence using multiple sources. Teacher will use TEKS resource system and attend PLC meetings to ensure scope and sequence is vertically and horizontally aligned and followed.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) AP and Pre-AP professional development to all Pre-AP and AP science teachers to improve student achievement. Provide AP teachers training on common core standards with updated resources. Provide students AP Science Prep Sessions for students to prepare for AP exams. Purchase and use the most recent release AP science exams from the College Board</p>	2.4, 2.5, 2.6	Administration in charge of department, Paul Mata, AP Coordinator Academic Associate and teachers	Teachers will be able to provide upper level advance strategies and new labs to the AP and Pre-AP students as well as prep-sessions for AP Exam.				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>4) "Science Saturday" program to assist middle school and high school students with original research projects for the science fair process. Participation in the regional science fair potential advancement to the state and international science fair</p>	2.4, 2.5, 2.6	Science Strategies and Science Coordinator	Teacher will be available to guide, direct and assist students with science fair projects.				
<p align="center">Critical Success Factors CSF 1</p> <p>5) The science department will implement and revised district high school science Scope and Sequence documents, collaborate during district PLC meetings to review the TEKS that need the most attention to insure the success of students is based</p>	2.4, 2.5, 2.6	Administration in charge of department, Paul Mata, and Academic Associate	The teachers are able to follow and collaborate with each other in regards to planning their lesson plans.				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>6) *ONLINE access codes for Biology and Biology AP, Physics AP books for students *Develop students' understanding of science concepts with differentiated instruction with several hands-on manipulatives and science laboratory activities Build lessons based on Delta Education Teacher Investigation Guides aligned to TEKS. Access digital copies of each student textbook and teacher guide, student reproducibles</p>	2.4, 2.5, 2.6	Science Strategist Science CIF Science Teacher	Improved performance for all populations on CBAs, benchmarks, and STAAR.				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>7) STEMscopes Digital Subscription Digital science curriculum supplement Multiple 5E resources per TEKS, student assessments and tracking, embedded professional development, and cross curricular instruction Digital, print, and kit options Spanish and English video dictionary</p>	2.4, 2.5, 2.6	Science Strategist Science CIF Science Teacher	Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>8) Community and Higher Learning Science Center Partnerships (Pre-K 12) Utilize local science resources for real-world science relevance, science career investigations, and community outreach, and teacher professional development TSTC Challenger Learning Center professional development and student facility tours and activities, including shuttle and space laboratory simulations, planetarium, and Micronauts program UTRGV Science Department Physics science mentorship student program, teacher professional development, Mole Day chemicals and instructional planning Frontera Audobon Society, the Valley Nature Center, and Estero Llano Grande State Park field trips and student investigations, and science club events Weslaco Water Treatment Facility tour and information for science projects Sal Del Rey, USDA/TAMU, and TAMUK Citrus Center research lab collaborations with students to run experiments and learn to analyze scientific data</p>	<p>2.4, 2.5, 2.6</p>	<p>Science Strategist Science CIF Campus Admin</p>	<p>Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>9) Science Strategist and Science teachers (grades K-12) will attend science conferences. *CAST November 2018 *TSELA Fall Meeting November 2018 *TSELA Winter Meeting February 2019 *TSELA Summer Meeting June 2019 *RGVSA Science Conference October 2018</p>	<p>2.4, 2.5, 2.6</p>	<p>Science Strategist Campus Admin Science CIF</p>	<p>Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.</p>				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>10) Supplemental science preparation materials *Sirius Education Solutions (Grade 8 and Biology) *Essential Physics Ergopedia textbooks and Physics laboratory equipment *Lab-Aids Chemistry textbooks, laboratory equipment, chemicals, and investigation guides *Replacement of consumable chemicals, equipment *Waste disposal services *Use Flinn Scientific chemistry online training videos that contain lesson ideas and resources as a supplement *U Teach student teacher program</p>	2.4, 2.5, 2.6	Science Strategist Campus Admin Science CIF	Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC. Increased graduation rates.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>11) Provide extended day and Saturday school for students who are not successful on their benchmarks and state assessments.</p>		Teachers, academic associates, administrators, mentors	More student success on state and district exams				
<p>Problem Statements: Demographics 2 Funding Sources: State Comp Ed (SCE) - 5985.00</p> <p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Special education students did not meet system safeguards target of 60% across EOC content areas. Root Cause 2: Students' lack of academic vocabulary, and lack of high level of comprehension needed to analyze and understand EOC questions.</p>

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

Performance Objective 3: Math Department:

All students will be provided with a high-quality education through effective programs and initiatives to complete high school and to be prepared for a post-secondary education and allow for a 10% increase on their Algebra I EOC exams for approaches, meets, and a 5% increase on masters.

Evaluation Data Source(s) 3: CBAs, Algebra STAAR EOC scores, AP Test scores, TSI Math Exam scores, ACT/SAT Test scores







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 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) District Secondary Math Team Meetings: Representative teachers all High School and Middle School Math Departments will meet to coordinate courses vertically and horizontally in order to ensure all students have the prerequisite knowledge and skills as they progress through successive math courses (District PLC meetings). Courses include:</p> <ul style="list-style-type: none"> --Algebra 1 --STLN HSM --Algebraic Reasoning --Geometry --Algebra 2 --Pre-Calculus --Calculus AB --Calculus BC --Calculus 3 --Engineering Math --Statistics --Computer Science --College Prep Math, HB 5 --New courses as determined by TEA or WISD school board 	2.4, 2.5, 2.6	Math Teachers Math Administrators Facilitators Counselors	This strategy is expected to increase the passing rate of students in their respective math classes and associated tests, EOC, TSI, AP, ACT, SAT				
<p>Problem Statements: Demographics 1, 2 Funding Sources: General Fund - 0.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Campus Department and Content-Area Meetings: All WHS math teachers will meet on a weekly basis to discuss curriculum issues including but not limited to:</p> <ol style="list-style-type: none"> 1. Course scope and sequence 2. Teaching materials 3. Lesson plans 4. Technology in the classroom 5. Teaching pedagogy 6. Meeting the needs of special populations 7. Use of data to guide instruction 8. Classroom management 	2.4, 2.5, 2.6	Math Teachers Math Administrators Facilitators Counselors	This strategy is expected to increase the passing rate of students in their respective math classes and associated tests, EOC, TSI, AP, ACT, SAT				
<p align="center">Problem Statements: Demographics 1, 2</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Support, Advancement, and Remediation Programs: WHS will provide academic assistance for students in a variety of forms including but not limited to:</p> <ol style="list-style-type: none"> 1. Extended Day 2. Saturday School 3. Edmentum Computer Lab 4. Review & Recover/Edmentum 5. Concurrent Enrollment Courses 6. Dual Enrollment Courses 7. Summer School-remediation 8. Summer School-advancement 9. EOC Class for Retesters 10. EOC Pull-outs/Camps 11. Resource/Team Teaching 12. Double-blocked Algebra 1 classes 13. Advanced Placement Courses 14. Math Tutors 15. Saturday TSI Tutorials 16. Saturday ACT Tutorials 17. UIL 18. Field trips 19. UTRGV Computer Science Day 20. Texas A&M Engineering/CS Event 21. EOC Remediation Incentives 	2.4, 2.5, 2.6	Math Teachers Math Administrators Facilitators Counselors	This strategy is expected to increase the passing rate of students in their respective math classes and associated tests, EOC, TSI, AP, ACT, SAT				
<p align="center">Problem Statements: Demographics 1, 2</p> <p>Funding Sources: State Gifted and Talented (G/T) - 0.00, State Comp Ed (SCE) - 5985.00</p>							

<p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Professional Development: WHS math teachers will plan, lead, attend, and/or complete professional development including but not limited to:</p> <ol style="list-style-type: none"> 1. RGVCTM 2. CAMT 2. AP Conferences 3. NCTM 4. Region One PD 5. District PD 6. Campus PD 7. Strategy Walk-throughs 8. Online Training 9. Book Study 10. College Courses 11. Peer Sharing 12. Self-Study 13. Other relevant content-related professional development opportunities that arise 	2.4, 2.5, 2.6	Math Teachers Math Administrators Facilitators Counselors	This strategy is expected to increase the passing rate of students in their respective math classes and associated tests, EOC, TSI, AP, ACT, SAT				
<p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: State Gifted and Talented (G/T) - 0.00, Title 1, Part A - 0.00</p>							

