

# **Weslaco Independent School District**

## **Weslaco High School**

### **Improvement Plan**

**2020-2021**



# Mission Statement

The mission of WHS is to ensure that all students graduate prepared to succeed in life after high school in a safe and caring environment.

## Vision

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Weslaco High School is situated in Weslaco, TX, in Hidalgo County. Weslaco is a mid-size city located in the Rio Grande Valley and is approximately 10 miles from the United States/Mexico border. The school district is mid-sized, with an enrollment of 16,672 students and there are 2,545 students enrolled in Weslaco High School.

Due to the onset of COVID-19 in the Spring of 2020, and the lack of an updated Texas Academic Performance Report (TAPR) for 2019-2020, the data in the 2018-19 TAPR will be used, Weslaco High School's student demographics consisted of 97.3% Hispanic, .1% African American, 2.4% White, and .1% Asian. This population consisted of 8% Gifted & Talented, 85.3% CTE, 7.77% migrant, 71.9% economically disadvantaged, 19.8% ELL, 8.3% special education, and 47.1% at-risk students.

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

The Early College High School at Weslaco High School focuses on students interested in Science, Technology, Engineering, and Math.

WHS has seen increased enrollment steadily over the past five years. Each content area (English, Math, Science, and Social Studies) departments are assigned a specific, fully equipped computer lab, and a "Mega Lab" containing 64 desktop computers is available for instructional, training, and assessment purposes. In addition, WHS is a recognized TSI testing center and provides opportunities for students to meet post-secondary assessment requirements throughout the year. The school has provided all faculty members with laptops or Chromebooks for use in the classroom, and the entire school is connected to wireless internet. During this time of COVID-19, all teachers had a choice whether to teach from home or from campus and taught virtual classes utilizing their personal internet accounts from home or using the school's resources while on campus.

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

Social-Emotional Learning was introduced to the staff as a method by which to develop and foster relationships with students during the pandemic and beyond. Teachers were initially trained to identify opportunities for applying SEL. A team specializing in SEL was formed as means by which to develop and implement a plan for its effective application.

## Demographics Strengths

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

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Special education students did not meet system safeguards target of 60% across EOC content areas. **Root Cause:** Students' lack of academic vocabulary, and lack of high level of comprehension needed to analyze and understand EOC questions.

**Problem Statement 2 (Prioritized):** All students did not meet system safeguards target of 60% in the area of Reading, including economically disadvantaged, special education, and ELL students. **Root Cause:** Special education students are not reading on grade level. ELL students are not reading on grade level and have a language barrier, and teachers are not implementing SIOP strategies consistently.

**Problem Statement 3:** The campus had 75.25% of its seniors meet CCMR. **Root Cause:** Lack of monitoring, awareness, persistence from counselors to take CCMR related courses, and followup on behalf of administrators of teachers led to the low rate of CCMR among seniors.

# **Student Learning**

## **Student Learning Summary**

Through virtual learning and in a hybrid educational scenario due to COVID-19, the WHS student will have mastery of a rigorous, literacy-focused curriculum; competency in information and communication technology; problem-solving and critical thinking skills; personal/civic responsibility and leadership; and global awareness. The following summary describes the student achievement with regards to the 2019 Accountability System.

## **Student Learning Strengths**

# **Overview of the Accountability System**

## **State Accountability Ratings**

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

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

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

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

The onset of COVID-19 led to the state's failure to execute the delivery of end of course exams, which led to the need for utilizing the 2018-2019 STAAR data throughout this document.

**2018-19 Accountability  
Summary**

**WHS Score**

Domain I: Student  
Achievement 81

Domain II: School Progress 84

Domain III: Closing the Gaps 74

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

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

**Problem Statements Identifying Student Learning Needs**

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

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

# School Processes & Programs

## School Processes & Programs Summary

All teachers at Weslaco High School are highly qualified. According to the 2018-2019 TAPR report, Weslaco High has a total of 161 teachers and 24 professional support staff. 31.4% of the teachers at WHS hold master's degrees, and 1, .6% hold a doctorate degree. 32.2% of the staff has between 11 to 20 years of experience, while 25% of the staff have over 20 years of experience in the teaching profession.

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

## School Processes & Programs Strengths

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

All teachers conduct virtual synchronous and asynchronous classes, utilizing Google Classroom as their platform for relaying educational material, and exercise choice of using Zoom or Google Meets to conduct synchronous lessons. To maximize teaching effectiveness and to minimize the spread of COVID-19, teachers exercise choice in teaching from campus or from home.

Other program strengths include:

- Core teachers meet in subject-level groups weekly to plan and develop common formative and summative assessments, lesson design, interventions, and data analysis.
- Teachers implement best practice/ high-yield instructional strategies to increase student engagement.
- Common EOC reviews exist in all core areas.
- Vertical alignment is present in core subjects.
- Multiple content areas engage in cross-curricular EOC reviews.
- PLC groups attend Professional Development at the district level to ensure effective PLC functions and subject area curriculum sequence.
- An EL focus group comprised of core teachers address our EL students and EL strategies are included in CPT.
- Professional Learning Communities (PLC's) have created cohesiveness within content areas and follow the TEKS Resource System.



- A wide array of technology is available. Bring Your Own Device (BYOD) policy leads to wider technology access and educational implementation of technology. Consistent replacement of technology ensures access to up-to-date hardware and software for educational purposes.
- Students in need of a device to access their courses were provided with Chromebooks that they could keep at home throughout the duration of virtual learning.
- Students in need of internet access at home for course completion were provided with district-issued hotspots.
- Students who did not report to class during synchronous class-time were afforded the opportunity to engage in meaningful coursework before 11:59 of that same day to receive attendance credit.
- Teachers received staff development on the topic of Social Emotional Learning to better understand and relate to student's pandemic-related hardship at home.
- All core area teachers have been SIOP trained to assist our EL learners in closing the achievement gap.
- We provided professional growth opportunities for ESL certification and have increased our numbers in ESL certified teachers.
- ESL meetings and staff developments with regard to TELPAS exit and ESL placement for student and staff awareness were conducted.
- Special Education teachers collaborated with content teachers in planning lessons and accommodations as a result of the purposeful placement of the planning period within the master schedule.
- Special Education teachers meet with every student and monitor to review student progress at least once per six weeks, which ties into SEL.
- Special Education teachers meet with Mrs. King after each benchmark assessment to review student growth.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Differentiated instruction is not fully being implemented. **Root Cause:** Teachers are inundated with teaching strategies, coupled with virtual learning - campus staff development with regard to blended learning in a virtual setting is necessary.

# Perceptions

## Perceptions Summary

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

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

In attempts to maximize safety for all, to minimize the spread of COVID-19, and during the pandemic, all teachers have the choice to teach from home, which most exercise. Some classroom teachers teach from their classrooms on-campus. Administrators, counselors, library staff, office staff, and custodial staff work from their respective areas on campus. Most meetings take place via telephone or through online meeting platforms. All staff member's temperature is measured by a security guard each morning at the school's gates, and while in their vehicle.

## Perceptions Strengths

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

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Some stakeholders feel that they are not always included in the decision making. **Root Cause:** Conflicting schedules may not allow some stakeholders to be present.

# Priority Problem Statements

**Problem Statement 1:** All students did not meet system safeguards target of 60% in the area of Reading, including economically disadvantaged, special education, and ELL students.

**Root Cause 1:** Special education students are not reading on grade level. ELL students are not reading on grade level and have a language barrier, and teachers are not implementing SIOP strategies consistently.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Special education students did not meet system safeguards target of 60% across EOC content areas.

**Root Cause 2:** Students' lack of academic vocabulary, and lack of high level of comprehension needed to analyze and understand EOC questions.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Based on the Student Success component of Domain III Closing the Gaps, there is a need for improvement in all core area subjects on STAAR EOC for EL students (current and monitored).

**Root Cause 3:** There is a need for follow up on progress and strategy implementation for all teachers servicing the bilingual and ESL students to best meet learner needs for TEKS and ELPS implementation.

**Problem Statement 3 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data

## **Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- 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

## **Employee Data**

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

# Goals

Revised/Approved: September 18, 2020

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

**Performance Objective 1:** Social Studies Department: Students will be provided with high-quality instruction by educators who align lesson planning with TEKS, alignment of content areas, and consistent data driven planning through department to ensure fidelity. The department has added Special Topics in U.S. History to its course sequencing for sophomores. We anticipate that this course will provide content background for students prior to their EOC course during their junior year. This will lead to success for our students and an increase in EOC performance. All courses should see gains in performance specifically, 5% points on each reporting category on EOC, with 90% approaches, 60% meets, and 30% at masters, and a 20% rise in AP Scores.

**Evaluation Data Sources:** Benchmarks (2), Curriculum Based Assessments (2) and STAAR End-of-Course Exams

**Summative Evaluation:** None

**Strategy 1:** This year our department has included Special Topics: A Century of Conflicts to our regular course sequencing. Students at the sophomore level will choose to take either Special Topics or AP European History. Special Topics will be a course for students to learn conceptually about major events in U.S. History. This course should provide students with opportunities to succeed as juniors in their U.S. History course and EOC exam. Teachers will continue to develop the course to provide robust and rigorous TEKS based instruction to impact EOC performance. The class of 2023 will be the first cohort to participate in this new course sequencing option.

**Strategy's Expected Result/Impact:** An increased performance on EOC exam by the 2023 cohort next year.

**Staff Responsible for Monitoring:** Teachers, District Social Studies Strategist, and Administrators

**Title I Schoolwide Elements:** 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** Collaboration between General education teachers and special education inclusion teachers to develop lesson plans with the implementation of appropriate modifications and accommodations to help even the playing field for Special education students, which will allow students to show improvement on the US History EOC STAAR Exam.

<b>Strategy's Expected Result/Impact:</b> 30% improvement in Special Population students needs.		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> General Education Teacher, Special Education Teacher, District Social Studies Strategist, and Administrators.		
<b>Title I Schoolwide Elements:</b> 2.6	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	
<b>ESF Levers:</b> None	None	
<b>Comprehensive Support Strategy</b>		

**Strategy 3:** Encourage student attendance through participation incentives that will allow the student to not miss effective instructional time so that student is more successful on their End-of-Course exam. These incentives include participation in tutorials during allocated time in Virtual Learning schedule. These sessions would be differentiated to meet the needs of each student and incorporate accessible interventions like APEX, Supplemental EOC tutorial workbooks, and one to one tutorials.

Strategy's Expected Result/Impact: 7% increase in Average Daily Attendance		Formative  Nov  Jan  Mar  Summative  June
Staff Responsible for Monitoring: All Teachers, District Social Studies Strategist, and Administrators		
Title I Schoolwide Elements: 2.4	Problem Statements: None	
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	
Comprehensive Support Strategy		

**Strategy 4:** Professional Development to all social studies teachers that address effective assessment strategies, differentiated instruction, sheltered instruction strategies that ensure students are mastering and retaining concepts. Additional training for technology and software is equally necessary for adapting to the new virtual learning schedule. Avid training will enhance professional development for staff members to close the achievement gap for student learning and achievement.

<b>Strategy's Expected Result/Impact:</b> Create an opportunity for teachers to collaborate and implement new strategies and contribute to student academic success. <b>Staff Responsible for Monitoring:</b> Teachers, Academic Associates, District Social Studies Strategist, and Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None <b>Comprehensive Support Strategy</b>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 5:** Provide extended day and Saturday school for students who are not successful on their benchmarks and state assessments.

