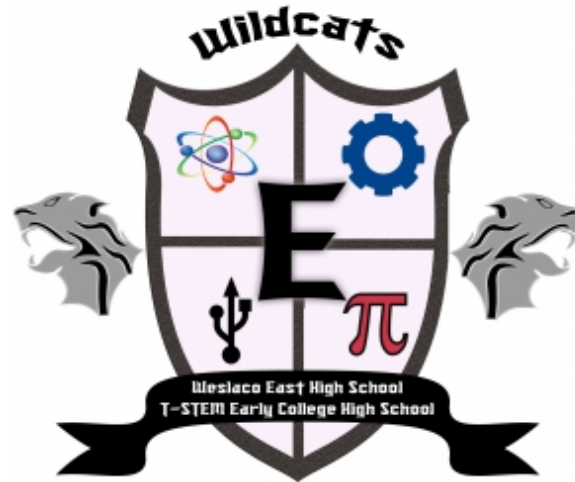


Weslaco Independent School District
Weslaco East High School
2019-2020 Campus Improvement Plan



Mission Statement

Weslaco East High School

Mission Statement

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

Personify the qualities of success

Responsibly and productively contribute to their community and society,

Independently achieve life-long goals

Develop the skills required to work collaboratively

Excel in life.

Weslaco East T-STEM Early College High School

Mission:

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

Vision

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

Weslaco East T-STEM Early College HS

Vision:

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

Value Statement

Values:

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

Expectations:

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

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

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

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

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

Ethics:

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

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

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Academic Achievement	7
School Processes & Programs	10
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative, programs that develop college, career, and service ready leaders.	16
Goal 2: ENGAGING LEARNING ENVIRONMENTS-Safe, secure, drug free, technology-rich , and inviting environments district-wide that promote high performance.	59
Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Exceptional community service, open communication, and positive collaboration for student success.	79
Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT- High quality, research-based training development and support for all employees.	95
Goal 5: FINANCIAL STRENGTH-Strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding.	115
Comprehensive Support Strategies	116
RDA Strategies	118
State Compensatory	120
Budget for Weslaco East High School:	120
Personnel for Weslaco East High School:	123
Campus Funding Summary	125
Addendums	126

Comprehensive Needs Assessment

Demographics

Demographics Summary

Weslaco East High School is located in Weslaco, TX, in Hidalgo County. Weslaco East is one of two comprehensive high schools in Weslaco ISD, a district of approximately 16,292 students located approximately 8-10 miles from the US/Mexico border. Weslaco is primarily Hispanic although a diverse number of ethnicities are represented. The median cost of a home is \$71,700. The average family size is 3.12. Mean travel time to work for residents is just under 20 minutes. South Texas Community College has a branch in Weslaco that enrolls many area students and Knapp Medical Center provides hospital services to the community.

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

27.7% of persons in the area live in poverty.

There are 1985 students enrolled at Weslaco East. The campus is 99% Hispanic and 1% White. 23% of the school population is considered to be English Language Learners, 10% are in Special Education, and 56% are categorized as At-Risk and 88 are categorized as Economically Disadvantaged.

Demographics Strengths

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

The campus operates an A/B block schedule with 100 minute classes, and a split block schedule during 1A/1B and 4A/4B. The 2019-2020 school ushered in a change for WEHS. This year, Weslaco EAST moved to a split block schedule. See Addendum for a copy of the 2019-2020 Bell Schedule

Technology is widely available on the campus. There are six computer labs available for use, as well as dozens of computers on the library floor. Many teachers utilize Chromebook sets within their classrooms and students are allowed to utilize their own technology devices. The use of Google Classroom is prevalent, as well as many other instructional programs and apps. 26 classroom Chromebook sets are available (over 900 individual Chromebooks) and more are available for student checkout.

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

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

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special Education, EL, and Economically disadvantaged students performed lower on state assessments than their on-level, high-income peers . **Root Cause:** Teachers need additional resources, training, and support to meet the needs of EL, SPED and economically disadvantaged students.

Problem Statement 2: Weslaco East did not get a distinction designation in ELA, Social Studies **Root Cause:** Teachers need additional resources and training to meet the needs of EL and SPED learners.

Student Academic Achievement

Student Academic Achievement Summary

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

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

Student Academic Achievement Strengths

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

Schoolwide initiatives:

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

- Family Advocacy System
- Small Learning Communities
- Attendance Task Force

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

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

The science department at Weslaco East has the following initiatives:

Continuing Initiatives:

- Staff Development during department planning periods
- Subject-area planning
- Science Tutoring

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

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: English Language Arts scores continue to be low. **Root Cause:** Teachers need additional support to plan engaging rigorous lessons in order to meet the specific instructional needs of students

Problem Statement 2: Weslaco East did not get a distinction designation in ELA, Social Studies **Root Cause:** Teachers need additional resources and training to meet the needs of EL and SPED learners.

Problem Statement 3: Weslaco East did not make gains on the TELPAS state assessment. **Root Cause:** Teachers and students need additional support and training to meet TELPAS goals.

Problem Statement 4: Special Education, EL, and Economically disadvantaged students performed lower on state assessments than their on-level, high-income peers . **Root Cause:** Teachers need additional resources, training, and support to meet the needs of EL, SPED and economically disadvantaged students.

School Processes & Programs

School Processes & Programs Summary

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

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

School Processes & Programs Strengths

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Weslaco East did not get a distinction designation in ELA, Social Studies **Root Cause:** Teachers need additional resources and training to meet the needs of EL and SPED learners.

Problem Statement 2: Weslaco East did not make gains on the TELPAS state assessment. **Root Cause:** Teachers and students need additional support and training to meet TELPAS goals.

Problem Statement 3: Special Education, EL, and Economically disadvantaged students performed lower on state assessments than their on-level, high-income peers. **Root Cause:** Teachers need additional resources, training, and support to meet the needs of EL, SPED and economically disadvantaged students.

Perceptions

Perceptions Summary

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

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

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

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

Perceptions Strengths

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

According to the AdvancED Accreditation visit results last year, in conjunction with survey results, our Family and Student Advocacy System in place is helping tremendously in providing the students a sense of belongingness. The unique advisory class structure allows students to build strong relationships

with designated adults/FAS teachers. The FAS class also provides stability and support for students as they remain with the same FAS teacher/Advocate for four years of high school.

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

Priority Problem Statements

Problem Statement 1: Weslaco East did not make gains on the TELPAS state assessment.

Root Cause 1: Teachers and students need additional support and training to meet TELPAS goals.

Problem Statement 1 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Technology - Student Academic Achievement - School Processes & Programs

Problem Statement 2: Special Education, EL, and Economically disadvantaged students performed lower on state assessments than their on-level, high-income peers .

Root Cause 2: Teachers need additional resources, training, and support to meet the needs of EL, SPED and economically disadvantaged students.

Problem Statement 2 Areas: Demographics - Student Achievement - Demographics - Student Academic Achievement - School Processes & Programs

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
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: ELA: All students enrolled in an EOC ELA class and all English 1 and English II will demonstrate growth in reading comprehension as measured by their performance on the district Content Based Assessments (CBA) by March 2020.

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

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





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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) English teacher will utilize a variety of teaching methods that require higher-order thinking skills, problem-solving, and close reading/analysis.	2.4, 2.6	English I/Path and English 1 EOC teachers, English II teachers, Practical Writing, English III EOC and English IV EOC teachers	Students will have knowledge of the skills necessary to demonstrate growth throughout the school year in Content Based Assessments.				
2) English teachers will meet weekly to collaborate and plan with subgroup utilizing the district provided curriculum map adapted through TEKS Resource System.	2.4, 2.6	Administration, department chairs, and subgroup leaders	Students will be exposed to activities that will help them obtain a better understanding of various forms of standards and skills required.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Data Analysis Meetings will be conducted every six weeks by subgroup and teachers will identify strengths and needs for their students.	2.4, 2.6	All English teachers, administrators, department chair, and subgroup leaders.	Teacher will have specific needs for their students to allow for differentiation and individualized instruction.				
4) Additional support classes (i.e. Practical Writing, English I EOC, English III EOC, and English IV EOC) will be provided for students showing need.	2.4, 2.6	Practical Writing teacher, English I EOC teacher, English III EOC teachers, and English IV EOC teacher	Students at-risk of not being successful will have the additional support necessary to show growth academically.				
5) 5) Additional supportive class called PATH will be provided for all students enrolled in English I regular and who are first time testers.	2.4, 2.6	Administrators, English I subgroup leader and English I /Path regular teachers.	Students will have additional support necessary to show growth academically.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

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

English I:

Subgroup (A) Economically disadvantaged populations will increase from 27 % to 35% by June 2020.

Subgroup (B) Special Education populations will increase from 2% to 8% by June 2020.

Subgroup (C) English Language Learners will increase from 9% to 18% by June 2020.

English II:

Subgroup (A) Economically disadvantaged populations will increase from 32% to 40% by June 2020.

Subgroup (B) Special Education populations will increase from 2% to 10% by June 2020.





Subgroup (C) English Language Learners will increase from 6% to 15% by June 2020.

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

Summative Evaluation 2:

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Intervention Courses for special populations: - Writing Path for all freshman students who were not successful in 8th reading test. - Practical Writing for all EL students. - Creative Writing for all Special Ed. and general ed students who were not successful in English I EOC. - English III EOC for all juniors that were not successful in either English I and/or English II. - English IV EOC for all seniors who were not successful in either English I and/or English II.	2.4, 2.5, 2.6	Practical Writing teachers, Creative Writing teachers, English III EOC teachers, and English IV EOC, administration, and department chair.	Increase in students achieving level II on STAAR End of course.				
4) English teachers will utilize materials such as reading resources guides for novels, informational news like magazines such as The New York Times UPFRONT and novel sets to promote literacy and reinforce reading and writing skills	2.4, 2.5	English teacher, administration, department chair, and ELA teachers	Increase in students achieving on STAAR End of course.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

Performance Objective 3: ELA: All students will increase their writing rubric score from an average of 1 to 2 in the areas of Ideas and Organization by March 2020 as measured by Texas Education Agency 4-Point STAAR EOC Essay Rubric.

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

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

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

Summative Evaluation 3:

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

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


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

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

ELA: 100% of 11-th grade students will attempt the TSI Assessment by May 2020.

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

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will complete TSI tutorials, such as, but not limited to: - In class Online tutorials using APEX or Edmentum - At home online self-guided tutorials - Extended Day	2.4, 2.5, 2.6	English III and IV teachers, administration, ELA department chair, and TSI Campus Testing Coordinator	Increased number of students will be prepared to achieve proficient in TSI Assessment.				
RDA 2) English teachers will meet and analyze student TSI data and create lessons to support preparation for assessment.	2.4, 2.5, 2.6	English III and IV teachers, administration, TSI Campus Testing Coordinator	Increased number of students will be prepared to achieve proficient on TSI Assessment.				
3) English teachers will work with ESL department to provide additional support to students for preparation on the TSI Assessment. Services provided will included, but not limited to: - Online resources - Payment for TSI Assessment	2.4, 2.6	English III and IV teachers, administration, ESL Department Chair, TSI Campus Testing Coordinator.	Increased number of EL students will achieve proficient on the TSI Reading and Writing Assessment.				
							