<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) Classroom Curriculum and Instruction Supports: WHS will provide the curricular materials, supplies, and training necessary to support classroom curriculum and instruction in a variety of ways including but not limited to:</p>	2.4, 2.5, 2.6	Math Teachers Math Administrators Facilitators Counselors	This strategy is expected to increase the passing rate of students in their respective math classes and associated tests, EOC, TSI, AP, ACT, SAT				
<ol style="list-style-type: none"> 1. Purchasing TI graphing calculators and navigator systems. 2. Purchase batteries and/or charging stations for calculators. 3. Purchase chrome books and charging stations to support 1-1 use in the classroom (35 chrome books per class) 4. Purchase eno boards, digital document cameras, surface pro 4's with wifi. 5. Provide training for new technology purchases. 6. Purchase Kuta Software for all math classes; add pre-calculus to the existing site license. 7. Purchase STAAR test-prep materials such as student workbooks. 8. Purchase study guides for computer science, calculus, and statistics AP courses. 9. Purchase text-books for pre-calculus classes. 10. Purchase MyMathLab licenses for pre-calculus and calculus students. 11. Provide additional training on Google Education Suite. 12. Purchase site license for online programs including Desmos and Geogebra. 13. Purchase regular laptops for statistics and computer science courses (Chrome books can't handle the required software) 	<p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: State High School Allotment - 0.00</p>						

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>6) Pedagogical Strategies: WHS math teachers will employ a variety of pedagogical strategies, activities, and techniques to increase the depth and rigor of course content and improve student learning, including but not limited to:</p> <ol style="list-style-type: none"> 1. Common Assessments in each course 2. Modeling 3. Kagan Activities 4. SIOP Strategies (ESL) 5. Use of Aware and DRS software to track growth in TAKS/EOC objectives 6. ALEKS 7. MyMathLab 8. Google Classroom 9. Writing Across the Curriculum 10. Think Through Math/Imagine Math 11. Use of Incentives to encourage participation in after school tutoring 12. Rewards and Incentives for students excelling academically 13. Project-based learning 15. Interactive software/online activities such as Desmos, Geogebra, Mathematica, SeeSaw.me, PlayPosit, Youtube, Quizlet, Flipgrid, APEX, Zip Grade, Teacher Pay Teacher 	2.4, 2.5, 2.6	Math Teachers Math Administrators Facilitators Counselors	This strategy is expected to increase the passing rate of students in their respective math classes and associated tests, EOC, TSI, AP, ACT, SAT				
<p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: State Gifted and Talented (G/T) - 0.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: All students did not meet system safeguards target of 60% in the area of Reading, including economically disadvantaged, special education, and ELL students. Root Cause 1: Special education students are not reading on grade level. ELL students are not reading on grade level and have a language barrier, and teachers are not implementing SIOP strategies consistently.</p>
<p>Problem Statement 2: Special education students did not meet system safeguards target of 60% across EOC content areas. Root Cause 2: Students' lack of academic vocabulary, and lack of high level of comprehension needed to analyze and understand EOC questions.</p>


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

Performance Objective 4: English Department: All students will be provided with a myriad of opportunities to enhance literacy awareness while meeting/exceeding standards that promote college readiness and real world career paths so as to attain ten percent growth in the passing rates for STAAR/EOC, AP exams, and TSI, as well as to increase the average scores for ACT by three points.

Evaluation Data Source(s) 4: A variety of assessments and standards (i.e. STAAR/EOC, CBA's TELPAS, AP exams, TSI, ACT/SAT, attendance, etc.) will be used to measure the growth that will be experienced by the students across all grade levels in order to determine the success of the aforementioned objective.

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 CSF 7</p> <p>1) The English Department will evolve in their instructional practices through workshops, trainings, and classroom visits (within and outside of the department) to assist with the acquisition of knowledge for all student populations.</p>	2.4, 2.5, 2.6	Administration in charge of department, Academic Associate, and the Teachers will be responsible for attaining success with regards to the standard set forth in the application of the prescribed and new strategies.	More knowledgeable teachers who disseminate the content as well as instruction utilizing innovative practices. This helps to target capacity among the teachers, which will in turn benefit the students across all populations enrolled in their courses.				
Problem Statements: Demographics 1, 2							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) The English Department will guide the students, across all student populations, to acquire the knowledge and skills required to be successful on all forms of assessments, from EOC to AP to College entrance exams (tutoring, camps, pull-outs, differentiated instruction, instructional materials, etc).</p>	2.4, 2.5, 2.6	Administration, Academic Associate, and the Teachers will be responsible for attaining success with regards to the standard.	<p>The targeted goals for success on the aforementioned exams, as determined by Weslaco High School and expressed within their school goals, will be met if not exceeded. This will in turn lead to a greater number of students who will attain preparedness for post-secondary educations.</p> <p>*Curriculum Based Assessments *District Benchmarks *STAAR Assessments *AP Benchmarks *TSI/ACT/SAT Practice</p>				
Problem Statements: Demographics 1, 2							

<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>3) The English Department will work with other members of their Small Learning Community to monitor student progress as well as attendance, while also helping to increase completion rate for high school seniors.</p>	2.4, 2.5, 2.6	Administrator for the Small Learning Community as well as the teachers will serve in facilitating the success of this initiative.	In monitoring the progress as well as attendance of students who are deemed on the bubble, teachers will be able to minimize attendance issues which result in loss of instruction and ultimately poor performance on both important assessments and the course.				
	Problem Statements: Demographics 1, 2						
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) The English Department will utilize various forms of technology to assist in the delivery of instruction (in the process, enhancing it) as well as allow for students to engage with it (in their coursework) to promote life-long literacy and effective communication.</p>	2.4, 2.5, 2.6	Administration, as well as teachers and parents will serve to facilitate in the success of this strategy.	The strategy will assist in developing 21st century learners cognizant in all forms of literacy ready to achieve success in a technology rich work force.				
	Problem Statements: Demographics 1, 2						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>5) The English Department will employ organizational framework for teaching reading and writing as well as engage in PLC's for greater learning opportunities for the teachers, benefiting the students with richer instruction geared towards their literacy success.</p>	2.4, 2.5, 2.6	Administration, Academic Associate, and the grade level leaders will serve to facilitate in the success of this strategy.	Performance on assessments for reading and writing will improve.				
	Problem Statements: Demographics 1, 2						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Provide extended day and Saturday school for students who are not successful on their benchmarks and state assessments and may request mentors throughout the year.</p>		Teachers, academic associates, administrators, mentors	more student success on state and district exams				
	Problem Statements: Demographics 2 Funding Sources: State Comp Ed (SCE) - 5985.00						
							

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: All students did not meet system safeguards target of 60% in the area of Reading, including economically disadvantaged, special education, and ELL students. Root Cause 1: Special education students are not reading on grade level. ELL students are not reading on grade level and have a language barrier, and teachers are not implementing SIOP strategies consistently.</p>
<p>Problem Statement 2: Special education students did not meet system safeguards target of 60% across EOC content areas. Root Cause 2: Students' lack of academic vocabulary, and lack of high level of comprehension needed to analyze and understand EOC questions.</p>

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

Performance Objective 5: Counseling and Guidance: All students will successfully complete all graduation requirements, take college entrance exams and be accepted to a college or university.


Evaluation Data Source(s) 5: STAAR EOC Results, AP Exams, TSI Scores, ACT/SAT Results, Graduation Rate, Completion Rate

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 3 CSF 4 CSF 5 CSF 6</p> <p>1) Counselors will monitor academic performance and will guide students towards the appropriate endorsement graduation pathway by the following means:</p> <ul style="list-style-type: none"> -Individual conferences will be held with students regarding grades and graduation plans. -Increase number of students enrolled in dual enrollment courses, AP classes, OnRamps courses, and all other advanced coursework in accordance with higher educational institutions. -Follow up with students that are not successful in the classroom and find alternative ways of recovering credits through credit recovery program, Credit By Exam, Flex Program, and Review and Recover. -Provide assistance with classwork such as tutorial programs. -Monitor and work closely with students that have excessive absences and/or are not performing well in class. -Offer options to students to make up hours due to excessive absences. 	2.5, 2.6, 3.1, 3.2	Counselors College Readiness Specialist Social Worker Parental Involvement Specialist Administration Diagnostician	Students will have guidance and be given skills necessary to be academically successful in their educational pursuits.				

