

Weslaco Independent School District
CTE Early College High School
2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Postsecondary Readiness



Mission Statement

Our mission at CTE Early College High School is to prepare, guide and support diverse scholars to be college and career ready through a rigorous curriculum while promoting an inclusive and safe environment.

Vision

The vision statement of CTE ECHS is to create a culture of lifelong learners who can find success in a college environment and contribute to society with the partnership of parents and the community.

Value Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Weslaco 21st Century CTE Early College is located in Weslaco, Texas, in Hidalgo County. Weslaco 21st Century CTE Early College's main focus is to provide a college degree within a field of the Career and Technical Education Program. Weslaco 21st Century CTE Early College is one of five CTE Early Colleges in the state of Texas.

Weslaco 21st Century CTE Early College serves approximately 250 students in 9th, 10th, 11th and 12th Grade.

Weslaco 21st Century CTE Early College has a partnership with South Texas College and is able to provide certificates and degrees in 5 specialized areas.

Weslaco 21st Century CTE Early College Demographics includes ? Economically Disadvantaged, ? At-Risk, ? English Language Learners and ? Special Education.

Demographics Strengths

Our student population is created by in district students from four middle schools. Students who enroll at our campus have an interest in their assigned program. Regardless of students' identified demographics, they are successful in college courses throughout their four years of high school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Under Domain III, campus did not meet the targets set for the "All Students" in Academic Achievement and Academic Growth.

Root Cause: The small number of students who test in the ELA and Math categories include subcategories that have difficulties passing EOC exams.

Student Academic Achievement

Student Academic Achievement Summary

Domain 1 Student Achievement Component Score 85 "B"

- Science at 92%
- Mathematics at 75%
- Social Studies at 100%
- Reading at 65%

Domain 2 Relative Performance 89

Domain 3 Closing - 74

Overall Score 85

STAAR Data Strengths from the 2018-19 School Year

- Strengths:
 - All Tests at 76%
 - Science at 92%
 - U.S. History at 100%

Student Academic Achievement Strengths

47% of the exams, students were at the Meets Level

Students are enrolled in college courses beginning the second semester of their Freshmen year.

Students become eligible to receive industry certificates during their Junior year depending on their specialization.

Students are completing college courses to receive a professional industry certificate from South Texas College from one of five areas: Advance Manufacturing Technology, Diesel Technology, Welding Technology, Criminal Justice and EMT. After completing the degree plan from South Texas College, students will graduate with an Associate's Degree.

Students in the 10th, 11th, and 12th grade can take a college academic course or enroll in the University of Texas OnRamps program for Algebra 2.

Postsecondary Readiness Distinction

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students are unable to reach the Masters Level consistently on the EOC Exams for Spring 2019: Algebra 1 5%, Biology 21%, English 1 & 2 1%, U.S. History 32% **Root Cause:** Instruction is not at the rigorous level for students to master concepts in core subjects.

Problem Statement 2: 65% of English EOC exams are at the Approaches Level. **Root Cause:** Students do not have the mastery of reading comprehension and writing skills as they enter high school to successfully pass the English EOC Exams.

Problem Statement 3: Under Domain III, campus did not meet the targets set for the "All Students" in Academic Achievement and Academic Growth. **Root Cause:** Math teacher resigned 6 weeks before the exam. English 1 students had 3 teachers during the school year.

School Processes & Programs

School Processes & Programs Summary

The ethnicity in our staff is a hispanic majority. English and Spanish are the two most common spoken languages on campus. The demographics of the staff and students are generally parallel to each other. This past year the campus had two teachers resign.

The curriculum is aligned with the help of the strategists (ex. Science strategist). We also have the help of online resources like the TEKS resource system. Technology is accessible on campus for teachers and students.

Core teachers are allotted professional learning time to plan with their content.

Campus conducts Common based assessments and benchmarks to gauge students' readiness for the EOC exams.