<b>Strategy's Expected Result/Impact:</b> More student success on state and district exams. <b>Staff Responsible for Monitoring:</b> Teachers, Academic Associates, Administrators, Mentors <b>Title I Schoolwide Elements:</b> None <b>TEA Priorities:</b> None <b>ESF Levers:</b> None <b>Comprehensive Support Strategy</b>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 2:** Science Department: All students will be provided with a high-quality education through effective programs to complete high school and to be prepared for a post-secondary education and allow for a 10% increase on their Biology EOC exams.

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

**Summative Evaluation:** None

<b>Strategy 1:</b> Staff development to all science teachers during department planning time about effective assessment strategies, differentiated instruction, and sheltered instruction strategies that ensure students are mastering and retaining concepts, and to maintain Highly Qualified teacher status			
<b>Strategy's Expected Result/Impact:</b> Teachers will be able to implement new effective assessments strategies, collaborate with one another on planning their lesson plans. Teachers can collaborate with one another on how these new assessments are working to ensure that students are mastering and retaining concepts.			<b>Formative</b>
			<b>Nov</b>
			<b>Jan</b>
<b>Staff Responsible for Monitoring:</b> Administration in charge of department, Academic Associate and the teachers will responsible to obtain their education status up to date.			<b>Mar</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6		<b>Problem Statements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> None		<b>Funding Sources:</b>	<b>June</b>
<b>ESF Levers:</b> None		None	
<b>Strategy 2:</b> EOC Biology review and curriculum content review correlated to high school science benchmark test each six weeks and to STAAR Biology EOC as well as provide Science tutoring, pull out program for the retesters.			
<b>Strategy's Expected Result/Impact:</b> Teachers will be well aware of the order of the scope and sequence using multiple sources. Teacher will use TEKS resource system and attend PLC meetings to ensure scope and sequence is vertically and horizontally aligned and followed.			<b>Formative</b>
			<b>Nov</b>
			<b>Jan</b>
<b>Staff Responsible for Monitoring:</b> Administration in charge of department, Science Strategist Claudia Martinez, and Academic Associate			<b>Mar</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6		<b>Problem Statements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> None		<b>Funding Sources:</b>	<b>June</b>
<b>ESF Levers:</b> None		None	



**Strategy 3:** Pre-AP professional development to all Pre-AP science teachers to improve student achievement. Provide PAP teachers training on common core standards with updated resources. Provide students with Pre-AP Science Prep Sessions for students to prepare for Progress Checks and Performance Tasks. Use the curriculum from the College Board

<b>Strategy's Expected Result/Impact:</b> Teachers will be able to provide upper-level advanced strategies and new labs to the Pre-AP students.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration in charge of department, Claudia Martinez, AP Coordinator Academic Associate and teachers		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Summative</b>
<b>ESF Levers:</b> None	None	<b>June</b>

**Strategy 4:** "Science Saturday" program to assist middle school and high school students with original research projects for the science fair process.  
Participation in the regional science fair potential advancement to the state and international science fair

<b>Strategy's Expected Result/Impact:</b> Teacher will be available to guide, direct and assist students with science fair projects.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Science Strategies and Science Coordinator		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Summative</b>
<b>ESF Levers:</b> None	None	<b>June</b>

**Strategy 5:** The science department will implement and revised district high school science Scope and Sequence documents, College Board and UT OnRamps documents to collaborate during district PLC meetings to review the TEKS that need the most attention to ensure the success of students is based

<b>Strategy's Expected Result/Impact:</b> The teachers are able to follow and collaborate with each other in regards to planning their lesson plans.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration in charge of department, Paul Mata, and Academic Associate		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Summative</b>
<b>ESF Levers:</b> None	None	<b>June</b>

**Strategy 6:** \*ONLINE access codes for Biology PAP College Board Classes and UT OnRamps Biology Classes, Physics AP books for students

\*Develop students' understanding of science concepts with differentiated instruction with several hands-on manipulatives and science laboratory activities. Build lessons based on College Board Curriculum Investigation Guides aligned to TEKS and use the TEKS resources to plan lessons  
Access digital copies of each student textbook and teacher guide, student reproducible

<b>Strategy's Expected Result/Impact:</b> Improved performance for all populations on CBAs, benchmarks, and STAAR.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Science Strategist Science CIF Science Teacher		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Summative</b>
<b>ESF Levers:</b> None	None	<b>June</b>

**Strategy 7:** STEMscopes Digital Subscription  
 Digital science curriculum supplement  
 Multiple 5E resources per TEKS, student assessments and tracking, embedded professional development, and cross curricular instruction  
 Digital, print, and kit options  
 Spanish and English video dictionary

<div> <b>Strategy's Expected Result/Impact:</b> Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.         </div> <div> <b>Staff Responsible for Monitoring:</b> Science Strategist            Science CIF            Science Teacher         </div>		Formative
		Nov
		Jan
<div> <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6         </div> <div> <b>TEA Priorities:</b> None         </div> <div> <b>ESF Levers:</b> None         </div>		Summative
<div> <b>Problem Statements:</b> None         </div> <div> <b>Funding Sources:</b>            None         </div>		June

**Strategy 8: Community and Higher Learning Science Center****Partnerships (Pre-K 12)**

Utilize local science resources for real-world science relevance, science career investigations, and community outreach, and teacher professional development

TSTC Challenger Learning Center professional development and student facility tours and activities, including shuttle and space laboratory simulations, planetarium, and Micronauts program

UTRGV Science Department Physics science mentorship student program, teacher professional development, Mole Day chemicals and instructional planning

Frontera Audobon Society, the Valley Nature Center, and Estero Llano Grande State Park field trips and student investigations, and science club events

Weslaco Water Treatment Facility tour and information for science projects

Sal Del Rey, USDA/TAMU, and TAMUK Citrus Center research lab collaborations with students to run experiments and learn to analyze scientific data

**Strategy's Expected Result/Impact:** Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.

**Staff Responsible for Monitoring:** Science Strategist  
Science CIF  
Campus Admin

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**TEA Priorities:** None

**ESF Levers:** None

**Problem Statements:** None

**Funding Sources:**  
None

**Formative****Nov****Jan****Mar****Summative****June**

**Strategy 9:** Science Strategist and Science teachers (grades K-12) will attend scientific conferences.

\*CAST November 2020

\*TSELA Fall Meeting November 2020

\*TSELA Winter Meeting February 2021

\*TSELA Summer Meeting June 2021

\*RGVSA Science Conference October 2020

\*UT OnRamps Conference (Biology, Chemistry, & Physics)

**Strategy's Expected Result/Impact:** Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.

**Staff Responsible for Monitoring:** Science Strategist  
Campus Admin  
Science CIF

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 10:** Supplemental science preparation materials

\*Sirius Education Solutions (Grade 8 and Biology)

\*Essential Physics Ergopedia textbooks and Physics laboratory equipment

\*Lab-Aids Chemistry textbooks, laboratory equipment, chemicals, and investigation guides

\*Replacement of consumable chemicals, equipment

\*Waste disposal services

\*Use Flinn Scientific chemistry online training videos that contain lesson ideas and resources as a supplement

\*U Teach student teacher program

\*Equipment for labs dealing with physics, IPC, Physical Science

**Strategy's Expected Result/Impact:** Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC. Increased graduation rates.**Staff Responsible for Monitoring:** Science Strategist  
Campus Admin  
Science CIF**Title I Schoolwide Elements:** 2.4, 2.5, 2.6**Problem Statements:** None**TEA Priorities:** None**Funding Sources:****ESF Levers:** None

None

**Formative****Nov****Jan****Mar****Summative****June****Strategy 11:** Provide extended day and Saturday school for students who are not successful on their benchmarks and state assessments.**Strategy's Expected Result/Impact:** More student success on state and district exams**Staff Responsible for Monitoring:** Teachers, academic associates, administrators, mentors**Title I Schoolwide Elements:** None**Problem Statements:** None**TEA Priorities:** None**Funding Sources:****ESF Levers:** None

State Comp Ed (SCE) \$5,985

**Comprehensive Support Strategy****Formative****Nov****Jan****Mar****Summative****June**

No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 3: Math Department:**

All students will be provided with a high-quality education through effective programs and initiatives to complete high school and to be prepared for a post-secondary education and allow for a 10% (not points) increase on their Algebra I EOC exams for approaches, meets, and a 5% (not points) increase on masters from the 2019 exam data.

**Evaluation Data Sources:** CBAs, Algebra STAAR EOC scores, AP Test scores, TSI Math Exam scores, ACT/SAT Test scores

**Summative Evaluation:** None

**Strategy 1:** District Secondary Math Team Meetings: Representative teachers all High School and Middle School Math Departments will meet to coordinate courses vertically and horizontally in order to ensure all students have the prerequisite knowledge and skills as they progress through successive math courses (District PLC meetings). Courses include:

- Algebra 1
- STLN HSM
- Math Modeling
- Algebraic Reasoning
- Geometry
- Algebra 2
- Pre-Calculus
- Calculus AB
- Calculus BC
- Calculus 2
- Calculus 3
- Engineering Math
- Statistics
- Computer Science
- College Prep Math, HB 5
- New courses as determined by TEA or WISD school board

<b>Strategy's Expected Result/Impact:</b> This strategy is expected to increase the passing rate of students in their respective math classes and associated tests, EOC, TSI, AP, ACT, SAT		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Math Teachers Math Administrators Facilitators Counselors Parent Specialist		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	<b>June</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	
<b>ESF Levers:</b> None	None	
<b>Comprehensive Support Strategy</b>		



**Strategy 2:** Campus Department and Content-Area Meetings: All WHS math teachers will meet on a weekly basis to discuss curriculum issues including but not limited to:

1. Course scope and sequence
2. Teaching materials
3. Lesson plans
4. Technology in the classroom
5. Teaching pedagogy
6. Meeting the needs of special populations
7. Use of data to guide instruction
8. Classroom management
9. TEKS Resource System
10. SLO/Student Growth Trackers
11. Blended Learning
12. Differentiated Instruction
13. Utilizing Inclusion teachers
14. Team Building
15. Response to intervention
16. Social-Emotional Learning
17. Virtual teaching strategies
18. AVID Strategies

**Strategy's Expected Result/Impact:** This strategy is expected to increase the passing rate of students in their respective math classes and associated tests, EOC, TSI, AP, ACT, SAT

**Staff Responsible for Monitoring:** Math Teachers

Math Administrators

Facilitators

Counselors

Parent Specialist

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Comprehensive Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 3:** Support, Advancement, and Remediation Programs: WHS will provide academic assistance for students in a variety of forms including but not limited to:

1. Extended Day
2. Saturday School
3. Edmentum Computer Lab
4. Review & Recover/Edmentum
5. Concurrent Enrollment Courses
6. Dual Enrollment Courses
7. Summer School-remediation
8. Summer School-advancement
9. EOC Class for Retesters
10. EOC Pull-outs/Camps
11. Resource/Team Teaching
12. Double-blocked Algebra 1 classes
13. Advanced Placement Courses/tutorials
14. Math Tutors
15. Saturday TSI Tutorials
16. Saturday ACT Tutorials
17. UIL
18. Field trips
19. UTRGV Computer Science Day
20. Texas A&M Engineering/CS Event
21. EOC Remediation/Attendance Incentives
22. TEKS Resource System Workshops
23. AP/PreAP Institute
24. EdPuzzle/Khan Academy Videos
25. Classkick
26. Qannection
27. AVID Program
28. Gear Up Program