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

Performance Objective 5: MATH --





(1) The percentage of Algebra I students at Weslaco East High School who score at the Approaches Level on the STAAR EOC assessment will increase from 76% in Spring 2019 to 80% in Spring 2020.

(2) The percentage of Algebra I students at Weslaco East High School who score at the Meets Grade Level on the STAAR EOC assessment will increase from 48% in Spring 2019 to 55% in Spring 2020.

(3) The percentage of Algebra I students at Weslaco East High School who score at the Masters Grade Level on the STAAR EOC assessment will increase from 24% in Spring 2019 to 30% in Spring 2020.

Evaluation Data Source(s) 5: (1-3) Algebra I EOC Exam Scores

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>RDA</p> <p>1) District Level: Teachers will meet regularly throughout the school year for PLC meetings regarding planning, preparation, and teaching strategies and interventions.</p> <p>Campus Level: Teachers will be available for in school tutoring to ensure opportunities for academic success.</p> <p>Campus Level: Teachers will meet in subgroups to plan for and prepare lessons and assessments.</p> <p>Campus Level: Subgroup teachers will meet regularly to review performance data from common assessments.</p> <p>Campus Level: Technology will be used to supplement instruction as needed to foster engagement and data-driven instruction.</p> <p>Campus Level: Encourage student self evaluation and reflection to promote ownership of learning and academic success.</p>	2.4, 2.5, 2.6	Math Teachers Dept. Head Math CIF District Secondary Math Strategist Homebound/Homebase Instructors Special Ed Inclusion Teachers Assigned Team Counselor UIL Sponsors Athletic Department	Increased student achievement on state exams.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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

Performance Objective 6: MATH --


(1) The percentage of Calculus students at Weslaco East High School who score a 3, 4, or 5 on the AP Calculus AB exam will increase from 0% in Spring 2019 to 5% in Spring 2020.

(2) The percentage of Statistics students at Weslaco East High School who score a 3, 4, or 5 on the AP Statistics exam will increase from 0% in Spring 2019 to 5% in Spring 2020.

(3) The percentage of Computer Science students at Weslaco East High School who score a 3, 4, or 5 on the AP Computer Science exam will increase from 9% in Spring 2019 to 20% in Spring 2020.

Evaluation Data Source(s) 6: (1-3) Advanced Placement Test Scores

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) Campus Level: Students will utilize AP Classroom, AP review materials, as well as other technology resources (computers, TI Calculators, Software) to gain practice and skills with college level rigor.</p> <p>Campus Level: Teachers will utilize the CED Binder's, MyAP, AP Classroom, AP aligned curriculum and Codehs for Computer Science students to increase exposure to material with AP rigor.</p> <p>Campus Level: Students will attend AP review sessions held outside of school hours.</p> <p>Campus Level: Teachers will design and implement two comprehensive Calculus, Statistics, and Computer Science AP information sessions to promote parental involvement to increase student engagement and achievement.</p>	2.4, 2.5, 2.6	Math Teachers Dept. Head Math CIF Homebound/Homebase Instructors Assigned Team Counselor UIL Sponsors Athletic Department	Increased student achievement on Advanced Placement Exams				
							

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

Performance Objective 7: MATH --

(1) The average ACT Math score for Weslaco East High School students will increase from 18.2 in the 2018-2019 school year to 20 in the 2019-2020 school year.

(2) All students in Algebra II and Pre-Calculus will attempt and demonstrate growth on the Mathematics portion of the TSI Assessment.

Evaluation Data Source(s) 7: TAPR Data, Student Data, Academic Guidance & Counseling Data

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) All non-EOC courses will focus on strategies and skills needed to improve performance on standardized testing, with the necessary review materials.</p> <p>Openers/Problem(s) of the day for TSI and ACT review ACT/SAT on Imagine Math in Geometry, Algebra 2 and Algebraic Reasoning</p> <p>TSI on Apex Learning in Geometry, Algebra 2 and Algebraic Reasoning</p> <p>Region One TSI Training when available.</p> <p>ACT Academy.org website.</p> <p>TSI webapp website.</p> <p>Monthly TSI Math review session prior to testing for students.</p>	2.4, 2.5, 2.6, 3.2	<p>Math Teachers Dept. Head Math CIF District Secondary Math Strategist Homebound/Homebase Instructors Special Ed Inclusion Teachers Assigned Team Counselor College Readiness Counselor</p>	Increased college readiness levels.				

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

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

Performance Objective 8: Social Studies:

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


Evaluation Data Source(s) 8: AP course enrollment, AP exam results, student mastery on EOC exam, district assessments and teacher observations.

- APEX
- TEKS Resources Systems
- Department Planning Periods
- Summer School Resources
- AVID Strategies and resources

Summative Evaluation 8:

Targeted or ESF High Priority

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



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

Performance Objective 9: Social Studies:

All student populations will achieve 90% approaches, 60% meets, and 30% Masters on the US History EOC test by the year 2019 -2020.


Evaluation Data Source(s) 9: 2020 STAAR US History Results

- TEKS Resources Systems
- AWARE Assessments
- Department Planning Periods
- Summer School Resources
- Walk the Walk Strategies
- Sirius Workbooks
- Aligned Materials
- AVID Strategies
- EOC Interventions Courses
- Implement Revised Social Studies TEKS (2019)
- Data Meetings
- Upfront Magazines
- After School and Weekend Review Sessions

Summative Evaluation 9:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will implement AVID and Thinking Map Strategies to encourage students to master STAAR and attend a postsecondary institution target note-taking skills provide study habits and structure personalize thinking for students		WEHS Admin. Soc. Stud. Dept. Chair Soc. Stud. Teachers	All student populations will achieve 90% on the US History EOC exam, and gains in post secondary college readiness.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Utilize department-made diagnostic assessment to assess student mastery of objectives and make appropriate instructional adjustments departmental/individual teacher analysis of student data teacher/student conferences regarding benchmark results	2.4, 2.5, 2.6	WEHS Admin. Soc. Stud. Dept. Chair Soc. Stud. Teachers	All student populations will achieve 90% mastery on the US History EOC test by the 2018-2019.				
							

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

Performance Objective 10: Science:


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

Evaluation Data Source(s) 10: Laboratory Notebooks
Student/Teacher Observations


Summative Evaluation 10:

Targeted or ESF High Priority


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) Station rotation practicing basic science equipment usage (i.e. triple beam balance, rulers, beakers, etc.)	2.4	All science teachers.	All students will be able to use basic science equipment.				
2) Mock lab scenarios where the students have to identify various lab techniques.	2.4	All science teachers					




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 11: Science:

By the end of 2019-2020 school year, our students will achieve the following performance level in Biology EOC:

90% Approaches

60 % Meets





30% Mastery

Evaluation Data Source(s) 11: Biology EOC scores

Summative Evaluation 11:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide Staff Development to Science teachers throughout the school year.		Administrator in-charge of Science Department and Department Chairperson	The training will provide an opportunity for teachers to learn quality instructional strategies that will help enhance students' understanding of the different standards tested.				
	Funding Sources: General Fund - 0.00						
2) Subject-area planning between teachers in the same discipline. This includes Data Analysis Meeting among Biology teachers.		Administrator in-charge of Science Department and Department Chairperson	Teachers will be able to identify the root cause of why students are struggling in certain standards and be able to come up with strategies to address the issues.				
	Funding Sources: General Fund - 0.00						
3) Teachers will use Critical Reading Strategy as an "opener/do now" in every class.		All science teachers Administrator in charge of Science Department Department Chair	Students reading comprehension and endurance will improve. This will also increase students' science vocabulary/terminology.				
	Funding Sources: General Fund - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Day long Biology review session will be offered to those students who are identified as being "bubble" students. One-to-one review session	2.5, 2.6	All Biology teachers Administrator in charge of Science Department Department Chair	This will allow for students to focus on troubled content areas. Students will perform better on the 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, programs that develop college, career, and service ready leaders.

Performance Objective 12: Science: All Pre-AP/AP students will produce a quality Science Fair project. All students will have the opportunity to produce a project. Materials will be provided as needed.

Evaluation Data Source(s) 12: Campus Science Fair

District Science Fair

State Science Fair

International Science Fair

Summative Evaluation 12:

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

Performance Objective 13: Science: Students will be given the resources and the opportunity to make up credit during Summer School. This will also serve as review sessions for those students who did not pass their Biology End of Course.

Evaluation Data Source(s) 13: EOC test scores

review sessions

instructional supplies

Summative Evaluation 13:

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

Performance Objective 14: Science: ACT resources to be provided for students to enhance student performance through their science classes.

Evaluation Data Source(s) 14: ACT scores

Science Indicator

Summative Evaluation 14:

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

Performance Objective 15: Library:

Weslaco East High School


Generated by Plan4Learning.com

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


Evaluation Data Source(s) 15: Library State Standards Evaluation; State of the Library Report

Summative Evaluation 15:

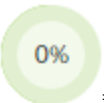
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Strategy 1 Provide information technology to all users on-site and remotely Ensure that library provides student access to all the latest technology to improve learning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




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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


Performance Objective 16: Provide an atmosphere and activities that engage students and encourage them to read. The library staff will work with classroom teachers to support a school-wide culture of reading. The library collection enables students to read for knowledge, understanding, enjoyment, and pursuit of individual interests.


Evaluation Data Source(s) 16: Monthly report
State of the library report


Summative Evaluation 16:

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

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

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

Performance Objective 17: FINE ARTS: Increase total enrollment and active participation in fine arts courses by at least 5% throughout the 2019 -2020 school year.