Parents contact teachers when they notice a change in student academic success/failure; parents seem willing to help their child succeed; parents attend Meet the Teacher Night; parents attend parent-teacher conferences; parents & community attend the campus Fall Festival; parents assist with student fundraisers. Content teachers have phones in their classroom to contact parents during their conference/planning time.

Our social worker takes the lead in involving parents at our campus and at events.

On campus there are two computer labs with one only having a printer. There is a lack of printer availability for students to print. CTE ECHS has a 1:1 program with chromebooks. All teachers have a chromebook cart. Students have the ability to check out chormebooks from the library.

One issue on campus is the avaiability of tutoring for students. The majority of students are off campus half days and do not end their day on campus. Some students this occurs twice a week and for some everyday. Students schedules interfrere when tutoring is available with their specific teacher.

Credit recovery is done on students own time as there is no room for a credit recovery class in the student's schedule. The campus does not have a credit recovery teacher, this duty is assigned to a full time educator to maintain.

School Processes & Programs Strengths

All teachers are state certified.

As teachers for WISD we set the expectations for our students to engage in authentic work and solve complex, real-world problems through the school district curriculum and instruction that is taught daily in the classrooms. Teachers have access to strategists and technology support throughout the district. Students and UT OnRamp students have the ablitly to check out chromebooks for educational purposes.

Parents have mentioned to teachers that they feel very welcomed when on campus grounds; parents perception of our school is that we as teachers are being effective and putting our students first.

Communication is translated into Spanish; letters are received in both English and Spanish.

CTE ECHS has a 1:1 program with chromebooks. All teachers have a chromebook cart. Students have the ability to check out chormebooks from the library.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students do not recover credit from failed courses in a timely manner. **Root Cause:** Students do not have a credit recovery class where they can focus on regaining credit for past courses.

Perceptions

Perceptions Summary

Attendance rate for the campus on average is 95%. Due to the campus being small, the randomness of absences create a consistent average.

There very few major discipline issues that result in the removal of a student to a DAEP.

For the first & second graduating class, the campus had 100% of seniors graduate.

New teachers on campus are assigned a mentor to assist with the transition on campus.

Teachers here have mentioned that it is a beautiful and welcoming campus. We believe students have a great opportunity here to receive great life and employable skills. The staff at CTE ECHS promote a family feel as they know the students and are able to build relations with families.

Perceptions Strengths

Students feel that our campus provides a family feeling to it as we know all students by their names and staff is accessible to them during the day. Students also feel a sense of pride as they are treated like college students at all times on campus.

Students take pride in being a college student during their high school years. Students are trusted to take courses off campus and are successful without administration supervision.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Attendance should be at 97% or higher due to the importance of attending school and the drop rule from South Texas College courses. **Root Cause:** Students and Parents do not understand the importance of attending school everyday and the consequences of not attending.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data

- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: The percentage of U.S. History students who score at the Approaches Level on the STAAR assessment will be at 90%, at the Meets Level 60%, and at the Masters Level at 30% in Spring 2020.

Evaluation Data Source(s) 1: STAAR Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize district department-made assessments to assess student mastery of objectives and make appropriate instructional adjustments departmental/individual teacher analysis of student data teacher/student conferences regarding benchmark results Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments	2.4	Principal History Teacher	Teachers will be able to monitor specific SE mastery with students throughout the year. It will allow the reteaching of SE's that are not mastered.				
2) Utilize differentiated instruction with technology during lengthy concepts and prior to EOC Exams	2.4	Teachers	All types of students including ELL, SPED and Eco Dis will be able to learn objectives in multiple ways.				
3) Utilize advisory to place students who need remediation for the U.S. History EOC U.S. History STAAR tutoring will be available Monday's after school.	2.4, 2.5	Principal, Counselor, Teachers	Students who have not mastered the EOC will have enrichment prior to the EOC exam.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Utilize a variety of classroom formative assessment to measure student mastery of objectives and make appropriate instructional adjustments Exit Cards Kahoot Journal Writings Bell Ringers Graphic Organizers Content based review/assessment materials	2.4	Teacher	It will allow teachers to continuously monitor student progress and mastery of daily objectives.				
	Funding Sources: Title 1, Part A - 1000.00						
5) Teacher have been through the SIOP training will implement strategies to improve EOC scores and language acquisition	2.4, 2.6	Principal and Teachers	Students who are ELL will be able to have differentiated instruction throughout the year to master objectives.				
6) Supplemental materials such as maps, atlases, and other resources will be ordered as needed to support classroom instruction. -Constitution Booklets -History Alive On-line version -Scholastic - The New York Times Upfront -Jarrett Mastering the TEKS	2.4	Principal and Teachers	Students will have access to supplemental material to enhance their learning.				
	Funding Sources: Title 1, Part A - 1000.00						
							