**Strategy's Expected Result/Impact:** This strategy is expected to increase the passing rate of students in their respective math classes and associated tests, EOC, TSI, AP, ACT, SAT

**Formative**

**Nov**

<b>Staff Responsible for Monitoring:</b> Math Teachers Math Administrators Facilitators Counselors Parent Specialist		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	<b>June</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	
<b>ESF Levers:</b> None	Dual Classes textbooks State Gifted and Talented (G/T) Extra duty pay for Saturday School State Comp Ed (SCE) \$5,985	
<b>Comprehensive Support Strategy</b>	Extra duty pay for UIL State Gifted and Talented (G/T)	

**Strategy 4:** Professional Development: WHS math teachers will plan, lead, attend, and/or complete professional development including but not limited to:

1. RGVCTM
2. CAMT
3. NCTM
4. Region One PD
5. District PD
6. Campus PD
7. Strategy Walk-throughs
8. Online Training
9. Book Study
10. College Courses
11. Peer Sharing
12. Self-Study
13. AP Conferences
14. Gear Up PD
15. AVID Trainings
16. Virtual Teaching PD
17. Agile Mind/AYD PD
18. SEL training
19. Opt for optimism sessions
20. Strategies for supporting Special Education, 504, ESL
21. Other relevant content-related professional development opportunities that arise

**Strategy's Expected Result/Impact:** This strategy is expected to increase the passing rate of students in their respective math classes and associated tests, EOC, TSI, AP, ACT, SAT

**Staff Responsible for Monitoring:** Math Teachers

Math Administrators

Facilitators

Counselors

Parent Specialist

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**TEA Priorities:** None

**Problem Statements:** None

**Funding Sources:**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**ESF Levers:** None

**Comprehensive Support Strategy**

Conference fees including travel and lodging. State Gifted and Talented (G/T)  
Substitute teachers for PD Title 1, Part A

**Strategy 5:** Classroom Curriculum and Instruction Supports: WHS will provide the curricular materials, supplies, and training necessary to support classroom curriculum and instruction in a variety of ways including but not limited to:

1. Purchasing TI graphing calculators and navigator systems.
2. Purchase batteries and/or charging stations for calculators.
3. Purchase chrome books, carts, charging stations to support 1-1 use in the classroom (35 chrome books per class)
4. Purchase eno boards, digital document cameras, surface pro 4's with wifi.
5. Provide training for new technology purchases.
6. Purchase Kuta Software for all math classes; add pre-calculus to the existing site license.
7. Purchase STAAR test-prep materials such as student workbooks.
8. Purchase study guides for computer science, calculus, and statistics AP courses.
9. Purchase text-books for pre-calculus classes.
10. Purchase MyMathLab licenses for pre-calculus and calculus students.
11. Provide additional training on Google Education Suite.
12. Purchase site license for online programs including Desmos and Geogebra.
13. Purchase regular laptops for statistics and computer science courses
14. Algebraic Reasoning Resources/Textbooks aligned with TEA/TEKS Resource System
15. Toner for printers
16. Smartboards/updates
17. Class sets of Headphones
18. Colored printer for data walls
19. Classkick
20. laptops for teachers/Touch screen chrome book
21. Headsets with microphones and webcams
22. Monitors for virtual teaching
23. portable Document cameras
24. XP pen pad/WACOM tablet





**Strategy's Expected Result/Impact:** This strategy is expected to increase the passing rate of students in their respective math classes and associated tests, EOC, TSI, AP, ACT, SAT

**Staff Responsible for Monitoring:** Math Teachers

**Formative**

**Nov**

Math Administrators Facilitators Counselors Parent Specialist		Jan
		Mar
		Summative
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	June
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	
<b>ESF Levers:</b> None	Graphing Calculators, Kuta software, teaching materials State High School Allotment	
<b>Comprehensive Support Strategy</b>		
<b>Strategy 6:</b> Pedagogical Strategies: WHS math teachers will employ a variety of pedagogical strategies, activities, and techniques to increase the depth and rigor of course content and improve student learning, including but not limited to:		
1. Common Assessments in each course 2. Modeling 3. Kagan Activities 4. SIOP Strategies (EL/TELPAS) 5. Use of Aware and DRS software to track growth in EOC objectives 6. ALEKS 7. MyMathLab 8. Google Classroom 9. Writing Across the Curriculum 10. Think Through Math/Imagine Math 11. Use of Incentives to encourage participation in after school tutoring 12. Rewards and Incentives for students excelling academically and attendance 13. Project-based learning 15. Interactive software/online activities such as Desmos, Geogebra, Mathematica, SeeSaw.me, PlayPosit, Youtube, Quizlet, Flipgrid, APEX, Zip Grade, Teacher Pay Teacher, Nearpod, Google Suite, Classkick, Screencastify, ZOOM, Quizzizz, Quizlet, Flocabulary, SpringBoard, Agile Mind, GimKit, Google Voice, ALEKS 16. TEKS Resource System 17. Delta Math PLUS, Khan Academy and any other online resources 18. SEL curriculum 20. Rewards and incentives for attendance 21. AVID Strategies		

<b>Strategy's Expected Result/Impact:</b> This strategy is expected to increase the passing rate of students in their respective math classes and associated tests, EOC, TSI, AP, ACT, SAT <b>Staff Responsible for Monitoring:</b> Math Teachers Math Administrators Facilitators Counselors Parent Specialist  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None <b>Comprehensive Support Strategy</b>		<b>Formative</b>
		<b>Nov</b> <b>Jan</b> <b>Mar</b>
		<b>Summative</b>
<b>Problem Statements:</b> None <b>Funding Sources:</b> MyMathLab student codes for pre-calculus and caculus classes State Gifted and Talented (G/T)		<b>June</b>
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>		

**Performance Objective 4:** English Department:

All students will be provided with a myriad of opportunities to enhance literacy awareness while meeting/exceeding standards that promote college readiness and real world career paths such as: increasing MEETS scores to a 50% or higher for both English I and II EOC, increasing MASTERS scores to 11% for English I and 8% for English II EOC, AP exams (Language and Literature), and increase the average scores for Reading/Writing ACT by three points.

**Evaluation Data Sources:** A variety of assessments (i.e. BOY, STAAR/EOC, CBA's, Benchmarks, TELPAS, AP exams, TSI, ACT/SAT, etc.) and district/campus resources (i.e. DRS, Aware, attendance, Saavas Realize, Springboard, Collegeboard, Gear UP initiatives/counseling etc.) will be used to measure the growth that will be experienced by the students across all grade levels in order to determine the success of the aforementioned objective.

**Summative Evaluation:** None



**Strategy 1:** The English Department will evolve in their remote and face to face instructional practices through workshops, trainings, and classroom visits (within and outside of the department) to assist with the acquisition of knowledge for all student populations.

Technology and resources needed or utilized include:

- \*AVID
- \*Saavas Realize
- \*Springboard
- \*AP Collegeboard
- \*Google Classroom
- \*Google Suite Products
- \*Zoom
- \*Screencastify
- \*Gear Up
- \*Qannection
- \*LEADx
- \*Technology hardware: desktops, laptops, tablets, etc.; cameras, webcam, document cameras, etc.; headsets, microphones, etc.; wireless: mouse, keyboard, printer, etc.
- \*SIOP/TELPAS
- \*College Preparation course: books, materials, teacher workshop and trainings
- \*Rosetta Stone

<p><b>Strategy's Expected Result/Impact:</b> More knowledgeable teachers who disseminate the content as well as instruction utilizing innovative practices. This helps to target capacity among the teachers, which will in turn benefit the students across all populations enrolled in their courses.</p> <p><b>Staff Responsible for Monitoring:</b> Administration in charge of department, Academic Associate, and the Teachers will be responsible for attaining success with regards to the standard set forth in the application of the prescribed and new strategies.</p>		<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
<p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>ESF Levers:</b> None</p> <p><b>Comprehensive Support Strategy</b></p>		<b>Mar</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>		<b>Summative</b>
		<b>June</b>

**Strategy 2:** The English Department will guide and monitor the students, across all student populations, to acquire the knowledge and skills required to be successful on all forms of assessments, from EOC to AP to College entrance exams (tutoring, camps, pull-outs, differentiated instruction, instructional materials, etc), as well as maximize student success in Dual Enrollment courses. Technology and resources needed or utilized include:

- \*AVID
- \*Saavas Realize
- \*Springboard
- \*AP Collegeboard
- \*Google Classroom
- \*Google Suite Products
- \*Gear Up
- \*Qannection
- \*Zoom
- \*Screencastify
- \*Commonlit.org
- \*Newsela
- \*Flipgrid
- \*Padlet
- \*Mentimeter
- \*Quizizz
- \*Nearpod
- \*Apex
- \*Nerdstudy
- \*CNN 10
- \*Edpuzzle
- \*JSTOR
- \*Vocabulary.com (Springboard)
- \*Technology hardware: desktops, laptops, tablets, monitors, etc.; cameras, webcam, document cameras, etc.; headsets, microphones, etc.; wireless: mouse, keyboard, printer, etc.
- \*Assessment coaching/consumables for EOC, TSI, ACT, SAT, AP, etc.

**Strategy's Expected Result/Impact:** The targeted goals for success on the aforementioned exams, as determined by Weslaco High School and expressed within their school goals, will be met if not exceeded. This will in turn lead to a greater number of students who will attain preparedness for post-secondary educations.

\*Beginning of the Year Assessments

**Formative**

**Nov**

**Jan**

*Curriculum Based Assessments		Mar  Summative  June
*District Benchmarks		
*STAAR Assessments		
*AP Benchmarks		
*TSI/ACT/SAT Practice		
<b>Staff Responsible for Monitoring:</b> Administration, Academic Associate, and the Teachers will be responsible for attaining success with regards to the standard.		
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6		<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None		<b>Funding Sources:</b>
<b>ESF Levers:</b> None		None
<b>Comprehensive Support Strategy</b>		

**Strategy 3:** The English Department will work with other members of their Small Learning/Endorsement Communities to monitor student progress as well as attendance, while also helping to increase graduation and College and Career Readiness rates for high school seniors. Technology and resources needed or utilized include:

- \*AVID
- \*SEL
- \*Saavas Realize
- \*Springboard
- \*AP Collegeboard
- \*Google Suite Products
- \*Zoom
- \*Screencastify
- \*Gear Up
- \*Qannection
- \*JSTOR
- \*Cambridge (TSI)
- \*Technology hardware: desktops, laptops, tablets, etc.; cameras, webcam, document cameras, etc.; headsets, microphones, etc.; wireless: mouse, keyboard, printer, etc.
- \*Assessment coaching/consumables for EOC, TSI, ACT, SAT, AP, etc.
- \*Incentives: gift cards, snacks/food, technology, school supplies, etc.
- \*FAFSA/Apply Texas initiatives and incentives

**Strategy's Expected Result/Impact:** In monitoring the progress as well as attendance of students who are deemed on the bubble, teachers will be able to minimize attendance issues which result in loss of instruction and ultimately poor performance on both important assessments and the course.