Evaluation Data Source(s) 17: * CWT; Lesson Plans

- * Student Attendance
- * Benchmarks
- * Weekly Tests
- * Student Monthly displays
- * Student Interactive notebooks
- * Student projects
- * In-District and Out-of-District University Portfolio Reviews
- * Regional/State Visual Arts Scholastic Event (VASE) and Regional Creative Mind Art Challenge Rubrics and Assessments
- * Murals and sculptures throughout Weslaco ISD and community-wide
- * Scholastic Art magazine subscriptions for every single Weslaco ISD art teacher
- * Expose students to various music genres
- * Develop student-team mentality
- * Develop student artistic mentality (interpretation, evaluation, and justification of art in museums, local and global galleries, local and global art exhibits and Internet websites) by self, peers, and other artists
- * Classroom visits
- * Student Performance
- * Student exhibits
- * Observation
- * Student questionnaire

Summative Evaluation 17:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Use EOC results in language arts, math, science, social studies to align instruction and integrate the Fine Arts TEKS with these subject. Ensure that learning disabled students are identified and that modifications are followed.		WEHS Admin. Fine Arts Supervisor Dept. Chair Teacher	CWT; Lesson Plans Student Attendance Benchmarks Weekly Tests Student Monthly Displays Student Interactive Notebooks Student Projects				
2) Incorporate the study of dance, mariachi, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas.		WEHS Admin. Fine Arts Supervisor Dept. Chair Teacher	Classroom Visits, Student Performance, Student Exhibits Observation Student questionnaire				
3) Engage and motivate all students through active learning, critical thinking, and innovative problem solving; utilize a variety of teaching methods that require cognitive functioning, higher-order thinking skills, communication and collaboration skills		WEHS Admin. Fine Arts Supervisor Dept. Chair Teacher	Classroom Visits, Student Performance, Student Exhibits Observation Student questionnaire				
4) Watch or attend live performances of choral music; staff will work closely and cooperatively with parents to help students be as successful as possible; perform in the community at various holiday/seasonal events to strengthen support.		WEHS Admin. Fine Arts Supervisor Dept. Chair Teacher	Classroom Visits, Student Performance, Student Exhibits Observation Student questionnaire				
5) Develop analytical and critical thinking skills by preparing physical and digital portfolios for review in organized Portfolio Day events sponsored by universities. Through teacher sponsors, students organize quality work/written artist statements and have critique sessions with university staff. Materials include but not limited to portfolio cases, large printer and specialized paper, computer and graphic software, glue fixatives, identification tags, meals and transportation.							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) To participate in regional and state competitive visual arts events such as the Visual Arts Scholastic Event (VASE) and Creative Mind Art Challenge that strengthen reading/writing skills and college readiness. Through registration, students prepare college level artwork and analytical writing for ratings by judges in competitions. Materials include but not limited to portfolio cases, artwork mats, fixatives, mat cutter, glue guns and tabs, sponsor and student entry fees, identification tags and shirts, meals and transportation.							
7) Develop community based permanent murals and exhibits that engage students and audience to an array of complex 2D and 3D mediums. Materials include but not limited to clay, gazes, snips, glass, plywood panels, paint primer, contact adhesives, exterior paints and brushes.							
8) To promote literacy and college readiness through the incorporation of reading and art criticism in regular Studio Art and Advanced Placement studio classes. Materials include but not limited to classroom subscription of Scholastic Art magazine, (digital and print).							
9) To develop Advanced Placement and Art I-IV classes by providing students with a choice of specific concentrations from each visual arts teacher on campus in drawing, 2D and 3D. Materials include but not limited to 2D storage drawers, kilns, kiln ware, glazes, heat gloves, kiln co. technical assistance and support, large printer, mat boards, PrismaColor sets, technical pens, bamboo tablets class sets with compatible laptops, drawing and watercolor paper, brushes, inks, acrylic paints, precision knives, pastels and charcoal, prepared canvases.							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
10) To align campus visual art lessons and programs through guidance of the Davis textbooks, the Weslaco ISD adopted curriculum. Materials include but not limited to Davis textbooks, Google drive, folders, copy paper, printer with color ink.							


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

Performance Objective 18: CTE:

Provide highly qualified CTE Instructional Staff to assist students in setting and achieving quality academic and career goals.

Evaluation Data Source(s) 18: Staff credentials and evaluations

Summative Evaluation 18:

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

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

Performance Objective 19: Early College:
Expose students to critical readings related fields.

Evaluation Data Source(s) 19: Forethought Lesson Plans

Summative Evaluation 19:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Collaborate with teachers regarding the inclusion of critical readings in STEM related fields in their lessons.		All administrators	Students will be more familiar with STEM related careers that they may possibly pursue in the future.				

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

Performance Objective 20: Early College:

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

Evaluation Data Source(s) 20: Student Credit Checks/Individual Degree Plan for the following:

Associate's Degree in Biology

Associate's Degree in Mathematics


Associate's Degree in Engineering


Associate's Degree in Computer Science


Associates Degree in Interdisciplinary Studies


Summative Evaluation 20:

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

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

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

Performance Objective 21: LOTE:





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

Evaluation Data Source(s) 21: Pre-AP enrollment for future AP students ,AP course enrollment in both Spanish Language and Culture and Spanish Literature and Culture, Advanced Placement Test Scores , Department planning

Summative Evaluation 21:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Strategy: Students are encouraged to take AP classes in Spanish Language and Culture and Spanish Literature and Culture and create vertical teams aligning Spanish I and II to reinforce skills needed for AP tests		WEHS Admin. LOte Dept. Chair LOTE Teachers	Students will utilize AP Classroom, AP review materials, AP Saturday Review Days as well as other technology resources (AP College Board) to gain practice and skills with college level rigor.				
2) Create aligned scope and sequence for Levels 1 -4 for each Spanish language N/NN and Levels 1-4 for French with student potential entry into AP coursework as the end in mind. We will be able to support the implementation of newly adopted teaching and learning materials with appropriate technology for every LOTE class from middle school to high school with Chromebooks.		WEHS Admin. LOTE Dept. Chair LOTE Teachers	-Follow Scope and sequence documents created by LOTE lead teachers by level and LOTE Dept. Head -Follow performance and proficiency rubrics created by lead teachers and LOTE Dept. Head. - Provide time for LOTE teachers to plan scope & sequence, lesson plans, and common formative assessments.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

Performance Objective 22: Special Education: Inclusion/Mainstream Team

(1)Performance Objective: Special Education - The percentage of English EOC students at Weslaco East High School who score at the Meets and Approaches Grade Level on the STAAR EOC assessment will increase from 6% in Spring 2019 to 20% in Spring 2020.

Evaluation Data Source(s) 22: Algebra 1 and English EOC exams, monitor Benchmarks Exams

Summative Evaluation 22:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>RDA TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) 1. District Level: Teachers will meet regularly throughout the school year for PLC meetings regarding planning, preparation, and teaching strategies and interventions.</p> <p>2. Campus Level: Teachers will meet in subgroups to plan for and prepare lessons and assessments.</p>	2.4, 2.5, 2.6	Math Teachers English Teachers Dept. Head Math CIF English CIF Homebound/Homebase Instructors Special Ed Inclusion Teachers	IEPs Benchmark Assessment Results				

3. Campus Level: Subgroup teachers will meet regularly to review performance data from common assessments.

4. Campus Level: Campus Level: Technology will be used to supplement instruction as needed to foster engagement and data-driven instruction.

5. In order for our students to achieve their academic goals the following resources are include, but are not limited to, boxes of paper, folders, post its, labels, glue sticks, black sharpies, file folders, colored paper (10 different colors), envelopes, large manila envelopes and high lighters.

6. In order to successfully prepare students in attaining their goal in meeting grade level on EOC Assessments the following resources will be needed in order for the department to reach their goal. A purchase of a program/software that is teacher friendly that will simulate the STAAR - ONLINE content supports (Oral administration, pop-ups, rollovers, embedded dictionary, highlighter, typing essay, simplified language) provided on the day of the test on all of the students benchmarks, and six weeks tests. This will allow the department to effectively analyze accurate data to better assist our students.



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 23: Special Education- Self Contained Mild Unit

1. The percentage of English EOC students at Weslaco East High School who score at the Meets Grade Level on the STAAR-ALT 2 EOC assessment will maintain results from Spring 2019 to Spring 2020.





2. The percentage of Algebra students at Weslaco East High School who score at the Meets Grade Level on the STAAR-ALT 2 EOC assessment will maintain results from Spring 2019 to Spring 2020.

3. The percentage of Biology students at Weslaco East High School who score at the Meets Grade Level on the STAAR-ALT 2 EOC assessment will maintain results from Spring 2019 to Spring 2020.

4. The percentage of US History students at Weslaco East High School who score at the Meets Grade Level on the STAAR-ALT 2 EOC assessment will maintain results from Spring 2019 to Spring 2020.

Evaluation Data Source(s) 23: Evaluation Data Source(s): Teacher observations, daily tracking skills, classroom performance testing, STAAR ALT 2 results.

Summative Evaluation 23:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>RDA TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) 1. Teachers will meet throughout the school year for PLC and staff meetings regarding planning, preparation, and teaching strategies and interventions.</p> <p>2. Technology will be used to supplement instruction as needed</p>	2.4, 2.5, 2.6	Dept. Head Homebound/Homebase Instructors Special Ed Life Skills Teachers SpEd Administrators	Maintain student achievement in SpEd Life Skills students EOC testing areas.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							





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

Performance Objective 24: Special Education - Self Contained Severe

1. The percentage of English EOC students at Weslaco East High School who score at the Meets Grade Level on the STAAR-ALT 2 EOC assessment will maintain results from Spring 2019 to Spring 2020.
2. The percentage of Algebra students at Weslaco East High School who score at the Meets Grade Level on the STAAR-ALT 2 EOC assessment will maintain results from Spring 2019 to Spring 2020.
3. The percentage of Biology students at Weslaco East High School who score at the Meets Grade Level on the STAAR-ALT 2 EOC assessment will maintain results from Spring 2019 to Spring 2020.
4. The percentage of US History students at Weslaco East High School who score at the Meets Grade Level on the STAAR-ALT 2 EOC assessment will maintain results from Spring 2019 to Spring 2020

Evaluation Data Source(s) 24: Teacher observations, daily tracking skills, classroom performance testing, STAAR ALT 2

Summative Evaluation 24:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) 1. District Level: Teachers will meet regularly throughout the school year for PLC meetings regarding planning, preparation, and teaching strategies and interventions.</p> <p>2. Campus Level: Teachers will meet in subgroups to plan for and prepare lessons and assessments. Campus Level: Subgroup teachers will meet regularly to review performance data from common assessments.</p> <p>3. Campus Level: Campus Level: Technology will be used to supplement instruction as needed to foster engagement and data-driven instruction.</p>		<p>Self-Cont. Teachers for Severe and Profound</p> <p>Paraprofessionals assigned to work with Severe and Profound.</p> <p>Related Services.</p> <p>Dance Teacher</p> <p>P.E. Teacher</p> <p>Fine Arts Teacher</p>	Increase student achievement in Sp Ed Self. Cont. Severe and Profound and mastery on STAAR ALT 2				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

Performance Objective 25: JROTC

Evaluation Data Source(s) 25: Accreditation scores, unit report scores.

Summative Evaluation 25:

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

Performance Objective 26: ESL: All ELs taking a STAAR EOC will demonstrate growth as measured by their performance on the district Benchmark and/or Content Based Assessments (CBA) by March 2020. Subgroup (A) Students who scored 59% or below on their assessment will increase their score by at least 10%, subgroup (B) Students who scored 60 - 69% on their assessment will increase their score by at least 7%, and subgroup (C) Students who scored 69% or greater on their assessment will increase their score by at least 5% on the final STAAR EOC.

Evaluation Data Source(s) 26: District CBAs, benchmark, and STAAR EOC results

Summative Evaluation 26:

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

Performance Objective 27: ESL: All ELs taking a STAAR EOC, TSI/ACT/SAT, and/or AP exam will have the opportunity to attend targeted tutorial sessions out of the normal school hours (after school and/or on Saturdays) to assist students in preparation for the exam.

Evaluation Data Source(s) 27: Tutorial Lesson Plans, Exit Tickets, CBA Results, Benchmark Data, STAAR EOC Results, Tutorial Attendance Rosters

Summative Evaluation 27:

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

Performance Objective 28: ESL: All core area content teachers of ELs will have a set of 15 Velazquez Press Content Area and School Glossaries, or comparable resource, to support in differentiation of instruction and support in the area of student academic success.