<p>-Ensure that all students either graduate or enroll as returning students the following school year.</p> <p>-Recover leavers and ensure they continue with their educational careers.</p> <p>-Provide presentations to students regarding graduation plans, grades, credits, recovery programs, tutoring, attendance, social skills, bullying, drugs, STAAR EOC information, endorsements, and graduation requirements.</p> <p>-Serve as advocates for students and attend ARD meetings to provide feedback to student educational goals.</p> <p>-Provide 504 documentation to teachers via Aware and have meetings with parents and committee.</p> <p>-Create FAS lessons that expose students to different careers and provide lessons on life skills needed to be successful in and outside of the classroom setting.</p>							
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<p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Counselors will provide guidance and assistance with planning for post-secondary goals and will do so by the following methods:</p> <p>-Individual conferences will be held with Junior students annually to discuss college requirements, admissions, scholarships, financial aid, and all other necessary documentation for college and university admission.</p> <p>-College representatives will be invited to campus to provide informational sessions to address questions students may have regarding college and to encourage students to pursue a post-secondary education.</p> <p>-Increase the number of students who register to take the ACT, SAT, TSI, and SAT Subject tests as required by their institution of choice.</p> <p>-Provide testing review sessions and provide multiple opportunities to take college entrance exams.</p> <p>-Students will be given the opportunity to be exposed to post-secondary institutions so that they can make informed decisions when selecting a college/university.</p> <p>-Host evening parent programs that will help parents and students become familiar with college/university information, financial aid, housing, etc.</p> <p>-Provide assistance with college applications through application drives during the school day as well as after school.</p> <p>-Provide student presentations regarding ACT/SAT/TSI testing, college application procedures, scholarships, and financial aid.</p> <p>-Provide information to various populations including undocumented students, students who fall under the special education / 504 department, and assist with educational plans and for life after graduation.</p>	<p>2.6, 3.1</p>	<p>Counselors Administration College Readiness Specialist Social Worker Parental Involvement Specialist Teachers</p>	<p>Students will graduate from Weslaco High School and will have a post-secondary plan in place to further their education for a successful future.</p>				
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<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Counselors will be provided with professional development in order to be knowledgeable and up to date with current educational trends through the following:</p> <ol style="list-style-type: none"> 1. Weekly department Meetings 2. Monthly student support service meetings 3. Various trainings, staff development sessions, and conferences. 		Counselors Administration	Counselors will be equipped with knowledge needed to assist students with their educational goals.				
							







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

Performance Objective 6: ESL Department: All ESL students will be provided opportunities to learn a second language and excel in all content areas in order to see a 5% increase in STAAR Exam.

Evaluation Data Source(s) 6: comply with all accountability reports

Summative Evaluation 6:

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) ESL students identified as being significantly below level in reading ability will be offered accelerated /remediation curriculum through SSR and after school tutorials</p>		Principal, CIF, ELA teachers, WISD ELA Strategist, Bilingual/ESL Director	increase independent reading levels of all students				
	<p>Problem Statements: Demographics 1</p> <p>Funding Sources: State Bilingual/ESL - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) ESL classes as well as English I ESL, English II, and English III (ESL transitional) will be offered for recent immigrant and limited proficient students</p>		ESL and English department	students will become proficient and excel in all English classes				
	<p>Problem Statements: Demographics 1</p>						
<p>Critical Success Factors CSF 4 CSF 6</p> <p>3) All students will have numerous opportunities to experience different aspects of the American culture including field trips and social norms</p>		ESOL Teachers and Bilingual /ESL Director	Understanding and appreciation of American culture and social norms				
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>4) All ESL certified teachers will be given opportunities to attend local and state Bilingual/ESL conferences to enhance instruction in the target language.</p>		WISD ELA Strategist and Bilingual/ESL Director	Professional growth in area of subject taught for participants.				
	<p>Problem Statements: Demographics 1</p> <p>Funding Sources: State Bilingual/ESL - 0.00</p>						

<p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4 CSF 6</p> <p>5) All ESL students will have opportunities to work with Rosetta Stone program.</p>	<p>2.4, 2.5, 2.6</p>	<p>ESL Academic Associate</p>	<p>Students will increase their reading fluency and understanding of English language.</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 6 Problem Statements:

<p>Demographics</p>
<p>Problem Statement 1: All students did not meet system safeguards target of 60% in the area of Reading, including economically disadvantaged, special education, and ELL students. Root Cause 1: Special education students are not reading on grade level. ELL students are not reading on grade level and have a language barrier, and teachers are not implementing SIOP strategies consistently.</p>

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

Performance Objective 7: Special Education Department will provide high-quality instruction for our students. that will align content, resources, and assessments and improve the passing rate of special education student performance at a 10% increase on STAAR/EOC assessments

Evaluation Data Source(s) 7: Benchmarks , Curriculum Based Assessments and STAAR End-of-Course Exams

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Communicate with campus administrators to ensure that students who do not perform satisfactorily on state assessments are provided with intensive programs of instruction.</p>	2.4, 2.5, 2.6	Sp. Ed. Admin.; Content Area Staff; Campus Admin.	Areas will be identified and action place will be put in place to achieve areas of improvements				
				Funding Sources: State Special Education - 0.00			
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments and teaching methods. Co-Teaching Team Teaching Inclusion Meet the Monitoring Teacher Unique Program Apex learning</p>	2.4, 2.5, 2.6	WHS ADMN Special ED. Teachers General Ed. Teachers Related services personnel Counselors	Monitor contact minutes staff development sessions continue to provide resources to staff to ensure student engagement Improve EOC scores Improve TSI scores				
				Funding Sources: State Special Education - 0.00			
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Allow students to access curriculum through the use of assistive technology to include computers, chrome books/I PADS brailers, augmentative communication devices, adapted equipment, applications, use of online opportunities, etc.</p>	2.4, 2.5, 2.6	Special Education Staff General Ed. Teachers	Increased performance of students on assessments Benchmarks STAAR				
				Funding Sources: State Special Education - 0.00			

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Special Ed staff will assist and support regular education staff by monitoring adequate modifications on assignments. Special Ed. teachers will help modify 2 days in advance.</p>		<p>Sp. ED Staff: Admin General Ed.</p>	<p>Increased performance of students on assessments Six Weeks Tests Benchmarks STAAR</p>				
<p>Funding Sources: State Special Education - 0.00</p>							
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>5) Counselors will provide college awareness, exposure to a variety of careers, career skills and activities to special education students</p>	<p>2.4, 2.5, 2.6</p>	<p>General Ed. Counselors</p>	<p>Students will become aware of various careers and college options</p>				
<p>Funding Sources: General Fund - 0.00</p>							
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) Special Education staff will provide after school content mastery, review & recovery and tutoring for Special education students who are not successful on their benchmarks and state assessments.</p>	<p>2.4, 2.5, 2.6</p>	<p>SPED staff Admin Counselors</p>	<p>More student success in class, on state and district exams.</p>				
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>7) Professional Development: WHS Special Education teachers will plan, lead, attend and/ or attend and complete professional development. -Region One SD -District SD -Campus SD -Online Training -Conferences -Webinars -Other relevant content-related professional development.</p>	<p>2.4, 2.5, 2.6</p>	<p>Sped staff Admin Counselors Central Office Admin</p>	<p>This strategy is expected to increase the passing rate of students in all classes and associated exams and test.</p>				
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>8) Develop a plan to use the portable kitchen in the life skills classrooms and update appliances, utensils, cutting boards, recipes and food items when needed.</p>	<p>2.5</p>	<p>SPED staff Admin Central Office Admin</p>	<p>Need updates to the portable kitchen to better serve the students when they are using the kitchen in their classrooms and so we can provide a safe and learning environment.</p>				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

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

Performance Objective 8: Fine Arts: All Students will achieve 85% mastery of fine arts appreciation.

Evaluation Data Source(s) 8: Overall grades in all courses, public performances, art gallery displays, competitions, and school events.







Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) The Fine Arts department will provide and guide the students to acquire the knowledge and skills to graduate with opportunities to communicate proficiency in a least one fine arts discipline:</p> <p>Music Dance Theatre Art</p>		Fine Arts Instructor Counselors Administration Teachers Students Tutors	With more quality instruction and guidance within each discipline, the students will better understand the importance fine arts provides in developing the well rounded students. Each student will understand the meaning of teamwork, consistency, hard work in all courses for participation, time management, and the passion for fine arts.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Provide training to all fine arts instructors to address the TEKS in each of the disciplines and workshops to cater to the fine arts programs for secondary grade levels</p>		Fine Arts Director Fine Arts Instructors	Staff will better understand the TEKS as well as learn more efficient teaching strategies in each discipline. These workshops will enhance and innovate each instructor for quality teaching				
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>3) The Fine Arts Department will work closely with other staff members and parents to monitor student progress, help acquire skills for post-secondary education, and meet the career and college readiness standards.</p>		All Teachers Administration Counselors	By working together will the entire staff and having a closer relationship with parents, the students will be more successful in all core classes, be prepared for college tests, applications, and have a higher percentage of students continuing their education.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5</p> <p>4) The Fine Arts department will work closely to monitor and help to increase the completion rate for high school seniors (parents and students need to be taught about credits)</p>		All Teachers	Students will be more aware of how each classes plays an important role in earning credits to graduate in either the recommended or distinguished plan.				