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

Performance Objective 2: The percentage of Biology students who score at the Approaches Level on the EOC assessment will be at 90%, at the Meets Level 60%, and at the Masters Level at 30% in Spring 2020.

Evaluation Data Source(s) 2: STAAR Data

Summative Evaluation 2:

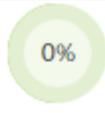
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Content planning to develop effective assessments, differentiated instruction, and sheltered instruction strategies that ensure students are mastering and retaining concepts.	2.4	Principal and Teachers	Students will be able to master the material and be able to perform at the Meets/Masters Level.				
2) Ongoing STAAR review and curriculum content review, correlated to high school science benchmark tests or CBA's each six weeks and to STAAR	2.4	Principal and Teachers	Student mastery of the curriculum and daily objectives.				
3) Science tutoring and STAAR Camps as needed for students who need additional assistance (after school tutoring)	2.4	Principal and Teachers	Students who are struggling with content will receive additional instruction and in a small group. Students will master the content.				
4) Content training provided to inclusion special education inclusion teacher to increase special education science student performance on STAAR EOC	2.4	Principal and Inclusion Teacher	Special Education students will master daily objective and pass the EOC				
5) Inventory of all high school campus science department materials and equipment, and purchasing of necessary science materials identified in the current science TEKS such as chemicals, solutions, materials for demonstrations, and specimens for dissection.	2.4	Teachers	Hands on experience will allow students to master the skills needed to be successful in Biology.				
Funding Sources: Title 1, Part A - 2000.00							
6) Implement STEM-SCOPES Biology web-based software in all Biology classes to supplement biology as well as chemistry and physics classes.	2.4	Teachers	Enhance the learning environment. Students will be able to master daily objectives.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Implement classroom readers and vocabulary cards general ed, LEP, and SPED students such as Flippity.	2.4	Principal and Teachers	Increase academic vocabulary for ELL and SPED Students.				
8) Purchase a class set of Sirius Biology EOC review books to use with Biology students. Implement these workbooks into the EOC review and purchase staff development to biology teachers Purchase and train teachers on additional physics and Chemistry curriculum resources and materials as needed, including purchasing equipment needed for STAAR.	2.4	Principal and Teachers	Mastery of TEKS				
9) The usage of edpuzzle as a tool for students to have access to videos and assignments at any time. This helps them to review key concepts of biology.	2.4	Teachers	Provides more opportunities for learning outside the school walls. Helps the students master objectives due to having more access to pertinent information.				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

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

Performance Objective 3: The percentage of Algebra I students who score at the Approaches Level on the EOC assessment will be at 90%, at the Meets Level 60%, and at the Masters Level at 30% in Spring 2020.