Evaluation Data Source(s) 28: District CBAs, benchmarks, and STAAAR EOC results

Summative Evaluation 28:

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

Performance Objective 29: ESL: All core area content classes servicing ELs may have additional instructional support in the form of mentor teachers, college teachers, and/or other support staff.

Evaluation Data Source(s) 29: Schedule of Services, Service and Attendance Log, Special POP Classroom Rosters

Summative Evaluation 29:

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

Performance Objective 30: AVID: Management of the AVID Elective ensures the basic requirements of the AVID Elective are in place to ensure college readiness for AVID Elective students. These requirements include processes to verify student selection, voluntary participation, and implementation of the AVID tutorial, and to expand the AVID Elective.

Evaluation Data Source(s) 30: - AVID student application

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

Summative Evaluation 30:

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

Performance Objective 31: AVID: The school's College Readiness Mission and Vision is aligned with AVID's philosophy for college readiness, reflected in site decisions, documents, and policies, and supported by all stakeholders (faculty, staff, students, families, and community members).

Evaluation Data Source(s) 31: - Documentation of annual review of school-wide goals and benchmarks

- School policy and vision statement
- School Improvement Plan (SIP)

- Documentation of steps to implement the SIP
- District Strategic Plan

Summative Evaluation 31:

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

Performance Objective 32: All subjects: Students needing additional support to recover credit, receive review for STAAR EOC June testing, and for credit hours will be able to attend summer school and summer EOC camps

Evaluation Data Source(s) 32: Final report card grades, attendance reports, and STAAR EOC results.

Summative Evaluation 32:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will enroll in Summer School at WEHS. Teachers will be provided with all necessary instructional materials such as STAAR COACH, SIRIUS, KAMICO teacher and student workbooks, and with all necessary classroom supplies, which include but are not limited to, folders, paper, pencils, pens, composition notebooks, etc	2.4, 2.5, 2.6	WEHS Administration, Summer School Teachers	Students will have earned credit in at least two core areas, if needed. Students will have recovered hours. Students will show mastery on STAAR EOC exams				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

Performance Objective 33: Early College: Rising 9th graders enrolled in WEHS Early College High needing to take TSI will have the opportunity to do so through Summer Bridge Program

Evaluation Data Source(s) 33: Early College Application Acceptance Notification

Summative Evaluation 33:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Students will in engage in rigorous TSI Prep courses prior to taking the TSI Test.</p> <p>Teachers will be provided with all necessary classroom supplies which include but are not limited folders, pens, paper, pencils, composition notebooks, etc.</p> <p>Teachers will be provided with instructional material such as Princeton Review or other TSI Preparation materials.</p>	2.4, 2.5	WEHS Administration, Summer School Summer Bridge Teachers	Students will pass Reading, Writing, and Math Portions of the TSI!				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

Performance Objective 34: ELA


Students enrolled in Pre-AP courses will perform at the masters level of STAAR.

Students in Pre-AP and AP courses will engage in the rigorous practice of College Board AP objectives.

Students enrolled in independent study, AP, dual enrollment courses will earn a qualifying score on TSI, ACT, SAT, or SAT II exams as needed.

Evaluation Data Source(s) 34: English I and English II End of Course Assessments and TSI, ACT, SAT, or SATII exams.

Summative Evaluation 34:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) AP, dual-enrollment, and independent study course students will use practice exams and other materials to target improvement in college admissions test scores.	2.4, 2.5	AP teachers, dual-enrollment teachers, administration, ELA department chair	Increased number of students will be prepared to succeed on college admissions tests				
2) Pre-AP, AP, and dual-enrollment students will use class sets of advanced-level reading materials.	2.4, 2.5	Pre-AP teachers, AP teachers, dual-enrollment teachers, administration, ELA department chair	Increased reading levels for students Increased success on standardized tests				
3) Pre-AP and AP teachers will engage in continuing education (College Board, NMSI, APSI) specifically targeted to their level and subject	2.4, 2.5	Pre-AP teachers, AP teachers, administration, ELA department chair, AP coordinator	Increased alignment for the vertical team. Increased understanding of the rigor, skills, and assessment process for AP Language and AP Literature exams.				
							

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

Performance Objective 35: Counseling: Counselors will conduct parent/student conferences for all students in the 2021 cohort

Evaluation Data Source(s) 35: sign in sheets, ACT registrations

Summative Evaluation 35:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Counselors will conduct parent/student conferences for all students in the 2021 cohort		Head Counselor, Counselor, Social workers	ACT registrations, sign in sheets				
2) Counselor and social worker will assess students and refer to outside agencies as needed.		Head Counselor, Counselor, Social workers	agency referrals				
3) Leaver team will meet monthly and follow up with reports		Head Counselor, Counselor, Social workers	leaver recovery, graduation rate				
4) Counselors will review academic records to determine individual placement for all students.		Head Counselor, Counselor,	improved test scores, college ready				
5) Counselors will conduct individual conferences with all students who failed each six weeks.		Head Counselor, Counselor, Social workers	Improved grades				
6) Counselors will provide free TSI review and testing opportunities to all juniors, at risk 9th and 10th graders, and seniors who have not met their CCMR measure.		Head Counselor, Counselor, Social workers	CCMR				
7) Counselors will identify students for ASVAB testing.		Head Counselor, Counselor, Social workers	Career Readiness				
8) Counselors will identify seniors who have not met a College Readiness measure for placement in College Prep English and College Prep Math.		Head Counselor, Counselor,	CCMR				
9) Counselors will identify EL students for LAS Links and Terra Nova testing.		Head Counselor, Counselor,	EL prpgram placement				

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

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

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

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

Summative Evaluation 1:


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

Performance Objective 2: ELA: All ELA students will engage in technology-rich activities that enhance learning.


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

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will utilize Chromebook, desktops, class set of 35 headphones and district's BYOT initiative to enhance lessons.		All English teachers, administration, librarian, CTC	Students will have blended learning opportunities to enhance their understanding of concepts.				
2) Teachers will design lesson plans that incorporate tech-rich programs, such as, but not limited to: - APEX Learning - Ed Puzzle - Edmentum - BrainPOP - NearPOD - Google Classroom -Common Lit	2.4, 2.5, 2.6	All English teachers, librarian, and CTC	Students will have opportunities to review in a variety of ways learning standards and enhance their understanding.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

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

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

Summative Evaluation 3:

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

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

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

Summative Evaluation 4:



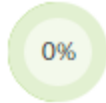

Goal 2: ENGAGING LEARNING ENVIRONMENTS-Safe, secure, drug free, technology-rich , and inviting environments district-wide that promote high performance.

Performance Objective 5: MATH --

Student engagement through the use of online learning platforms, textbook technology resources, and screen-capturing software/video recording, through the use of technology tools such as Google Chromebooks, Surface Pro Computers, Smartphones, TI-Calculators, TI Smartview and TI Navigator.

Evaluation Data Source(s) 5: lesson plans, teacher evaluations and observations, passing rates, performance data on course-specific examinations

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) Appropriate teacher training opportunities to better implement the use of technology.</p> <p>Math teachers will implement technologies such as Imagine Math, ALEKS, MyMathLab, Delta Math, WebWork, ACT Academy, AP Classroom, APEX, Google Classroom, Quizizz, Kahoot, Edpuzzle, BrainPOP, YouTube, TeacherTube, Khan Academy in their classroom, weekly.</p> <p>Technology is used to better serve students with 24 hour access to assignments, lectures, and supplemental materials.</p> <p>Invest in technology and instructional software that will promote student learning and engagement.</p>	2.4, 2.5, 2.6	Math Teachers Dept. Head Math CIF Homebound/Homebase Instructors Special Ed Inclusion Teachers	Increased student engagement with differentiated instruction for all student populations.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

Performance Objective 6: Science:

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

Evaluation Data Source(s) 6: Laboratory Notebooks
Student/Teacher Observations

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will increase the number of laboratory investigations to at least three every Six-Weeks.		All science teachers Administrator-in charge of Science Department Department Chair	This may increase class attendance. Students will be able to use science equipments appropriately/safely and enhance their critical thinking and investigative skills.				


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

Performance Objective 7: Counseling:

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

Evaluation Data Source(s) 7: Career Center Computer Internet accessibility for students
Logs

Summative Evaluation 7:

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


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

Performance Objective 8: Counseling:

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

Evaluation Data Source(s) 8: Calendar of Events, Coordination of staff development date and presenters.

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Coordinating with TAASA(Texas Association on Sexual Assault) and Women Together (Mujeres Unidas), to provide training for staff on teen dating violence, bullying, and sexual assault.		WEHS Admins., Social Worker, Head Counselor	Student and staff awareness of the issues at hand. Sign in sheets and participant agendas				
2) Coordinating with District Personnel to establish teen dating violence policies that will include awareness, safety planning and counseling for affected students.		WEHS Admins., Social Worker, Head Counselor	Increased awareness of and decreased incidents of teen dating violence.				
3) Counselors will develop and work with teachers to implement guidance lessons that support a healthy learning environment.		WEHS Admins., Social Worker, Head Counselor	Increased student awareness of healthy relationship, careers, pillars of character education, drug awareness.				
							

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


Performance Objective 9: The library program will provide a means to integrate technology into all aspects of teaching and learning. Technology will be used to streamline managerial tasks, provide access to digital resources, facilitate communication, support instruction, and assist in the production of academic projects. The library staff at each campus is integral to the effective, appropriate and ethical use of technology.

Evaluation Data Source(s) 9: Monthly report


Student-produced assignments, projects, and presentations

Summative Evaluation 9:


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




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

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

Performance Objective 10: Provide current and relevant resources in a variety of technologies and formats to meet the diverse needs of all learners.

Evaluation Data Source(s) 10: Monthly report
Purchase orders

Summative Evaluation 10:

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


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

Performance Objective 11: CTE:

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

Evaluation Data Source(s) 11: Unit tests, program completions, and student certifications

Summative Evaluation 11:


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

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

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

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

Summative Evaluation 12:

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

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

Performance Objective 13: Social Studies:

Teachers servicing special populations (i.e. ELL and Special Ed.) will have classrooms containing visual displays (i.e. word walls, anchor charts, models, and student work).

Evaluation Data Source(s) 13: Teacher lesson plans, student access data of online learning enhancement programs.

- APEX
- AWARE assessments
- DRS Reports
- Cross-curricular collaboration with the English Department
- Upfront Magazines

Summative Evaluation 13:

Targeted or ESF High Priority

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

Performance Objective 14: Social Studies:

Increase the number of teachers implementing blended learning by 50% and 90% of teachers implementing AWARE assessments on CBAs and Benchmarks, and Unit Assessments.

Evaluation Data Source(s) 14: Classrooms, lesson plans, student produced assignment and online assessments.

