

Weslaco Independent School District

CTE Early College High School

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

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

Vision

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

Value Statement

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

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Comprehensive Needs Assessment

Revised/Approved: September 7, 2020

Demographics

Demographics Summary

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

Weslaco 21st Century CTE Early College serves approximately 260 students in 9th, 10th, 11th, and 12th Grade.

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

Weslaco 21st Century CTE Early College Demographics include 87% Economically Disadvantaged, ? At-Risk, 19% English Language Learners and 5% Special Education.

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: Recruitment is still somewhat difficult as students choose the traditional high school setting even after accepting their acceptance letter. **Root Cause:** Students and parents are unaware of the benefits and structure of an Early College High School.

Student Learning

Student Learning Summary

No EOC data exists for the 2019-20 school year.

2018-19 EOC Results

Domain 1 Student Achievement Component Score 85 "B"

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

Domain 2 Relative Performance 89

Domain 3 Closing - 74

Overall Score 85

STAAR Data Strengths from the 2018-19 School Year

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

Student Learning Strengths

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

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

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

Students in the 10th, 11th, and 12th grades can take a college academic course.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are unable to reach the Masters Level consistently on the EOC Exams for several years in a row. **Root Cause:** Instruction is not at the rigorous level for students to master concepts in core subjects.

School Processes & Programs

School Processes & Programs Summary

The ethnicity in our staff is a Hispanic majority. English and Spanish are the two most commonly spoken languages on campus. The demographics of the staff and students are generally parallel to each other. This past year the campus had two teachers voluntarily leave to the traditional campus. The campus was able to hire experienced teachers in their respective content.

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

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

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

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

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

On campus there are two computer labs with one only having a printer. CTE ECHS has a 1:1 program with Chromebooks. Currently, not all teachers have a Chromebook cart as they were disassembled to distribute Chromebooks to students during remote learning. Students have the ability to check out Chromebooks from the library.

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

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

School Processes & Programs Strengths

All teachers are state-certified.

As teachers for WISD, we set the expectations for our students to engage in authentic work and solve complex, real-world problems through the school

district curriculum and instruction that is taught daily in the classrooms. Teachers have access to strategists and technical support throughout the district.

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

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

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

Perceptions

Perceptions Summary

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

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

The campus maintains 100% graduation rate.

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

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

Perceptions Strengths

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

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for measures of CCMR(HB 3)
- Current and/or prior year(s) campus and/or district improvement plans
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.

- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

Goals

Goal 1: STUDENT SUCCESS/LITERACY FOCUS- Provide high-quality, engaging, and innovative programs along the continuum of learning environments that develop college, career, military, and service ready leaders.

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

Evaluation Data Sources: STAAR Data

Summative Evaluation: None

Strategy 1: Utilize district department-made assessments to assess student mastery of objectives and make appropriate instructional adjustments departmental/individual teacher analysis of student data teacher/student conferences regarding benchmark results

Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments

Strategy's Expected Result/Impact: Teachers will be able to monitor specific SE mastery with students throughout the year. It will allow the reteaching of SE's that are not mastered.

Staff Responsible for Monitoring: Principal
History Teacher

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Utilize differentiated instruction with technology during lengthy concepts and prior to EOC Exams				
Strategy's Expected Result/Impact: All types of students including ELL, SPED and Eco Dis will be able to learn objectives in multiple ways.				Formative
Staff Responsible for Monitoring: Teachers				Nov
Title I Schoolwide Elements: 2.4				Jan
TEA Priorities: None				Mar
ESF Levers: None				Summative
Problem Statements: None				June
Funding Sources: None				
Strategy 3: Utilize advisory to place students who need remediation for the U.S. History EOC				
U.S. History STAAR tutoring will be available Monday's after school.				
Strategy's Expected Result/Impact: Students who have not mastered the EOC will have enrichment prior to the EOC exam.				Formative
Staff Responsible for Monitoring: Principal, Counselor, Teachers				Nov
Title I Schoolwide Elements: 2.4, 2.5				Jan
TEA Priorities: None				Mar
ESF Levers: None				Summative
Problem Statements: None				June
Funding Sources: None				

Strategy 4: Utilize a variety of classroom formative assessment to measure student mastery of objectives and make appropriate instructional adjustments

Exit Cards
 Kahoot
 Journal Writings
 Bell Ringers
 Graphic Organizers
 Content based review/assessment materials
 Review Study Guide questions from companies such as Sirius.

