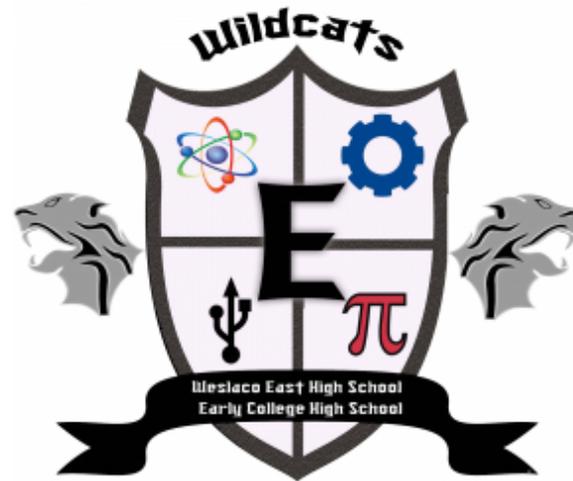


Weslaco Independent School District

Weslaco East High School

Improvement Plan

2020-2021



Mission Statement

Weslaco East High School

Mission Statement

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

-

Personify the qualities of success

-

Responsibly and productively contribute to their community and society,

-

Independently achieve life-long goals

-

Develop the skills required to work collaboratively

-

Excel in life.

Weslaco East Early College High School

Mission:

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

Vision

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

Weslaco East Early College HS

Vision:

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

Value Statement

Values:

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

Expectations:

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

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

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

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

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

Ethics:

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

27.7% of persons in the area live in poverty.

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

Demographics Strengths

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

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

Technology is widely available on the campus. There are six computer labs available for use, as well as dozens of computers on the library floor. Many teachers utilize Chromebook sets within their classrooms and students are allowed to utilize their own technology devices. The use of Google Classroom is prevalent, as well as many other instructional programs and apps. 68 classroom Chromebook carts are available (over 2040 individual Chromebooks) and approximately 250 Chromebooks are available for student checkout.

The AVID program and the campus site team continues to promote and improve the AVID program. New sections of AVID 3 and AVID 4

were added for the 2017-2018 School, and we now have five teachers teaching AVIDr. All students will be provided with a high-quality education through effective programs to complete high school and to be prepared for a post-secondary education.

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

Weslaco East opened the doors of an Early College High School in the fall of 2015. The WEHS ECHS graduated its first cohort May 2019! . WEHS UIL Academic teams have performed strongly in the past several years, including the UIL Accounting Team which has won the Regional title and advanced to state the past several years. Weslaco East has received Performance Distinction Designations in Math and/or Science. Weslaco East students have also performed exceptionally well in the Regional Science Fairs, Business Professionals of America, Athletics, Band, and FCCLA.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special Education, EL, and Economically disadvantaged students performed lower on state assessments than other subgroups **Root Cause:** Teachers need additional resources, training, and support to meet the needs of EL, SPED and economically disadvantaged students.

Problem Statement 2 (Prioritized): Although Weslaco East High School has created a technology rich environment for all stake holders, barriers still exist in the implementation and follow through of using all of the technological resources available. **Root Cause:** Teachers and staff need additional training on the use, implementation, integration, and follow through with all available technological resources.

Problem Statement 3 (Prioritized): English Language Arts scores continue to be low. **Root Cause:** Teachers need additional support to plan engaging rigorous lessons in order to meet the specific instructional needs of students

Problem Statement 4 (Prioritized): Weslaco East did not make gains on the TELPAS state assessment. **Root Cause:** Teachers and students need additional support and training to meet TELPAS goals.

Student Learning

Student Learning Summary

2019 Accountability ratings for Weslaco East are as follows:

Overall Rating B

Student Achievement: Rating B

STAAR Performance: 67(scaled)

College Career and Military Readiness 92 (scaled)

Graduation Rate 80 (scaled)

School Progress: Rating B

Academic Growth: 72

Relative Performance 85

Closing the Gaps: Rating C

Student Learning Strengths

Weslaco East High School earned two of the seven Distinction Designations. WEHS earned a Distinction Designation in Mathematics for attendance rate, SAT scores, and Advanced/Dual Credit Completion in Mathematics (9-12). WEHS also earned a Distinction Designation in Science for attendance rate and AP examination results.

Schoolwide initiatives:

- Regular Peer observation to improve teaching
- Integrate technology and/or blended learning during instruction
- AVID
- Extended Day Tutoring
- Night School

- College Tutors and Mentor Teachers for the Core Areas
- Family Literacy Programs
- Family Engagement Programs
- Volunteer-in-Place Programs
- Parental Involvement Professional Development
- Community Out Reach Projects
- Technology Digital Natives, WISD 21st Century Learners
- Parent Education Programs/Health And Wellness Programs
- Parent Meetings
- Colonia Door To Door Visits
- Family Advocacy System
- Attendance Task Force

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

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

- After School Tutoring available for all students and PALS Tutoring

The science department at Weslaco East has the following initiatives:

Continuing Initiatives:

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

Problem Statements Identifying Student Learning Needs

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

Problem Statement 2 (Prioritized): Although Weslaco East High School has created a technology rich environment for all stake holders, barriers still exist in the implementation and follow through of using all of the technological resources available. **Root Cause:** Teachers and staff need additional training on the use, implementation, integration, and follow through with all available technological resources.

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

Problem Statement 4 (Prioritized): Special Education, EL, and Economically disadvantaged students performed lower on state assessments than other subgroups **Root Cause:** Teachers need additional resources, training, and support to meet the needs of EL, SPED and economically disadvantaged students.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Although Weslaco East High School has created a technology rich environment for all stake holders, barriers still exist in the implementation and follow through of using all of the technological resources available. **Root Cause:** Teachers and staff need additional training on the use, implementation, integration, and follow through with all available technological resources.

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

Problem Statement 3 (Prioritized): Special Education, EL, and Economically disadvantaged students performed lower on state assessments than other subgroups **Root Cause:** Teachers need additional resources, training, and support to meet the needs of EL, SPED and economically disadvantaged students.

Problem Statement 4 (Prioritized): English Language Arts scores continue to be low. **Root Cause:** Teachers need additional support to plan engaging rigorous lessons in order to meet the specific instructional needs of students

Perceptions

Perceptions Summary

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

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

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

The Weslaco East Early College High School serves students interested in obtaining an associates degree at the same time as their high school diploma, and prepares our students through rigorous, engaging and innovative instruction. The college going culture on campus goes hand in hand with promoting Early College High School initiatives for our students, including our incoming students from the feeder middle schools.

Perceptions Strengths

Our stakeholders believe that Weslaco East High School maintains and communicates our mission and vision, high expectation for learning, and our values about teaching and learning effectively and clearly. In addition, our stakeholders believe we have the adequate technology resources and services to support our purpose and direction, and to ensure that all students succeed. Weslaco East Early College High school will works collaboratively and harness the skills and talents of our Science, Technology, Engineering, and Math Teachers, so as to increase the number of students who are interested in pursuing STEM fields.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although Weslaco East High School has created a technology rich environment for all stake holders, barriers still exist in the implementation and follow through of using all of the technological resources available. **Root Cause:** Teachers and staff need additional training on the use, implementation, integration, and follow through with all available technological resources.

Priority Problem Statements

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

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

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

Problem Statement 2: English Language Arts scores continue to be low.

Root Cause 2: Teachers need additional support to plan engaging rigorous lessons in order to meet the specific instructional needs of students

Problem Statement 2 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Demographics - School Processes & Programs

Problem Statement 3: Although Weslaco East High School has created a technology rich environment for all stake holders, barriers still exist in the implementation and follow through of using all of the technological resources available.

Root Cause 3: Teachers and staff need additional training on the use, implementation, integration, and follow through with all available technological resources.