- APEX
- Google Classroom
- Smithsonian Channel
- TEKS Resources
- DRS Reports
- AWARE assessments
- BrainPop
- Stock Market Game
- UPfront Magazine

Summative Evaluation 14:


Targeted or ESF High Priority

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

Performance Objective 15: LOTE

Evaluation Data Source(s) 15:

Summative Evaluation 15:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) LOTE will establish, maintain, and support technological resources to innovate and enhance instruction in order to reach student achievement.		Interactive Notebooks, Edmentum, Google Classroom, Student/Teacher observation	Increased participation and performance in language courses beyond the second year of learning in the target language including accessibility to Edmentum -Classroom walk-throughs demonstrate a high level of confidence and proficiency in using the newly adopted resources to include Edmentum for language course for summer school to serve students in the study of the chosen language (Spanish/French)				
							

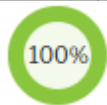

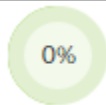

Goal 2: ENGAGING LEARNING ENVIRONMENTS-Safe, secure, drug free, technology-rich , and inviting environments district-wide that promote high performance.

Performance Objective 16: Science:

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

Evaluation Data Source(s) 16: Lesson plans
Student projects

Summative Evaluation 16:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure all science classes have chromebooks to enhance student participations and engagement.	2.5	All science teachers Department Chair	Improve student performance				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

Performance Objective 17: ESL: All ELs will have access to the latest forms of technology to assist in communication, differentiation of instruction, and assist in the production of academic projects as well as access to relevant subscriptions to resources in a variety of technologies and formats in order to meet their needs.

Evaluation Data Source(s) 17: monthly campus reports, Student-produced assignments, projects, and presentations

Summative Evaluation 17:

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

Performance Objective 18: AVID: AVID's proven learning support structure incorporates teaching and learning methodologies in the critical areas of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula

Evaluation Data Source(s) 18: - Observations of effective WICOR strategies used in classes

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

Summative Evaluation 18:

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

Performance Objective 19: Parent and Family Engagement program objective is to educate parents on the importance of parent involvement. Parents are educated on topics that affect all off us on a daily basis. Provide parents access to Technology (computer internet on campus). Offer parents, citizenship classes and ESL classes.

Evaluation Data Source(s) 19: Monthly Powerpoint presentations and campaigns on different topics such as: Bullying/Drug Prevention and Say No to Drugs

Diabetes awareness
Free healthcare information
Physical and emotion seminars.
Nutrition Classes
Financial Literacy
Superior Healthcare Insurance
Mental Health awareness
Citizenship classes are offered every Tuesday of the week all year round thanks to Texas A&M University Colonia program.
ESL classes are provided by Dr. Rosie Gonzalez, a retired teacher.
College Readiness
Literacy and Reading Strategies offered by the public library

Summative Evaluation 19:

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


Performance Objective 20: Science: All teachers will provide well thought out labs with the use of laboratory equipment, chemicals and everyday consumables.


Evaluation Data Source(s) 20: laboratory equipment
consumables (Walmart PO)


Summative Evaluation 20:


Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Science teachers will perform laboratory investigations 40 % of the instructional year with proper disposal of consumables.	2.5	All science teachers Administrator in charge of department Department Chair	Students will be well versed and properly trained with laboratory equipment, chemicals, and everyday consumables				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

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

Performance Objective 21: CTE: Maximize the support of educational experience targeting literacy via CTE implementation of technology-based resources and lab/shop resources and equipment.

Evaluation Data Source(s) 21: Inventory spreadsheet of equipment assigned per teacher

Summative Evaluation 21:



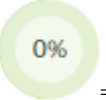

Goal 2: ENGAGING LEARNING ENVIRONMENTS-Safe, secure, drug free, technology-rich , and inviting environments district-wide that promote high performance.

Performance Objective 22: Special Education Resource Classes ELA I, II, III, IV, Alg, STLNHSM, READING I, II, Biology, U.S History, Geometry, through the use of online learning platforms such as Google Classroom, YouTube, TeacherTube, Khan Academy, screen-capturing software/video recording, through the use of technology tools such as Google Chromebooks, Surface Pro Computers, TI-Calculators, TI Smartview and TI Navigator, SMARTBOARD, prodigy, spelling city, APEX, Scholastic Math (Algebra and Gemetry), Scholastic English I, II, III, IV, and Ed Puzzle

Evaluation Data Source(s) 22: lesson plans, teacher evaluations and observations, passing rates, performance data on course-specific examinations, student IEP reports

Summative Evaluation 22:

Targeted or ESF High Priority





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>RDA TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>1) 1. Appropriate teacher training opportunities to better implement the use of technology.</p> <p>2. In order to effectively differentiate instruction and increase student ability using technology in everyday life the resources the following resources include but are not limited to scholastic math, geometry, English I, II,III & IV, with online access for teachers and students, TI-84 Plus CE Graphing Calculator 1 set of 10 (at least), 15 Chromebooks, Chrome-cart, 10 desktops computers, large industrial cutter.</p>	2.4, 2.5, 2.6	Special Education Teachers Dept. Head SpEd Admin	Increased student engagement with differentiated instruction for resource students. Increase student ability using technology skills in everyday life.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

Performance Objective 23: Special Education- Self Contained Severe Unit Self-cont. that encompass core related classes through the simulation of daily living skills. Reasoning, Student engagement through the use of online learning platforms such as CNN10, Google Classroom,, Edpuzzle, BrainPOP, YouTube, Tarr READER, TeacherTube, ED. HELPER, Academy, screen-capturing software/video recording, through the use of technology tools such as Google Chromebooks, Surface Pro Computers, Scholastic Book articles for all subject areas, and SMARTBOARD.

Evaluation Data Source(s) 23: lesson plans, teacher evaluations and observations, passing rates, performance data on STAAR ALT 2

Summative Evaluation 23:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>RDA TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Appropriate teacher training opportunities to better implement the use of technology</p> <p>In order to simulate daily living skills for students the following resources include, but are not limited to socks, underwear, Travel pillows, Air Fresheners, Student reward snacks, dinnerware, glasses, seasonal crafts supplies and items, canned goods for life skills training, frozen goods for life skills training, glue gun, glue sticks, sorting bins, storage bins, laundry soap, towels, sewing supplies and items, games and toys for student rewards, kitchen dishes, scrub brushes, door chimes, batteries, spray paints, paper plates, forks, knives, and spoons, washer, dryer, and refrigerator.</p>	2.4, 2.5, 2.6	<p>Special Education Teachers</p> <p>Sp. Ed Paraprofessionals SpEd Admin</p>	Maintain student achievement in SpEd Life Skills classes. Students will be able to apply the use of technology software toward daily living skills.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

Performance Objective 24: Special Education Inclusion/Mainstream

Evaluation Data Source(s) 24:

Summative Evaluation 24:

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

Performance Objective 1: ELA: All English teachers will attempt to make parent contact with 100% of the parents whose child is failing course.

Evaluation Data Source(s) 1: Failure Report, Parent Contact Logs, Tutoring logs.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will evaluate their students progress and make phone calls to parents' of students failure or at risk of failing course.		All English teachers	Increase in student achievement.				





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

Performance Objective 2: MATH --

All students and their families will have open communication with all mathematics teachers and administration via email, teacher websites, Google Classroom, Google Voice, Remind 101, scheduled teacher tutoring regarding student progress and any necessary interventions needed for student success.

Evaluation Data Source(s) 2: Parent Contact Logs, Open House Parent Contacts, Student Failure Report, Teacher Evaluations

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will make weekly progress checks and make parent contacts when necessary to inform parents of student performance. Teachers will make contact with necessary stakeholders regarding a student's performance when an issue may arise with UIL eligibility.	2.4, 2.6, 3.1	Math Teachers Dept. Head Math CIF Homebound/Homebase Instructors Special Ed Inclusion Teachers Assigned Team Counselor UIL Sponsors Athletic Department	Decreased student failure, and increased student performance in all math courses.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							


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

Performance Objective 3: Science:

Increase community collaboration by providing mentorship and community partnership.

Evaluation Data Source(s) 3: Community Service Hours

Summative Evaluation 3:

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

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

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

Evaluation Data Source(s) 4: * Student reports





- * Expository reading & writing grades
- * Student products/displays/journals, portfolios
- * Arts In Education Week
- * Dia De Los Muertos art walk and altar exhibits at Weslaco Museum, Museum of South Texas History, International Museum of Art and Science (IMAS), Brownsville Museum of Art
- * Steamroller Press
- * Student International art show
- * Christmas Tree Forest at WISD PAC, International Museum of Art and Science (IMAS)
- * Youth Art Month
- * WISD Fine Arts Fiesta
- * Scholastic Art competition
- * Congressional Art contest
- * Texas Clay Festival
- * National Art Honor Society exhibits
- * WISD District-wide K-12 Visual Arts exhibits
- * Senior and Art I-IV, Advanced Placement (AP) Visual Arts exhibits
- * Weslaco Museum and IMAS Internships
- * Weslaco Public Library and Weslaco Tower Theatre exhibits and programs
- * University of Texas Rio Grande Valley (UTRGV), South Texas College (STC), and University of Texas at Austin (UT) lectures and workshops

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Visit the Weslaco Museum and other regional museums, performing arts productions, musicals, Broadway shows to develop knowledge and interest about local history to address the Fine Arts TEKS: Historical/Cultural Awareness		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans Score Reports, UIL and Public Performances SLO				
2) Increase public awareness of the arts by communicating existing art opportunities, attending local universities, live theatrical productions, film in the community and schools.		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans Score Reports, UIL and Public Performances SLO				
3) Seek art collaborations between teachers, students, parents, artists, and organizations within and beyond the community.		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans Score Reports, UIL and Public Performances SLO				
4) Participate in Fine Arts festivals to showcase the talents of our students for parents, faculty and staff, the administration and the community.		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans Score Reports, UIL and Public Performances SLO				
5) Collaborate with regional/state museums/organizations through participation of organized student and staff visual art exhibits as stand alone events and within Fine Arts festivals such as Dia De Los Muertos, Christmas Tree Forest exhibits. Materials include but not limited to easels, mat boards, pre-cut mats, large poster printing, meals, transportation, identification tags, shirts, acrylic paints, brushes, markers, colored pencils, glue guns and tabs, foam core backing.							
6) Increase public awareness of the arts by preparing activities in observance of Arts in Education Week, Youth Art Month, and campus banners and publications that focus on the importance of the visual arts. Materials include but not limited to vinyl banner printing, color printer, printing paper, large poster printer, specialized poster paper.							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Seek art collaborations between teachers, students, parents, artists, and organizations through developing curriculums and implement them in organized events through lectures and gallery visits in and out-of-the district at the University of Texas Rio Grande Valley (UTRGV), South Texas College (STC), the Museum of South Texas History, Brownsville Museum of Art, International Museum of Art and Science (IMAS). Materials include but not limited to drawing boards, drawing paper, drawing pencils, cameras, meals, transportation, workshop and gallery registration/entry fees.							
8) Participate in community-wide events that showcase the talents of fine arts students and provide a cultural identity to the citizens of Weslaco and other Rio Grande Valley cities. Students would provide public demonstrations of art processes, establish cultural art exhibits, and coordinate thematically with events. Materials include but not limited to portable tables, heavy gauge metal art wall systems, banners, mounted posters, outdoor tents, portable chairs, chalk and pastels, fixatives, canvases.							