Strategy's Expected Result/Impact: It will allow teachers to continuously monitor student progress and mastery of daily objectives.		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Teacher		
Title I Schoolwide Elements: 2.4	Problem Statements: None	
TEA Priorities: None	Funding Sources:	
ESF Levers: None	EOC supplemental Materials for formative assessments Title 1, Part A \$1,000	

Strategy 5: Teacher have been through the SIOP training will implement strategies to improve EOC scores and language acquisition

Strategy's Expected Result/Impact: Students who are ELL will be able to have differentiated instruction throughout the year to master objectives.		Formative Nov Jan Mar
Staff Responsible for Monitoring: Principal and Teachers		
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements: None	
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	Summative June

Strategy 6: Supplemental materials such as maps, atlases, and other EOC resources will be ordered as needed to support classroom instruction. -Constitution Booklets -History Alive On-line version -Scholastic - The New York Times Upfront -Jarrett Mastering the TEKS				
Strategy's Expected Result/Impact: Students will have access to supplemental material to enhance their learning.				Formative
Staff Responsible for Monitoring: Principal and Teachers				Nov
Title I Schoolwide Elements: 2.4		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		Title 1, Part A \$1,000		Summative
June				
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>				

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

Evaluation Data Sources: STAAR Data

Summative Evaluation: None

Strategy 1: Content planning to develop effective assessments, differentiated instruction, and sheltered instruction strategies that ensure students are mastering and retaining concepts.

Strategy's Expected Result/Impact: Students will be able to master the material and be able to perform at the Meets/Masters Level.

Staff Responsible for Monitoring: Principal and Teachers

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Ongoing STAAR review and curriculum content review, correlated to high school science benchmark tests or CBA's each six weeks and to STAAR

Strategy's Expected Result/Impact: Student mastery of the curriculum and daily objectives.

Staff Responsible for Monitoring: Principal and Teachers

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 3: Science tutoring and STAAR

Camps as needed for students who need additional assistance (after school tutoring)

Strategy's Expected Result/Impact: Students who are struggling with content will receive additional instruction and in a small group. Students will master the content.**Staff Responsible for Monitoring:** Principal and Teachers**Title I Schoolwide Elements:** 2.4**Problem Statements:** None**TEA Priorities:** None**Funding Sources:****ESF Levers:** None

None

Formative**Nov****Jan****Mar****Summative****June****Strategy 4:** Inventory of all high school campus science department materials and equipment, and purchasing of necessary science materials identified in the current science TEKS such as chemicals, solutions, materials for demonstrations, and specimens for dissection.**Strategy's Expected Result/Impact:** Hands on experience will allow students to master the skills needed to be successful in Biology.**Staff Responsible for Monitoring:** Teachers**Title I Schoolwide Elements:** 2.4**Problem Statements:** None**TEA Priorities:** None**Funding Sources:****ESF Levers:** None

Science lab materials such as chemicals, solutions, animals for dissection. Title 1, Part A \$2,000

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

Strategy 5: Implement STEM-SCOPES Biology web- based software in all Biology classes to supplement biology as well as chemistry and physics classes.

Strategy's Expected Result/Impact: Enhance the learning environment. Students will be able to master daily objectives.		Formative
Staff Responsible for Monitoring: Teachers		Nov
Title I Schoolwide Elements: 2.4	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 6: Utilize content specific vocabulary cards for all general ed, LEP, and SPED students such as Flippity.





Strategy's Expected Result/Impact: Increase academic vocabulary for ELL and SPED Students.		Formative
Staff Responsible for Monitoring: Principal and Teachers		Nov
Title I Schoolwide Elements: 2.4	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 7: Purchase a class set of Sirius Biology EOC review books to use with Biology students.
 Purchase and train teachers on additional Physics and Chemistry curriculum resources and materials as needed.
 Purchasing equipment needed/materials to ensure student success for STAAR.

Strategy's Expected Result/Impact: Mastery of TEKS		Formative
Staff Responsible for Monitoring: Principal and Teachers		Nov
Title I Schoolwide Elements: 2.4	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 8: The usage of edpuzzle as a tool for students to have access to videos and assignments at any time. This helps them to review key concepts of biology.

Strategy's Expected Result/Impact: Provides more opportunities for learning outside the school walls. Helps the students master objectives due to having more access to pertinent information.		Formative
Staff Responsible for Monitoring: Teachers		Nov
Title I Schoolwide Elements: 2.4	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Evaluation Data Sources: STAAR Data

Summative Evaluation: None

Strategy 1: Implement Staff Development strategies and activities which are aligned with District Curriculum by providing:
1. TI-Calculator(s)/TI Smart-view Training- TI 84 Plus Calculators (Charging Box) & AAA batteries, also additional 30 TI NSPIRE Calculators are needed to enhance the learning process and for the purpose of testing Algebra 1 STAAR.

2. Technology training such as Edmodo, Google Apps, google classroom and Flipping the Classroom

Strategy's Expected Result/Impact: Mastery of TEKs and higher EOC scores for all students.