Problem Statement 3 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Technology - Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: Special Education, EL, and Economically disadvantaged students performed lower on state assessments than other subgroups

Root Cause 4: Teachers need additional resources, training, and support to meet the needs of EL, SPED and economically disadvantaged students.

Problem Statement 4 Areas: Demographics - Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment - Demographics - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Highly qualified staff data
- Campus leadership data

Parent/Community Data

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

Goals

Revised/Approved: September 25, 2020

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

Performance Objective 1: ELA: All students enrolled in an EOC ELA class and all English 1 and English II will demonstrate growth in reading comprehension as measured by their performance on the district Content Based Assessments (CBA) by March 2021.

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

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

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

Evaluation Data Sources: Content Based Assessments Results

Summative Evaluation: None

Strategy 1: English teacher will utilize a variety of teaching methods that require higher-order thinking skills, problem-solving, and close reading/analysis.		
Strategy's Expected Result/Impact: Students will have knowledge of the skills necessary to demonstrate growth throughout the school year in Content Based Assessments.		Formative
Staff Responsible for Monitoring: English I/Technical Writing and English 1 EOC teachers, English II teachers, Practical Writing, English III EOC and English IV EOC teachers		Nov
Title I Schoolwide Elements: 2.4, 2.6		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		

Strategy 2: English teachers will meet weekly to collaborate and plan with subgroup utilizing the district provided curriculum map adapted through TEKS Resource System.

Instructional Materials will be purchased as need to ensure student success

<p>Strategy's Expected Result/Impact: Students will be exposed to activities that will help them obtain a better understanding of various forms of standards and skills required.</p> <p>Staff Responsible for Monitoring: Administration, department chairs, and subgroup leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
June	

Strategy 3: Data Analysis Meetings will be conducted every six weeks by subgroup and teachers will identify strengths and needs for their students.

<p>Strategy's Expected Result/Impact: Teacher will have specific needs for their students to allow for differentiation and individualized instruction.</p> <p>Staff Responsible for Monitoring: All English teachers, administrators, department chair, and subgroup leaders.</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
June	

Strategy 4: Additional support classes (i.e. Technical Writing, Practical Writing, English I EOC, English III EOC, and English IV EOC) will be provided for students showing need.

<p>Strategy's Expected Result/Impact: Students at-risk of not being successful will have the additional support necessary to show growth academically.</p> <p>Staff Responsible for Monitoring: Technical Writing, Practical Writing teacher, English I EOC teacher, English III EOC teachers, and English IV EOC teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
		Mar
		Summative
June		

Strategy 5: 5) Additional supportive class called Technical Writing will be provided for all students enrolled in English I regular and who are first time testers.

<p>Strategy's Expected Result/Impact: Students will have additional support necessary to show growth academically.</p> <p>Staff Responsible for Monitoring: Administrators, English I sub-group leader and English I /Technical Writing regular teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
		Mar
		Summative
June		

Strategy 6: English teacher will utilize a variety of teaching methods that require higher-order thinking skills, problem-solving, and close reading/analysis.

<p>Strategy's Expected Result/Impact: Students will have knowledge of the skills necessary to demonstrate growth throughout the school year in Content Based Assessments.</p> <p>Staff Responsible for Monitoring: English I/Technical Writing and English I EOC teachers, English II teachers, Practical Writing, English III EOC and English IV EOC teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
		Mar
		Summative
June		

Strategy 7: English teachers will collaborate with campus librarian to create digital and print summer reading opportunities and activities for all WEHS students that foster higher-order thinking skills, problem-solving, and close reading/analysis.

<p>Strategy's Expected Result/Impact: Students will have knowledge of the skills necessary to demonstrate growth throughout the school year in Content Based Assessments.</p>	<p>Formative</p>	
<p>Staff Responsible for Monitoring: All English teachers, librarian, administrators, department chair, and subgroup leaders.</p>		<p>Nov</p>
<p>Title I Schoolwide Elements: None</p>		<p>Jan</p>
<p>TEA Priorities: None</p>	<p>Problem Statements: None</p>	<p>Mar</p>
<p>ESF Levers: None</p>	<p>Funding Sources: None</p>	<p>Summative</p>
		<p>June</p>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

English I:

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

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

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

English II:

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

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

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

Evaluation Data Sources: STAAR English I and II End of Course Results.

Summative Evaluation: None

Strategy 1: English teacher will utilize a variety of teaching methods that require higher-order thinking skills, problem-solving, and close reading/analysis, such as, but not limited to:
 Online Intervention Programs (i.e. APEX, Edmentum, Commonlit)
 District Curriculum Map adapted utilizing TEKS Resource System
 Blended Learning (i.e. Rotation Station)
 Springboard Curriculum

Strategy's Expected Result/Impact: Increase in students achieving level II on STAAR End of course.	Formative
Staff Responsible for Monitoring: All English teachers, administration, department chair.	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 2: -English teachers will attend grade-level subgroup meetings at campus and district level.

Strategy's Expected Result/Impact: Increase in students achieving level II on STAAR End of course.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: All English teachers, administration, and department chair.	
Title I Schoolwide Elements: 2.4, 2.6	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 3: Intervention Courses for special populations:

- Technical Writing for all freshman students enrolled in a regular English I class.
- Practical Writing for sophomore EL students.
- English III EOC for juniors that were not successful in either English I and/or English II.
- English IV EOC for seniors who were not successful in either English I and/or English II.

Strategy's Expected Result/Impact: Increase in students achieving level II on STAAR End of course.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Technical Writing, Practical Writing teachers, Creative Writing teachers, English III EOC teachers, and English IV EOC, administration, and department chair.	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 4: English teachers will utilize materials such as but not limited to reading resources guides for novels, informational news like magazines such as The New York Times UPFRONT and newspapers like the Monitor and novel sets to promote literacy and reinforce reading and writing skills

Strategy's Expected Result/Impact: Increase in students achieving on STAAR End of course.		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: English teacher, administration, department chair. and ELA teachers		
Title I Schoolwide Elements: 2.4, 2.5	Problem Statements: None	
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: ELA: All students will increase their writing rubric score from an average of 1 to 2 in the areas of Ideas and Organization by March 2021 as measured by Texas Education Agency 4-Point STAAR EOC Essay Rubric.

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

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

Evaluation Data Sources: Students' Writing (Journals, Google Drive, or Portfolios)

Summative Evaluation: None

Strategy 1: English teachers will meet weekly to collaborate and plan with subgroup utilizing the district provided curriculum map adapted through TEKS Resource System.	
Strategy's Expected Result/Impact: Students will be exposed to activities that will help them obtain a better understanding of various forms of readings.	Formative
Staff Responsible for Monitoring: Administration, department chairs, and subgroup leaders	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Data Analysis Meetings will be conducted every six weeks by subgroup and teachers will identify strengths and needs for their students.	
Strategy's Expected Result/Impact: Teacher will have specific needs for their students to allow for differentiation and individualized instruction.	Formative
Staff Responsible for Monitoring: All English teachers, administrators, department chair, and subgroup leaders.	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Teacher will conduct writing conferences with students and utilize rubrics to provide feedback to students.	
Strategy's Expected Result/Impact: Students will have feedback and one-on-one discussions with teacher that will support their development as a writer. Staff Responsible for Monitoring: All English teachers, administrators, department chairs, and subgroup leaders. 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 4: Common Writing across grade levels.	
Strategy's Expected Result/Impact: Teachers will be able to collaborate and find commonalities among students and collaborate on strategies for struggling learners. Staff Responsible for Monitoring: All English teachers and subgroup leaders 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 5: Teachers will be provided the necessary materials to ensure students create and maintain digital or hard copy writing portfolios	
Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: None Title I Schoolwide Elements: 2.4, 2.5 TEA Priorities: None ESF Levers: None	Problem Statements: None Funding Sources: None
	Formative Nov Jan Mar Summative June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

ELA: 100% of 11th grade students will attempt the TSI Assessment by May 2021.