Evaluation Data Source(s) 3: STAAR Data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement Staff Development strategies and activities which are aligned with District Curriculum by providing: 1. Smart Board Training. 2. TI-Calculator(s)/TI Smart-view Training- TI 84 Plus Calculators (Charging Box) & AAA batteries, also additional 30 TI NSPIRE Calculators are needed to enhance the learning process and for the purpose of testing Algebra 1 STAAR. 3. ELPS at a Glance Training 4. Department planning time to share SIOP, Kagan and foldable activities 5. Technology training such as Edmodo, Google Apps, google classroom and Flipping the Classroom	2.4	Principal and Teachers	Mastery of TEKS and higher EOC scores for all students.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>2) 1. Follow district scope and sequence-TEKS Resource</p> <p>2. Develop activities and align reviews with TEKS, EOC formatted like Spring Release test of 13, 14, 15, 16, to improve EOC scores.</p> <p>3. Use the TI-Calculators/TI-Inspires to teach the math curriculum in Algebra I, Algebra 2, and Geometry, Pre-Calculus, & College Algebra</p> <p>4. Smart Board and TI-Smart View Calculator Emulators & use of Chromebooks</p> <p>5. Incorporate the use of Spanish-English Dictionaries.</p> <p>6. Edmentum Math Prep online student tutoring service for Algebra I, Geometry, Algebra II, ACT and SAT</p> <p>7. Edpuzzle Prep online videos to enhance the flow of the teaching lesson. (Upgrade to Edpuzzle Pro will benefit teachers at CTE ECHS)</p>	2.4	Principal and Teachers	All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>3) Instruction:</p> <p>1. Small group and individualized instruction will be provided to select ESL students</p> <p>2. Computer-enhanced instructions integrating technology into all math subject areas such as Smart Boards, mini IPAD, TI-Calculators , Imagine Math.</p> <p>3. Intensive remediation services for state assessments will be provided for identified students after school and advisory Class.</p> <p>4. Common appropriated Math vocabulary list will be developed (word walls) and displayed.</p> <p>5. Incorporate more open-ended questions</p> <p>6. Implementation of daily EOC openers addressing areas of weakness.</p> <p>7. Implement the use of interactive math journal, and graphing paper.</p> <p>8. Incorporate variety forms of formative assessments including the use of technology</p> <p>9. Emphasize math vocabulary and content knowledge through use of Frayer Model Graphic Organizers, Journal Writing, and foldables</p> <p>10. The frequent use of google classroom, edpuzzle, and curriculum pathways will be emphasize throughout the school year.</p>	2.4	Principal and Teachers	All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC				
<p>Funding Sources: Title 1, Part A - 500.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Achieve growth in number of successful students by: 1. Holding tutoring sessions for all students scoring below mastery on benchmark assessments after school or on Saturdays. 2. The frequent use of google classroom, edpuzzle, and curriculum pathways will benefit to the rigor and the academic success of the students.	2.4	Principal and Teachers	All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

Performance Objective 4: The combined percentage of English I & English II students who score at the Approaches Level on the STAAR assessment will be at 90%, at the Meets Level 60%, and at the Masters Level at 30% in Spring 2019.