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>5) The Fine Arts Department will encourage and assist the students to prepare themselves for post-secondary educations</p> <p>All students may use their college shirts on a certain day to promote post-secondary educations as appropriate.</p> <p>Students will be encouraged to take the highest level of classes on which they can succeed.</p> <p>Students will be challenged through to meet the commended criteria on the EOC</p> <p>Pre-AP and AP studio art classes will be offered to prepare students for post-secondary education.</p> <p>SAT/ACT, THEA skills will be incorporated in all classes.</p> <p>Words of the day will be announced daily and reinforced.</p> <p>English Wall of Fame</p>		<p>All Teachers Counselors Go Center</p>	<p>Students will be better prepared for college courses and environment once they graduate.</p>				
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<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>6) The Fine Arts Department will guide students to success in their course work to help them to be life-long art enthusiasts and effective communicators.</p> <p>A common professional growth period will be used to provide staff development and to facilitate cooperation among fine arts teachers.</p> <p>Students will be provided with opportunities to publish their artwork/performances</p> <p>After school and tutorials will be provided for all students in need of assistance.</p> <p>Peer Tutoring (sectionals, rehearsals)</p> <p>the A-Plus curriculum will be utilized to assist students in catching up with their required number of credits.</p> <p>Students will be encouraged to participate in all UIL, VASE, TMEA competitions. etc</p>		<p>All Teachers Administration Counselors Fine Arts teachers</p>	<p>Students will advance to district, regional, area, state and national levels of competition. With students passing their classes and having the extra help, they will be able to gain the skills and knowledge that is needed to advance, earn scholarships, as well as perform as a higher level.</p>				
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<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>7) Sustained Silent Reading will be used in Fine Art classes to encourage extensive reading experiences</p> <p>SSW and free writing will be encouraged/ included in the writing process through their visual journals.</p> <p>Students will have the opportunity to create and present media presentations</p> <p>Students will have opportunities to produce final drafts on word processors as part of the writing process</p> <p>The internet will be used judiciously for research</p> <p>The fine arts teachers will coordinate lessons with other disciplines to align instruction and integrate the fine arts, STARR, and EOC.</p>		<p>Fine Arts Teachers All Teachers</p>	<p>Students will reinforce their skills and be able to transfer them over to all core classes.</p>				
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<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>8) Students will participate in art exhibits, dance performances, theatrical programs, musical concerts and in museums and universities in the lower Rio Grande Valley (a minimum of 2 events per year):</p> <p>Weslaco Christmas Parade Weslaco Library Santa Anna Wildlife Refuge McAllen IMAS McAllen Christmas Parade Children's Museum of Brownsville Edinburg Historical Museum Youth Art Month (March) Onion Fest Rio Fest Art Contest Livestock Show Art Contest Elks Lodge Art Contest Gloria Canales Folklorico Art Exhibit at Central Office UIL VASE Al Fresco UIL Marching/Concert/Sightreading TECA Competitions TAMUK Jazz Festival Brownsville Marimba Contest WISD Fine Arts Fiesta</p>		Fine Arts Instructors	All Students will grow in their respected art to become a better performer, musician etc. Students will better understand the process of being consistent and the value of hard work in order to be successful. Also, students will want to compete at all these competitions so they will try harder in their core classes so that they pass to be eligible.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 9: The library will promote the integration of curriculum, resources, and teaching strategies to ensure student success.

Evaluation Data Source(s) 9: Collection statistics; Library Calendar of Events, Library State Standards, End of year reports, Destiny weeding logs, Promotional materials & displays, Decor

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Promote library resources by supporting classroom assignments and student needs by providing physical and remote access to current print and electronic resources.	2.4, 2.5, 2.6	Librarian, Teachers, Administration, Campus and District Staff	District Literacy Initiative Future Ready Library Initiative Encourage life long learners Increase circulation statistics Improve college readiness				
	Problem Statements: Demographics 1, 2						
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) Align library resources with school curricula by maintaining a current print and electronic collection	2.4, 2.5, 2.6	Librarian, Teachers, Administration, Campus and District Staff	District Literacy Initiative Future Ready Library Initiative Encourage life long learners Increase circulation statistics Improve college readiness				
	Problem Statements: Demographics 1, 2						
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 3) Promote information literacy and literature appreciation by expanding student access to author visits, current trends, and participating in local, state, and national events, book festivals, conferences.	2.4, 2.5, 2.6	Librarian, Teachers, Administration, Campus and District Staff	District Literacy Initiative Future Ready Library Initiative Encourage life long learners Increase circulation statistics Improve college readiness				
	Problem Statements: Demographics 1, 2						
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 4) Collaborate with faculty and staff to monitor copyright infringements and plagiarism	2.4, 2.5, 2.6	Librarian, Teachers, Administration, Campus and District Staff	District Literacy Initiative, Future Ready Library Initiative Encourage life long learners Improve college readiness				
	Problem Statements: Demographics 1, 2						

<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) Evaluate and purchase library resources and services to support district and campus initiatives.</p>	2.4, 2.5, 2.6	Librarian, Teachers, Administration, Campus and District Staff	District Literacy Initiative, Future Ready Library Initiative Encourage life long learners Increase circulation statistics Improve college readiness				
	Problem Statements: Demographics 1, 2						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) Attend library and instructional professional development (local, regional, state, national) to maintain a current professional knowledge of current trends, and current library and educational practices.</p>	2.4, 2.5, 2.6	Librarian, Administration, Campus and District Staff	District Literacy Initiative, Future Ready Library Initiative Encourage life long learners Increase circulation statistics Improve college readiness				
	Problem Statements: Demographics 1, 2						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>7) Provide a user friendly and safe environment with accessible resources which include collaborative resources and furniture for all patrons.</p>	2.4, 2.5, 2.6	Librarian, Teachers, Administration, Campus and District Staff	District Literacy Initiative, Future Ready Library Initiative Encourage life long learners Increase circulation statistics Improve college readiness				
	Problem Statements: Demographics 1, 2						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>8) Promote student success within the school and the community.</p>	2.4, 2.5, 2.6	Librarian, Teachers, Administration, Campus and District Staff	District Literacy Initiative Future Ready Library Initiative Encourage life long learners Improve college readiness				
	Problem Statements: Demographics 1, 2						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>9) Serve on campus and district decision making committees to better serve the students' needs.</p>	2.4, 2.5, 2.6	Librarian, Teachers, Administration, Campus and District Staff	District Literacy Initiative Future Ready Library Initiative Encourage life long learners Improve college readiness				
	Problem Statements: Demographics 1, 2						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>10) Participate in local, state, and national associations to be knowledgeable of library trends and best practices.</p>	2.4, 2.5, 2.6	Librarian, Administration, Campus and District Staff	District Literacy Initiative Future Ready Library Initiative Encourage life long learners Improve college readiness Increase circulation statistics				
	Problem Statements: Demographics 1, 2						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>11) Promote the effective use of existing and emerging technologies, including library software & hardware to meet student & campus needs.</p>	2.4, 2.5, 2.6	Librarian, Teachers, Administration, Campus and District Staff	District Literacy Initiative Future Ready Library Initiative Encourage life long learners Improve college readiness Increase circulation statistics				
	Problem Statements: Demographics 1, 2						

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

Performance Objective 9 Problem Statements:

Demographics

Problem Statement 1: All students did not meet system safeguards target of 60% in the area of Reading, including economically disadvantaged, special education, and ELL students. **Root Cause 1:** Special education students are not reading on grade level. ELL students are not reading on grade level and have a language barrier, and teachers are not implementing SIOP strategies consistently.

Problem Statement 2: Special education students did not meet system safeguards target of 60% across EOC content areas. **Root Cause 2:** Students' lack of academic vocabulary, and lack of high level of comprehension needed to analyze and understand EOC questions.







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

Performance Objective 10: Physical Education/Health will provide students with high-quality instruction to create educational experiences where students grow and develop as human beings, and become life-long learners of their health and well-being. Physical education classes will incorporate 50% of class time on moderate to vigorous physical activity.

Evaluation Data Source(s) 10: Presidential Fitness Gram will be used to measure the growth/activity level experienced by students across all grade levels. In addition, skill evaluations and physical fitness assessments will be used to improve student performance and achievement rates.

Summative Evaluation 10:

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 4 CSF 5 CSF 7</p> <p>1) The Physical Education/Health department will increase effort and initiative to build the capacity of all teachers to integrate technology effectively into curriculum and instruction.</p>		School Administration, Academic Associate, Teachers within department	This strategy will assist in developing teachers who are better equipped to mold a new generation of students in all areas of the advanced technological world, who are capable of achieving success in a technology-rich workforce.				
	Funding Sources: General Fund - 0.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) The Physical Education/Health department will work with all students to help them acquire health and wellness skills for life-long use and implementation.</p>		Administration, Academic Associates, Teachers within department	This strategy will assist in developing learners cognizant in all forms of health, including physical health(life skills) and learned behaviors related to mental and emotional health.				
	Funding Sources: General Fund - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) The Physical Education/Health department will target instructional practices in order to achieve higher passing rates among special populations, including Special Education and ELL populations.</p>		School Administration, Academic Associate, Department Administrator	This will result in more knowledgeable and prepared teachers who are able to disseminate content as well as instruction more effectively. These innovative practices will benefit students across all populations enrolled in their classes.				
	Funding Sources: General Fund - 0.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) The Physical Education/Health department will develop and sustain a plan to incorporate reading and writing skills, effectively giving our students a beneficial role in their literary success.</p>		School Administration, Department Administrator, Academic Associate, Teachers within department	The assessment tools used will lead to an increase in performance for reading and writing, thus increasing the number of students who will attain preparedness for post-secondary education.				
	Funding Sources: General Fund - 0.00						

<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>5) The Physical Education/Health department will participate in ongoing and sustained staff development to further the effectiveness of instruction delivered in our classrooms.</p>	<p>2.4, 2.5</p>	<p>WISD Administration, WHS Administration, Teachers within department</p>	<p>The strategies learned through staff development will assist teachers in developing 21st century learners and will allow teachers to utilize innovative practices. This will help teachers target ALL students across all populations.</p>				
<p>Funding Sources: General Fund - 0.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







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

Performance Objective 11: CTE: Business Education: All students will be college and or career ready.