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

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

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

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Actively involve students in DECA, BPA, FCCLA, HOSA, and other youth organizations.		WEHS Administration CTE Teachers Department Chairs Club sponsors	increased participation by student groups and community involvement				
2) Use SAM2016 online program to facilitate classroom instruction in BIM classes and Aplia Online Accounting in accounting classes.		WEHS Admin. CTE Bus. Ed. Teachers	Unit Tests Certification MOS Exams Online SAM Reports Online Aplia Accounting Reports				
3) Implement MOS Certifications in BIM I, BIM II, and DIM. Use Aplia Online Accounting for Accounting I to prepare for College level instruction		WEHS Admin. CTE Bus. Ed. Teachers	Unit Tests Certification MOS Exams Online SAM Reports Online Aplia Accounting Reports Precision Exams				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Substitute Teaching Certification earned in Instructional Practices and Practicum in Education & Training. Food Handlers Certification in Lifetime Nutrition and Wellness.		WEHS Admin. CTE Dept. Head Family & Consumer Science Teachers STC & TSTC Professors	Lesson Plans Student Handouts TEKS Curriculum Guides Staff Meetings Poster Board Butcher Paper Student Handouts Leadership Conferences STC TSTC				

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

Performance Objective 6: T-STEM Early College HS

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

Evaluation Data Source(s) 6: Meeting Agenda

Brochure

Website hits

Summative Evaluation 6:

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


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

Performance Objective 7: Parent and Family Engagement Program objective is to encourage parents to become partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children.

Evaluation Data Source(s) 7: Emails

- Phone calls
- Texting
- Sign in Sheets
- Flyers
- Agendas
- Social Media Contact
- Parent Newsletter

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monthly and annual informational meetings with parents to address programs and their rights to be involved.		Parent Specialist: Norma Lopez	Increased Parental Involvement.				
							

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

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

Evaluation Data Source(s) 8: Sign in Sheets

Flyers


Agendas

Social Media Contact


Parent Newsletter

Summative Evaluation 8:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) This meeting will take place in December to inform parents on literacy and reading strategies, and any updates on ESL education.		Parent Specialist: Norma Lopez	Increased parental involvement, and increased student success in the ESL program.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 9: ESL: All EL families and students will have open communication with their child's teacher and all school personnel through support systems including but not limited to: student celebrations, parent meetings, newcomer family night, virtual conferencing, leadership opportunities, community service opportunities, and community/college-career exploration activities.

Evaluation Data Source(s) 9: Sign- In Sheets, Parent Contact Log, Flyers, Agendas, Social Media Communication, Electronic Communication, Brochures, Participation in Community Projects and Events, Community Service Hours

Summative Evaluation 9:

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

Performance Objective 10: AVID: AVID parents/guardians are an important part of our AVID team. Parents are provided information and support through various means so they can encourage and support their children to succeed. In this manner, the learning doesn't stop at school at the end of the school day but continues at home. We communicate with our AVID parents/guardians regularly. Family events and other opportunities for parent involvement are also offered throughout the year.

Evaluation Data Source(s) 10: - Evidence of parental involvement through
- Parent's invitation to Christmas Gathering.
- WEHS AVID Twitter Page

Summative Evaluation 10:

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

Performance Objective 11: Parent and Family Engagement program mission is to collaborate with parents, families, school personnel and community members to actively engage in school planning and to develop programs to ensure that all children are learning in a safe environment and receive a high-quality complete education grounded in excellence. Parental Involvement seeks to provide quality services that impact and inspire all parents to become better supporters, decision-makers, and advocates for their children.

Evaluation Data Source(s) 11: Callouts thru campus messenger
Emails
Sign-in Sheets
Flyers

Agendas
Minutes
Evaluations Fliers
Social Media

Summative Evaluation 11:

Targeted or ESF High Priority

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

Performance Objective 12: Social Studies:

100% of teachers will utilize Google Voice or other methods of communication with parents/guardians to establish partnerships with parents/guardians to ensure academic progress is maintained with all students.

Evaluation Data Source(s) 12: -Google Voice contacts

-Parent Contact forms

-Voter Registration Drive

Summative Evaluation 12:

Targeted or ESF High Priority

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

Performance Objective 13: Science: 100 % of teachers will reach out to parents of those students who are on the verge of failing and/or those who fail the six weeks.

Evaluation Data Source(s) 13: Parent Contact Log

Google Voice Log





Student Failure Report

Emails

Open House Sign In

Summative Evaluation 13:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Make phone calls during conference period	3.1	All science teachers	Increase in student involvement				
2) All science teachers present during Open House during the Fall and Spring	3.2	Administrator in charge of Department Department Chair	Increase in teacher participation and student awareness				
3) Parental involvement forms: Syllabus, Science Fair Participation, AP committment form, and Pre-AP contracts are to be signed by parents.		All Science Teachers Administrator in charge of department Department Chair	Increase in teacher awareness and student responsibility				
4) Parental involvement forms: Syllabus, Science Fair Participation, AP committment form, and Pre-AP contracts are to be signed by parents.		All Science Teachers Administrator in charge of department Department Chair	Increase in teacher awareness and student responsibility				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

Performance Objective 14: CTE: Advisory committee reports at end of year will reflect community input from business leaders in course curriculum.

Evaluation Data Source(s) 14: Year end reports

Summative Evaluation 14:

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

Performance Objective 15: Local, Regional, State and National leadership opportunities for CTSO's will be funded to allow for student collaboration and community esteem.

Evaluation Data Source(s) 15: Reports of CTSO's travel and attendance


Summative Evaluation 15:

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

Performance Objective 16: LOTE: All LOTE teachers will attempt to make parent contact through Google Voice with 100% of the parents whose child is failing course.

Evaluation Data Source(s) 16: Progress Reports, parent contact logs, tutorial logs, 6 wks report grade

Summative Evaluation 16:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will evaluate their students progress and make phone calls to parents' of students failure or at risk of failing course.		All LOTE teachers	Increase in student achievement				
							

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

Performance Objective 17: SpEd.

All students and their families will have open communication with monitoring teachers and administration via email, teacher websites, Google Classroom, Google Voice, ARD meetings, parent contact for progress/report cards, scheduled teacher tutoring regarding student progress and any necessary interventions needed for student success. Juniors and Seniors also have the opportunity to attend the Annual Transition Fair that is hosted by the WEHS SpEd. Inclusion team. The representative from TWFSVRS Norfilia Gonzalez presents on her agency and the services it provides to our students who are in the program.

Evaluation Data Source(s) 17: Evaluation Data Source(s): Parent Contact Logs, Open House Parent Contacts, Student Failure Report, Teacher Evaluations, Transition Fair Sign in Sheet.

Summative Evaluation 17:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1. Teachers will make contact every 6 weeks and provide parents with IEP Progress reports. 2. Teachers will make contact with necessary stakeholders regarding a student's performance when an issue may arise with UIL eligibility.		SpEd Teachers Dept. Head SpEd. CIF	Decreased student failure, and increased student performance in all courses.				
RDA TEA Priorities Connect high school to career and college 2) In order to meet the needs of our students in assisting them between the transition to either the workforce or college the following resources include, but are not limited to card stock paper in which invitations could be made for parents to attend the Transition fair, cups, plates, napkins, cake, Lipton tea powder.	2.4, 2.5, 2.6, 3.1, 3.2	Transition Sign in Sheet Department Head SpEd Supervisor					

= Accomplished

= Continue/Modify

= No Progress

= Discontinue


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

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

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

Summative Evaluation 1:

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



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


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

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


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

Summative Evaluation 2:


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




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 3: ELA: Increase attendance by 20% of English teachers to at least of one regional and/or state level staff development that focuses on the enhancement of curriculum.

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

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) English department will have a group of teachers attend the TEKS Resource System annual conference.	2.6	Administration, department chair, and subgroup leaders.	Teachers will gain knowledge by collaborating with other districts and TEKS Resource System officials on the best practicing of utilizing the curriculum.				

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

Performance Objective 4: ELA: Increase attendance by 20% of English teachers to a minimum of one state-level staff development focused on servicing ELL population.

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

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) During subgroup meetings teachers will research and identify trainings that will assist in developing their teaching craft.		Administration, department chair, all English teachers	Students will be exposed to the latest in teaching and will obtain the tools necessary to improve mastery in objectives.				
							

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

Performance Objective 5: MATH --

Provide opportunities for all mathematics teachers to attend instruction-enhancing, research-based professional development with a focus on student improvement, engagement, and success.

Evaluation Data Source(s) 5: District Secondary Math Strategist, Math CIF, Dept. Head, Math Teachers

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will attend trainings related/pertaining to: Algebra 1 EOC AP Course Exams TEKS Resource Systems PLC Meetings Region 1 ESC Content Specific workshops & trainings APEX/Imagine Math training Region 1 ESC TSI Training ACT/SAT Training Region 1 ESC Technology Conferences CAMT TABE RGVCTM/NCTM TCEA technology conference ISTE technology conference HESTEC Texas Graduate Center Mathematics Trainings AP/PreAP/Springboard Training Kagan Trainings AVID trainings and conference TI Trainings	2.4, 2.5, 2.6	Math Teachers Dept. Head Math CIF District Secondary Math Strategist Homebound/Homebase Instructors	Continued professional learning and growth for increased student achievement.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

Performance Objective 6: Social Studies:

By the end of the year, all social studies teachers will attend a social studies related workshop or local PLC to obtain staff development opportunity focused on supporting special populations (i.e. ELL, Special Ed., GT, AT-Risk).

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

- Teacher Certifications
- SS Teacher Presentations (PLC)
- Department Agendas
- Crosscurricular collaboration with the English department

Summative Evaluation 6:

Targeted or ESF High Priority

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

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

Performance Objective 7: Science:

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

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

Summative Evaluation 7:

Targeted or ESF High Priority

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

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

Performance Objective 8: Guidance and Counseling:

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

Evaluation Data Source(s) 8: Social Worker


Head Counselor

Counselors

Travel Vouchers

Summative Evaluation 8:

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



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

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

Performance Objective 9: The teacher-librarian will provide for effective student learning through a collaborative process for planning, teaching, and assessment. The teacher-librarian and the classroom teacher will work as a teaching team, bringing their own specialized skills to collaborate for student success. Activities will be designed with available resources in mind; therefore, students will become effective users of information and ideas within the context of the subject taught.

Evaluation Data Source(s) 9: Monthly report


Agendas


Sign-in sheets


Training handouts


Summative Evaluation 9:


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



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

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

Performance Objective 10: FINE ARTS: Increase technology, electronic media for teachers and students in the classroom and performances throughout the 2019-2020 school year.