**Staff Responsible for Monitoring:** Administrator for the Small Learning Community as well as the teachers will serve in facilitating the success of this initiative.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Comprehensive Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 4:** The English Department will utilize various forms of technology to assist in the delivery of instruction (in the process, enhancing it) as well as allow for students to engage with it (in their coursework) to promote life-long literacy and effective communication. Technology and resources needed or utilized include:

- \*Saavas Realize
- \*Springboard
- \*AP Collegeboard
- \*Google Classroom
- \*Google Suite Products
- \*Zoom
- \*Screencastify
- \*Commonlit.org
- \*Newsela
- \*Flipgrid
- \*Padlet
- \*Mentimeter
- \*Quizizz
- \*Nearpod
- \*Apex
- \*Nerdstudy
- \*CNN 10
- \*Edpuzzle
- \*Vocabulary.com (Springboard)
- \*Technology hardware: desktops, laptops, tablets, monitors, etc.; cameras, webcam, document cameras, etc.; headsets, microphones, etc.; wireless: mouse, keyboard, printer, etc.

**Strategy's Expected Result/Impact:** The strategy will assist in developing 21st century learners cognizant in all forms of literacy ready to achieve success in a technology rich work force.

**Staff Responsible for Monitoring:** Administration, as well as teachers and parents will serve to facilitate in the success of this strategy.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Comprehensive Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 5:** The English Department will employ organizational framework for teaching reading and writing as well as engage in District and Grade Level PLC's for greater learning opportunities for the teachers, benefiting the students with richer instruction geared towards their literacy success. Technology and resources needed or utilized include:

- \*Saavas Realize
- \*Springboard
- \*AP Collegeboard
- \*Google Suite Products
- \*Zoom
- \*Screencastify
- \*Technology hardware: desktops, laptops, tablets, etc.; cameras, webcam, document cameras, etc.; headsets, microphones, etc.; wireless: mouse, keyboard, printer, etc.

<b>Strategy's Expected Result/Impact:</b> Performance on assessments for reading and writing will improve.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Academic Associate, ELA Strategist and the grade level leaders will serve to facilitate in the success of this strategy.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6		<b>Jan</b>
<b>TEA Priorities:</b> None		<b>Mar</b>
<b>ESF Levers:</b> None		<b>Summative</b>
<b>Comprehensive Support Strategy</b>		<b>June</b>
<b>Problem Statements:</b> None		
<b>Funding Sources:</b> None		





**Strategy 6:** Provide virtual tutoring, extended day and Saturday school for students who are not successful on their classwork, benchmarks and state assessments and may request mentors throughout the year. Technology and resources needed or utilized include:

- \*Saavas Realize
- \*Springboard
- \*AP Collegeboard
- \*Gear-up
- \*Qannection
- \*Google Classroom
- \*Google Suite Products
- \*Zoom
- \*Screencastify
- \*Commonlit.org
- \*Newsela
- \*Flipgrid
- \*Padlet
- \*Mentimeter
- \*Quizizz
- \*Nearpod
- \*Apex
- \*JSTOR
- \*Nerdstudy
- \*CNN 10
- \*Edpuzzle
- \*Vocabulary.com (Springboard)
- \*Technology hardware: desktops, laptops, tablets, monitors, etc.; cameras, webcam, document cameras, etc.; headsets, microphones, etc.; wireless: mouse, keyboard, printer, etc.
- \*Incentives: gift cards, snacks/food, technology, school supplies, etc.

<b>Strategy's Expected Result/Impact:</b> Increase student engagement and student success on state and district exams.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, academic associates, administrators, mentors		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	Saturday School, Pull-outs, and Extended Day Funding State Comp	

Comprehensive Support Strategy	Ed (SCE) \$5,985	Summative June
<p><b>Strategy 7:</b> Provide innovative remote and/or in person educational opportunities for all students. Technology and resources needed or utilized include:</p> <ul style="list-style-type: none"> <li>*Saavas Realize</li> <li>*Springboard</li> <li>*AP Collegeboard</li> <li>*Google Classroom</li> <li>*Google Suite Products</li> <li>*Zoom</li> <li>*Screencastify</li> <li>*Gear Up</li> <li>*Qannection</li> <li>*Commonlit.org</li> <li>*Newsela</li> <li>*Flipgrid</li> <li>*Padlet</li> <li>*Mentimeter</li> <li>*Quizizz</li> <li>*Nearpod</li> <li>*Apex</li> <li>*JSTOR</li> <li>*Nerdstudy</li> <li>*CNN 10</li> <li>*Edpuzzle</li> <li>*Vocabulary.com (Springboard)</li> <li>*Technology hardware: desktops, laptops, tablets, monitors, etc.; cameras, webcam, document cameras, etc.; headsets, microphones, etc.; wireless: mouse, keyboard, printer, etc.</li> </ul>		
<p><b>Strategy's Expected Result/Impact:</b> Increase student engagement, participation and success in coursework, attendance and all assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, academic associates, administrators and mentors</p>		Formative Nov Jan



Title I Schoolwide Elements: None	Problem Statements: None	Mar
TEA Priorities: None	Funding Sources: None	Summative
ESF Levers: None		June
Comprehensive Support Strategy		
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>		

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

**Evaluation Data Sources:** STAAR EOC Results, AP Exams, TSI Scores, ACT/SAT Results, Graduation Rate, Completion Rate

**Summative Evaluation:** None

**Strategy 1:** Counselors will monitor academic performance and will guide students towards the appropriate endorsement graduation pathway by the following means:

- Individual conferences will be held with students regarding grades and graduation plans.
- Increase number of students enrolled in dual enrollment courses, AP classes, OnRamps courses, and all other advanced coursework in accordance with higher educational institutions.
- Follow up with students that are not successful in the classroom and find alternative ways of recovering credits through credit recovery program, and Review and Recover.
- Provide assistance with classwork such as tutorial programs.
- Monitor and work closely with students that have excessive absences and/or are not performing well in class.
- Offer options to students to make up hours due to excessive absences.
- Ensure that all students either graduate or enroll as returning students the following school year.
- Recover leavers and ensure they continue with their educational careers resulting in increased graduation rates.
- Provide presentations to students regarding graduation plans, grades, credits, recovery programs, tutoring, attendance, social skills, bullying, drugs, STAAR EOC information, endorsements, and graduation requirements.
- Serve as advocates for students and attend ARD meetings to provide feedback to student educational goals.
- Provide 504 documentation to teachers via Aware and have meetings with parents and committee.
- Hold ESL LPAC meetings, gather ESL testing accommodations, and input all information on SuccessEd.
- Complete 504/ Share referrals as recommended by parents and teachers.
- Create FAS lessons that expose students to different careers and provide lessons on life skills needed to be successful in and outside of the classroom setting.

- GEAR UP: offer academic tutoring and coaching through the use of Qannection, a 24/7 online tutoring platform
- Enroll more students in CATE courses and finish endorsements.
- Provide students with a survey of interests prior to registration to select endorsement.
- Provide Flex Program opportunity if approved by the board this school year.

**Strategy's Expected Result/Impact:** Students will have guidance and be given skills necessary to be academically successful in their educational pursuits.

**Staff Responsible for Monitoring:** Counselors  
College Readiness Specialist  
Social Worker  
Parental Involvement Specialist  
Administration  
Diagnostician

**Title I Schoolwide Elements:** 2.5, 2.6, 3.1, 3.2

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**  
None

**ESF Levers:** None

**Comprehensive Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** Counselors will provide guidance and assistance with planning for post-secondary goals and will do so by the following methods in person and/or virtually:

- Individual conferences will be held with students annually to discuss college advisement, admissions, scholarships, financial aid, and all other necessary documentation for college and university admission.
- College representatives and military representatives will be invited to campus to provide informational sessions to address questions students may have regarding college and to encourage students to pursue a post-secondary education.
- Provide testing review sessions and provide multiple opportunities to take college entrance exams.
- Students will be given the opportunity to be exposed to post-secondary institutions so that they can make informed decisions when selecting a college/university.
- Host evening parent programs that will help parents and students become familiar with college/university information, financial aid, housing, etc. and provide assistance with completing applications through application drives by partnering with college representatives.
- Provide assistance with college applications through application drives during the school day as well as after school.
- Provide student presentations regarding ACT/SAT/TSI testing, college application procedures, scholarships, and financial aid.
- Provide information to various populations including undocumented students, students who fall under the special education / 504 department, and assist with educational plans and for life after graduation.
- ECHS seniors will participate in STC advisement sessions to continue planning for post-secondary goals.
- GEAR UP program will offer virtual student and parent conferences in areas such as Literacy, STEM, Career Exploration, Financial Literacy, along with virtual college visits.

**Strategy's Expected Result/Impact:** Students will graduate from Weslaco High School and will have a post-secondary plan in place to further their education for a successful future.

**Staff Responsible for Monitoring:** Counselors  
Administration  
College Readiness Specialist

**Formative**

**Nov**

**Jan**

**Mar**

Social Worker Parental Involvement Specialist Teachers		Summative
Title I Schoolwide Elements: 2.6, 3.1		June
Problem Statements: None		
TEA Priorities: None		
Funding Sources: None		
ESF Levers: None		
Comprehensive Support Strategy		
Strategy 3: Counselors will be provided with professional development in order to be knowledgeable and up to date with current educational trends through the following:  1. Weekly department Meetings  2. Monthly student support service meetings  3. Various trainings, staff development sessions, and conferences.  4. GEAR UP will offer Counselor Academy and other various training/workshops will be offered to support SEL, testing, and/or financial literacy.  5. Counselors will stay up to date and complete annual 6 hour GT Trainings.  6. Avid techniques will be utilized to service students in post-secondary awareness.		
Strategy's Expected Result/Impact: Counselors will be equipped with knowledge needed to assist students with their educational goals.		Formative
Staff Responsible for Monitoring: Counselors Administration		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Comprehensive Support Strategy		

**Strategy 4:** Increase number of students meeting CCMR Indicators by monitoring on a regular basis in the areas of:

- TSI Testing
- College Prep Courses
- On Ramps
- Dual Enrollment
- CTE Courses
- Certifications
- Associate's Degree Opportunities
- Military Opportunities
- AP Testing
- Workforce Readiness for Special Education Students
- Monitor Graduation Plans
- Tutorials and ongoing counseling as needed to ensure students are college ready.
- Promote CCMR as early as freshman year. Advertise/ Promote CCMR on a campus level.
- Provide incentives to motivate students to obtain CCMR indicator including lime green graduation cord.

**Strategy's Expected Result/Impact:** Students will graduate highschool and enroll in college, the military, or be workforce ready.

**Staff Responsible for Monitoring:** Counselors  
College Readiness Specialist  
Administration  
Campus Staff  
Teachers

**Title I Schoolwide Elements:** 2.6, 3.1

**TEA Priorities:** Connect high school to career and college,  
Improve low-performing schools

**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

**Results Driven Accountability**

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



Discontinue

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

**Targeted or ESF High Priority**

**Evaluation Data Sources:** The State of Texas Assessment of Academic Readiness and the Texas English Language Proficiency Assessment System will be used as Evaluation Data.