Evaluation Data Sources: TSI registration logs, TSI individual student data

Summative Evaluation: None

<p>Strategy 1: Students will complete TSI tutorials, such as, but not limited to:</p> <ul style="list-style-type: none"> - In class Online tutorials using APEX or Edmentum - At home online self-guided tutorials - Extended Day 	
<p>Strategy's Expected Result/Impact: Increased number of students will be prepared to achieve proficient in TSI Assessment.</p>	Formative
<p>Staff Responsible for Monitoring: English III and IV teachers, administration, ELA department chair, and TSI Campus Testing Coordinator</p>	Nov
<p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Jan
<p>Problem Statements: None</p>	Mar
<p>TEA Priorities: None</p>	Summative
<p>Funding Sources: None</p>	June
<p>ESF Levers: None</p>	
<p>Strategy 2: English teachers will meet and analyze student TSI data and create lessons to support preparation for assessment.</p>	
<p>Strategy's Expected Result/Impact: Increased number of students will be prepared to achieve proficient on TSI Assessment.</p>	Formative
<p>Staff Responsible for Monitoring: English III and IV teachers, administration, TSI Campus Testing Coordinator</p>	Nov
<p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Jan
<p>Problem Statements: None</p>	Mar
<p>TEA Priorities: None</p>	Summative
<p>Funding Sources: None</p>	June
<p>ESF Levers: None</p>	
<p>Comprehensive Support Strategy</p>	
<p>Additional Targeted Support Strategy</p>	
<p>Results Driven Accountability</p>	

Strategy 3: English teachers will work with ESL department to provide additional support to students for preparation on the TSI Assessment. Services provided will included, but not limited to:

- Online resources

- Payment for TSI Assessment

Strategy's Expected Result/Impact: Increased number of EL students will achieve proficient on the TSI Reading and Writing Assessment.

Staff Responsible for Monitoring: English III and IV teachers, administration, ESL Department Chair, TSI Campus Testing Coordinator.

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 5: MATH --

(1) The percentage of Algebra I students at Weslaco East High School who score at the Approaches Level on the STAAR EOC assessment will increase from 76% in Spring 2019 to 80% in Spring 2021.

(2) The percentage of Algebra I students at Weslaco East High School who score at the Meets Grade Level on the STAAR EOC assessment will increase from 48% in Spring 2019 to 55% in Spring 2021.

(3) The percentage of Algebra I students at Weslaco East High School who score at the Masters Grade Level on the STAAR EOC assessment will increase from 24% in Spring 2019 to 30% in Spring 2021.

Evaluation Data Sources: (1-3) Algebra I EOC Exam Scores

Summative Evaluation: None

Strategy 1: District Level: Teachers will meet regularly throughout the school year for PLC meetings regarding planning, preparation, and teaching strategies and interventions.
 Campus Level: Teachers will be available for virtual tutoring to ensure opportunities for academic success.
 Campus Level: Teachers will meet in subgroups via Zoom to plan for and prepare lessons and assessments.
 Campus Level: Subgroup teachers will meet regularly via Zoom to review performance data from common assessments.
 Campus Level: Technology will be used to supplement virtual instruction as needed to foster engagement and data-driven instruction.
 Campus Level: Encourage student self evaluation and reflection to promote ownership of learning and academic success in a physical or virtual setting.

<p>Strategy's Expected Result/Impact: Increased student achievement on state exams.</p> <p>Enhance student ability to utilize various virtual learning platforms.</p> <p>Staff Responsible for Monitoring: Math Teachers Dept. Head Math CIF District Secondary Math Strategist Homebound/Homebase Instructors Special Ed Inclusion Teachers Assigned Team Counselor UIL Sponsors Athletic Department GEAR UP Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p> <p>Additional Targeted Support Strategy</p> <p>Results Driven Accountability</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6: MATH --

(1) The percentage of Calculus students at Weslaco East High School who score a 3, 4, or 5 on the AP Calculus AB exam will increase from 0% in Spring 2020 to 5% in Spring 2021.

(2) The percentage of Statistics students at Weslaco East High School who score a 3, 4, or 5 on the AP Statistics exam will increase from 0% in Spring 2020 to 5% in Spring 2021.

(3) The percentage of Computer Science students at Weslaco East High School who score a 3, 4, or 5 on the AP Computer Science exam will increase from 9% in Spring 2020 to 20% in Spring 2021.

Evaluation Data Sources: (1-3) Advanced Placement Test Scores

Summative Evaluation: None

Strategy 1: Campus Level: Students will utilize AP Classroom, AP review materials, as well as other technology resources (computers, TI Calculators, Software) to gain practice and skills with college level rigor.

Campus Level: Teachers will utilize the CED Binder's, MyAP, AP Classroom/Progress Dashboard, AP aligned curriculum and Codehs for Computer Science students to increase exposure to material with AP rigor, .

Campus Level:

Students will attend AP review sessions held outside of school hours.

Campus Level: Teachers will design and implement two comprehensive Calculus, Statistics, and Computer Science AP information sessions to promote parental involvement to increase student engagement and achievement.

Campus Level: Teachers will utilize technology such as Zoom/Google Meets to facilitate and provide an engaging virtual/hybrid learning environment.

Strategy's Expected Result/Impact: Increased student achievement on Advanced Placement Exams	Formative
Staff Responsible for Monitoring: Math Teachers Dept. Head Math CIF AP Coordinator Homebound/Homebase Instructors Assigned Team Counselor UIL Sponsors Athletic Department	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

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 7: MATH --

(1) The average ACT Math score for Weslaco East High School students will increase from 18.2 in the 2018-2019 (utilizing the data from 2018-2019 because of Covid) school year to 20 in the 2020-2021 school year.

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

Evaluation Data Sources: TAPR Data, Student Data, Academic Guidance & Counseling Data

Summative Evaluation: None

Strategy 1: All non-EOC courses will focus on strategies and skills needed to improve performance on standardized testing, with the necessary review materials.

Openers/Problem(s) of the day for TSI and ACT review

ACT/SAT on Imagine Math in Geometry, Algebra 2 and Algebraic Reasoning

TSI on Apex Learning in Geometry, Algebra 2 and Algebraic Reasoning, college prep, college transitions

Region One TSI Training when available.

ACT Academy.org website.

TSI webapp website.

Monthly TSI Math review session prior to testing for students.

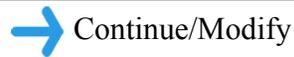
Cambridge TSI resource for teachers and students.

Zoom and Google Meets

Springboard, Collegeboard training.

<p>Strategy's Expected Result/Impact: Increased college readiness levels.</p>	<p>Formative</p>
<p>Staff Responsible for Monitoring: Math Teachers Dept. Head Math CIF District Secondary Math Strategist Homebound/Homebase Instructors</p>	<p>Nov Jan Mar</p>
<p>Special Ed Inclusion Teachers Assigned Team Counselor College Readiness Counselor GearUp Counselor</p>	<p>Summative June</p>
<p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p>	<p>Problem Statements: None</p>
<p>TEA Priorities: None</p>	<p>Funding Sources:</p>
<p>ESF Levers: None</p>	<p>None</p>






Performance Objective 8: Social Studies:

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

Targeted or ESF High Priority

Evaluation Data Sources: AP course enrollment, 2021 AP exam results, student mastery on 2021 EOC exam, district assessments and teacher observations.