Evaluation Data Source(s) 4: 2020 STAAR Results

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize a variety of teaching methods that require advanced thinking skills, problem-solving, and close reading/analysis. -Grade-level meetings at campus and district level -Reading strategies materials -Pre-AP -Classroom Libraries -SSR -APEX Learning -Teacher-created and other available resources -Edmentum -Springboard	2.4	Principal and Teachers	All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC				
2) Required summer reading initiative for all students enrolled in Regular, Pre-AP, English courses, concurrent.	2.4	Teachers	Enhance students' reading ability.				
3) Utilize benchmark assessments to assess student mastery of objectives and make appropriate instructional adjustments - departmental/individual teacher analysis of student data - teacher/student conferences - regarding benchmark results, essay scores	2.4	Teachers	All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments. - Curriculum Framework development / revision - District-level assessment expectations	2.4, 2.5, 2.6	ELA Coordinator and Teachers	All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC				
5) - employ the use of open-ended assessments (such as short answer or essay responses) to gauge student comprehension of the enduring understandings - guide student use and development of graphic organizers that reinforce the enduring understandings	2.4	Teachers	All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC				
6) Attend staff development opportunities on writing strategies for LEP students and/or SIOP District Trainings	2.4	ELL Coordinator and Teachers	All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC				
7) English EOC Advisory classes will be offered to help students re- testing STAAR or have scoring below the mastery level during benchmarks.	2.4, 2.5	Principal, Counselor and Teachers	Students will reach the approaches level on the EOC retest.				
8) Develop classroom libraries as it related to the content teacher. Students will have access to books/resources to read in class.	2.4	Principal	Enhance reading abilities and develop choices for students to read.				
Funding Sources: Title I, Part A - 2000.00							
9) Utilize the Springboard PreAP curriculum for all pre AP English 1 and English 2 students.	2.4, 2.5	Teachers ELA Coordinator	Pre AP students will experience an enhancement thier critical thinking ability. Increase the ACT/SAT writing and reading scores for juniors and seniors.				
10) Building Vocabulary Curriculum: A weekly lesson on 20 vocabulary words that are organized around a common root word.	2.4, 2.5, 2.6	Teacher ELA Coordinator	Increase student understanding of written text, their ability to negotiate the meaning of unkown vocabulary words in texts. Increase level of TSI readiness in reading and writing. Increase ovarall scores for Meets and Masters levels in English 1 and English 2 EOC.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
11) Use electronic dictionaries regularly in the classroom for reading and writing to improve vocabulary understanding and word choice.	2.4, 2.6	Teacher ELA Coordinator	Increase student understanding of written text, their ability to negotiate the meaning of unknown vocabulary words in texts. Increase level of TSI readiness in reading and writing. Increase overall scores for Meets and Masters levels in English 1 and English 2 EOC.				
12) Utilize the Sirius English I and English II curriculum to prepare for and review for EOC testing.	2.4, 2.5, 2.6	English Teachers, ELA Coordinator, Principal	Enhance every student's exposure to the EOC testing format and testing objectives. Increase English I and English II scores for Meets and Masters levels in EOC.				
13) Implement audio book technology (headphones) for reading assistance and improvement with all students.	2.4, 2.6	Teacher Principal	Audio enhanced reading will improve comprehension, especially, but not only for EL, SPED, dyslexic and students with other learning disabilities.				



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

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

Performance Objective 5: All students will be provided with a high quality education through effective instruction and be prepared for a post secondary education. Campus will have a 100 for CCMR.

Evaluation Data Source(s) 5: CCMR Component of Domain 1

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) TSI prep classes will be offered to all students in an effort to increase scores on college entrance exams. Bridge class will be offered during the summer. A TSI prep curriculum will be used for the course. TSI units will be purchased for students to utilize when testing at no charge to them.	2.4, 2.5	Principal and Teachers	Increase the number of College Ready students				
2) STC individual meetings will be held with all students to ensure college readiness and eligibility.	2.5	Principal and Counselor	Increase the number of College Ready students				
3) Students will be enrolled in career pathway classes offered by STC. This will include classes taught during the school day, after school, or summer.	2.5	Principal and Counselor	Students will be college ready and graduate with an Associates Degree.				
4) Materials to support STAAR preparation will be provided as needed to math, English, science and Social studies teachers.	2.4, 2.6	Principal	Students will score at the Meets/Masters level on EOC exams.				
5) General consumable supplies to support classroom instruction of the TEKS will be ordered for teachers. General supplies include, but are not limited to paper, folders, scissors, markers, glue, paint, poster boards.	2.4, 2.6	Principal	Students will score at the Meets/Masters level on EOC exams.				
6) Teachers will have access to Chromebook carts for students to access during class time to facilitate learning in the classroom as it relates to the EOC exams	2.4, 2.6	Principal and Teachers	Students will score at the Meets/Masters level on EOC exams.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Teachers will have access to smart boards, projectors, & smart tablets in order to utilize technology to enhance student learning in the classroom to enhance STAAR results.	2.4	Principal and Teachers.	Students will score at the Meets/Masters level on EOC exams.				
8) Extended Day and Saturday School will be provided for tutoring and/or enrichment of TSI.	2.4, 2.6	Principal and Teachers	Increase the number of College Ready students				

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

Performance Objective 6: Closing the gaps (target subgroups)