Evaluation Data Source(s) 10: * Lesson Plans

* Student displays, electronic journals and performances

* Progress and report cards

* EOC

* Teacher questionnaire

* Monthly Fine Arts meetings and shared informative articles about the district adopted visual arts curriculum through monthly digital newsletters in-and-out-of-the district

* Google K-12 Visual Arts classroom and group meetings

Summative Evaluation 10:

Targeted or ESF High Priority

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

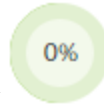
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Software to write Mariachi arrangements		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans Purchase Orders SLOs				
5) Establish campus/district-wide Fine Arts planning through monthly meetings, and seek alignment to Weslaco ISD Fine Arts goals and agenda. Materials include but not limited to laptop, printer, paper, color ink for printer, large poster printer with specialized paper.							
6) To strengthen collaboration with feeder elementary and middle school Fine Arts departments through vertical training workshops/Webinars of district adopted Visual Arts curriculum. Materials include but not limited to lab or Chromebook class set, paper, copy machine, laptop, printer, copy paper, color ink for printer, large poster printer with specialized paper, Davis textbooks and Webinar series, Scholastic Art magazines.							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 11: FINE ARTS: Teacher will attend staff development throughout the year to help enhance and increase enrollment in the Fine Arts programs

Evaluation Data Source(s) 11: * Lesson Plans

- * TEKS Objectives
- * CEDFA Fine Arts Summit
- * Rockport Center for the Arts
- * Texas Art Education Association (TAEA) Conference
- * WISD Time Equivalency (In and Out-of-District)
- * Weslaco ISD Fine Arts Staff Development

Summative Evaluation 11:

Targeted or ESF High Priority

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Establish campus/district-wide Fine Arts planning through monthly meetings, and seek alignment to Weslaco ISD Fine Arts goals and agenda. Materials include but not limited to laptop, printer, paper, color ink for printer, large poster printer with specialized paper.							
5) Establish campus/district-wide Fine Arts planning through monthly meetings, and seek alignment to Weslaco ISD Fine Arts goals and agenda. Materials include but not limited to laptop, printer, paper, color ink for printer, large poster printer with specialized paper.							
6) To attend quality workshops that focus on technology and skill competence by attending the CEDFA Fine Arts summit, Texas Art Education Association (TAEA) conference, Rockport Center for the Arts-Art Educator Days. Materials include but not limited to summit, conference, and workshop fees, travel expenses.							

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

Performance Objective 12: T-STEM Early College HS:

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


Evaluation Data Source(s) 12: Eduphoria

Region One Certificates


Professional Development agenda

Summative Evaluation 12:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will attend trainings and T-STEM workshops or Conferences.		WISD Director for Professional Learning Administrators Teachers	Teachers and Administrators will be exposed to different professional development to improve teaching strategies.				
2) ALL WEHS teachers will be provided information about T-STEM designation and the blueprint.		Mrs. Cid	Teachers will be familiar with our school's T-STEM designation.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 13: LOTE:

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

Evaluation Data Source(s) 13: Departmental Meeting Log/Sign-in sheets

Eduphoria Log

Dept. Head

Summative Evaluation 13:

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

Performance Objective 14: ESL: All teachers of ELs may attend trainings, workshops, and conferences for professional growth, leadership development, and to learn, develop, and strengthen best classroom practices for ELs.

Evaluation Data Source(s) 14: Departmental Meeting Log/Sign-In Sheets, Eduphoria Log, Professional Development Certificates

Summative Evaluation 14:

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

Performance Objective 15: AVID: AVID Professional Learning ensures that AVID Elective teachers, school leadership, and other faculty and staff receive professional learning in AVID learning strategies, methodologies, and structures to ensure college readiness for students.

Evaluation Data Source(s) 15: -Staff attendance records at AVID Summer Institute.

- Professional learning meetings/minutes

- List of professional learning opportunities and presenters

Summative Evaluation 15:

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

Performance Objective 16: AVID: Representative Governance focuses on the composition of the school leadership and AVID Site Team such as the principal, faculty and staff, and other relevant stakeholders who work collaboratively to promote college readiness and high expectations for all students.

- Evaluation Data Source(s) 16:** - SLT membership list
 - AVID Site Team membership list
 - Meeting agendas or minutes that demonstrate collaborative decision-making

Summative Evaluation 16:

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


Performance Objective 17: Science: Pre-AP, AP, and Dual teacher s will attend an APSI. Dual teachers will attend trainings provided by STC.
 Chemistry: Cengage OWL


Evaluation Data Source(s) 17: agendas


Summative Evaluation 17:


Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Pre-Ap and AP teachers will attend an APSI or two day confererence every two years in order to be updated on any changes within the AP program.		Administrator in charge of department	increase in teacher knowledge				
2) Dual enrollment teacher must comply with NACEP requirements. Must attend department meetings and college wide professional development		Administrator in charge od department					

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

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

Performance Objective 18: Provide 80% of CTE teachers to attend trainings, workshops, and conferences for professional growth, leadership development, and to learn, develop, and strengthen best classroom practices for Career and Technology Education.

Evaluation Data Source(s) 18: Attendance Certificates

Workshop sign-in-sheets

Eduphoria

Region One Certificates

Summative Evaluation 18:

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

Performance Objective 19: SpEd

Provide opportunities for all SpEd teachers to attend instruction-enhancing, research-based professional development with a focus on student improvement, engagement, and success.

Evaluation Data Source(s) 19: District Secondary Math Strategist, District Secondary English Strategist, District Secondary Science Strategist, District Secondary Social Studies Strategist, SpEd. CIF, Dept. Head, All Core area Teachers, SpEd. Director, and SpEd. Supervisor

Summative Evaluation 19:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will attend trainings related/pertaining to: Algebra 1 EOC TEKS Resource Systems PLC Meetings Region 1 ESC Content Specific workshops & trainings SpEd. Trainings provided by district		SpEd Teachers Dept. Head SpEd CIF District Secondary Math Strategist District Secondary English Strategist District Secondary Science Strategist District Secondary Social Studies Strategist Homebound/Homebase Instruction	Continued professional learning and growth for increased student achievement.				

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

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

Performance Objective 20: ESL: Provide opportunities for core area teachers to attend district, local, regional, state and national research-based professional development for instructional strategies and best practices for English Learner academic and social improvement, engagement, and success.

Evaluation Data Source(s) 20: Professional Development logs on eSchool or Region One ESC, Teacher Certifications and certifications of attendance, Presentations , Department Agendas & Minutes

Summative Evaluation 20:

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





Performance Objective 21: SpEd Inclusion Team

Provide support to all General Education Teachers in routinely and effectively attend inclusion classes by planning and collaborating in lesson planning that is differentiated and targets all special populations.

Evaluation Data Source(s) 21: Inclusion logs, Benchmark, unit, 6wks, and EOC Assessment results, Lesson Plans

Summative Evaluation 21:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>RDA TEA Priorities Connect high school to career and college Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Teachers will schedule ARD's during off periods, and complete their paperwork in a timely fashion that will result in attending all classes.</p> <p>Attend department meetings with core area teachers</p> <p>The resources that will assist the teachers in achieving this goal include but are not limited to new desk top towers.</p>	2.4, 2.5, 2.6	SpEd. Department Chair SpEd Administrator Testing Coordinator	<p>Collaboration between teachers that will close the gaps between approaches and meets on EOC State Assessment.</p> <p>Inclusion Teachers working with students and aiding in enriching their learning.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 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	4	2	English teachers will meet and analyze student TSI data and create lessons to support preparation for assessment.
1	5	1	District Level: Teachers will meet regularly throughout the school year for PLC meetings regarding planning, preparation, and teaching strategies and interventions. Campus Level: Teachers will be available for in school tutoring to ensure opportunities for academic success. Campus Level: Teachers will meet in subgroups to plan for and prepare lessons and assessments. Campus Level: Subgroup teachers will meet regularly to review performance data from common assessments. Campus Level: Technology will be used to supplement instruction as needed to foster engagement and data-driven instruction. Campus Level: Encourage student self evaluation and reflection to promote ownership of learning and academic success.
1	9	1	Teachers will implement AVID and Thinking Map Strategies to encourage students to master STAAR and attend a postsecondary institution target note-taking skills provide study habits and structure personalize thinking for students
1	9	2	Utilize department-made diagnostic assessment to assess student mastery of objectives and make appropriate instructional adjustments departmental/individual teacher analysis of student data teacher/student conferences regarding benchmark results
1	15	1	Strategy 1 Provide information technology to all users on-site and remotely Ensure that library provides student access to all the latest technology to improve learning and academic achievement including but not limited to: laptops, CPU, interwrite pads, mini-laptops, LCD projectors, iPods, iPads, mice, keyboards, scanners, printers, Smartboards, digital cameras, digital video cameras, netbooks, handheld reading devices, printers, smartboards, software, online software subscriptions, document cameras, videogame consoles, videogames, videogame accessories, technology accessories, emerging technologies, hotspots, 3D Printers, 3D Imagers, poster printers, ink

Goal	Objective	Strategy	Description
1	22	1	1. District Level: Teachers will meet regularly throughout the school year for PLC meetings regarding planning, preparation, and teaching strategies and interventions. 2. Campus Level: Teachers will meet in subgroups to plan for and prepare lessons and assessments. 3. Campus Level: Subgroup teachers will meet regularly to review performance data from common assessments. 4. Campus Level: Campus Level: Technology will be used to supplement instruction as needed to foster engagement and data-driven instruction. 5. In order for our students to achieve their academic goals the following resources are include, but are not limited to, boxes of paper, folders, post its, labels, glue sticks, black sharpies, file folders, colored paper (10 different colors), envelopes, large manila envelopes and high lighters. 6. In order to successfully prepare students in attaining their goal in meeting grade level on EOC Assessments the following resources will be needed in order for the department to reach their goal. A purchase of a program/software that is teacher friendly that will simulate the STAAR - ONLINE content supports (Oral administration, pop-ups, rollovers, embedded dictionary, highlighter, typing essay, simplified language) provided on the day of the test on all of the students benchmarks, and six weeks tests. This will allow the department to effectively analyze accurate data to better assist our students.
1	33	1	Students will in engage in rigorous TSI Prep courses prior to taking the TSI Test. Teachers will be provided with all necessary classroom supplies which include but are not limited folders, pens, paper, pencils, composition notebooks, etc. Teachers will be provided with instructional material such as Princeton Review or other TSI Preparation materials.
2	22	1	1. Appropriate teacher training opportunities to better implement the use of technology. 2. In order to effectively differentiate instruction and increase student ability using technology in everyday life the resources the following resources include but are not limited to scholastic math, geometry, English I, II,III & IV, with online access for teachers and students, TI-84 Plus CE Graphing Calculator 1 set of 10 (at least), 15 Chromebooks, Chrome-cart, 10 desktops computers, large industrial cutter.
2	23	1	Appropriate teacher training opportunities to better implement the use of technology In order to simulate daily living skills for students the following resources include, but are not limited to socks, underwear, Travel pillows, Air Fresheners, Student reward snacks, dinnerware, glasses, seasonal crafts supplies and items, canned goods for life skills training, frozen goods for life skills training, glue gun, glue sticks, sorting bins, storage bins, laundry soap, towels, sewing supplies and items, games and toys for student rewards, kitchen dishes, scrub brushes, door chimes, batteries, spray paints, paper plates, forks, knives, and spoons, washer, dryer, and refrigerator.
3	17	2	In order to meet the needs of our students in assisting them between the transition to either the workforce or college the following resources include, but are not limited to card stock paper in which invitations could be made for parents to attend the Transition fair, cups, plates, napkins, cake, Lipton tea powder.