- APEX
- TEKS Resources Systems
- Department Planning Periods
- Summer School Resources
- AVID Strategies and resources
- AP Classroom College Board
- Khan Academy

Summative Evaluation: None

Strategy 1: Students are encouraged to take AP classes in U.S. History, Government, and Economics create vertical teams to reinforce skills needed for AP tests	
Strategy's Expected Result/Impact: increased in enrollment in AP courses, students earning 4s and 5s on the AP exams.	Formative
Staff Responsible for Monitoring: WEHS Admin. Soc. Stud. Dept. Chair Soc. Stud. Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Performance Objective 9: Social Studies:

All student populations will achieve 90% approaches (88% 2019), 60% meets (48% 2019), and 30% Masters (19% 2019) on the US History EOC test by the year 2020 -2021.

Targeted or ESF High Priority

Evaluation Data Sources: U.S. History EOC 2021, Teacher AWARE Assessments, CBAs and Benchmarks

Summative Evaluation: None

Strategy 1: Teachers will implement AVID, Thinking Maps and S3 Strategies to encourage students to master STAAR and attend a postsecondary institution

- target note-taking skills
- provide study habits and structure
- personalize thinking for students

with the use of the following resources

- TEKS Resources Systems
- AWARE Assessments
- Department Planning Periods
- Summer School Resources
- S3 Strategies - Reviews
- Sirius Workbooks
- Aligned Materials
- AVID Strategies
- EOC Interventions Courses
- Implement Revised Social Studies TEKS (2020)
- Data Meetings
- Upfront Magazines
- After School and Weekend Review Sessions

<p>Strategy's Expected Result/Impact: All student populations will achieve 90% on the US History EOC exam, and gains in post secondary college readiness.</p> <p>Staff Responsible for Monitoring: WEHS Admin. Soc. Stud. Dept. Chair Soc. Stud. Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p> <p>Additional Targeted Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 2: Utilize department-made diagnostic assessment to assess student mastery of objectives and make appropriate instructional adjustments
 departmental/individual teacher analysis of student data
 teacher/student conferences regarding CBA/benchmark results

Strategy's Expected Result/Impact: All student populations will achieve 90% mastery on the US History EOC test by the 2020-2021.	Formative
Staff Responsible for Monitoring: WEHS Admin. Soc. Stud. Dept. Chair Soc. Stud. Teachers	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Comprehensive Support Strategy	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 10: Social Studies:

Increase in subgroup populations of students in U.S. History EOC Meets performance scores by.

-Subgroup (A) Special Education populations will increase from 11% to 20% by June 2021.

-Subgroup (B) English Language Learners will increase from 33% to 40% by June 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR US History Results

Team AWARE Assessments, CBAs, and Benchmarks

Summative Evaluation: None

Performance Objective 11: SCIENCE:

During the 40% of instructional laboratory time, our students are expected to practice 100% safety in laboratory investigations and be able to utilize functional science equipment, materials, and technology, while practicing environmentally safe disposal.

Targeted or ESF High Priority

Evaluation Data Sources: Laboratory Notebooks
Student/Teacher Observations

Summative Evaluation: None

Strategy 1: 1) Station rotation practicing basic science equipment usage (i.e. triple beam balance, rulers, beakers, etc.)	
Strategy's Expected Result/Impact: All students will be able to use basic science equipment.	Formative
Staff Responsible for Monitoring: All science 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 2: Mock lab scenarios where the students have to identify various lab techniques.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: All science teachers	Nov
Title I Schoolwide Elements: 2.4	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 12: SCIENCE:

By the end of 2020-2021 school year, our students will achieve the following performance level in Biology EOC:

90% Approaches

60 % Meets

30% Mastery

Targeted or ESF High Priority

Evaluation Data Sources: Biology EOC scores

Summative Evaluation: None

Strategy 1: Provide Staff Development to Science teachers throughout the school year.		
Strategy's Expected Result/Impact: The training will provide an opportunity for teachers to learn quality instructional strategies that will help enhance students' understanding of the different standards tested.		Formative
Staff Responsible for Monitoring: Administrator in-charge of Science Department and Department Chairperson		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: General Fund		June
ESF Levers: None		
Strategy 2: Subject-area planning between teachers in the same discipline. This includes Data Analysis Meeting among Biology teachers.		
Strategy's Expected Result/Impact: Teachers will be able to identify the root cause of why students are struggling in certain standards and be able to come up with strategies to address the issues.		Formative
Staff Responsible for Monitoring: Administrator in-charge of Science Department and Department Chairperson		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: General Fund		June
ESF Levers: None		

Strategy 3: Teachers will use Critical Reading Strategy as an "opener/do now" in every class.

Strategy's Expected Result/Impact: Students reading comprehension and endurance will improve. This will also increase students' science vocabulary/terminology.

Staff Responsible for Monitoring: All science teachers

Administrator in charge of Science Department

Department Chair

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: Day long Biology review session will be offered to those students who are identified as being "bubble" students.

One-to-one review session

Strategy's Expected Result/Impact: This will allow for students to focus on troubled content areas. Students will perform better on the EOC

Staff Responsible for Monitoring: All Biology teachers

Administrator in charge of Science Department

Department Chair

Title I Schoolwide Elements: 2.5, 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 13: SCIENCE:

In the 2020-2021 school year, students will be given an opportunity to produce a quality Science Fair project. Materials will be provided as needed.

Evaluation Data Sources: Campus Science Fair

District Science Fair

State Science Fair

International Science Fair

Summative Evaluation: None

Performance Objective 14: SCIENCE:

By the end of the 2021 school year, 90% of the students are expected to pass the Biology EOC. Those students who fail to meet the 39% passing score in May, will be given the resources and the opportunity to make up credit during Summer School. Summer School will also serve as review sessions for those students who did not pass the Biology End of Course.

Evaluation Data Sources: EOC test scores
review sessions
instructional supplies

Summative Evaluation: None

Performance Objective 15: SCIENCE:

ACT resources that focus on scientific processes will be incorporated into the instructional time 1% of the time via exit slip or bell ringers.

Evaluation Data Sources: ACT scores
Science Indicator

Summative Evaluation: None

Performance Objective 16: Library:

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

Evaluation Data Sources: Library State Standards Evaluation; State of the Library Report

Summative Evaluation: None

Strategy 1: Strategy 1

Provide information technology to all users on-site and remotely ensure that library provides student access to all the latest technology to improve learning and academic achievement including but not limited to: laptops, CPU, interwrite pads, mini-laptops, LCD projectors, iPods, iPads, mice, keyboards, scanners, printers, Smartboards, digital cameras, digital video cameras, netbooks, handheld reading devices, printers, smartboards, software, online software subscriptions, document cameras, videogame consoles, videogames, videogame accessories, technology accessories, emerging technologies, hotspots, 3D Printers, 3D Imagers, poster printers, ink, digital books, digital resources

Strategy's Expected Result/Impact: State of the Library Report	Formative
Library lesson plans	Nov
Staff Responsible for Monitoring: Renee Dyer	Jan
Title I Schoolwide Elements: None	Mar
TEA Priorities: None	Summative
ESF Levers: None	June
Comprehensive Support Strategy	

Strategy 2: Use technology wherever possible to enhance teaching and learning

<p>Strategy's Expected Result/Impact: State of the Library Report</p> <p>Library lesson plans</p> <p>Staff Responsible for Monitoring: Renee Dyer WEHS Administration Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 17: Provide an atmosphere and activities that engage students and encourage them to read. The library staff will work with classroom teachers to support a school-wide culture of reading. The library collection enables students to read for knowledge, understanding, enjoyment, and pursuit of individual interests.