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
1) Attend staff development opportunities on strategies for ELL students such as SIOP	2.4, 2.6	Principal and Teachers	Increase student performance in course and EOC				
2) ELL students will be placed in English Advisory Class for additional time with their English Teacher.	2.4, 2.6	Principal, Counselor and Teacher	Mastery of the English language, Successful completion of ELA and reach the Approaches Level on EOC exams				
3) Purchase electronic bilingual dictionaries for ELL students to be checked out and used in class.	2.6	Administration, Campus Technology Coordinator, Librarian, English Teachers.					
Funding Sources: State Bilingual/ESL - 1000.00							
4) Hire STAAR Mentors to assist with At-Risk students within the English Language Arts classes.	2.4, 2.6	Principal					



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

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

Performance Objective 7: By the end of the 2019-2020 school year, the percentage of Special Education students who score at the approaches level on STAAR EOC tests in high school will be 60%.

Evaluation Data Source(s) 7: Accountability Reports

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize benchmark assessments to assess student mastery of objectives and make appropriate instructional adjustments. Departmental & individual teachers analysis of student data. Teacher/student conferences regarding benchmark results, essay scores. Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments and teaching methods.		Principal, Inclusion teacher and Teachers	Increase in student mastery and obtain the scale score for the approaches level.				
2) Utilize technology in the classroom Utilize varies teaching styles and strategies and curriculum to assess students in mastery of objectives -Co-Teaching -Team teaching -Inclusion -During & after reading strategies -Peer reading strategies TEKS Resource Curriculum -Classroom libraries -Teacher-created & other available resources		Principal, Inclusion teacher and Teachers	Increase in student mastery and obtain the scale score for the approaches level.				
Funding Sources: State Special Education - 500.00							
3) Employ the use of open-ended formative assessments (such as short answer or essay responses) to gauge student comprehension of the content being taught. Guide students to use graphic organizers to develop thought process.		Principal, Inclusion teacher and Teachers	Increase in student mastery and obtain the scale score for the approaches level.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Allow students to access curriculum or content through the use of assistive technology to include computers, laptops, headphones, Etc. (Special Education teacher will have materials available in google classrooms)	2.4	Principal and teachers	Increase in student mastery and obtain the scale score for the approaches level.				
	Funding Sources: State Special Education - 1650.00						
5) Provide supplementary instructional materials for students and staff to allow for implementation of student achievement such as Sirius EOC Supplemental Materials		Principal, Inclusion teacher and teachers	Increase in student mastery and obtain the scale score for the approaches level.				
	Funding Sources: State Special Education - 1000.00						
							

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

Performance Objective 8: 100% of Teachers at CTE ECHS will have frequent opportunities to engage in instructional technology staff development that increases capacity to engage students with the right tool for the right student at the right time to increase literacy for all.

Evaluation Data Source(s) 8: Benchmark and EOC Scores

Evidence of increase in blended learning strategies via classroom walkthroughs

Sign-in sheets for Technology Staff Development and Professional Growth Meetings with District CTC's

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff will attend technology training offered by the district or by other entities. Teachers will utilize their training with their students.		Principal	Mastery of curriculum utilizing technology and flipping the classroom.				

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

Performance Objective 9: 11th and 12th grade students will take college academic courses to fulfill their Associates Degree. Courses will be from South Texas College or from the University of Texas OnRamps program.

Evaluation Data Source(s) 9: Grades from South Texas College and from University of Texas Student Schedules

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus will purchase college textbooks for academic courses for South Texas College courses.	2.4	Administration	Students will receive dual credit for high school courses and receive college credit.				
2) Campus will purchase additional chromebooks for students who are enrolled in STC academic courses to check out a chromebook to complete assignments.		Administration, Campus Technology Coordinator, Librarian					
3) Counselor will assist with ACT & SAT registration for 11th and 12th grade students. Study material will be provided if current materials that are available are not successful for students prior to testing.		Counselor, Administration	Increase ACT & SAT Performance				
4) Campus will provide college academic courses at CTE ECHS for student to enroll.	2.4	Principal and Counselor	Students will graduate with an Associate's Degree.				
5) Employ a library aide to assist students with research for their STC academic courses.	2.4, 2.6	Principal, Library Aide	Assist students with academic research at the college level courses. Students with assistance will have a better overall experience with STC Academic courses.				
							