**Summative Evaluation:** None

<b>Strategy 1:</b> English learner students identified as being significantly below level in reading ability will be offered accelerated /remediation curriculum through SSR and after school tutorials (virtually)	
<b>Strategy's Expected Result/Impact:</b> This strategy will significantly increase the EL's ability to read at a higher level and will increase their confidence in regards to learning a new language. <b>Staff Responsible for Monitoring:</b> Principal, CIF, ELA teachers, WISD ELA Strategist, Bilingual/ESL Director <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None <b>Comprehensive Support Strategy</b>	<b>Formative</b> <b>Nov</b> <b>Jan</b> <b>Mar</b>
<b>Problem Statements:</b> None <b>Funding Sources:</b> State Bilingual/ESL	<b>Summative</b> <b>June</b>
<b>Strategy 2:</b> ESL classes as well as English I ESL, English II, and English III (ESL transitional) will be offered for recent immigrant and limited proficient students	
<b>Strategy's Expected Result/Impact:</b> This strategy targets the ability to reduce the affective filter of all recent immigrant students and those who have limited English proficiency. <b>Staff Responsible for Monitoring:</b> ESL and English department <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None <b>Comprehensive Support Strategy</b>	<b>Formative</b> <b>Nov</b> <b>Jan</b> <b>Mar</b>
<b>Problem Statements:</b> None <b>Funding Sources:</b> None	<b>Summative</b> <b>June</b>



**Strategy 3:** All students will have numerous opportunities to experience different aspects of the American culture including virtual field trips and the ability to practice social norms.

<b>Strategy's Expected Result/Impact:</b> Students will ease into their new culture. The ability to incorporate into their new culture without loosing any aspect of their original culture will facilitate the learning experience of all EL's.		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> ESOL Teachers and Bilingual /ESL Director		
<b>Title I Schoolwide Elements:</b> 2.5	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	
<b>ESF Levers:</b> None	None	
<b>Comprehensive Support Strategy</b>		

**Strategy 4:** All ESL certified teachers will be given opportunities to attend virtual conferences in order to learn the latest pedagogy concepts and to enhance the delivery of rich, relevant content.

<b>Strategy's Expected Result/Impact:</b> Professional growth in area of subject taught for participants.		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> WISD ELA Strategist and Bilingual/ESL Director		
<b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Funding Sources:</b>	
<b>ESF Levers:</b> None	State Bilingual/ESL State Bilingual/ESL	
<b>Comprehensive Support Strategy</b>		

**Strategy 5:** All ESL students will have opportunities to work with Rosetta Stone program.

<b>Strategy's Expected Result/Impact:</b> Students will increase their reading fluency and understanding of English language.		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> ESL Academic Associate		
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	
<b>ESF Levers:</b> None	None	
<b>Comprehensive Support Strategy</b>		
<b>Additional Targeted Support Strategy</b>		



No Progress



Accomplished



Continue/Modify



Discontinue

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

**Evaluation Data Sources:** Benchmarks , Curriculum Based Assessments and STAAR End-of-Course Exams

**Summative Evaluation:** None

**Strategy 1:** Utilize a variety of classroom assessments to determine student mastery of objectives and make appropriate instructional adjustments and teaching methods face to face and virtually.

Co-Teaching

Team Teaching

Inclusion

Meet the Monitoring Teacher

Unique Program

Apex learning

Iknowit.com

getepic.com

www.N2y.com

flocabulary.com

brainpop.com

kurzweil

**Strategy's Expected Result/Impact:**

Monitor contact minutes

staff development sessions

continue to provide resources to staff to ensure student engagement

Improve EOC scores

Improve TSI scores

**Staff Responsible for Monitoring:** WHS ADMN

Special ED. Teachers

General Ed. Teachers

Related services personnel

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

Counselors		
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	
<b>ESF Levers:</b> None	State Special Education	
<b>Comprehensive Support Strategy</b>		
<b>Additional Targeted Support Strategy</b>		
<b>Strategy 2:</b> Allow students to access curriculum through the use of assistive technology to include computers, chrome books/I PADS brailers, augmentative communication devices, adaptive equipment, applications such as Google Meets, Zoom, Screen castify, Google Suite Products, EdPuzzle, FlipGrid, Padlett, Kurzweil, use of online opportunities, etc. -Headphones/Mics. -Document Cameras -Printers/Scanners -Smartboard -Web cams -Wide Screen monitors		
<b>Strategy's Expected Result/Impact:</b> Increased performance of students on assessments  Benchmarks STAAR		<b>Formative</b>
		<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> Special Education Staff General Ed. Teachers		<b>Jan</b>
		<b>Mar</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None <b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b>		<b>Summative</b>
		<b>June</b>
<b>Problem Statements:</b> None <b>Funding Sources:</b> State Special Education		

**Strategy 3:** Special Ed staff will assist and support regular education staff by monitoring adequate accommodations on assignments. Special Ed. teachers will help modify on a bi-weekly basis while planning with General Ed. Teacher.

**Strategy's Expected Result/Impact:** Increased performance of students on assessments

Six Weeks Tests

Benchmarks

STAAR

**Staff Responsible for Monitoring:** Sp. ED Staff:

Admin

General Ed.

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

State Special Education

**ESF Levers:** None

**Comprehensive Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 4:** Counselors will increase college, career awareness, and provide exposure to a variety of careers, career skills and activities to special education students. Senior students will participate in a college trip to include information pertaining to access to accommodations at the post-secondary level, as well as participation in VAC program with TWC.

Special Ed Teacher in conjunction with the General Ed teacher will provide TSI preparation through Algebra 2 and English 3 classes.

-TWS - VAC Training

-OST - Off Site Training

**Strategy's Expected Result/Impact:** Students will become aware of various careers and college options

**Staff Responsible for Monitoring:** General Ed.

Counselors

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

None

**ESF Levers:** None

**Comprehensive Support Strategy**

**Additional Targeted Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**





<b>Strategy 5:</b> Special Education staff will provide after school content mastery, review & recover and tutoring services for Special education students who are not successful on their benchmarks and state assessments or are experiencing difficulty in their classes.		
<b>Strategy's Expected Result/Impact:</b> More student success in class, on state and district exams.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> SPED staff Admin Counselors		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Summative</b>
<b>ESF Levers:</b> None	None	<b>June</b>
<b>Comprehensive Support Strategy</b>		
<b>Additional Targeted Support Strategy</b>		

**Strategy 6:** Professional Development: WHS Special Education teachers will plan, lead, attend and/ or attend and complete professional development.

- Region One SD
- District SD
- Campus SD
- Online Training
- Conferences
- Webinars-
- LEADx/Gear-Up
- Avid Training
- Other relevant content-related professional development.

<b>Strategy's Expected Result/Impact:</b> This strategy is expected to increase the passing rate of students in all classes and associated exams and tests.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Sped staff		<b>Nov</b>
Admin		<b>Jan</b>
Counselors		<b>Mar</b>
Central Office Admin		<b>Summative</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	<b>June</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	
<b>ESF Levers:</b> None	None	
<b>Comprehensive Support Strategy</b>		
<b>Additional Targeted Support Strategy</b>		

**Strategy 7:** Develop a plan to use the portable kitchen in the life skills classrooms and update appliances, utensils, cutting boards, recipes and food items when needed.

<b>Strategy's Expected Result/Impact:</b> Need updates to the portable kitchen to better serve the students when they are using the kitchen in their classrooms and so we can provide a safe and learning environment.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> SPED staff Admin Central Office Admin		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Problem Statements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> None		
<b>Comprehensive Support Strategy</b>		
<b>Additional Targeted Support Strategy</b>		
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>		



**Performance Objective 8:** Fine Arts will provide all students with high-quality instruction to be compete in the region and state level. We will convey an appreciation for the arts as well as help foster future leaders in our society.

**Evaluation Data Sources:** Overall grades in all courses, public performances, art gallery displays, competitions, and school events.

**Summative Evaluation:** None

**Strategy 1:** The Fine Arts department will provide and guide the students to acquire the knowledge and skills to graduate with opportunities to communicate proficiency in a least one fine arts discipline:

Music  
Dance  
Theatre  
Art

**Strategy's Expected Result/Impact:** With more quality instruction and guidance within each discipline, the students will better understand the importance fine arts provides in developing the well rounded students. Each student will understand the meaning of teamwork, consistency, hard work in all courses for participation, time management, and the passion for fine arts.

**Staff Responsible for Monitoring:** Fine Arts Instructor

Counselors  
Administration  
Teachers  
Students  
Tutors

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** Provide training to all fine arts instructors to address the TEKS in each of the disciplines and workshops to cater to the fine arts programs for secondary grade levels

<b>Strategy's Expected Result/Impact:</b> Staff will better understand the TEKS as well as learn more efficient teaching strategies in each discipline. These workshops will enhance and innovate each instructor for quality teaching <b>Staff Responsible for Monitoring:</b> Fine Arts Director Fine Arts Instructors <b>Title I Schoolwide Elements:</b> None <b>TEA Priorities:</b> None <b>ESF Levers:</b> None		<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
<b>Problem Statements:</b> None <b>Funding Sources:</b> None		<b>Summative</b>
		<b>June</b>

**Strategy 3:** The Fine Arts Department will work closely with other staff members and parents to monitor student progress, help acquire skills for post-secondary education, and meet the career and college readiness standards.

<b>Strategy's Expected Result/Impact:</b> By working together will the entire staff and having a closer relationship with parents, the students will be more successful in all core classes, be prepared for college tests, applications, and have a higher percentage of students continuing their education. <b>Staff Responsible for Monitoring:</b> All Teachers Administration Counselors <b>Title I Schoolwide Elements:</b> None <b>TEA Priorities:</b> None <b>ESF Levers:</b> None		<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
<b>Problem Statements:</b> None <b>Funding Sources:</b> None		<b>Summative</b>
		<b>June</b>

<b>Strategy 4:</b> The Fine Arts department will work closely to monitor and help to increase the completion rate for high school seniors (parents and students need to be taught about credits)		
<b>Strategy's Expected Result/Impact:</b> Students will be more aware of how each classes plays an important role in earning credits to graduate in either the recommended or distinguished plan.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> All Teachers		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>

**Strategy 5:** The Fine Arts Department will encourage and assist the students to prepare themselves for post-secondary educations

All students may use their college shirts on a certain day to promote post-secondary educations as appropriate.

Students will be encouraged to take the highest level of classes on which they can succeed.

Students will be challenged through to meet the commended criteria on the EOC

Pre-AP and AP studio art classes will be offered to prepare students for post-secondary education.

SAT/ACT, THEA skills will be incorporated in all classes.

Words of the day will be announced daily and reinforced.

English Wall of Fame

**Strategy's Expected Result/Impact:** Students will be better prepared for college courses and environment once they graduate.

**Staff Responsible for Monitoring:** All Teachers

Counselors

Go Center

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 6:** The Fine Arts Department will guide students to success in their course work to help them to be life-long art enthusiasts and effective communicators.

A common professional growth period will be used to provide staff development and to facilitate cooperation among fine arts teachers.

Students will be provided with opportunities to publish their artwork/performances

After school and tutorials will be provided for all students in need of assistance.

Peer Tutoring (sectionals, rehearsals)

the A-Plus curriculum will be utilized to assist students in catching up with their required number of credits.

Students will be encouraged to participate in all UIL, VASE, TMEA competitions. etc

**Strategy's Expected Result/Impact:** Students will advance to district, regional, area, state and national levels of competition. With students passing their classes and having the extra help, they will be able to gain the skills and knowledge that is needed to advance, earn scholarships, as well as perform as a higher level.