Evaluation Data Sources: Monthly report
State of the library report

Summative Evaluation: None

Strategy 1: Motivate students to become avid readers and select books appropriate to their reading/interest levels.	
Strategy's Expected Result/Impact: State of the Library Report	Formative
Staff Responsible for Monitoring: Renee Dyer	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Expose students to quality literature through different genres to meet state standards	
Strategy's Expected Result/Impact: State of the Library Report	Formative
Staff Responsible for Monitoring: Renee Dyer	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Support district and school-wide literacy efforts

Strategy's Expected Result/Impact: State of the Library Report		Formative Nov Jan Mar
Staff Responsible for Monitoring: Renee Dyer		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 18: FINE ARTS: Increase total enrollment and active participation in fine arts courses by at least 10% throughout the 2020 -2021 school year.

Targeted or ESF High Priority

Evaluation Data Sources: * CWT; Lesson Plans

- * Student Attendance
- * Benchmarks
- * Weekly Tests
- * Monthly student Fine Arts displays/exhibits
- * Student Interactive notebooks
- * Student projects
- * In-District and Out-of-District University Portfolio Reviews
- * Regional/State Visual Arts Scholastic Event (VASE) and Regional Creative Mind Art Challenge Rubrics and Assessments
- * Murals and sculptures throughout Weslaco ISD and the community of Weslaco
- * Scholastic Art magazine subscriptions for every single Weslaco ISD art teacher
- * Expose students to various music genres
- * Develop student-team mentality
- * Develop student artistic mentality (interpretation, evaluation, and justification of art in museums, local and global galleries, local and global art exhibits and Internet websites) by self, peers, and other artists
- * Classroom visits
- * Student Performances
- * Observation
- * Student questionnaire(s)
- *K-12 Annual Dia De Los Muertos
- *RGV Livestock Show contests
- *UTRGV and STC professional faculty and student exhibits and lectures
- *Student field trips to RGV, Corpus Christi, San Antonio, Austin, Houston, and Dallas museums and Art galleries
- *Coordinate additional and or improve current WISD Fine Arts events (WISD Christmas Tree Forest, Fine Arts Fiesta, K-12 exhibits)
- *Student exposure to live theatrical shows/presentations throughout the RGV, public high schools, colleges and universities throughout the state.
- *Student participation in UIL events [Theatrical Design and Film contest(s)]other than the annual One-Act play contest.

Summative Evaluation: None

Strategy 1: Use EOC results in language arts, math, science, social studies to align instruction and integrate the Fine Arts TEKS with these subject.

Ensure that learning disabled students are identified and that modifications are followed.

Strategy's Expected Result/Impact: CWT; Lesson Plans Student Attendance Benchmarks Weekly Tests Student Monthly Displays Student Interactive Notebooks Student Projects	Formative
	Nov
	Jan
	Mar
Summative	
Staff Responsible for Monitoring: WEHS Admin. Fine Arts Supervisor Dept. Chair Teacher	June
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None

Strategy 2: Incorporate the study of dance, mariachi, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas.

Strategy's Expected Result/Impact: Classroom Visits, Student Performance, Student Exhibits Observation Student questionnaire	Formative
	Nov
	Jan
	Mar
Summative	
Staff Responsible for Monitoring: WEHS Admin. Fine Arts Supervisor Dept. Chair Teacher	June
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None

Strategy 3: Engage and motivate all students through active learning, critical thinking, and innovative problem solving; utilize a variety of teaching methods that require cognitive functioning, higher-order thinking skills, communication and collaboration skills

<p>Strategy's Expected Result/Impact: Classroom Visits, Student Performance, Student Exhibits Observation Student questionnaire</p> <p>Staff Responsible for Monitoring: WEHS Admin. Fine Arts Supervisor Dept. Chair Teacher</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

Strategy 4: Watch or attend live performances of choral music; staff will work closely and cooperatively with parents to help students be as successful as possible; perform in the community at various holiday/seasonal events to strengthen support.

<p>Strategy's Expected Result/Impact: Classroom Visits, Student Performance, Student Exhibits Observation Student questionnaire</p> <p>Staff Responsible for Monitoring: WEHS Admin. Fine Arts Supervisor Dept. Chair Teacher</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

Strategy 5: Develop analytical and critical thinking skills by preparing physical and digital portfolios for review in organized Portfolio Day events sponsored by universities. Through teacher sponsors, students organize quality work/written artist statements and have critique sessions with university staff. Materials include but not limited to portfolio cases, large printer and specialized paper, computer and graphic software, glue fixatives, identification tags, meals and transportation.

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

Strategy 6: To participate in regional and state competitive visual arts events such as the Visual Arts Scholastic Event (VASE) and Creative Mind Art Challenge that strengthen reading/writing skills and college readiness. Through registration, students prepare college level artwork and analytical writing for ratings by judges in competitions. Materials include but not limited to portfolio cases, artwork mats, fixatives, mat cutter, glue guns and tabs, sponsor and student entry fees, identification tags and shirts, meals and transportation.

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

Strategy 7: Develop community based permanent murals and exhibits that engage students and audience to an array of complex 2D and 3D mediums. Materials include but not limited to clay, gazes, snips, glass, plywood panels, paint primer, contact adhesives, exterior paints and brushes.

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

Strategy 8: To promote literacy and college readiness through the incorporation of reading and art criticism in regular Studio Art and Advanced Placement studio classes. Materials include but not limited to classroom subscription of Scholastic Art magazine, (digital and print).

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

Strategy 9: To develop Advanced Placement and Art I-IV classes by providing students with a choice of specific concentrations from each visual arts teacher on campus in drawing, 2D and 3D. Materials include but not limited to 2D storage drawers, kilns, kiln ware, glazes, heat gloves, kiln co. technical assistance and support, large printer, mat boards, Prismacolor sets, technical pens, bamboo tablets class sets with compatible laptops, drawing and watercolor paper, brushes, inks, acrylic paints, precision knives, pastels and charcoal, prepared canvases.

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

Strategy 10: To align campus visual art lessons and programs through guidance of the Davis textbooks, the Weslaco ISD adopted curriculum. Materials include but not limited to Davis textbooks, Google drive, folders, copy paper, printer with color ink.

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 19: CTE: All CTE Business students will be college and or career ready by providing highly qualified CTE Instructional Staff to assist students in setting and achieving quality academic and career goals.

Evaluation Data Sources: 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 certification 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

Strategy 1: 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. Give the CTE students the opportunity for leadership experiences, communication enrichment, and the competition experience. Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments.	
Strategy's Expected Result/Impact: Give the CTE students the opportunity for leadership experiences, communication enrichment, and the competition experience.	Formative
Staff Responsible for Monitoring: CTE Staff, CTSO Sponsors, CTE Director, EAST Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Update campus technology plan to ensure that technology resources like Chromebooks, hot spots are readily available for all students for Virtual learning and reading (Google Classroom, Google Meets, Zoom), social-emotional learning	
Strategy's Expected Result/Impact: Update of the labs/classrooms Chromebooks to better serve the students when they are using the technology for their classes. Providing all technology needed for their classes will increase high-quality instruction. And better EOC results	Formative
Staff Responsible for Monitoring: CTE Staff, CTE Director, WISD Business Office, WISD Technology Department East	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

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 Work on the alignment of EOC/STAAR/TEKS curriculum with the help of the core department chairs.

Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: CTE staff, CTE Director, East Administration, District Curriculum & Instruction, SPED director, Bil/ESL Director, Title I Career Development Adviser, CTE Instructional Technology Strategist	Formative
	Nov Jan Mar
Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Problem Statements: None Funding Sources: None
	Summative
	June

Strategy 4: Increase the number of states, 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. Ensure students receive their industry certification while enrolled in classes.

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

Strategy 5: Increase awareness of Career Prep / Practicum. This will promote student employment and/or internship with local businesses in achieving district goals.