Evaluation Data Source(s) 11: PMBAS, Assessments and standards (i.e. EOC/STAAR, AP exams, TSI, ACT/SAT) will be used to measure the growth that will be experienced by the students across all grade levels. In addition, industry certifications tests will be used as a measurement of growth as well.

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 4 CSF 5 CSF 6 1) Increase CTE CTSO organization membership, and provide community service learning.		CTE CTSO sponsors, CTE staff, CTE director.	Give the CTE students the opportunity for leadership experiences, communication enrichment, and the competition experience.				
	Funding Sources: State Career and Technical - 0.00, Perkins Career & Technical Education - 0.00						
Critical Success Factors CSF 1 CSF 7 2) Develop and plan to revitalize the Business Department at WHS. Ensuring that technology resources are readily available for all students.		WHS administration, CTE administration, WISD business department, and WISD Technology Department, CTE Staff	Update of the labs / classrooms to better serve the students when they are using the technology for their classes. Provide all technology needed for their classes will increase high quality instruction.				
	Funding Sources: State Career and Technical - 0.00, Perkins Career & Technical Education - 0.00						

<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>3) Maximize the support of educational experiences targeting literacy as not only the foundation for learning, but as the critical medium for global competency in a digital world via MY on, and project based learning.</p>	<p>All CTE staff, Campus administration, District curriculum, SPED director, Bil/ESL Director, Title I Director, CTE Administration & Administrative Support staff, Career Development Adviser, CTE Instructional Technology Strategist.</p>	<p>District improvement on secondary core CBA scores, progress reports, six weeks reporting periods, TBA scores, CTE student certification preparation reports and acquisitions, CTE course outcomes.</p>				
<p>Problem Statements: Demographics 2</p> <p>Funding Sources: State Career and Technical - 0.00, Perkins Career & Technical Education - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>4) Increase the number of state, national, or international industry certified or licensed CTE students through the increased support of certification/license resources that includes increasing dual enrollment classes through post secondary institutions and technology.</p>	<p>All CTE Staff, Campus Administration</p>	<p>Help meet or exceed respective domain for the new accountability system of 2018-19 that will be based on this school year</p>				
<p>Funding Sources: State Career and Technical - 0.00, Perkins Career & Technical Education - 0.00</p>						
<p>Critical Success Factors CSF 3 CSF 5</p> <p>5) Increase awareness of Career Prep / Practicum. This will promote student employment and/or internship with local businesses in achieving district goals.</p>	<p>CTE Staff, Campus Administration, WHS Counseling</p>	<p>Students will learn they can acquire valuable employment opportunities and skills.</p>				
<p>Critical Success Factors CSF 7</p> <p>6) Business Department staff will attend Professional Developments. This will allow teachers to expose students to latest technology in respective industry.</p>	<p>CTE Staff, Campus Administration</p>	<p>Gives instructor opportunity for enhanced instruction from learned techniques.</p>				
<p>Funding Sources: State Career and Technical - 0.00, Perkins Career & Technical Education - 0.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 11 Problem Statements:

Demographics

Problem Statement 2: Special education students did not meet system safeguards target of 60% across EOC content areas. **Root Cause 2:** Students' lack of academic vocabulary, and lack of high level of comprehension needed to analyze and understand EOC questions.

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







Performance Objective 12: CTE Family Consumer Science/Ag./Health Science: All students will be college and/or career ready.

Evaluation Data Source(s) 12: PBMAS, Assessments and standards (i.e. EOC, AP exams, TSI,ACT/SAT) will be used to measure growth in students of all grade levels. Certification tests will be used as a measurement of growth and career readiness.

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>1) Weslaco High School will continue to participate in the "Adopt a Park" initiative with the City of Weslaco Parks and Rec.</p>	2.4	WHS student organizations	Complete tasks that funding has been allocated for.				
Problem Statements: Demographics 2							
<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>2) Increase CTE CTSO organization membership, and provide community service learning.</p>	2.4, 2.5, 3.2	CTE CTSO sponsors, CTE staff, CTE director	Give the CTE students the opportunity for leadership experiences, communication enrichment, and the competition experience.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Develop a plan to revitalize the WHS Family and Consumer Sciences Foods Lab and update the appliances, kitchen cabinets, counter tops, and garbage disposals.</p>	2.5	WHS administration, CTE administration, WISD business department, and WISD maintenance department.	Need update of the foods lab to better serve the students when they are using the lab for their classes, and provide a safe place for their lab.				

<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>4) Maximize the support of educational experiences targeting literacy as not only the foundation for learning, but as the critical medium for global competency in a digital world via MY on, and project based learning.</p>	2.4, 2.5, 2.6	All CTE staff, Campus administration,, district curriculum, SPED director, Bil/ESL Director, Title I Director, CTE Administration & Administrative Support staff, Career Development Adviser, CTE Instructional Technology Strategist.	District improvement on secondary core CBA scores, progress reports, six weeks reporting periods, TBA scores, CTE student certification preparation reports and acquisitions, CTE course outcomes.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>5) Increase the number of state, national, or international industry certified or licensed CTE students through the increased support of certification/license resources that includes increasing dual enrollment classes through post secondary institutions and technology.</p>	2.4, 2.5, 2.6, 3.1	CTE staff	Promote industry and education certifications.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>6) CTE instructional Staff will be included and required to attend district training's on instructional resources,and ATC certifications in order to support EL, SPED students through curriculum.</p>	2.5, 2.6	CTE staff and, CTE administration	Students have the opportunity to learn form the bet teachers in their filed.				
<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>7) Career Prep opportunities, internships, and partnerships to promote employment and/or internship with local businesses.</p>	2.4, 2.5, 2.6, 3.1, 3.2	CTE staff	Students will gt valuable employment opportunities while in High school.				
<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>8) Adult classes to promote community awareness about programs.</p>	2.6, 3.1, 3.2	CTE staff, CTSO sponsors	Community awareness and involvement makes our programs better.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>9) CTE department uses Industry advisory committees to inspect and rate programs while using development/training to maintain industry standards.</p>	2.5, 3.1, 3.2	CTE staff	Allows programs to involve the community and give input.				

<p align="center">Critical Success Factors CSF 6</p> <p>10) Keep facilities and equipment up to date using industry advisory committees that inspect and rate according to industry standards including facilities inspected for fire codes and updated MSDS list.</p>	2.6, 3.1, 3.2	CTE staff, WHS administration	Safe and secure school				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 12 Problem Statements:

<p>Demographics</p>
<p>Problem Statement 2: Special education students did not meet system safeguards target of 60% across EOC content areas. Root Cause 2: Students' lack of academic vocabulary, and lack of high level of comprehension needed to analyze and understand EOC questions.</p>







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

Performance Objective 13: CTE Trade and Industry: All students will be college and or career ready.