Staff Responsible for Monitoring: Principal and Teachers

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: 1. Follow district scope and sequence-TEKS Resource 2. Develop activities and align reviews with TEKS, EOC formatted like Spring Release test of 13, 14, 15, 16, 17, 18, to improve EOC scores. 3. Purchase/Use the TI-Calculators/TI-Inspires to teach the math curriculum in Algebra I, Algebra 2, and Geometry, Pre-Calculus, & College Algebra 4. Smart Board and TI-Smart View Calculator Emulators & use of Chromebooks 5. Incorporate the use of Spanish-English Dictionaries. 6. Edmentum Math Prep online student tutoring service for Algebra I, Geometry, Algebra II, ACT and SAT 7. Edpuzzle Prep online videos to enhance the flow of the teaching lesson. (Upgrade to Edpuzzle Pro will benefit teachers at CTE ECHS)		
Strategy's Expected Result/Impact: All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC		Formative
Staff Responsible for Monitoring: Principal and Teachers		Nov
Title I Schoolwide Elements: 2.4		Jan
TEA Priorities: None		Mar
ESF Levers: None		Summative
Problem Statements: None		June
Funding Sources: None		

Strategy 3: Instruction:

1. Small group and individualized instruction will be provided to select ESL students
2. Computer-enhanced instructions integrating technology into all math subject areas such as Smart Boards, mini IPAD, TI-Calculators , Imagine Math.
3. Students who are needing extra assistance will be assigned Algebra 1 advisory class.
4. Common appropriated Math vocabulary list will be developed (word walls) and displayed.
5. Incorporate more open-ended questions
6. Implementation of daily EOC openers addressing areas of weakness.
7. Implement the use of interactive math journal, and graphing paper.
8. Incorporate variety forms of formative assessments including the use of technology
9. Emphasize math vocabulary and content knowledge through use of Frayer Model Graphic Organizers, Journal Writing, and foldables
10. The frequent use of google classroom, edpuzzle, and curriculum pathways will be emphasize throughout the school year.

Strategy's Expected Result/Impact: All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC

Staff Responsible for Monitoring: Principal and Teachers

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

Purchase Vocabulary Cards specific to the Algebra 1 EOC Title 1, Part A \$500

Formative

Nov

Jan

Mar

Summative

June

Strategy 4: Achieve growth in number of successful students by:

1. Holding tutoring sessions for all students scoring below mastery on benchmark assessments after school or on Saturdays.
2. The frequent use of google classroom, edpuzzle, and curriculum pathways will benefit to the rigor and the academic success of the students.

Strategy's Expected Result/Impact: All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC

Staff Responsible for Monitoring: Principal and Teachers

Title I Schoolwide Elements: 2.4

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

Evaluation Data Sources: 2020 STAAR Results

Summative Evaluation: None

Strategy 1: Utilize a variety of teaching methods that require advanced thinking skills, problem-solving, and close reading/analysis.

- Grade-level meetings at campus and district level
- Reading strategies materials
- Pre-AP
- Classroom Libraries
- SSR
- APEX Learning
- Teacher-created and other available resources
- Edmentum
- Springboard

Strategy's Expected Result/Impact: All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC

Staff Responsible for Monitoring: Principal and Teachers

Title I Schoolwide Elements: 2.4

TEA Priorities: None

ESF Levers: None

Problem Statements: None

Funding Sources:

Classroom Novels Title 1, Part A \$5,000

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Required summer reading initiative for all students enrolled in Regular, Pre-AP, English courses, concurrent.

Strategy's Expected Result/Impact: Enhance students' reading ability.		Formative
Staff Responsible for Monitoring: Teachers		Nov
Title I Schoolwide Elements: 2.4	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
Additional Targeted Support Strategy		June

Strategy 3: Utilize benchmark assessments to assess student mastery of objectives and make appropriate instructional adjustments

- departmental/individual teacher analysis of student data
- teacher/student conferences
- regarding benchmark results, essay scores

Strategy's Expected Result/Impact: All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC		Formative
Staff Responsible for Monitoring: Teachers		Nov
Title I Schoolwide Elements: 2.4	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
Additional Targeted Support Strategy		June

Strategy 4: Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments.				
<div>- Curriculum Framework development / revision</div> <div>- District-level assessment expectations</div>				
Strategy's Expected Result/Impact: All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC				Formative
Staff Responsible for Monitoring: ELA Coordinator and Teachers				Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
Additional Targeted Support Strategy				June
Strategy 5: - employ the use of open-ended assessments (such as short answer or essay responses) to gauge student comprehension of the enduring understandings				
<div>- guide student use and development of graphic organizers that reinforce the enduring understandings</div>				
Strategy's Expected Result/Impact: All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC				Formative
Staff Responsible for Monitoring: Teachers				Nov
Title I Schoolwide Elements: 2.4		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
Additional Targeted Support Strategy				June