Strategy's Expected Result/Impact: Students will learn they can acquire valuable employment opportunities and skills	Formative
Staff Responsible for Monitoring: CTE Staff, CTE Director, East Administration, EAST Counseling Department	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 6: Business Department staff will attend Professional Developments. This will allow teachers to expose students to the latest technology in respective industries.

Strategy's Expected Result/Impact: Gives instructor opportunities for enhanced instruction from learned techniques.	Formative
Staff Responsible for Monitoring: CTE Staff, CTE Director, East Administration, East Counseling Department	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 20: Early College:
Expose students to critical readings related fields.

Evaluation Data Sources: Forethought Lesson Plans

Summative Evaluation: None

Strategy 1: Collaborate with teachers regarding the inclusion of critical readings in STEM related fields in their lessons.	
<p>Strategy's Expected Result/Impact: Students will be more familiar with STEM related careers that they may possibly pursue in the future.</p> <p>Staff Responsible for Monitoring: All administrators</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 21: Early College:

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

Evaluation Data Sources: Student Credit Checks/Individual Degree Plan for the following:

- Associate's Degree in Biology
- Associate's Degree in Mathematics
- Associate's Degree in Engineering
- Associate's Degree in Computer Science
- Associates Degree in Interdisciplinary Studies

Summative Evaluation: None

Strategy 1: Collaborate with Campus Early College HS Counselor on a regular basis to monitor students' progress on their Degree Plans.	
Strategy's Expected Result/Impact: Students should make progress in their Degree Plan every semester or every year.	Formative
Staff Responsible for Monitoring: Mrs. Cid (Administrator) Ms. Krink (Administrator) Mrs. Martinez (Counselor)	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Ensure that T-STEM Early College students take the Texas Success Initiative and pass sections they need to qualify to take college credit classes.	
Strategy's Expected Result/Impact: T-STEM Early College Students will pass all 3 sections of the TSI test.	Formative
Staff Responsible for Monitoring: Mrs. Cid (Administrator) Mrs. Martinez (Counselor)	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 22: LOTE:

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

Targeted or ESF High Priority

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

Summative Evaluation: None

Strategy 1: Strategy: Students are encouraged to take AP classes in Spanish Language and Culture and Spanish Literature and Culture and French Language and Culture and create vertical teams aligning Spanish I and II to reinforce skills needed for AP tests	
Strategy's Expected Result/Impact: Students will utilize AP Classroom 2020-21 through College Board, AP review materials, as well as other technology resources (AP College Board) to gain practice and skills with college level rigor. Increase enrollment in AP courses, student earning 4's and 5's on the AP exams	Formative
	Nov
	Jan
Staff Responsible for Monitoring: WEHS Admin. LOte Dept. Chair LOTE Teachers	
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
	Summative
	June

Strategy 2: Create aligned scope and sequence for Levels 1 -4 for each Spanish language N/NN and Levels 1-4 for French with student potential entry into AP coursework as the end in mind. We will be able to support the implementation of newly adopted teaching and learning materials with appropriate technology for every LOTE class from middle school to high school with Chromebooks.

<p>Strategy's Expected Result/Impact: -Follow Scope and sequence documents created by LOTE lead teachers by level and LOTE Dept. Head -Follow performance and proficiency rubrics created by lead teachers and LOTE Dept. Head. -Provide time for LOTE teachers to plan scope & sequence, lesson plans, and common formative assessments.</p> <p>Staff Responsible for Monitoring: WEHS Admin. LOTE Dept. Chair LOTE Teachers</p> <hr/> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Summative
	June

Strategy 3: LOTE teachers will utilize a variety of teaching methods by attending grade-level subgroup meetings at campus and district level.

<p>Strategy's Expected Result/Impact: Increase in students achieving mastery in each level of Spanish/French</p> <p>Staff Responsible for Monitoring: All LOTE teachers, administrators, and department chair.</p> <hr/> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Performance Objective 23: Special Education: Inclusion/Mainstream Team

(1) Performance Objective: Special Education - The percentage of English EOC students at Weslaco East High School who score at the Meets and Approaches Grade Level on the STAAR EOC assessment will increase from 6% in Spring 2019 to 15% in Spring 2021.

(2) Performance Objective: Special Education - The percentage of Algebra students at Weslaco East High School who score at the Meets and Approaches Grade Level on the STAAR EOC assessment will Maintain 25% from Spring 2019 to Spring 2021.

Targeted or ESF High Priority

Evaluation Data Sources: Algebra 1 and English EOC exams, monitor Benchmark Exams

Summative Evaluation: None

Strategy 1:

1. District Level: Teachers will meet regularly throughout the school year for PLC meetings regarding planning, preparation, and teaching strategies and interventions.
2. Campus Level: Teachers will meet in subgroups to plan for and prepare lessons and assessments.
3. Campus Level: Subgroup teachers will meet regularly to review performance data from common assessments.
4. Campus Level: Campus Level: Technology will be used to supplement instruction as needed to foster engagement and data-driven instruction.
5. In order for our students to achieve their academic goals the following resources are include, but are not limited to, boxes of paper, folders, post its, labels, glue sticks, black sharpies, file folders, colored paper (10 different colors), envelopes, large manila envelopes and high lighters.
6. In order to successfully prepare students in attaining their goal in meeting grade level on EOC Assessments the following resources will be needed in order for the department to reach their goal. A purchase of a program/software that is teacher friendly that will simulate the STAAR - ONLINE content supports (Oral administration, pop-ups, rollovers, embedded dictionary, highlighter, typing essay, simplified language) provided on the day of the test on all of the students benchmarks, and six weeks tests. This will allow the department to effectively analyze accurate data to better assist our students.

Strategy's Expected Result/Impact: IEPs

Benchmark Assessment Results

Staff Responsible for Monitoring: Math Teachers

English Teachers

Dept. Head

Math CIF

English CIF

Homebound/Homebase Instructors

Special Ed Inclusion Teachers

Formative

Nov

Jan

Mar

Summative

June

Performance Objective 24: Special Education- Self Contained Mild Unit

The percentage of English EOC students at Weslaco East High School who score at the Meets Grade Level on the STAAR-ALT 2 or STAAR-Online EOC assessment will maintain results from Spring 2020 to Spring 2021.

The percentage of Algebra students at Weslaco East High School who score at the Meets Grade Level on the STAAR-ALT 2 EOC or STAAR-Online assessment will maintain results from Spring 2020 to Spring 2021.

The percentage of Biology students at Weslaco East High School who score at the Meets Grade Level on the STAAR-ALT 2 EOC or STAAR-Online assessment will maintain results from Spring 2020 to Spring 2021.

The percentage of US History students at Weslaco East High School who score at the Meets Grade Level on the STAAR-ALT 2 EOC or STAAR-Online assessment will maintain results from Spring 2020 to Spring 2021.

Evaluation Data Sources: Teacher observations, daily tracking skills, classroom performance testing, STAAR ALT 2 or STAAR-Online results.

Summative Evaluation: None

Strategy 1: 1. Teachers will meet throughout the school year for PLC and staff meetings regarding planning, preparation, and teaching strategies and interventions.

2. Technology will be used to supplement instruction as needed

Strategy's Expected Result/Impact: Maintain student achievement in SpEd Life Skills students EOC testing areas.

Staff Responsible for Monitoring: Dept. Head

Homebound/Homebase Instructors

Special Ed Life Skills Teachers

SpEd Administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Results Driven Accountability

Formative

Nov

Jan

Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 25: Special Education - Self Contained Severe

The percentage of English EOC students at Weslaco East High School who score at the Meets Grade Level on the STAAR-ALT 2 EOC assessment will maintain results from Spring 2020 to Spring 2021

The percentage of Algebra students at Weslaco East High School who score at the Meets Grade Level on the STAAR-ALT 2 EOC assessment will maintain results from Spring 2020 to Spring 2021.