**Staff Responsible for Monitoring:** All Teachers

Administration

Counselors

Fine Arts teachers

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 7:** Sustained Silent Reading will be used in Fine Art classes to encourage extensive reading experiences

SSW and free writing will be encouraged/ included in the writing process through their visual journals.

Students will have the opportunity to create and present media presentations

Students will have opportunities to produce final drafts on word processors as part of the writing process

The internet will be used judiciously for research

The fine arts teachers will coordinate lessons with other disciplines to align instruction and integrate the fine arts, STARR, and EOC.

**Strategy's Expected Result/Impact:** Students will reinforce their skills and be able to transfer them over to all core classes.

**Staff Responsible for Monitoring:** Fine Arts Teachers  
All Teachers

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**  
None

**ESF Levers:** None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 8:** Students will participate in art exhibits, dance performances, theatrical programs, musical concerts and in museums and universities in the lower Rio Grande Valley ( a minimum of 2 events per year):

Weslaco Christmas Parade  
Weslaco Library  
Santa Anna Wildlife Refuge  
McAllen IMAS  
McAllen Christmas Parade  
Children's Museum of Brownsville  
Edinburg Historical Museum  
Youth Art Month (March)  
Onion Fest  
Rio Fest Art Contest  
Livestock Show Art Contest  
Elks Lodge Art Contest  
Gloria Canales Folklorico  
Art Exhibit at Central Office  
UIL VASE  
Al Fresco  
UIL Marching/Concert/Sightreading  
TECA Competitions  
TAMUK Jazz Festival  
Brownsville Marimba Contest  
WISD Fine Arts Fiesta

**Strategy's Expected Result/Impact:** All Students will grow in their respected art to become a better performer, musician etc. Students will better understand the process of being consistent and the value of hard work in order to be successful. Also, students will want to compete at all these competitions so they will try harder in their core classes so that they pass to be eligible.

**Staff Responsible for Monitoring:** Fine Arts Instructors

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



Discontinue



**Performance Objective 9:** The library will assist all students with the necessary resources, materials and aligned classroom and library curricular needs to ensure student success in STAAR/EOC. AP, ACT/SAT, TSI exams.

**Evaluation Data Sources:** Collection statistics; Library Calendar of Events, Library State Standards, End of year reports, Destiny weeding logs, Promotional materials and displays, Decor

**Summative Evaluation:** None

<b>Strategy 1:</b> Promote and align library resources with school curricula by supporting classroom assignments and student needs by providing physical and remote access to current print and digital resources.	
<b>Strategy's Expected Result/Impact:</b> District Literacy Initiative Future Ready Library Initiative Encourage life long learners Increase circulation statistics Improve college readiness <b>Staff Responsible for Monitoring:</b> Librarian, Teachers, Administration, Campus and District Staff <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Comprehensive Support Strategy</b>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<b>Problem Statements:</b> None <b>Funding Sources:</b> Print and Digital Resources State Comp Ed (SCE) \$5,000	

**Strategy 2:** Promote information literacy and literature appreciation by expanding student access to authors, current trends, and participating in local, state, and national events, book festivals, conferences.

**Strategy's Expected Result/Impact:** District Literacy Initiative  
 Future Ready Library Initiative  
 Encourage life long learners  
 Increase circulation statistics  
 Improve college readiness

**Staff Responsible for Monitoring:** Librarian, Teachers, Administration, Campus and District Staff

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math,  
 Connect high school to career and college

**Funding Sources:**  
 Literacy Competitions State Comp Ed (SCE) \$1,000

**ESF Levers:** Lever 3: Positive School Culture

**Comprehensive Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 3:** Collaborate with faculty and staff to monitor copyright infringements and plagiarism

**Strategy's Expected Result/Impact:** District Literacy Initiative,  
 Future Ready Library Initiative  
 Encourage life long learners  
 Improve college readiness

**Staff Responsible for Monitoring:** Librarian, Teachers, Administration, Campus and District Staff

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math,  
 Connect high school to career and college

**Funding Sources:**  
 None

**ESF Levers:** None

**Comprehensive Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 4:** Evaluate and purchase library resources and services to support district and campus initiatives.

**Strategy's Expected Result/Impact:** District Literacy Initiative, Future Ready Library Initiative

Encourage life long learners

Increase circulation statistics

Improve college readiness

**Staff Responsible for Monitoring:** Librarian, Teachers, Administration, Campus and District Staff

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math,

Connect high school to career and college

**Funding Sources:**

Print and Digital Resources State Comp Ed (SCE) \$5,000

**ESF Levers:** Lever 3: Positive School Culture

**Comprehensive Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 5:** Attend library and instructional professional development (local, regional, state, national) to maintain a current professional knowledge of current trends, and current library and educational practices.

**Strategy's Expected Result/Impact:** District Literacy Initiative, Future Ready Library Initiative

Encourage life long learners

Increase circulation statistics

Improve college readiness

**Staff Responsible for Monitoring:** Librarian, Administration, Campus and District Staff

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math,

Connect high school to career and college

**Funding Sources:**

None

**ESF Levers:** Lever 3: Positive School Culture

**Comprehensive Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

Strategy 6: Provide a user friendly and safe environment with accessible and collaborative resources for all patrons .		
Strategy's Expected Result/Impact: District Literacy Initiative, Future Ready Library Initiative Encourage life long learners Increase circulation statistics Improve college readiness		Formative
		Nov
		Jan
Staff Responsible for Monitoring: Librarian, Teachers, Administration, Campus and District Staff		Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Summative
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Funding Sources: None	June
ESF Levers: Lever 3: Positive School Culture		
Comprehensive Support Strategy		
Strategy 7: Promote student success within the school and the community.		
Strategy's Expected Result/Impact: District Literacy Initiative Future Ready Library Initiative Encourage life long learners Improve college readiness		Formative
		Nov
		Jan
Staff Responsible for Monitoring: Librarian, Teachers, Administration, Campus and District Staff		Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Summative
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Funding Sources: None	June
ESF Levers: Lever 3: Positive School Culture		
Comprehensive Support Strategy		

**Strategy 8:** Serve on campus and district decision making committees to better serve the students' needs.

**Strategy's Expected Result/Impact:** District Literacy Initiative

Future Ready Library Initiative

Encourage life long learners

Improve college readiness

**Staff Responsible for Monitoring:** Librarian, Teachers, Administration, Campus and District Staff

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math,  
Connect high school to career and college

**Funding Sources:**  
None

**ESF Levers:** Lever 3: Positive School Culture

**Comprehensive Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 9:** Participate in local, state, and national associations to gain knowledge of young adult library trends and best practices.

**Strategy's Expected Result/Impact:** District Literacy Initiative

Future Ready Library Initiative

Encourage life long learners

Improve college readiness

Increase circulation statistics

**Staff Responsible for Monitoring:** Librarian, Administration, Campus and District Staff

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math,  
Connect high school to career and college

**Funding Sources:**  
None

**ESF Levers:** Lever 3: Positive School Culture

**Comprehensive Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

<b>Strategy 10:</b> Promote the effective use of existing and emerging technologies, including library software & hardware to meet student & campus needs.			
<b>Strategy's Expected Result/Impact:</b> District Literacy Initiative Future Ready Library Initiative Encourage life long learners Improve college readiness Increase circulation statistics <hr/> <b>Staff Responsible for Monitoring:</b> Librarian, Teachers, Administration, Campus and District <hr/> <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <hr/> <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <hr/> <b>ESF Levers:</b> Lever 3: Positive School Culture <hr/> <b>Comprehensive Support Strategy</b>			<b>Formative</b>
			<b>Nov</b>
			<b>Jan</b>
			<b>Mar</b>
			<b>Summative</b>
			<b>June</b>
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

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

**Summative Evaluation:** None

<b>Strategy 1:</b> The Physical Education/Health department will increase effort and initiative to build the capacity of all teachers to integrate technology effectively into curriculum and instruction.		
<b>Strategy's Expected Result/Impact:</b> This strategy will assist in developing teachers who are better equipped to mold a new generation of students in all areas of the advanced technological world, who are capable of achieving success in a technology-rich workforce. Also, including high quality standard-based lessons despite the circumstances of Covid-19		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> School Administration, Academic Associate, Teachers within department		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None		<b>Summative</b>
<b>Funding Sources:</b> None		<b>June</b>
<b>ESF Levers:</b> None		
<b>Comprehensive Support Strategy</b>		
<b>Strategy 2:</b> The Physical Education/Health department will work with all students to help them acquire health and wellness skills for life-long use and implementation.		
<b>Strategy's Expected Result/Impact:</b> This strategy will assist in developing learners cognizant in all forms of health, including physical health (life skills) and learned behaviors related to mental and emotional health. Addition of alternative PE/Health activities that are related to stress-reducing results and SEL enhancing experiences.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administration, Academic Associates, Teachers within department		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None		<b>Summative</b>
<b>Funding Sources:</b> None		<b>June</b>
<b>ESF Levers:</b> None		
<b>Comprehensive Support Strategy</b>		





**Strategy 3:** The Physical Education/Health department will target instructional practices in order to achieve higher passing rates among special populations, including Special Education and ELL populations.

<b>Strategy's Expected Result/Impact:</b> This will result in more knowledgeable and prepared teachers who are able to disseminate content as well as instruction more effectively. These innovative practices will benefit students across all populations enrolled in their classes.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> School Administration, Academic Associate, Department Administrator		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
<b>Comprehensive Support Strategy</b>		<b>June</b>

**Strategy 4:** The Physical Education/Health department will develop and sustain a plan to incorporate reading and writing skills, effectively giving our students a beneficial role in their literary success.

<b>Strategy's Expected Result/Impact:</b> Incorporating reading and writing across the curriculum techniques will transform the class from a teacher centered class to a student centered class and the teacher becomes the facilitator. This writing to learn strategy, thus will increase the number of students who will attain preparedness for post-secondary education.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> School Administration, Department Administrator, Academic Associate, Teachers within department		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
<b>Comprehensive Support Strategy</b>		<b>June</b>



<b>Strategy 5:</b> The Physical Education/Health department will participate in ongoing and sustained staff development to further the effectiveness of instruction delivered in our classrooms.				
<b>Strategy's Expected Result/Impact:</b> The strategies learned through staff development will assist teachers in developing 21st century learners and will allow teachers to utilize innovative practices. This will help teachers target ALL students across all populations. Rigorous district and campus staff development to raise the level of preparedness for virtual learning. <b>Staff Responsible for Monitoring:</b> WISD Administration, WHS Administration, Teachers within department <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None <b>Comprehensive Support Strategy</b>				<b>Formative</b>
				<b>Nov</b>
				<b>Jan</b>
				<b>Mar</b>
				<b>Summative</b>
				<b>June</b>
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

**Evaluation Data Sources:** PMBAS, Assessments and standards (i.e. EOC/STAAR, AP exams, TSI, ACT/SAT) will be used to measure the growth that will be experienced by the students across all grade levels. In addition, industry certifications tests will be used as a measurement of growth as well. Business courses will help with CCMR by certifying students in MOS WORD.