Strategy 6: Attend staff development opportunities on writing strategies for LEP students and/or SIOP District Trainings				
Strategy's Expected Result/Impact: All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC Staff Responsible for Monitoring: ELL Coordinator and Teachers Title I Schoolwide Elements: 2.4 TEA Priorities: None ESF Levers: None Additional Targeted Support Strategy				Formative
				Nov
				Jan
				Mar
				Summative
				June
Strategy 7: English EOC Advisory classes will be offered to help students re- testing STAAR or have scoring below the mastery level during benchmarks.				
Strategy's Expected Result/Impact: Students will reach the approaches level on the EOC retest. Staff Responsible for Monitoring: Principal, Counselor and Teachers Title I Schoolwide Elements: 2.4, 2.5 TEA Priorities: None ESF Levers: None Additional Targeted Support Strategy				Formative
				Nov
				Jan
				Mar
				Summative
				June
Strategy 8: Develop classroom libraries as it related to the content teacher. Students will have access to books/resources to read in class.				
Strategy's Expected Result/Impact: Enhance reading abilities and develop choices for students to read. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4 TEA Priorities: None ESF Levers: None Additional Targeted Support Strategy				Formative
				Nov
				Jan
				Mar
				Summative
				June

Strategy 9: Utilize the Springboard PreAP curriculum for all pre AP English 1 and English 2 students.

Strategy's Expected Result/Impact: Pre AP students will experience an enhancement thier critical thinking ability.
Increase the ACT/SAT writing and reading scores for juniors and seniors.

Staff Responsible for Monitoring: Teachers
ELA Coordinator

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Additional Targeted Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 10: Building Vocabulary Curriculum: A weekly lesson on 20 vocabulary words that are organized around a common root word.

Strategy's Expected Result/Impact: Increase student understanding of written text, their ability to negotiate the meaning of unkown
vocabulary words in texts.

Increase level of TSI readiness in reading and writing.

Increase ovarall scores for Meets and Masters levels in English 1 and English 2 EOC.

Staff Responsible for Monitoring: Teacher
ELA Coordinator

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Additional Targeted Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 11: Use electronic dictionaries regularly in the classroom for reading and writing to improve vocabulary understanding and word choice.

Strategy's Expected Result/Impact: Increase student understanding of written text, their ability to negotiate the meaning of unknown vocabulary words in texts.

Increase level of TSI readiness in reading and writing.

Increase overall scores for Meets and Masters levels in English 1 and English 2 EOC.

Staff Responsible for Monitoring: Teacher
ELA Coordinator

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Additional Targeted Support Strategy

Formative

Nov

Jan

Mar

Summative

June

Strategy 12: Utilize the Sirius English I and English II resources to prepare for and review for EOC testing.

Strategy's Expected Result/Impact: Enhance every student's exposure to the EOC testing format and testing objectives. Increase English I and English II scores for Meets and Masters levels in EOC.

Staff Responsible for Monitoring: English Teachers, ELA Coordinator, Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

Sirius Workbooks Title 1, Part A \$5,000

Formative

Nov

Jan

Mar

Summative

June

Strategy 13: Implement audio book technology (headphones) for reading assistance and improvement with all students.			
<div>Strategy's Expected Result/Impact: Audio enhanced reading will improve comprehension, especially, but not only for EL, SPED, dyslexic and students with other learning disabilities.</div> <div>Staff Responsible for Monitoring: Teacher Principal</div> <div>Title I Schoolwide Elements: 2.4, 2.6</div> <div>TEA Priorities: None</div> <div>ESF Levers: None</div> <div>Additional Targeted Support Strategy</div>			Formative
			Nov
			Jan
			Mar
			Summative
			June
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div>			

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

Evaluation Data Sources: CCMR Component of Domain 1

Summative Evaluation: None

Strategy 1: TSI prep classes will be offered to all students in an effort to increase scores on college entrance exams. Bridge class will be offered during the summer. A TSI prep curriculum will be used for the course. TSI units will be purchased for students to utilize when testing at no charge to them.

Strategy's Expected Result/Impact: Increase the number of College Ready students		Formative
Staff Responsible for Monitoring: Principal and Teachers		Nov
Title I Schoolwide Elements: 2.4, 2.5	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 2: STC individual meetings (audits) will be held with all students to ensure college readiness and eligibility.

Strategy's Expected Result/Impact: Increase the number of College Ready students		Formative
Staff Responsible for Monitoring: Principal and Counselor		Nov
Title I Schoolwide Elements: 2.5	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: Students will be enrolled in career pathway classes offered by STC. This will include classes taught during the school day, after school, or summer.