The percentage of Biology students at Weslaco East High School who score at the Meets Grade Level on the STAAR-ALT 2 EOC assessment will maintain results from Spring 2020 to Spring 2021.

The percentage of US History students at Weslaco East High School who score at the Meets Grade Level on the STAAR-ALT 2 EOC assessment will maintain results from Spring 2020 to Spring 2021

Evaluation Data Sources: Teacher observations, daily tracking skills, classroom performance testing, STAAR ALT 2

Summative Evaluation: None

Strategy 1: 1. District Level: Teachers will meet regularly throughout the school year for PLC meetings regarding planning, preparation, and teaching strategies and interventions.

2. Campus Level: Teachers will meet in subgroups to plan for and prepare lessons and assessments.
Campus Level: Subgroup teachers will meet regularly to review performance data from common assessments.

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

<p>Strategy's Expected Result/Impact: Increase student achievement in Sp Ed Self. Cont. Severe and Profound and mastery on STAAR ALT 2</p> <hr/> <p>Staff Responsible for Monitoring: Self-Cont. Teachers for Severe and Profound</p> <p>Paraprofessionals assigned to work with Severe and Profound.</p> <p>Related Services.</p> <p>Dance Teacher</p> <p>P.E. Teacher</p> <p>Fine Arts Teacher</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 26: JROTC

Evaluation Data Sources: Accreditation scores, unit report scores.

Summative Evaluation: None

Performance Objective 27: ESL: All ELs taking a STAAR EOC will demonstrate growth as measured by their performance on the district Benchmark and/or Content Based Assessments (CBA) by March 2020. Subgroup (A) Students who scored 59% or below on their assessment will increase their score by at least 10%, subgroup (B) Students who scored 60 - 69% on their assessment will increase their score by at least 7%, and subgroup (C) Students who scored 69% or greater on their assessment will increase their score by at least 5% on the final STAAR EOC.

Evaluation Data Sources: District CBAs, benchmark, and STAAR EOC results

Summative Evaluation: None

Performance Objective 28: ESL: All ELs taking a STAAR EOC, TSI/ACT/SAT, and/or AP exam will have the opportunity to participate in targeted tutorials or review sessions outside the normal school hours (after school and/or on Saturdays) to assist students in preparation for the exam.

Evaluation Data Sources: Tutorial Lesson Plans, Exit Tickets, CBA Results, Benchmark Data, STAAR EOC Results, Tutorial Attendance Rosters, TEKS Resource System, Collegeboard, Springboard, Edmentum, DRS, and district and/or teacher created assessments.

Summative Evaluation: None

Performance Objective 29: ESL: To best support differentiation of instruction and support in the area of student academic success, all core area content teachers of ELs will have a set of 15 Velazquez Press Content Area and School Glossaries, or comparable resource, and our Recent Immigrant students (years 1-3) will be able to check out their own Velasquez Press glossary as well.

Evaluation Data Sources: District CBAs, benchmarks, and STAAR EOC results

Summative Evaluation: None

Performance Objective 30: ESL: All core area content classes servicing ELs may have additional instructional support in the form of mentor teachers, college teachers, and/or other support staff.

Evaluation Data Sources: Schedule of Services, Service and Attendance Log, Special POP Classroom Rosters

Summative Evaluation: None

Performance Objective 31: AVID: Management of the AVID Elective ensures the basic requirements of the AVID Elective are in place to ensure college readiness for AVID Elective students. These requirements include processes to verify student selection, voluntary participation, and implementation of the AVID tutorial, and to expand the AVID Elective.

Evaluation Data Sources: - AVID student application

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

Summative Evaluation: None

Performance Objective 32: AVID: The school's College Readiness Mission and Vision is aligned with AVID's philosophy for college readiness, reflected in site decisions, documents, and policies, and supported by all stakeholders (faculty, staff, students, families, and community members).

Evaluation Data Sources: - Documentation of annual review of school-wide goals and benchmarks

- School policy and vision statement
- School Improvement Plan (SIP)
- Documentation of steps to implement the SIP
- District Strategic Plan

Summative Evaluation: None

Performance Objective 33: All subjects: Students needing additional support to recover credit, receive review for STAAR EOC June testing, and for credit hours will be able to attend summer school and summer EOC camps

Targeted or ESF High Priority

Evaluation Data Sources: Final report card grades, attendance reports, and STAAR EOC results.

Summative Evaluation: None

Strategy 1: Students will enroll in Summer School at WEHS.

Teachers will be provided with all necessary instructional materials such as STAAR COACH, SIRIUS, KAMICO teacher and student workbooks, and with all necessary classroom supplies, which include but are not limited to, folders, paper, pencils, pens, composition notebooks, etc

Strategy's Expected Result/Impact: Students will have earned credit in at least two core areas, if needed.

Students will have recovered hours.

Students will show mastery on STAAR EOC exams

Staff Responsible for Monitoring: WEHS Administration,
Summer School Teachers

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

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 34: Early College: Rising 9th graders enrolled in WEHS Early College High needing to take TSI will have the opportunity to do so through Summer Bridge Program

Evaluation Data Sources: Early College Application Acceptance Notification

Summative Evaluation: None

Strategy 1: Students will in engage in rigorous TSI Prep courses prior to taking the TSI Test.

Teachers will be provided with all necessary classroom supplies which include but are not limited folders, pens, paper, pencils, composition notebooks, etc.

Teachers will be provided with instructional material such as Princeton Review or other TSI Preparation materials.

Strategy's Expected Result/Impact: Students will pass Reading, Writing, and Math Portions of the TS!.

Staff Responsible for Monitoring: WEHS Administration, Summer School Summer Bridge 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: None

Comprehensive Support Strategy

Additional Targeted Support Strategy

Formative

Nov

Jan

Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 35: ELA

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

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

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

Evaluation Data Sources: English I and English II End of Course Assessments and TSI, ACT, SAT, or SATII exams.

Summative Evaluation: None

Strategy 1: AP, dual-enrollment, and independent study course students will use practice exams and other materials to target improvement in college admissions test scores.

Strategy's Expected Result/Impact: Increased number of students will be prepared to succeed on college admissions tests

Staff Responsible for Monitoring: AP teachers, dual-enrollment teachers, administration, ELA department chair

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2:

Pre-AP, AP, and dual-enrollment students will use class sets of advanced-level reading materials.

Strategy's Expected Result/Impact: Increased reading levels for students

Increased success on standardized tests

Staff Responsible for Monitoring: Pre-AP teachers, AP teachers, dual-enrollment teachers, administration, ELA department chair

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 3: Pre-AP and AP teachers will engage in continuing education (College Board, NMSI, APSI) specifically targeted to their level and subject

<p>Strategy's Expected Result/Impact: Increased alignment for the vertical team.</p> <p>Increased understanding of the rigor, skills, and assessment process for AP Language and AP Literature exams.</p> <p>Staff Responsible for Monitoring: Pre-AP teachers, AP teachers, administration, ELA department chair, AP coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 36: Counseling: Counselors will conduct parent/student conferences via Zoom or Google Meets.

Evaluation Data Sources: Zoom chat logs for attendance

Summative Evaluation: None

Strategy 1: Counselors will conduct parent/student conferences for all students in the 2022 cohort via Zoom or Google Meets	
Strategy's Expected Result/Impact: Zoom chat logs	Formative
Staff Responsible for Monitoring: Head Counselor, Counselor, Social workers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Counselors will conduct individual conferences with all students who failed each six weeks via Zoom or Google Meets	
Strategy's Expected Result/Impact: Improved grades	Formative
Staff Responsible for Monitoring: Head Counselor, Counselor, Social workers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 37: Counseling: Counselors will conduct regular checks on 977 CCMR Report to ensure students are on track to receive a CCMR measure.