**Summative Evaluation:** None

<b>Strategy 1:</b> Increase CTE CTSO organization membership, and provide community service learning while supporting student achievement through Academic and Career-based competitions on the local, state, and national levels.				
<b>Strategy's Expected Result/Impact:</b> Give the CTE students the opportunity for leadership experiences, communication enrichment, and the competition experience.				<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> CTE CTSO sponsors, CTE staff, CTE director.				<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None				<b>Jan</b>
<b>Problem Statements:</b> None				<b>Mar</b>
<b>TEA Priorities:</b> None				<b>Summative</b>
<b>ESF Levers:</b> None				<b>June</b>
<b>Funding Sources:</b> State Career and Technical Perkins Career & Technical Education				
<b>Strategy 2:</b> Develop and plan to revitalize the Business Department at WHS. Ensuring that technology resources are readily available for all students.				
<b>Strategy's Expected Result/Impact:</b> Update of the labs / classrooms to better serve the students when they are using the technology for their classes. Provide all technology needed for their classes will increase high quality instruction.				<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> WHS administration, CTE administration, WISD business department, and WISD Technology Department, CTE Staff				<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None				<b>Jan</b>
<b>Problem Statements:</b> None				<b>Mar</b>
<b>TEA Priorities:</b> None				<b>Summative</b>
<b>ESF Levers:</b> None				<b>June</b>
<b>Funding Sources:</b> State Career and Technical Perkins Career & Technical Education				

**Strategy 3:** Maximize the support of educational experiences targeting literacy as not only the foundation for learning, but as the critical medium for global competency in a digital world via Quill, ReadWorks, SSR, and project based learning. During this time of virtual learning CTE will also concentrate on SEL practices in the classroom.

<b>Strategy's Expected Result/Impact:</b> District improvement on secondary core CBA scores, progress reports, six weeks reporting periods, TBA scores, CTE student certification preparation reports and acquisitions, CTE course outcomes.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> All CTE staff, Campus administration, District curriculum, SPED director, Bil/ESL Director, Title I Director, CTE Administration & Administrative Support staff, Career Development Adviser, CTE Instructional Technology Strategist.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None		<b>Jan</b>
<b>TEA Priorities:</b> None		<b>Mar</b>
<b>ESF Levers:</b> None		<b>Summative</b>
<b>Problem Statements:</b> None		<b>June</b>
<b>Funding Sources:</b> State Career and Technical Perkins Career & Technical Education		

**Strategy 4:** Increase the number of state, national, or international industry certified or licensed CTE students through the increased support of certification/license resources that includes increasing dual enrollment classes through post secondary institutions and technology.

<b>Strategy's Expected Result/Impact:</b> Help meet or exceed respective domain for the new accountability system of 2019-20 that will be based on this school year. Common courses will create common framework for best results in certifications.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> All CTE Staff, Campus Administration		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None		<b>Jan</b>
<b>TEA Priorities:</b> None		<b>Mar</b>
<b>ESF Levers:</b> None		<b>Summative</b>
<b>Problem Statements:</b> None		<b>June</b>
<b>Funding Sources:</b> State Career and Technical Perkins Career & Technical Education		

<b>Strategy 5:</b> Increase awareness of Career Prep / Practicum. This will promote student employment and/or internship with local businesses in achieving district goals.	
<b>Strategy's Expected Result/Impact:</b> Students will learn they can acquire valuable employment opportunities and skills.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> CTE Staff, Campus Administration, WHS Counseling	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

<b>Strategy 6:</b> Business Department staff will attend Professional Developments. This will allow teachers to expose students to latest technology in respective industry.	
<b>Strategy's Expected Result/Impact:</b> Gives instructor opportunity for enhanced instruction from learned techniques.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> CTE Staff, Campus Administration	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> State Career and Technical Perkins Career & Technical Education	

No Progress

Accomplished

Continue/Modify

Discontinue

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

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

**Summative Evaluation:** None

<b>Strategy 1:</b> Weslaco High School will continue to participate in the "Adopt a Park" initiative with the City of Weslaco Parks and Rec.	
<b>Strategy's Expected Result/Impact:</b> Complete tasks that funding has been allocated for.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> WHS student organizations	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Increase CTE CTSO organization membership, and provide community service learning.	
<b>Strategy's Expected Result/Impact:</b> Give the CTE students the opportunity for leadership experiences, communication enrichment, and the competition experience.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> CTE CTSO sponsors, CTE staff, CTE director	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 3.2	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 3:** Develop a plan to revitalize the WHS Family and Consumer Sciences Foods Lab and update the appliances, kitchen cabinets, counter tops, and garbage disposals.

<b>Strategy's Expected Result/Impact:</b> Continue to update of the foods lab to better serve the students when they are using the lab for their classes, and provide a safe place for their lab.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> WHS administration, CTE administration, WISD business department, and WISD maintenance department.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Summative</b>
<b>ESF Levers:</b> None	None	<b>June</b>

**Strategy 4:** Maximize the support of educational experiences targeting literacy as not only the foundation for learning, but as the critical medium for global competency in a digital world via MY on, and project based learning. Virtual learning due to pandemic.

<b>Strategy's Expected Result/Impact:</b> District improvement on secondary core CBA scores, progress reports, six weeks reporting periods, TBA scores, CTE student certification preparation reports and acquisitions, CTE course outcomes.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> All CTE staff, Campus administration,, district curriculum, SPED director, Bil/ESL Director, Title I Director, CTE Administration & Administrative Support staff, Career Development Adviser, CTE Instructional Technology Strategist.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Summative</b>
<b>ESF Levers:</b> None	None	<b>June</b>

**Strategy 5:** Increase the number of state, national, or international industry certified or licensed CTE students through the increased support of certification/license resources that includes increasing dual enrollment classes through post secondary institutions and technology.

<b>Strategy's Expected Result/Impact:</b> Promote industry and education certifications.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> CTE staff		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Summative</b>
<b>ESF Levers:</b> None	None	<b>June</b>

**Strategy 6:** CTE instructional Staff will be included and required to attend district training's on instructional resources, and ATC certifications in order to support EL, SPED students through curriculum.

<b>Strategy's Expected Result/Impact:</b> Students have the opportunity to learn from the best teachers in their field.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> CTE staff and, CTE administration		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5, 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>

**Strategy 7:** Practicum opportunities, internships, and partnerships to promote employment and/or internship with local businesses.

<b>Strategy's Expected Result/Impact:</b> Students will get valuable employment opportunities while in High school.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> CTE staff		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Connect high school to career and college	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>

**Strategy 8:** Weslaco ISD CTE Program Showcase to promote community awareness about programs will be done virtually.

<b>Strategy's Expected Result/Impact:</b> Community awareness and involvement makes our programs better.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> CTE staff, CTSO sponsors		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Connect high school to career and college	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>

**Strategy 9:** CTE department uses Industry advisory committees to inspect and rate programs while using development/training to maintain industry standards.

**Strategy's Expected Result/Impact:** Allows programs to involve the community and give input.

**Staff Responsible for Monitoring:** CTE staff

**Title I Schoolwide Elements:** 2.5, 3.1, 3.2

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 10:** Keep facilities and equipment up to date using industry advisory committees that inspect and rate according to industry standards including facilities inspected for fire codes and updated MSDS list.

**Strategy's Expected Result/Impact:** Safe and secure school

**Staff Responsible for Monitoring:** CTE staff, WHS administration

**Title I Schoolwide Elements:** 2.6, 3.1, 3.2

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



Discontinue



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

**Evaluation Data Sources:** PBMAS, EOC scores, Industry Certifications

**Summative Evaluation:** None

<b>Strategy 1:</b> Maximize the support of educational experiences targeting literacy as not only the foundation for learning, but as the critical medium for global competency in a digital world via Quill, Everfi, NewsELA, SEL, Gearup and project based learning.	
<b>Strategy's Expected Result/Impact:</b> District improvement on secondary core CBA scores, progress reports, six weeks reporting periods, TBA scores, CTE student certification preparation reports and acquisitions, CTE course outcomes.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> All CTE staff, Campus administration,, district curriculum, SPED director, Bil/ESL Director, Title I Director, CTE Administration & Administrative Support staff, Career Development Adviser, CTE Instructional Technology Strategist.	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5, 2.6	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Career Prep / Practicum will promote student employment and/or internship with local businesses.	
<b>Strategy's Expected Result/Impact:</b> Agreements with employer, student and parents if needed.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> CTE & Academic Instructional Staff CTE Administrative Staff District C & I team ESC1/Academic Specialists Secondary campus instructional facilitators, Scope & Sequence Calendar	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 3:** CTE programs incorporate all school provided technology and will strive toward a paperless system through technology. Certifications, learning, Virtual instruction, and student research will be done with technology.

**Strategy's Expected Result/Impact:** Industry certifications with supporting report

**Formative**

**Staff Responsible for Monitoring:** CTE & Academic Instructional Staff CTE Administrative Staff District C & I team  
ESC1/Academic Specialists Secondary campus instructional facilitators, Scope & Sequence Calendar

**Nov**

**Jan**

**Mar**

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Summative**

**June**

**Strategy 4:** CTE staff will attend College, Career expo and Industry Trade Shows. This will expose students to latest technology and trends in respective.....etc.

**Strategy's Expected Result/Impact:** Documentation, 10 point narrative.

**Formative**

**Staff Responsible for Monitoring:** CTE STAFF

**Nov**

**Jan**

**Mar**

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Summative**

**June**

**Strategy 5:** CTE programs will keep facilities and equipment up to date and use industry quality supplies to educate and train students. Industry advisory committees will inspect and rate programs according to industry standards including but not limited to the facilities, fire codes, safety hazards and updated MSDS list.

**Strategy's Expected Result/Impact:** Safe and secure school

**Formative**

**Staff Responsible for Monitoring:** CTE staff, WHS administration

**Nov**

**Jan**

**Mar**

**Title I Schoolwide Elements:** 2.4, 2.5, 3.2

**Problem Statements:** None

**TEA Priorities:** None





**Funding Sources:**

**ESF Levers:** None

None

**Summative**

**June**

<b>Strategy 6:</b> CTE staff will sustain and expand CTSO organization membership, and provide community service learning.				
<b>Strategy's Expected Result/Impact:</b> Give the CTE students the opportunity for leadership experiences, communication enrichment, and the competition experience. <b>Staff Responsible for Monitoring:</b> CTE CTSO sponsors, CTE staff, CTE director <b>Title I Schoolwide Elements:</b> 2.4, 3.1, 3.2 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None				<b>Formative</b>
				<b>Nov</b>
				<b>Jan</b>
				<b>Mar</b>
				<b>Summative</b>
<b>Problem Statements:</b> None <b>Funding Sources:</b> None				<b>June</b>
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

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

**Summative Evaluation:** None

**Strategy 1:** Teachers will use different learning platforms virtually to enhance the students experience in the assigned subject, permitting them to better engage in their coursework on a daily basis. Consequently, this will develop advanced knowledge and skills to be successful in the post-secondary level and beyond.

**Strategy's Expected Result/Impact:** These results will mold the new generation of students in all areas of advanced technology gaining success in the real world.

**Staff Responsible for Monitoring:** Administration,  
Technology director  
Teachers and  
Parents

**Title I Schoolwide Elements:** 2.4, 2.5

**TEA Priorities:** Connect high school to career and college

**ESF Levers:** Lever 1: Strong School Leadership and Planning

**Comprehensive Support Strategy**

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** Teachers will work with a structured outline for teaching culture, communication, reading and writing skills. This will provide the students with quality foreign language instruction that will help them succeed in a foreign country.