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

Performance Objective 10: A library aide will be on staff to assist the librarian to promote and assist with the increase of literacy in students.

Evaluation Data Source(s) 10: Number of books checked out during the school year from the library.

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) A library aide will be on staff. to assist the librarian to promote and assist with the increase of literacy in students.	2.6	Librarian & Principal	Increase scores in EOC exams and ACT				
Funding Sources: State Comp Ed (SCE) - 28671.00							

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

Performance Objective 1: Students will have access to multiple computer labs, computer lab in library, individual chromebooks and access to multiple printing areas.

Evaluation Data Source(s) 1: Technology Inventory

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All students will have the ability to checkout a chromebook for academic learning.		Principal	Students will have access to curriculum or the ability to research/write at any given time. Increase in student mastery and obtain the scale score for the Meets/Masters level.				
2) Library and computer lab will have computers to be utilized by classes as well being designated areas to print for students.		Principal and teachers	Students will be able to research and create projects with the lead of a teacher. Increase in student mastery for the content.				
Funding Sources: Title 1, Part A - 0.00							
3) There will be multiple sources of technology such as document cameras, smartboards, projectors, chromebooks and/or computers in the classroom for teachers to utilize for their lessons.		Principal and teachers	Increase in student mastery and obtain the scale score for the approaches level.				
4) All classrooms will have a laser printer to provide access to students to print their assignments.		Principal and teachers	Enhance students ability to print necessary materials for content mastery.				
5) An instructional technology coach will assist teachers will differentiation with an emphasis on personal learning for At-Risk students.	2.5, 2.6	Principal, Campus Technology Coordinator	Increase academic success/ incorporating technology applications for personalized learning.				
Funding Sources: State Comp Ed (SCE) - 80452.00							
6) A LVN will be provided to students to ensure proper health and hygiene. LVN will assist with keeping student healthy and attending school	2.5, 2.6	Principal, LVN	Improved attendance and academic achievement with at risk students.				
Funding Sources: State Comp Ed (SCE) - 19663.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Students will attend workshops/conferences as it relates to a safe school environment such as drug and tobacco free, bullying, and health awareness.	2.5	Social Worker, Principal	Students will be able to make positive choices at school and at home.				

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

Performance Objective 2: Students will promote a safe and positive learning environment by leading informational drives and presentations to students/classes.

Evaluation Data Source(s) 2: Number of referrals as it relates to bullying and reports for unsafe incidents.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will have access to computers, software and hardware such as printers, projectors, and poster makers to promote a safe learning environment.	2.5	Principal, Social Worker, Counselor	Decrease in the number of bullying incidents/reports and referrals.				

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

Performance Objective 3: Students will be recognized for their college graduation with a ceremony and accolades.

Evaluation Data Source(s) 3: Program Agenda, number of college graduates each semester.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor student STC progress each semester. Enroll in summer classes at STC.	2.5	Principal and counselor	Graduation from College with a certificate or Associate's Degree.				
Funding Sources: State High School Allotment - 0.00							

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

Performance Objective 1: Increase parental involvement and community engagement 10%.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Hold parent meetings for Senior Night, and Financial Night. School Festivals	3.1, 3.2	Principal, Social Worker, and Counselor.	Increase parental support for students success.				
Funding Sources: State Comp Ed (SCE) - 0.00							
2) Campus Social Worker will attend appropriate training, workshops, and conferences to learn new strategies and laws as it relates to community involvement especially with parents. Social Worker will meet with parents of at-risk students who are have attendance issues and are at risk of failing classes.	3.1, 3.2	Principal and Social Worker	Increase parental support and services. Increase attendance for At-Risk students and passing rates.				
Funding Sources: State Comp Ed (SCE) - 60317.00							
							

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

Performance Objective 1: All students will be taught by highly qualified/state certified teachers through several professional development opportunities.