Evaluation Data Source(s) 13: PBMAS, EOC scores, Industry Certifications

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 4 CSF 6 CSF 7</p> <p>1) Maximize the support of educational experiences targeting literacy as not only the foundation for learning, but as the critical medium for global competency in a digital world via Quill, Everfi, and project based learning.</p>		<p>All CTE staff, Campus administration,, district curriculum, SPED director, Bil/ESL Director, Title I Director, CTE Administration & Administrative Support staff, Career Development Adviser, CTE Instructional Technology Strategist.</p>	<p>District improvement on secondary core CBA scores, progress reports, six weeks reporting periods, TBA scores, CTE student certification preparation reports and acquisitions, CTE course outcomes.</p>				
<p>Critical Success Factors CSF 1</p> <p>2) Career Prep / Practicum will promote student employment and/or internship with local businesses.</p>		<p>CTE & Academic Instructional Staff CTE Administrative Staff District C & I team ESC1/Academic Specialists Secondary campus instructional facilitators, Scope & Sequence Calendar</p>	<p>Agreements with employer, student and parents if needed.</p>				
<p>Funding Sources: State Career and Technical - 0.00, Perkins Career & Technical Education - 0.00</p>							

<p>Critical Success Factors CSF 1</p> <p>3) CTE programs incorporate all technology provided by school district. Technology used for certification, learning and student research.</p>		<p>CTE & Academic Instructional Staff CTE Administrative Staff District C & I team ESC1/Academic Specialists Secondary campus instructional facilitators, Scope & Sequence Calendar</p>	<p>Industry certifications with supporting report</p>				
<p>Critical Success Factors CSF 1 CSF 3</p> <p>4) CTE staff will attend College, Career expo and Industry Trade Shows. This will expose students to latest technology in respective industry.</p>		<p>CTE STAFF</p>	<p>Documentation, 10 point narrative.</p>				
<p>Critical Success Factors CSF 6</p> <p>5) Keep facilities and equipment up to date using industry advisory committees that inspect and rate according to industry standards including facilities inspected for fire codes and updated MSDS list.</p>		<p>CTE staff, WHS administration</p>	<p>Safe and secure school</p>				<p>Funding Sources: State Career and Technical - 0.00, Perkins Career & Technical Education - 0.00</p>
<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>6) CTE staff will sustain and expand CTSO organization membership, and provide community service learning.</p>		<p>CTE CTSO sponsors, CTE staff, CTE director</p>	<p>Give the CTE students the opportunity for leadership experiences, communication enrichment, and the competition experience.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


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

Performance Objective 14: Foreign Language Department: All students will be provided with a high-quality education and many opportunities to go beyond standards, master literacy attentiveness, help promote and prepare for the post-secondary career paths students choose. This gives students the ability to increase 10% in a passing rate for AP exams.

Evaluation Data Source(s) 14: Assessments and standards such as AP exams, curriculum-based assessment, benchmarks, and six weeks exams, will be used to measure the growth that will be experienced by the students across all grade levels, to determine the success of this performance objective.

Summative Evaluation 14:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Teachers will use several types of technology providing quality instruction in the classroom. This will enhance the students experience in the assigned subject, permitting for them to better engage in their coursework on a daily basis. Consequently, this will develop advanced knowledge and skills to be successful in the post-secondary level and beyond.</p>	2.4, 2.5	Administration, Technology director Teachers and Parents	These results will mold the new generation of students in all areas of advanced technology gaining success in the real world.				
	Problem Statements: Demographics 1, 2						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>2) Teachers will work with a structured outline for teaching culture, communication, reading and writing skills. This will provide the students with quality foreign language instruction that will help them succeed in a foreign country.</p>	2.4, 2.5, 2.6	Academic Associate, Administration, Teachers and Parents	The expected strategy results will performance on assessments for culture,reading, writing and communication will improve.				
	Problem Statements: Demographics 1, 2						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Language Teachers will develop their instructional methods through AP training, summer institutes, professional development, workshops and classroom observations to help with student achievement in all areas of Language.</p>	2.4, 2.5, 2.6	Academic Associate, Administration and Teachers	This strategy will result in a positive outcome for the teachers to gain more knowledge and help the students to be successful.				
	Problem Statements: Demographics 1, 2						

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) The students will be encouraged to enroll in Spanish and French Pre-AP, AP, and Concurrent Enrollment courses to develop skills appropriate for college level.</p>	2.4, 2.5	Academic Associate, Counselors, Administration and Teachers	This strategy will help the students to gain college credit and skills in all Spanish and French advanced courses to have success in post-secondary levels.				
	Problem Statements: Demographics 1, 2						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>5) Teachers will provide AP Spanish Language and AP Spanish Literature sessions to prepare students for the AP exams. They will use the most recent released AP Spanish exams from College Board.</p>	2.4, 2.5	Administration, Counselors and AP Spanish Teachers	The AP teachers will provide review sessions for all AP Spanish students to align and be successful with the AP exam.				
	Problem Statements: Demographics 1, 2						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>6) Language Teachers will participate with the counselors, administrators and other teachers of their own department to observe help and review student progress and attendance every six weeks with the main purpose to increase the percentage of graduates</p>	2.4, 2.5	Academic Associate, Counselors, Administration and Teachers	Teachers will be able to motivate students to attend classes every day and graduate with good GPA from High School.				
	Problem Statements: Demographics 1, 2						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 7</p> <p>7) Language Teachers will be using Sustained Silent Reading strategy in classes, to encourage students to increase reading comprehension skill in the target language. - Students will select, read and translate an article from the newspaper. - Students, also will have the opportunity to write a summary and answer the 5 W's (who?, what?, when?, where?, why?.)</p>	2.4, 2.5, 2.6	Academic Associate, Administration and Teachers	This strategy will result in a positive outcome for the students. To gain better reading skills and be able to be successful in the post-secondary level and beyond.				
	Problem Statements: Demographics 1, 2						
							

Performance Objective 14 Problem Statements:

Demographics
<p>Problem Statement 1: All students did not meet system safeguards target of 60% in the area of Reading, including economically disadvantaged, special education, and ELL students. Root Cause 1: Special education students are not reading on grade level. ELL students are not reading on grade level and have a language barrier, and teachers are not implementing SIOP strategies consistently.</p>
<p>Problem Statement 2: Special education students did not meet system safeguards target of 60% across EOC content areas. Root Cause 2: Students' lack of academic vocabulary, and lack of high level of comprehension needed to analyze and understand EOC questions.</p>

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

Performance Objective 1: Technology: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) 1: Using district benchmark data, a gain in students meeting standards will be gauged from one six weeks to the next. AP, SAT, ACT scores. Telpas. accountability ratings.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Strategy 1: a. Use of technology devices, supplies, and computer enhanced programs such as, but not limited to: SMART Boards, Document Cameras, Ipads, Interwrite Pads, Chromebooks, Quizdoms, Wireless Mouse Pens, Headphones, Earbuds, Cameras, Ipods, Smartphones, tablets, apps, TI-NI-84 Plus graphing calculators in order to meet our goals and objectives, as well as to implement the strategies needed to increase student success		CTC, Teachers, Administration, Support Staff,	Increase literacy awareness to support student success *Increase EOC Approaches Scores by 10% & Masters by 5% *Increase number of students passing AP exams by 10% * TELPAS 70% Participation 97% *Increase campus ACT/SAT/TSI average scores * Increase number of Distinction Designations * Increase number of students that earn an associates degree * Increase number of students that are core complete and/or receive industry certification				







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

Performance Objective 1: Parental Involvement: Strengthen and increase our parental involvement and community engagement by 10%.

Evaluation Data Source(s) 1: Annual Parent-Teacher-Student Surveys, Campus Six Weeks Reports, and Parent Advisory Council.

Summative Evaluation 1:

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 3 CSF 4 CSF 5 CSF 6</p> <p>1) Utilize all forms of contact with parents through phone calls, email, parent teacher conferences, school messenger, and social media (Facebook and Twitter).</p>	2.4, 2.5, 2.6, 3.1, 3.2	Parental Involvement Director Central Office Administrators Campus Principal & Administration Parental Specialist Community Liaison Social Worker Campus Counselor ACE Coordinators & Family Engagement Specialist	When parents are engaged and participate with campus events/activities student achievement increases. Children whose parents are more motivated to learn are more successful in school.				
Problem Statements: Demographics 1, 2							
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) 2) Provide district aligned parent trainings and resources on topics such as effective reading strategies,PASOS, HEB READ 3, STAAR, Bullying and Drug Prevention, The Leader In Me, Mental Health Awareness, Technology and College & Career Exploration and Readiness. The goal is to maximize the impact of parental engagement.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Administration	When parents are engaged and participate with campus events/activities such as these students will be more encouraged and confident to become more successful in school.				