Strategy's Expected Result/Impact: Students will be college ready and graduate with an Associates Degree.		Formative
Staff Responsible for Monitoring: Principal and Counselor		Nov
Title I Schoolwide Elements: 2.5	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 4: Materials to support STAAR preparation will be provided as needed to math, English, science and Social studies teachers.

Strategy's Expected Result/Impact: Students will score at the Meets/Masters level on EOC exams.		Formative
Staff Responsible for Monitoring: Principal		Nov
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 5: General consumable supplies to support classroom instruction of the TEKS will be ordered for teachers. General supplies include, but are not limited to paper, folders, scissors, markers, glue, paint, poster boards.

Strategy's Expected Result/Impact: Students will score at the Meets/Masters level on EOC exams.		Formative
Staff Responsible for Monitoring: Principal		Nov
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June


Strategy 6: Students will receive a Chromebook if requested and teachers will have access to Chromebook carts for students to access during class time to facilitate learning in the classroom as it relates to the EOC exams	
Strategy's Expected Result/Impact: Students will score at the Meets/Masters level on EOC exams.	Formative
Staff Responsible for Monitoring: Principal and Teachers	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June


Strategy 7: Teachers will have access to smart boards, projectors, & smart tablets in order to utilize technology to enhance student learning in the classroom to enhance STAAR results.	
Strategy's Expected Result/Impact: Students will score at the Meets/Masters level on EOC exams.	Formative
Staff Responsible for Monitoring: Principal and Teachers.	Nov
Title I Schoolwide Elements: 2.4	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 8: Extended Day and Saturday School will be provided for tutoring and/or enrichment of TSI.	
Strategy's Expected Result/Impact: Increase the number of College Ready students	Formative
Staff Responsible for Monitoring: Principal and Teachers	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June


No Progress


Accomplished


Continue/Modify


Discontinue

Performance Objective 6: Closing the gaps (target subgroups)

Evaluation Data Sources: Comply with all accountability reports

Summative Evaluation: None

Strategy 1: Attend staff development opportunities on strategies for ELL students such as SIOP				
Strategy's Expected Result/Impact: Increase student performance in course and EOC				Formative
Staff Responsible for Monitoring: Principal and Teachers				Nov
Title I Schoolwide Elements: 2.4, 2.6		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
				June
Strategy 2: ELL students will be placed in English Advisory Class for additional time with their English Teacher.				
Strategy's Expected Result/Impact: Mastery of the English language, Successful completion of ELA and reach the Approaches Level on EOC exams				Formative
Staff Responsible for Monitoring: Principal, Counselor and Teacher				Nov
Title I Schoolwide Elements: 2.4, 2.6		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
				June

Strategy 3: Purchase electronic bilingual dictionaries for ELL students to be checked out and used in class.				
Strategy's Expected Result/Impact: None				Formative
Staff Responsible for Monitoring: Administration, Campus Technology Coordinator, Librarian, English Teachers.				Nov
Title I Schoolwide Elements: 2.6		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		Electronic Dictionaries State Bilingual/ESL \$1,000		Summative
				June
Strategy 4: Hire STAAR Mentors to assist with At-Risk students within the English Language Arts classes.				
Strategy's Expected Result/Impact: None				Formative
Staff Responsible for Monitoring: Principal				Nov
Title I Schoolwide Elements: 2.4, 2.6		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: None		None		Summative
				June
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div>100%</div><div></div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div>				

Performance Objective 7: By the end of the 2020-2021 school year, the percentage of Special Education students who score at the approaches level on STAAR EOC tests in high school will be 60%.

Evaluation Data Sources: Accountability Reports

Summative Evaluation: None

Strategy 1: Utilize benchmark assessments to assess student mastery of objectives and make appropriate instructional adjustments.
 Departmental & individual teachers analysis of student data.
 Teacher/student conferences regarding benchmark results, essay scores.
 Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments and teaching methods.

Strategy's Expected Result/Impact: Increase in student mastery and obtain the scale score for the approaches level.