Evaluation Data Source(s) 1: Eduphoria and sign in sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Communicate and work with district Human Resource Office to ensure all teachers are highly qualified.		Principal & Human Resource Director	Student Academic growth.				

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

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	7	3	Employ the use of open-ended formative assessments (such as short answer or essay responses) to gauge student comprehension of the content being taught. Guide students to use graphic organizers to develop thought process.

State Compensatory

Budget for CTE Early College High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
164.32.6119.00.009.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$46,440.00
164.33.6129.00.009.8.30	6129 Salaries or Wages for Support Personnel	\$15,658.00
164.32.6141.00.009.8.30	6141 Social Security/Medicare	\$673.00
164.33.6141.00.009.8.30	6141 Social Security/Medicare	\$227.00
164.32.6142.00.009.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.33.6142.00.009.8.30	6142 Group Health and Life Insurance	\$2,889.00
164.32.6143.00.009.8.30	6143 Workers' Compensation	\$139.00
164.33.6143.00.009.8.30	6143 Workers' Compensation	\$47.00
164.32.6145.00.009.8.30	6145 Unemployment Compensation	\$42.00
164.33.6145.00.009.8.30	6145 Unemployment Compensation	\$14.00
164.32.6146.00.009.8.30	6146 Teacher Retirement/TRS Care	\$1,703.00
164.33.6146.00.009.8.30	6146 Teacher Retirement/TRS Care	\$352.00
6100 Subtotal:		\$73,963.00
6200 Professional and Contracted Services		
164.13.6219.57.009.8.30	6219 Professional Services	\$405.00
6200 Subtotal:		\$405.00
6300 Supplies and Services		

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
164.11.6399.00.009.8.30	6399 General Supplies	\$13,125.00
6300 Subtotal:		\$13,125.00

Personnel for CTE Early College High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Raul Rodriguez	Instructional Technology Coach	Early College High School	1
Sandra Cabrera	LVN	Early College High School	0.5
Tiare Ruiz	Library Aide	Early College High School	1
Yvonne Olivarez	Social Worker	Early College High School	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

August 14th & September 2nd of 2019

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan was developed with input from the SBDM committee and department heads.

2.2: Regular monitoring and revision

The campus improvement plan is discussed and revised during SBDM meetings.

2.3: Available to parents and community in an understandable format and language

Campus Improvement Plan is posted on the school website and a copy can be found in the front office. If translation is required, the campus translator is Ms. Thompson in the front office of CTE Early College High School.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Marco Zamora, Principal

Yvonne Olivarez, Social Worker/Parent Specialist

Ms. Campos, Parent

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Marco Zamora	Principal
Classroom Teacher	Anna Mena-Ortega	Math Teacher
Classroom Teacher	Daniel Hinojosa	Biology Teacher
Classroom Teacher	Dora Hinck	Spanish Teacher
Classroom Teacher	Noe Rico	BIM Teacher

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	1	Salary for Library Aide		\$28,671.00
2	1	5	Campus Technology Coordinator		\$80,452.00
2	1	6			\$19,663.00
3	1	1	Materials for presentations and food for parents.		\$0.00
3	1	2	Social Worker		\$60,317.00
Sub-Total					\$189,103.00
Budgeted Fund Source Amount					\$202,859.00
+/- Difference					\$13,756.00
Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	EOC supplemental Materials for formative assessments		\$1,000.00
1	1	6			\$1,000.00
1	2	5	Science lab materials such as chemicals, solutions, animals for dissection.		\$2,000.00
1	3	3	Purchase Vocabulary Cards specific to the Algebra 1 EOC		\$500.00
1	4	8			\$2,000.00
2	1	2	Computers and Printers		\$0.00
Sub-Total					\$6,500.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$3,500.00
Grand Total					\$195,603.00