<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>3) Continue to implement a system for tracking parent participation by campus and volunteer hours. Parents will be recognized at the end of the year for their participation.</p>		<p>Parental Involvement Director Parental Involvement Office Staff Campus Principal & Administration Parental Specialist</p>	<p>When parents are engaged and participate with campus events/activities student achievement increases. Parents will be rewarded throughout the year by attending Region 1 conferences and will be given special recognition at our end of the year awards ceremony.</p>				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>4) The community will provide resources and partnerships that meet the needs of our WISD families. Resources such as: In His Image Uniform Drive (Cross Roads Community Church), In His Steps Shoebank (First United Methodist Church), Texas Department Health and Human Services, and our annual Fall Harvest Fair and Spring Information Fair.</p>		<p>Parental Involvement Director Campus Principal & Administration Parental Specialist</p>	<p>When parents are aware of community resources and information they are able to seek assistance when needed.</p>				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) Building stronger relationships with higher educational institutions: STC, UTRGV, TSTC, and Texas A& extension services; so parents can be knowledgeable in the planning and preparation for college r readiness.</p>		<p>Parental Involvement Director Campus Principal & Administration Parental Specialist Campus Counselor</p>	<p>When parents are aware of community resources and college readiness information their children are more likely to graduate from high school and continue with their postsecondary education.</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

<p>Demographics</p>
<p>Problem Statement 1: All students did not meet system safeguards target of 60% in the area of Reading, including economically disadvantaged, special education, and ELL students. Root Cause 1: Special education students are not reading on grade level. ELL students are not reading on grade level and have a language barrier, and teachers are not implementing SIOP strategies consistently.</p>
<p>Problem Statement 2: Special education students did not meet system safeguards target of 60% across EOC content areas. Root Cause 2: Students' lack of academic vocabulary, and lack of high level of comprehension needed to analyze and understand EOC questions.</p>

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

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

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Collaboration of General Education teacher with Special Education Inclusion teachers to develop lesson plans that target deficiencies of Special Population Children which will allow students to show improvement on Social Studies EOC Exam.
1	1	3	Development of United States History Collaborative Class that allows General Education Teacher and Special Education Teacher to Team Teach in a small learning environment that will allow the student to be successful.
1	1	4	Encourage student attendance through participation incentives that will allow the student to not miss effective instructional time so that student is more successful on their End-of-Course exam.
1	1	5	Continuing education of Teachers and Academic Leaders that will allow the instructor to provide effective, data-driven instruction.
1	1	6	Provide extended day and Saturday school for students who are not successful on their benchmarks and state assessments.
1	2	11	Provide extended day and Saturday school for students who are not successful on their benchmarks and state assessments.
1	3	1	District Secondary Math Team Meetings: Representative teachers all High School and Middle School Math Departments will meet to coordinate courses vertically and horizontally in order to ensure all students have the prerequisite knowledge and skills as they progress through successive math courses (District PLC meetings). Courses include: --Algebra 1 --STLN HSM -- Algebraic Reasoning --Geometry --Algebra 2 --Pre-Calculus --Calculus AB --Calculus BC --Calculus 3 --Engineering Math -- Statistics --Computer Science --College Prep Math, HB 5 --New courses as determined by TEA or WISD school board
1	3	2	Campus Department and Content-Area Meetings: All WHS math teachers will meet on a weekly basis to discuss curriculum issues including but not limited to: 1. Course scope and sequence 2. Teaching materials 3. Lesson plans 4. Technology in the classroom 5. Teaching pedagogy 6. Meeting the needs of special populations 7. Use of data to guide instruction 8. Classroom management
1	3	3	Support, Advancement, and Remediation Programs: WHS will provide academic assistance for students in a variety of forms including but not limited to: 1. Extended Day 2. Saturday School 3. Edmentum Computer Lab 4. Review & Recover/Edmentum 5. Concurrent Enrollment Courses 6. Dual Enrollment Courses 7. Summer School-remediation 8. Summer School-advancement 9. EOC Class for Retesters 10. EOC Pull-outs/Camps 11. Resource/Team Teaching 12. Double-blocked Algebra 1 classes 13. Advanced Placement Courses 14. Math Tutors 15. Saturday TSI Tutorials 16. Saturday ACT Tutorials 17. UIL 18. Field trips 19. UTRGV Computer Science Day 20. Texas A&M Engineering/CS Event 21. EOC Remediation Incentives
1	3	4	Professional Development: WHS math teachers will plan, lead, attend, and/or complete professional development including but not limited to: 1. RGVCTM 2. CAMT 2. AP Conferences 3. NCTM 4. Region One PD 5. District PD 6. Campus PD 7. Strategy Walk-throughs 8. Online Training 9. Book Study 10. College Courses 11. Peer Sharing 12. Self-Study 13. Other relevant content-related professional development opportunities that arise

Goal	Objective	Strategy	Description
1	3	5	Classroom Curriculum and Instruction Supports: WHS will provide the curricular materials, supplies, and training necessary to support classroom curriculum and instruction in a variety of ways including but not limited to: 1. Purchasing TI graphing calculators and navigator systems. 2. Purchase batteries and/or charging stations for calculators. 3. Purchase chrome books and charging stations to support 1-1 use in the classroom (35 chrome books per class) 4. Purchase eno boards, digital document cameras, surface pro 4's with wifi. 5. Provide training for new technology purchases. 6. Purchase Kuta Software for all math classes; add pre-calculus to the existing site license. 7. Purchase STAAR test-prep materials such as student workbooks. 8. Purchase study guides for computer science, calculus, and statistics AP courses. 9. Purchase text-books for pre-calculus classes. 10. Purchase MyMathLab licenses for pre-calculus and calculus students. 11. Provide additional training on Google Education Suite. 12. Purchase site license for online programs including Desmos and Geogebra. 13. Purchase regular laptops for statistics and computer science courses (Chrome books can't handle the required software)
1	3	6	Pedagogical Strategies: WHS math teachers will employ a variety of pedagogical strategies, activities, and techniques to increase the depth and rigor of course content and improve student learning, including but not limited to: 1. Common Assessments in each course 2. Modeling 3. Kagan Activities 4. SIOP Strategies (ESL) 5. Use of Aware and DRS software to track growth in TAKS/EOC objectives 6. ALEKS 7. MyMathLab 8. Google Classroom 9. Writing Across the Curriculum 10. Think Through Math/Imagine Math 11. Use of Incentives to encourage participation in after school tutoring 12. Rewards and Incentives for students excelling academically 13. Project-based learning 15. Interactive software/online activities such as Desmos, Geogebra, Mathematica, SeeSaw.me, PlayPosit, Youtube, Quizlet, Flipgrid, APEX, Zip Grade, Teacher Pay Teacher
1	4	1	The English Department will evolve in their instructional practices through workshops, trainings, and classroom visits (within and outside of the department) to assist with the acquisition of knowledge for all student populations.
1	4	2	The English Department will guide the students, across all student populations, to acquire the knowledge and skills required to be successful on all forms of assessments, from EOC to AP to College entrance exams (tutoring, camps, pull-outs, differentiated instruction, instructional materials, etc).
1	4	3	The English Department will work with other members of their Small Learning Community to monitor student progress as well as attendance, while also helping to increase completion rate for high school seniors.
1	4	4	The English Department will utilize various forms of technology to assist in the delivery of instruction (in the process, enhancing it) as well as allow for students to engage with it (in their coursework) to promote life-long literacy and effective communication.
1	4	5	The English Department will employ organizational framework for teaching reading and writing as well as engage in PLC's for greater learning opportunities for the teachers, benefiting the students with richer instruction geared towards their literacy success.
1	4	6	Provide extended day and Saturday school for students who are not successful on their benchmarks and state assessments and may request mentors throughout the year.

Goal	Objective	Strategy	Description
1	5	1	Counselors will monitor academic performance and will guide students towards the appropriate endorsement graduation pathway by the following means: -Individual conferences will be held with students regarding grades and graduation plans. - Increase number of students enrolled in dual enrollment courses, AP classes, OnRamps courses, and all other advanced coursework in accordance with higher educational institutions. -Follow up with students that are not successful in the classroom and find alternative ways of recovering credits through credit recovery program, Credit By Exam, Flex Program, and Review and Recover. -Provide assistance with classwork such as tutorial programs. -Monitor and work closely with students that have excessive absences and/or are not performing well in class. -Offer options to students to make up hours due to excessive absences. -Ensure that all students either graduate or enroll as returning students the following school year. -Recover leavers and ensure they continue with their educational careers. -Provide presentations to students regarding graduation plans, grades, credits, recovery programs, tutoring, attendance, social skills, bullying, drugs, STAAR EOC information, endorsements, and graduation requirements. -Serve as advocates for students and attend ARD meetings to provide feedback to student educational goals. -Provide 504 documentation to teachers via Aware and have meetings with parents and committee. -Create FAS lessons that expose students to different careers and provide lessons on life skills needed to be successful in and outside of the classroom setting.
1	5	2	Counselors will provide guidance and assistance with planning for post-secondary goals and will do so by the following methods: -Individual conferences will be held with Junior students annually to discuss college requirements, admissions, scholarships, financial aid, and all other necessary documentation for college and university admission. -College representatives will be invited to campus to provide informational sessions to address questions students may have regarding college and to encourage students to pursue a post-secondary education. -Increase the number of students who register to take the ACT, SAT, TSI, and SAT Subject tests as required by their institution of choice. -Provide testing review sessions and provide multiple opportunities to take college entrance exams. -Students will be given the opportunity to be exposed to post-secondary institutions so that they can make informed decisions when selecting a college/university. -Host evening parent programs that will help parents and students become familiar with college/university information, financial aid, housing, etc. -Provide assistance with college applications through application drives during the school day as well as after school. -Provide student presentations regarding ACT/SAT/TSI testing, college application procedures, scholarships, and financial aid. -Provide information to various populations including undocumented students, students who fall under the special education / 504 department, and assist with educational plans and for life after graduation.
1	5	3	Counselors will be provided with professional development in order to be knowledgeable and up to date with current educational trends through the following: 1. Weekly department Meetings 2. Monthly student support service meetings 3. Various trainings, staff development sessions, and conferences.
1	6	1	ESL students identified as being significantly below level in reading ability will be offered accelerated /remediation curriculum through SSR and after school tutorials
1	6	2	ESL classes as well as English I ESL, English II, and English III (ESL transitional) will be offered for recent immigrant and limited proficient students