RDA Strategies

Goal	Objective	Strategy	Description
1	4	2	English teachers will meet and analyze student TSI data and create lessons to support preparation for assessment.
1	5	1	District Level: Teachers will meet regularly throughout the school year for PLC meetings regarding planning, preparation, and teaching strategies and interventions. Campus Level: Teachers will be available for in school tutoring to ensure opportunities for academic success. Campus Level: Teachers will meet in subgroups to plan for and prepare lessons and assessments. Campus Level: Subgroup teachers will meet regularly to review performance data from common assessments. Campus Level: Technology will be used to supplement instruction as needed to foster engagement and data-driven instruction. Campus Level: Encourage student self evaluation and reflection to promote ownership of learning and academic success.
1	22	1	1. District Level: Teachers will meet regularly throughout the school year for PLC meetings regarding planning, preparation, and teaching strategies and interventions. 2. Campus Level: Teachers will meet in subgroups to plan for and prepare lessons and assessments. 3. Campus Level: Subgroup teachers will meet regularly to review performance data from common assessments. 4. Campus Level: Campus Level: Technology will be used to supplement instruction as needed to foster engagement and data-driven instruction. 5. In order for our students to achieve their academic goals the following resources are include, but are not limited to, boxes of paper, folders, post its, labels, glue sticks, black sharpies, file folders, colored paper (10 different colors), envelopes, large manila envelopes and high lighters. 6. In order to successfully prepare students in attaining their goal in meeting grade level on EOC Assessments the following resources will be needed in order for the department to reach their goal. A purchase of a program/software that is teacher friendly that will simulate the STAAR - ONLINE content supports (Oral administration, pop-ups, rollovers, embedded dictionary, highlighter, typing essay, simplified language) provided on the day of the test on all of the students benchmarks, and six weeks tests. This will allow the department to effectively analyze accurate data to better assist our students.
1	23	1	1. Teachers will meet throughout the school year for PLC and staff meetings regarding planning, preparation, and teaching strategies and interventions. 2. Technology will be used to supplement instruction as needed
2	22	1	1. Appropriate teacher training opportunities to better implement the use of technology. 2. In order to effectively differentiate instruction and increase student ability using technology in everyday life the resources the following resources include but are not limited to scholastic math, geometry, English I, II,III & IV, with online access for teachers and students, TI-84 Plus CE Graphing Calculator 1 set of 10 (at least), 15 Chromebooks, Chrome-cart, 10 desktops computers, large industrial cutter.

Goal	Objective	Strategy	Description
2	23	1	Appropriate teacher training opportunities to better implement the use of technology In order to simulate daily living skills for students the following resources include, but are not limited to socks, underwear, Travel pillows, Air Fresheners, Student reward snacks, dinnerware, glasses, seasonal crafts supplies and items, canned goods for life skills training, frozen goods for life skills training, glue gun, glue sticks, sorting bins, storage bins, laundry soap, towels, sewing supplies and items, games and toys for student rewards, kitchen dishes, scrub brushes, door chimes, batteries, spray paints, paper plates, forks, knives, and spoons, washer, dryer, and refrigerator.
3	17	2	In order to meet the needs of our students in assisting them between the transition to either the workforce or college the following resources include, but are not limited to card stock paper in which invitations could be made for parents to attend the Transition fair, cups, plates, napkins, cake, Lipton tea powder.
4	21	1	Teachers will schedule ARD's during off periods, and complete their paperwork in a timely fashion that will result in attending all classes. Attend department meetings with core area teachers The resources that will assist the teachers in achieving this goal include but are not limited to new desk top towers.

State Compensatory

Budget for Weslaco East High School:

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

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
164.32.6142.00.006.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6143.00.006.8.30	6143 Workers' Compensation	\$160.00
164.11.6143.27.006.8.30	6143 Workers' Compensation	\$226.00
164.12.6143.00.006.8.30	6143 Workers' Compensation	\$93.00
164.13.6143.00.006.8.30	6143 Workers' Compensation	\$698.00
164.23.6143.00.006.8.30	6143 Workers' Compensation	\$150.00
164.31.6143.00.006.8.30	6143 Workers' Compensation	\$87.00
164.32.6143.00.006.8.30	6143 Workers' Compensation	\$192.00
164.11.6145.00.006.8.30	6145 Unemployment Compensation	\$48.00
164.11.6145.27.006.8.30	6145 Unemployment Compensation	\$68.00
164.12.6145.00.006.8.30	6145 Unemployment Compensation	\$28.00
164.13.6145.00.006.8.30	6145 Unemployment Compensation	\$209.00
164.23.6145.00.006.8.30	6145 Unemployment Compensation	\$45.00
164.31.6145.00.006.8.30	6145 Unemployment Compensation	\$27.00
164.32.6145.00.006.8.30	6145 Unemployment Compensation	\$57.00
164.11.6146.00.006.8.30	6146 Teacher Retirement/TRS Care	\$2,189.00
164.11.6146.27.006.8.30	6146 Teacher Retirement/TRS Care	\$2,750.00
164.12.6146.00.006.8.30	6146 Teacher Retirement/TRS Care	\$695.00
164.13.6146.00.006.8.30	6146 Teacher Retirement/TRS Care	\$8,587.00
164.23.6146.00.006.8.30	6146 Teacher Retirement/TRS Care	\$1,126.00
164.31.6146.00.006.8.30	6146 Teacher Retirement/TRS Care	\$1,114.00
164.32.6146.00.006.8.30	6146 Teacher Retirement/TRS Care	\$1,778.00
6100 Subtotal:		\$566,161.00
6200 Professional and Contracted Services		
164.13.6219.57.006.8.30	6219 Professional Services	\$405.00
164.11.6299.57.006.8.30	6299 Miscellaneous Contracted Services	\$1,205.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
164.23.6299.57.006.8.30	6299 Miscellaneous Contracted Services	\$135.00
6200 Subtotal:		\$1,745.00
6300 Supplies and Services		
164.11.6339.00.006.8.30	6339 Testing Materials	\$5,521.00
164.11.6399.00.006.8.30	6399 General Supplies	\$37,500.00
164.11.6399.57.006.8.30	6399 General Supplies	\$735.00
6300 Subtotal:		\$43,756.00

Personnel for Weslaco East High School:

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

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$769,864.00
+/- Difference					\$769,864.00
Grand Total					\$0.00

Addendums



2019-2020 WEHS Bell Schedules



Regular Block Schedule

Lunch A Schedule		Lunch B Schedule	
1st Period	8:00 - 9:45	1st Period	8:00 - 9:45
Breakfast	9:45 - 10:00	Breakfast	9:45 - 10:00
2nd Period	10:05 - 11:45	2nd Period	10:05 - 11:45
Lunch A	11:45 - 12:25	3rd Period	11:50 - 1:30
3rd Period	12:30 - 2:10	Lunch B	1:30 - 2:10
4th Period	2:15 - 4:00	4th Period	2:15 - 4:00

Split Block Schedule

Lunch A Schedule		Lunch B Schedule	
1st Period 1A/B-1	8:00 - 9:00	1st Period 1A/B-1	8:00 - 9:00
Breakfast	9:00 - 9:10	Breakfast	9:00 - 9:10
1st Period 1A/B-2	9:10 - 10:00	1st Period 1A/B-2	9:10 - 10:00
2nd Period	10:05 - 11:45	2nd Period	10:05 - 11:45
Lunch A	11:45 - 12:25	3rd Period	11:50 - 1:30
3rd Period	12:30 - 2:10	Lunch B	1:30 - 2:10
4th Period 1A/B-1	2:15 - 3:05	4th Period 1A/B-1	2:15 - 3:05
4th Period 1A/B-2	3:10 - 4:00	4th Period 1A/B-2	3:10 - 4:00

Pep Rally Regular Block Schedule

Lunch A Schedule		Lunch B Schedule	
1st Period	8:00 - 9:35	1st Period	8:00 - 9:35
Breakfast	9:35 - 9:50	Breakfast	9:35 - 9:50
2nd Period	9:55 - 11:25	2nd Period	9:55 - 11:25
Lunch A	11:25 - 12:00	3rd Period	11:30 - 1:00
3rd Period	12:05 - 1:35	Lunch B	1:00 - 1:35
4th Period	1:40 - 3:15	4th Period	1:40 - 3:15
Pep Rally	3:15 - 4:00	Pep Rally	3:15 - 4:00

Pep Rally Split Block

Lunch A Schedule		Lunch B Schedule	
1st Period 1A/B-1	8:00 - 8:50	1st Period 1A/B-1	8:00 - 8:50
Breakfast	8:50 - 9:00	Breakfast	8:50 - 9:10
1st Period 1A/B-2	9:00 - 9:50	1st Period 1A/B-2	9:00 - 9:50
2nd Period	9:55 - 11:25	2nd Period	9:55 - 11:25
Lunch A	11:25 - 12:00	3rd Period	11:30 - 1:00
3rd Period	12:05 - 1:35	Lunch B	1:00 - 1:35
4th Period 1A/B-1	1:40 - 2:25	4th Period 1A/B-1	1:40 - 2:25
4th Period 1A/B-2	2:30 - 3:15	4th Period 1A/B-2	2:30 - 3:15
Pep Rally	3:15 - 4:00	Pep Rally	3:15 - 4:00

Advisory Regular Block Schedule

Lunch A Schedule		Lunch B Schedule	
1st Period	8:00 - 9:35	1st Period	8:00 - 9:35
Breakfast	9:35 - 9:50	Breakfast	9:35 - 9:50
2nd Period	9:55 - 11:25	2nd Period	9:55 - 11:25
FAS	11:25 - 12:05	FAS	11:25 - 12:05
Lunch A	12:05 - 12:45	3rd Period	12:10 - 1:40
3rd Period	12:50 - 2:20	Lunch B	1:40 - 2:20
4th Period	2:25 - 4:00	4th Period	2:25 - 4:00

Advisory Split Block Schedule

Lunch A Schedule		Lunch B Schedule	
1st Period 1A/B-1	8:00 - 8:50	1st Period 1A/B-1	8:00 - 8:50
Breakfast	8:50 - 9:00	Breakfast	8:50 - 9:00
1st Period 1A/B-2	9:00 - 9:50	1st Period 1A/B-2	9:00 - 9:50
2nd Period	9:55 - 11:25	2nd Period	9:55 - 11:25
FAS	11:25 - 12:05	FAS	11:25 - 12:05
Lunch A	12:05 - 12:45	3rd Period	12:10 - 1:40
3rd Period	12:50 - 2:20	Lunch B	1:40 - 2:20
4th Period 1A/B-1	2:25 - 3:10	4th Period 1A/B-1	2:25 - 3:10
4th Period 1A/B-2	3:15 - 4:00	4th Period 1A/B-2	3:15 - 4:00