**Strategy's Expected Result/Impact:** The expected strategy results will performance on assessments for culture, reading, writing and communication will improve.

**Staff Responsible for Monitoring:** Academic Associate,  
Administration,  
Teachers and  
Parents

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Comprehensive Support Strategy**

**Strategy 3:** Language Teachers will develop their instructional methods through AP training, summer institutes, professional development, workshops and classroom observations to help with student achievement in all areas of Language.

**Strategy's Expected Result/Impact:** This strategy will result in a positive outcome for the teachers to gain more knowledge and help the students to be successful.

**Staff Responsible for Monitoring:** Academic Associate,  
Administration and  
Teachers

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Comprehensive Support Strategy**

**Strategy 4:** The students will be encouraged to enroll in Spanish and French Pre-AP, AP, and Concurrent Enrollment courses to develop skills appropriate for college level.

**Strategy's Expected Result/Impact:** This strategy will help the students to gain college credit and skills in all Spanish and French advanced courses to have success in post-secondary levels.

**Staff Responsible for Monitoring:** Academic Associate,  
Counselors,  
Administration and  
Teachers

**Title I Schoolwide Elements:** 2.4, 2.5

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Comprehensive Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 5:** Teachers will provide virtual AP Spanish Language and AP Spanish Literature sessions to prepare students for the AP exams. They will use the most recent released AP Spanish exams from College Board.

**Strategy's Expected Result/Impact:** The AP teachers will provide review sessions for all AP Spanish students to align and be successful with the AP exam.

**Staff Responsible for Monitoring:** Administration,  
Counselors and  
AP Spanish Teachers

**Title I Schoolwide Elements:** 2.4, 2.5

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math,  
Connect high school to career and college

**Funding Sources:**

None

**ESF Levers:** Lever 1: Strong School Leadership and Planning

**Comprehensive Support Strategy**

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 6:** Language Teachers will participate with the counselors, administrators and other teachers of their own department to observe help and review student progress and attendance every six weeks with the main purpose to increase the percentage of graduates

<b>Strategy's Expected Result/Impact:</b> Teachers will be able to motivate students to attend classes every day and graduate with good GPA from High School.		<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
<b>Staff Responsible for Monitoring:</b> Academic Associate, Counselors, Administration and Teachers		<b>Summative</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5	<b>Problem Statements:</b> None	<b>June</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	
<b>ESF Levers:</b> None	None	
<b>Comprehensive Support Strategy</b>		

**Strategy 7:** Language Teachers will be posting reading assignments, to encourage students to increase reading comprehension skill in the target language.

- Students will select, read and translate an article from the newspaper.
- Students, also will have the opportunity to write a summary and answer the 5 W's (who?, what?, when?, where?, why?.)

<b>Strategy's Expected Result/Impact:</b> This strategy will result in a positive outcome for the students. To gain better reading skills and be able to be successful in the post-secondary level and beyond.		<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
<b>Staff Responsible for Monitoring:</b> Academic Associate, Administration and Teachers		<b>Mar</b>
		<b>Summative</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	<b>June</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	
<b>ESF Levers:</b> None	None	



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 2: ENGAGING LEARNING ENVIRONMENT** - Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance.

**Performance Objective 1: Technology:** All students will be provided with a high-quality education through effective programs to complete high school and to be prepared for a post-secondary education.

**Evaluation Data Sources:** Using district benchmark data, a gain in students meeting standards will be gauged from one six weeks to the next. TSI, AP, SAT, ACT scores. Telpas. accountability ratings.

**Summative Evaluation:** None



<b>Strategy 1: Strategy 1:</b> a. Use of technology devices, supplies, and computer-enhanced programs such as, but not limited to SMART Boards, Document Cameras, Ipads, Interwrite Pads, Chromebooks, Wireless Mouse Pens, Headphones, Earbuds, Cameras, Smartphones, tablets, apps, TI-NI-84 Plus graphing calculators in order to meet our goals and objectives, as well as to implement the strategies needed to increase student success.			
<b>Strategy's Expected Result/Impact:</b> Increase literacy awareness to support student success *Increase EOC Approaches Scores by 10% & Masters by 5% *Increase number of students passing AP exams by 10% * TELPAS 70% Participation 97% *Increase campus ACT/SAT/TSI average scores * Increase number of Distinction Designations * Increase number of students that earn an associates degree * Increase number of students that are core complete and/or receive industry certification <b>Staff Responsible for Monitoring:</b> Teachers, Administration, Support Staff, <b>Title I Schoolwide Elements:</b> None <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>Results Driven Accountability</b>			<b>Formative</b>
			<b>Nov</b>
			<b>Jan</b>
			<b>Mar</b>
			<b>Summative</b>
			<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2:** Use Google Suite, various software programs, and tools to help students meet our goals and objectives, as well as to implement the strategies needed to increase student success for in-person learning and/or remote learning.

**Evaluation Data Sources:** Increase literacy awareness to support student success

- \*Increase EOC Approaches Scores by 10% & Masters by 5%
- \*Increase number of students passing AP exams by 10%
- \* TELPAS 70% Participation 97%
- \*Increase campus ACT/SAT/TSI average scores
- \* Increase number of Distinction Designations
- \* Increase number of students that earn an associates degree
- \* Increase number of students that are core complete and/or receive industry certification

**Summative Evaluation:** None

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

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

**Evaluation Data Sources:** Annual Parent-Teacher-Student Surveys, Campus Six Weeks Exit Reports, and Parent Advisory Council.

**Summative Evaluation:** None

**Strategy 1:** Utilize all forms of contact with parents including phone calls, email, parent-teacher conferences, school messenger, and social media outlets (Facebook and Twitter), and virtual meetings to enhance their engagement with their children's activities at school.

**Strategy's Expected Result/Impact:** When parents are engaged and participate with campus events/activities student achievement increases. Children whose parents are more motivated to learn are more successful in school.

**Staff Responsible for Monitoring:** Parental Involvement

Director

Central Office

Administrators

Campus Principal &

Administration

Parental Specialist

Community Liaison

Social Worker

Campus Counselor

ACE Coordinators &

Family Engagement

Specialist

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

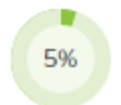
None

**Comprehensive Support Strategy**

**Additional Targeted Support Strategy**

**Formative**

**Nov**



**Jan**

**Mar**

**Summative**

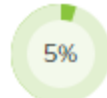
**June**



**Strategy 2:** Provide district aligned parent training, virtual training, and resources on topics such as effective reading strategies, PASOS, HEB READ 3, STAAR, Bullying and Drug Prevention, The Leader In Me, Mental Health Awareness, Technology, and College & Career Exploration and Readiness. The goal is to maximize the impact of parental engagement.

<b>Strategy's Expected Result/Impact:</b> When parents are engaged and participate with campus events/activities such as these students will be more encouraged and confident to become more successful in school. <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None <b>Comprehensive Support Strategy</b>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 3:** Continue to implement a system for tracking parent participation by campus and volunteer hours and virtual learning sessions. Parents will be recognized at the end of the year for their participation.

<b>Strategy's Expected Result/Impact:</b> When parents are engaged and participate in campus events/activities student achievement increases. Parents will be rewarded throughout the year by attending Region 1 conferences and will be given special recognition at our end of the year awards ceremony. <b>Staff Responsible for Monitoring:</b> Parental Involvement Director Parental Involvement Office Staff Campus Principal & Administration Parental Specialist <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None <b>Comprehensive Support Strategy</b>	<b>Formative</b>
	<b>Nov</b> 
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4:** The community will provide resources and partnerships that meet the needs of our WISD families. Resources such as: In His Image Uniform Drive (Cross Roads Community Church), In His Steps Shoebank (First United Methodist Church), Texas Department Health and Human Services, annual Fall Harvest Fair, Spring Information Fair, and parent technology needs through virtual sessions.

<b>Strategy's Expected Result/Impact:</b> When parents are aware of community resources and information they are able to seek assistance when needed.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Parental Involvement Director Campus Principal & Administration Parental Specialist		<div> <div>Nov</div> <div> <div>5%</div> </div> <div>Jan</div> <div>Mar</div> </div>
		<b>Summative</b>
<div> <div>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</div> <div>TEA Priorities: None</div> <div>ESF Levers: None</div> <div>Comprehensive Support Strategy</div> </div>		<div> <div>June</div> </div>
<b>Problem Statements:</b> None		
<b>Funding Sources:</b> None		

<b>Strategy 5:</b> Building stronger relationships with higher educational institutions: STC, UTRGV, TSTC, and Texas A&M extension services; so parents can be knowledgeable in the planning and preparation for college r readiness.			
<div><b>Strategy's Expected Result/Impact:</b> When parents are aware of community resources and college readiness information their children are more likely to graduate from high school and continue with their post-secondary education.</div> <div><b>Staff Responsible for Monitoring:</b> Parental Involvement Director Campus Principal &amp; Administration Parental Specialist Campus Counselor</div>			<b>Formative</b>
			<div>Nov</div> <div><div><div></div><div>5%</div></div></div>
			<div>Jan</div> <div>Mar</div>
			<b>Summative</b>
<div><div><div><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2</div><div><b>TEA Priorities:</b> None</div><div><b>ESF Levers:</b> None</div><div><b>Comprehensive Support Strategy</b></div></div><div><div><b>Problem Statements:</b> None</div><div><b>Funding Sources:</b> None</div></div></div>			<div>June</div>
<div><div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div><div>→</div><div>Continue/Modify</div></div><div><div><div>✗</div><div>Discontinue</div></div></div></div></div></div></div>			

**Goal 4:** PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT- Implement high-quality, research-based professional development and continuous support for all employees.

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



# State Compensatory

## Budget for Weslaco High School

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

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
164.32.6146.00.001.8.30	6146 Teacher Retirement/TRS Care	\$2,023.00
<b>6100 Subtotal:</b>		<b>\$195,723.00</b>
6200 Professional and Contracted Services		
164.11.6299.57.001.8.30	6299 Miscellaneous Contracted Services	\$1,205.00
164.23.6299.57.001.8.30	6299 Miscellaneous Contracted Services	\$135.00
164.32.6299.57.001.8.30	6299 Miscellaneous Contracted Services	\$405.00
<b>6200 Subtotal:</b>		<b>\$1,745.00</b>
6300 Supplies and Services		
164.11.6399.00.001.8.30	6399 General Supplies	\$37,500.00
164.11.6399.57.001.8.30	6399 General Supplies	\$735.00
<b>6300 Subtotal:</b>		<b>\$38,235.00</b>

## Personnel for Weslaco High School

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

# Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$5,985.00
1	2	11			\$5,985.00
1	3	3	Extra duty pay for Saturday School		\$5,985.00
1	4	6	Saturday School, Pull-outs, and Extended Day Funding		\$5,985.00
1	9	1	Print and Digital Resources		\$5,000.00
1	9	2	Literacy Competitions		\$1,000.00
1	9	4	Print and Digital Resources		\$5,000.00
<b>Sub-Total</b>					\$34,940.00
<b>Budgeted Fund Source Amount</b>					\$698,540.00
<b>+/- Difference</b>					<b>\$663,600.00</b>
<b>Grand Total</b>					\$34,940.00

# Addendums