Staff Responsible for Monitoring: Principal, Inclusion teacher and 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 2: Utilize technology in the classroom Utilize varies teaching styles and strategies and curriculum to assess students in mastery of objectives -Co-Teaching -Team teaching -Inclusion -During & after reading strategies -Peer reading strategies TEKS Resource Curriculum -Classroom libraries -Teacher-created & other available resources		
Strategy's Expected Result/Impact: Increase in student mastery and obtain the scale score for the approaches level.		Formative
Staff Responsible for Monitoring: Principal, Inclusion teacher and Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources: Reading Books for Class Library State Special Education \$500	Mar
ESF Levers: None		Summative
		June
Strategy 3: Employ the use of open-ended formative assessments (such as short answer or essay responses) to gauge student comprehension of the content being taught. Guide students to use graphic organizers to develop thought process.		
Strategy's Expected Result/Impact: Increase in student mastery and obtain the scale score for the approaches level.		Formative
Staff Responsible for Monitoring: Principal, Inclusion teacher and Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources: None	Mar
ESF Levers: None		Summative
Comprehensive Support Strategy		June

Strategy 4: Allow students to access curriculum or content through the use of assistive technology to include computers, laptops, headphones, Etc. (Special Education teacher will have materials available in google classrooms)

Strategy's Expected Result/Impact: Increase in student mastery and obtain the scale score for the approaches level.		Formative
Staff Responsible for Monitoring: Principal and teachers		Nov
Title I Schoolwide Elements: 2.4	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 5: Provide supplementary instructional materials for students and staff to allow for implementation of student achievement such as Sirius EOC Supplemental Materials

Strategy's Expected Result/Impact: Increase in student mastery and obtain the scale score for the approaches level.		Formative
Staff Responsible for Monitoring: Principal, Inclusion teacher and teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	Supplemental EOC Materials State Special Education \$1,000	Summative
		June


No Progress


Accomplished


Continue/Modify


Discontinue

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

Evaluation Data Sources: Benchmark and EOC Scores

Evidence of increase in blended learning strategies via classroom walkthroughs

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

Summative Evaluation: None

Strategy 1: Staff will attend technology training offered by the district or by other entities. Teachers will utilize their training with their students.					
Strategy's Expected Result/Impact: Mastery of curriculum utilizing technology and flipping the classroom.				Formative	
Staff Responsible for Monitoring: Principal				Nov	
Title I Schoolwide Elements: None		Problem Statements: None		Jan	
TEA Priorities: None		Funding Sources:		Mar	
ESF Levers: None		None		Summative	
					June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>					

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

Evaluation Data Sources: Grades from South Texas College

Summative Evaluation: None

Strategy 1: Campus will purchase college textbooks for academic courses for South Texas College courses.	
Strategy's Expected Result/Impact: Students will receive dual credit for high school courses and receive college credit.	Formative
Staff Responsible for Monitoring: Administration	Nov
Title I Schoolwide Elements: 2.4	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June
Strategy 2: Campus will purchase additional chromebooks for students who are enrolled in STC academic courses to check out a chromebook to complete assignments.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Administration, Campus Technology Coordinator, Librarian	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

Strategy 3: Counselor will assist with ACT & SAT registration for 11th and 12th grade students. Study material will be provided if current materials that are available are not successful for students prior to testing.

Strategy's Expected Result/Impact: Increase ACT & SAT Performance

Staff Responsible for Monitoring: Counselor, Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 4: Campus will provide college academic courses at CTE ECHS for student to enroll.

Strategy's Expected Result/Impact: Students will graduate with an Associate's Degree.

Staff Responsible for Monitoring: Principal and Counselor

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 5: Employ a library aide to assist students with research for their STC academic courses.

Strategy's Expected Result/Impact: Assist students with academic research at the college level courses. Students with assistance will have a better overall experience with STC Academic courses.

Staff Responsible for Monitoring: Principal, Library Aide

Title I Schoolwide Elements: 2.4, 2.6

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

Evaluation Data Sources: Number of books checked out during the school year from the library.

Summative Evaluation: None

Strategy 1: A library aide will be on staff. to assist the librarian to promote and assist with the increase of literacy in students.			
Strategy's Expected Result/Impact: Increase scores in EOC exams and ACT			Formative
Staff Responsible for Monitoring: Librarian & Principal			Nov
Title I Schoolwide Elements: 2.6		Problem Statements: None	Jan
TEA Priorities: None		Funding Sources:	Mar
ESF Levers: None		Salary for Library Aide Title 1, Part A \$30,337	Summative
			June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>			

Goal 2: POSITIVE LEARNING ENVIRONMENT-Ensure safe, secure, drug-free, technology-rich, and inviting environments which promote high performance along the continuum of learning environments.

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

Evaluation Data Sources: Technology Inventory

Summative Evaluation: None

Strategy 1: All students will have the ability to checkout a chromebook for academic learning.		
Strategy's Expected Result/Impact: Students will have access to curriculum or the ability to research/write at any given time.		Formative
Increase in student mastery and obtain the scale score for the Meets/Masters level.		Nov
Staff Responsible for Monitoring: Principal		Jan
Title I Schoolwide Elements: None		Mar
TEA Priorities: None		Summative
ESF Levers: None		June
Strategy 2: Library and computer lab will have computers to be utilized by classes as well being designated areas to print for students.		
Strategy's Expected Result/Impact: Students will be able to research and create projects with the lead of a teacher. Increase in student mastery for the content.		Formative
Staff Responsible for Monitoring: Principal and teachers		Nov
Title I Schoolwide Elements: None		Jan
TEA Priorities: None		Mar
ESF Levers: None		Summative
Funding Sources: Computers and Printers Title 1, Part A \$1,000		June

Strategy 3: There will be multiple sources of technology such as document cameras, smartboards, projectors, chromebooks and/or computers in the classroom for teachers to utilize for their lessons.