Goal	Objective	Strategy	Description
1	6	3	All students will have numerous opportunities to experience different aspects of the American culture including field trips and social norms
1	6	4	All ESL certified teachers will be given opportunities to attend local and state Bilingual/ESL conferences to enhance instruction in the target language.
1	6	5	All ESL students will have opportunities to work with Rosetta Stone program.
1	7	1	Communicate with campus administrators to ensure that students who do not perform satisfactorily on state assessments are provided with intensive programs of instruction.
1	7	2	Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments and teaching methods. Co-Teaching Team Teaching Inclusion Meet the Monitoring Teacher Unique Program Apex learning
1	7	3	Allow students to access curriculum through the use of assistive technology to include computers, chrome books/I PADS brailers, augmentative communication devices, adapted equipment, applications, use of online opportunities, etc.
1	7	4	Special Ed staff will assist and support regular education staff by monitoring adequate modifications on assignments. Special Ed. teachers will help modify 2 days in advance.
1	7	5	Counselors will provide college awareness, exposure to a variety of careers, career skills and activities to special education students
1	7	6	Special Education staff will provide after school content mastery, review & recovery and tutoring for Special education students who are not successful on their benchmarks and state assessments.
1	7	7	Professional Development: WHS Special Education teachers will plan, lead, attend and/ or attend and complete professional development. -Region One SD -District SD -Campus SD -Online Training -Conferences -Webinars -Other relevant content-related professional development.
1	7	8	Develop a plan to use the portable kitchen in the life skills classrooms and update appliances, utensils, cutting boards, recipes and food items when needed.
1	9	1	Promote library resources by supporting classroom assignments and student needs by providing physical and remote access to current print and electronic resources.
1	9	2	Align library resources with school curricula by maintaining a current print and electronic collection
1	9	3	Promote information literacy and literature appreciation by expanding student access to author visits, current trends, and participating in local, state, and national events, book festivals, conferences.
1	9	4	Collaborate with faculty and staff to monitor copyright infringements and plagiarism
1	9	5	Evaluate and purchase library resources and services to support district and campus initiatives.

Goal	Objective	Strategy	Description
1	9	6	Attend library and instructional professional development (local, regional, state, national) to maintain a current professional knowledge of current trends, and current library and educational practices.
1	9	7	Provide a user friendly and safe environment with accessible resources which include collaborative resources and furniture for all patrons.
1	9	8	Promote student success within the school and the community.
1	9	9	Serve on campus and district decision making committees to better serve the students' needs.
1	9	10	Participate in local, state, and national associations to be knowledgeable of library trends and best practices.
1	9	11	Promote the effective use of existing and emerging technologies, including library software & hardware to meet student & campus needs.
1	10	1	The Physical Education/Health department will increase effort and initiative to build the capacity of all teachers to integrate technology effectively into curriculum and instruction.
1	10	2	The Physical Education/Health department will work with all students to help them acquire health and wellness skills for life-long use and implementation.
1	10	3	The Physical Education/Health department will target instructional practices in order to achieve higher passing rates among special populations, including Special Education and ELL populations.
1	10	4	The Physical Education/Health department will develop and sustain a plan to incorporate reading and writing skills, effectively giving our students a beneficial role in their literary success.
1	10	5	The Physical Education/Health department will participate in ongoing and sustained staff development to further the effectiveness of instruction delivered in our classrooms.
1	14	1	Teachers will use several types of technology providing quality instruction in the classroom. This will enhance the students experience in the assigned subject, permitting for them to better engage in their coursework on a daily basis. Consequently, this will develop advanced knowledge and skills to be successful in the post-secondary level and beyond.
1	14	2	Teachers will work with a structured outline for teaching culture, communication, reading and writing skills. This will provide the students with quality foreign language instruction that will help them succeed in a foreign country.
1	14	3	Language Teachers will develop their instructional methods through AP training, summer institutes, professional development, workshops and classroom observations to help with student achievement in all areas of Language.
1	14	4	The students will be encouraged to enroll in Spanish and French Pre-AP, AP, and Concurrent Enrollment courses to develop skills appropriate for college level.
1	14	5	Teachers will provide AP Spanish Language and AP Spanish Literature sessions to prepare students for the AP exams. They will use the most recent released AP Spanish exams from College Board.

Goal	Objective	Strategy	Description
1	14	6	Language Teachers will participate with the counselors, administrators and other teachers of their own department to observe help and review student progress and attendance every six weeks with the main purpose to increase the percentage of graduates
3	1	1	Utilize all forms of contact with parents through phone calls, email, parent teacher conferences, school messenger, and social media (Facebook and Twitter).
3	1	2	2) Provide district aligned parent trainings and resources on topics such as effective reading strategies, PASOS, HEB READ 3, STAAR, Bullying and Drug Prevention, The Leader In Me, Mental Health Awareness, Technology and College & Career Exploration and Readiness. The goal is to maximize the impact of parental engagement.
3	1	3	Continue to implement a system for tracking parent participation by campus and volunteer hours. Parents will be recognized at the end of the year for their participation.
3	1	4	The community will provide resources and partnerships that meet the needs of our WISD families. Resources such as: In His Image Uniform Drive (Cross Roads Community Church), In His Steps Shoebank (First United Methodist Church), Texas Department Health and Human Services, and our annual Fall Harvest Fair and Spring Information Fair.
3	1	5	Building stronger relationships with higher educational institutions: STC, UTRGV, TSTC, and Texas A& extension services; so parents can be knowledgeable in the planning and preparation for college r readiness.

State Compensatory

Budget for Weslaco High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
164.11.6119.27.001.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$70,823.00
164.32.6119.00.001.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$67,124.00
164.31.6129.00.001.8.30	6129 Salaries or Wages for Support Personnel	\$30,472.00
164.11.6141.27.001.8.30	6141 Social Security/Medicare	\$1,027.00
164.31.6141.00.001.8.30	6141 Social Security/Medicare	\$442.00
164.32.6141.00.001.8.30	6141 Social Security/Medicare	\$973.00
164.11.6142.27.001.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.31.6142.00.001.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.32.6142.00.001.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6143.27.001.8.30	6143 Workers' Compensation	\$212.00
164.23.6143.00.001.8.30	6143 Workers' Compensation	\$95.00
164.31.6143.00.001.8.30	6143 Workers' Compensation	\$91.00
164.32.6143.00.001.8.30	6143 Workers' Compensation	\$201.00
164.11.6145.27.001.8.30	6145 Unemployment Compensation	\$66.00
164.13.6145.00.001.8.30	6145 Unemployment Compensation	\$293.00
164.23.6145.00.001.8.30	6145 Unemployment Compensation	\$28.00
164.31.6145.00.001.8.30	6145 Unemployment Compensation	\$27.00
164.32.6145.00.001.8.30	6145 Unemployment Compensation	\$60.00
164.11.6146.27.001.8.30	6146 Teacher Retirement/TRS Care	\$2,727.00
164.23.6146.00.001.8.30	6146 Teacher Retirement/TRS Care	\$711.00
164.31.6146.00.001.8.30	6146 Teacher Retirement/TRS Care	\$991.00
164.32.6146.00.001.8.30	6146 Teacher Retirement/TRS Care	\$2,023.00

		6100 Subtotal:	\$195,723.00
6200 Professional and Contracted Services			
164.11.6299.57.001.8.30	6299 Miscellaneous Contracted Services		\$1,205.00
164.23.6299.57.001.8.30	6299 Miscellaneous Contracted Services		\$135.00
164.32.6299.57.001.8.30	6299 Miscellaneous Contracted Services		\$405.00
		6200 Subtotal:	\$1,745.00
6300 Supplies and Services			
164.11.6399.00.001.8.30	6399 General Supplies		\$37,500.00
164.11.6399.57.001.8.30	6399 General Supplies		\$735.00
		6300 Subtotal:	\$38,235.00

Personnel for Weslaco High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adrian Villagomez	Campus Technology Coordinator	Weslaco High School	1
Beatriz Garza	Counselor Aide	Weslaco High School	1
Celica Pena	Campus Instructional Facilitator	Weslaco High School	1
Claudia Alanis	Campus Instructional Facilitator	Weslaco High School	1
Enrique Ornelas	Campus Instructional Facilitator	Weslaco High School	1
Gabriel Valdez	Teacher	Weslaco High School	1
Maria Elva Rey Marroquin	Social Worker	Weslaco High School	1
Mischelle King	Campus Instructional Facilitator	Weslaco High School	1
San Juanita Pena	At Risk Attendance Clerk	Weslaco High School	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)