Strategy's Expected Result/Impact: Increase in student mastery and obtain the scale score for the approaches level.

Staff Responsible for Monitoring: Principal and 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 4: All classrooms will have a laser printer to provide access to students to print their assignments.

Strategy's Expected Result/Impact: Enhance students ability to print necessary materials for content mastery.

Staff Responsible for Monitoring: Principal and 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 5: An instructional technology coach will assist teachers will differentiation with an emphasis on personal learning for At-Risk students.

Strategy's Expected Result/Impact: Increase academic success/ incorporating technology applications for personalized learning.

Staff Responsible for Monitoring: Principal, Campus Technology Coordinator

Title I Schoolwide Elements: 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

Campus Technology Coordinator State Comp Ed (SCE) \$79,617

Formative

Nov

Jan

Mar

Summative

June

Strategy 6: A LVN will be provided to students to ensure proper health and hygiene. LVN will assist with keeping student healthy and attending school

Strategy's Expected Result/Impact: Improved attendance and academic achievement with at risk students.		Formative
Staff Responsible for Monitoring: Principal, LVN		Nov
Title I Schoolwide Elements: 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	State Comp Ed (SCE) \$21,404	Summative
		June

Strategy 7: Students will attend workshops/conferences as it relates to a safe school environment such as drug and tobacco free, bullying, and health awareness.

Strategy's Expected Result/Impact: Students will be able to make positive choices at school and at home.		Formative
Staff Responsible for Monitoring: Social Worker, Principal		Nov
Title I Schoolwide Elements: 2.5	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Evaluation Data Sources: Number of referrals as it relates to bullying and reports for unsafe incidents.

Summative Evaluation: None

Strategy 1: Students will have access to computers, software and hardware such as printers, projectors, and poster makers to promote a safe learning environment.				
<div><div>Strategy's Expected Result/Impact: Decrease in the number of bullying incidents/reports and referrals.</div><div>Staff Responsible for Monitoring: Principal, Social Worker, Counselor</div><div><div><div>Title I Schoolwide Elements: 2.5</div><div>TEA Priorities: None</div><div>ESF Levers: None</div></div><div><div>Problem Statements: None</div><div>Funding Sources: None</div></div></div></div>				Formative
				Nov
				Jan
				Mar
				Summative
				June
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div>				

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

Evaluation Data Sources: Program Agenda, number of college graduates each semester.

Summative Evaluation: None

Strategy 1: Monitor student STC progress each semester. Enroll in summer classes at STC.					
Strategy's Expected Result/Impact: Graduation from College with a certificate or Associate's Degree.				Formative	
Staff Responsible for Monitoring: Principal and counselor				Nov	
Title I Schoolwide Elements: 2.5		Problem Statements: None		Jan	
TEA Priorities: None		Funding Sources:		Mar	
ESF Levers: None		State High School Allotment		Summative	
					June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>					

Performance Objective 4: Provide workshops from outside agencies to promote students' self-esteem which will allow them to make positive choices.

Evaluation Data Sources: Attendance and Grades

Summative Evaluation: None

Strategy 1: Provide workshops from counseling agencies for students who are identified At-Risk.				
Strategy's Expected Result/Impact: Improvement on Attendance and Grades				Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Counselor, Principal				
Title I Schoolwide Elements: 2.5, 2.6		Problem Statements: None		
TEA Priorities: None		Funding Sources:		
ESF Levers: None		None		
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Performance Objective 5: Provide teachers with the necessary technology to ensure a high-quality education during virtual learning for the 2020-21 school year.

Evaluation Data Sources: Purchase Orders & Inventory Check out to teachers.

Summative Evaluation: None





Strategy 1: Provide teachers with high-quality laptops, webcams, wearable microphones, document cameras, and other software for learning.				
Strategy's Expected Result/Impact: Students passing each of their high school classes as well as district CBA's and Benchmarks.				Formative
Staff Responsible for Monitoring: Principal, ITC, and Librarian				Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Problem Statements: None		Jan
TEA Priorities: None		Funding Sources:		Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		None		Summative
				June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS- Foster exceptional community service, open communication and positive collaboration using innovative and multiple platforms that support teacher and student success.

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

Evaluation Data Sources: Annual Parent-Teacher-Student Surveys, Campus Six Weeks Reports, Parent Evaluations, Parent Advisory Council

Summative Evaluation: None

Strategy 1: Hold parent meetings for Senior Night, and Financial Night. School Festivals	
Strategy's Expected Result/Impact: Increase parental support for students success.	Formative
Staff Responsible for Monitoring: Principal, Social Worker, and Counselor.	Nov
Title I Schoolwide Elements: 3.1, 3.2	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: Materials for presentations and food for parents. State Comp Ed (SCE)	
Strategy 2: Campus Social Worker will attend appropriate training, workshops, and conferences to learn new strategies and laws as it relates to community involvement especially with parents. Social Worker will meet with parents of at-risk students who are have attendance issues and are at risk of failing classes.	
Strategy's Expected Result/Impact: Increase parental support and services.	Formative
Increase attendance for At-Risk students and passing rates.	Nov
Staff Responsible for Monitoring: Principal and Social Worker	Jan
Title I Schoolwide Elements: 3.1, 3.2	Mar
TEA Priorities: None	Summative
ESF Levers: None	June
Problem Statements: None	
Funding Sources: Social Worker State Comp Ed (SCE) \$60,317	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT- Implement high-quality, researched-based professional development and continuous support for all employees so that they are able to facilitate teaching and learning along the continuum of learning environments.

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

Evaluation Data Sources: Eduphoria and sign in sheets

Summative Evaluation: None

Strategy 1: Communicate and work with district Human Resource Office to ensure all teachers are highly qualified.					
Strategy's Expected Result/Impact: Student Academic growth.				Formative	
Staff Responsible for Monitoring: Principal & Human Resource Director				Nov	
Title I Schoolwide Elements: None		Problem Statements: None		Jan	
TEA Priorities: None		Funding Sources:		Mar	
ESF Levers: None		None		Summative	
					June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>					

Goal 5: FINANCIAL STRENGTH-Facilitate strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding that supports the teaching and learning along the continuum of learning environments.

State Compensatory

Budget for CTE Early College High School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
164.32.6119.00.009.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$46,440.00
164.33.6129.00.009.8.30	6129 Salaries or Wages for Support Personnel	\$15,658.00
164.32.6141.00.009.8.30	6141 Social Security/Medicare	\$673.00
164.33.6141.00.009.8.30	6141 Social Security/Medicare	\$227.00
164.32.6142.00.009.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.33.6142.00.009.8.30	6142 Group Health and Life Insurance	\$2,889.00
164.32.6143.00.009.8.30	6143 Workers' Compensation	\$139.00
164.33.6143.00.009.8.30	6143 Workers' Compensation	\$47.00
164.32.6145.00.009.8.30	6145 Unemployment Compensation	\$42.00
164.33.6145.00.009.8.30	6145 Unemployment Compensation	\$14.00
164.32.6146.00.009.8.30	6146 Teacher Retirement/TRS Care	\$1,703.00
164.33.6146.00.009.8.30	6146 Teacher Retirement/TRS Care	\$352.00
6100 Subtotal:		\$73,963.00
6200 Professional and Contracted Services		
164.13.6219.57.009.8.30	6219 Professional Services	\$405.00
6200 Subtotal:		\$405.00
6300 Supplies and Services		
164.11.6399.00.009.8.30	6399 General Supplies	\$13,125.00
6300 Subtotal:		\$13,125.00

Personnel for CTE Early College High School

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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

September 7th of 2020

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Marco Zamora, Principal

Yvonne Olivarez, Social Worker/Parent Specialist

Ms. Campos, Parent

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
VACANCY	Library Aide	CTE Early College High School	1

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Campus Technology Coordinator		\$79,617.00
2	1	6			\$21,404.00
3	1	1	Materials for presentations and food for parents.		\$0.00
3	1	2	Social Worker		\$60,317.00
Sub-Total					\$161,338.00
Budgeted Fund Source Amount					\$175,538.00
+/- Difference					\$14,200.00
Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	EOC supplemental Materials for formative assessments		\$1,000.00
1	1	6			\$1,000.00
1	2	4	Science lab materials such as chemicals, solutions, animals for dissection.		\$2,000.00
1	3	3	Purchase Vocabulary Cards specific to the Algebra 1 EOC		\$500.00
1	4	1	Classroom Novels		\$5,000.00
1	4	8			\$2,000.00
1	4	12	Sirius Workbooks		\$5,000.00
1	10	1	Salary for Library Aide		\$30,337.00
2	1	2	Computers and Printers		\$1,000.00
Sub-Total					\$47,837.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					-\$37,837.00
Grand Total					\$209,175.00

Addendums