Evaluation Data Sources: Monitor student transcripts.

College entrance exam results.

CTE course enrollment.

Referrals for CTE certification testing

Summative Evaluation: None

Strategy 1: Counselors will provide free TSI review and testing to all juniors, at-risk 9th and 10th graders, and seniors who have not met their CCMR measure.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Counselors will identify seniors who have not met a CCMR measure for placement in College Prep English and College Prep Math	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Counselors will identify students for ASVAB testing.

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

Strategy 4: Counselors will provide ACT District testing for all juniors.

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

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 38: Parent and Family Engagement: Provide parents with training programs and resources for effective literacy strategies and student success that will help them help their children with the State Academic Standards. Educate parents on the importance of parent/family engagement. Children whose parents are more motivated to learn are more successful in school.

Evaluation Data Sources: WEHS offers all parents the opportunity to get involved: WEHS offers the Parent Academy for Success of Schools Parent Workshops (PASOS), ESL and Citizenship classes.

PASOS Workshop Teaches Parents How to:

Create a Healthy Learning Environment

Nurture a Healthy Successful Family

Factors Affecting Student Success

Parent's Guide to Positive Behavior Management

Financial Freedom for their family

Building a Strong Parent/Teacher Relationship

Future-Proofing Your Child

Create a College-Going Culture at Home

Getting Involved in the district

Summative Evaluation: None

Performance Objective 39: ELA- All English teachers used Google Classroom to continue instruction through distance learning while under the COVID-19 shelter in place orders in Texas.

Evaluation Data Sources: Student engagement during the last two weeks of March through May 22, 2020.

Summative Evaluation: None

Strategy 1: The English Department met virtually via Zoom to address the needs of this performance objective.		
Strategy's Expected Result/Impact: Monitor Student Engagement and parent contact. Ensure curriculum map is being followed, and students are receiving instruction via distance learning.		Formative Nov Jan Mar
Staff Responsible for Monitoring: English Dept. English Dept. Administrators		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: Build a foundation of reading and math	Funding Sources:	Summative June
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	None	
Comprehensive Support Strategy		
Additional Targeted Support Strategy		
Strategy 2: 2. The English Department will ensure all English teacher maintain contact with students through email, Google Classroom, and or phone contact.		
Strategy's Expected Result/Impact: Student Engagement		Formative Nov Jan Mar
Staff Responsible for Monitoring: English Department Administrators		
Title I Schoolwide Elements: 2.4, 2.5	Problem Statements: None	
TEA Priorities: None	Funding Sources:	Summative June
ESF Levers: None	None	
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 40: SCIENCE:

All science teachers utilized a distance learning platform to continue instruction due to the shelter in place orders caused by COVID-19.

Evaluation Data Sources: Student Engagement and completion of assignments from the March 16-May 22.

Summative Evaluation: None

Strategy 1: Science teachers will continue with parent and student contact to ensure student success.	
Strategy's Expected Result/Impact: Student Achievement Student Engagement	Formative
Staff Responsible for Monitoring: Sci Dept Chair Sci Dept Administrator	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Comprehensive Support Strategy	
Strategy 2: Science Teachers will participate in weekly department Zoom meetings to disperse important information.	
Teachers will also have sub group meetings to allow for collaboration to continue effective teaching.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Sci Dept Chair Sci Dept Administrator	Nov
Title I Schoolwide Elements: 2.5	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 41: Parent and Family Engagement: Building Capacity

Parent Specialist provide an atmosphere and activities that engages parents and encourage them to read. Parent specialist offers two Literacy/Reading Strategy workshops with public library staff which work with parents to support a community culture of reading. The public library enables parents to read for knowledge, understanding, enjoyment, and pursuit of individual interests.

Technology workshops are done twice a year. Enables parents to learn how to work a computer which will enable them to excess all their children's school reports through the parent portal and how to excess students STAAR scores.

College Career day: High-quality, engaging, and innovative, programs that develop college, career, and service: Universities from across the Valley present to all parents/guardians and offer them brochures and ppt lectures on what their universities offer. Financial aid and Applied Texas information is shared with parents/guardians.

Targeted or ESF High Priority

Evaluation Data Sources: School Messenger

Social Media

Campus Family Resource Website

Emails

Flyers

Agendas

Evaluations

Minutes

Zoom Meetings

Summative Evaluation: None

Performance Objective 42: Counselor and social worker will assess students and refer to outside agencies as needed.

Evaluation Data Sources: Student Responsive Survey results, Agency Referrals

Summative Evaluation: None

Strategy 1: Counselors and Social Worker will use results of virtual advisory activity- Responsive Survey to determine need for agency referrals as well as referrals from staff and parents.	
Strategy's Expected Result/Impact: increased agency assistance for students who need or ask for it	Formative
Staff Responsible for Monitoring: Head Counselor, counselors, social worker	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 43: Leaver team will meet monthly and follow up with reports

Evaluation Data Sources: Leaver documentation, leaver recovery, graduation rate

Summative Evaluation: None

Strategy 1: Leaver team will utilize phone calls, Google Voice, email, Facebook messenger, and home visits to find leavers and encourage them to enroll.	
Strategy's Expected Result/Impact: improved drop out rate	Formative
Staff Responsible for Monitoring: Head Counselor, counselors, social worker, parent specialist, leaver team members from elementary schools	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 44: Counselors will review academic records to determine individual placement for all students.

Evaluation Data Sources: improved test scores, CCMR report

Summative Evaluation: None

Strategy 1: Counselors will review EOC scores for placement in EOC English, Algebra, Biology an US History preparation courses	
Strategy's Expected Result/Impact: increased student support, increased test scores	Formative
Staff Responsible for Monitoring: Head Counselor, counselors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Counselors will identify EL students for LAS Links testing.	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 45: CTE Family Consumer Science, Health Science students will be college and/or career ready.

Evaluation Data Sources: 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

Strategy 1: 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. Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments. Provide the opportunity for students to acquire CTE certifications	
Strategy's Expected Result/Impact: Give the CTE students the opportunity for leadership experiences, communication enrichment, and the competition experience.	Formative
Staff Responsible for Monitoring: CTE Staff, CTSO advisors, CTE Director, East Administration, EAST Counseling Department	Nov
Title I Schoolwide Elements: 2.4	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: CTE CTSO organization membership, and provide community service learning	
Strategy's Expected Result/Impact: Give the CTE students the opportunity for leadership experiences, communication enrichment, and the competition experience.	Formative
Staff Responsible for Monitoring: CTE Staff, CTSO Sponsors, CTE Director, East Administration, EAST Counseling Department	Nov
Title I Schoolwide Elements: 2.4, 2.5, 3.2	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: Develop a plan to revitalize the East H.S. Family and Consumer Sciences Foods Lab and update the appliances, kitchen cabinets, countertops, and garbage disposals.

Strategy's Expected Result/Impact: 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.	Formative
	Nov
Staff Responsible for Monitoring: CTE Staff, CTE Director, East Administration, WISD Business Department, WISD Maintenance Department	Jan
	Mar
Title I Schoolwide Elements: 2.5	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
Summative	
June	

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.

Strategy's Expected Result/Impact: 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	Formative
	Nov
Staff Responsible for Monitoring: CTE staff, CTE Director, East administration, District Curriculum & Instruction, SPED director, Bil/ESL Director, Title I Career Development Adviser, CTE Instructional Technology Strategist East Counseling Department.	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: Increase the number of states, 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.

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

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

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

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

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

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

Strategy's Expected Result/Impact: Community awareness and involvement makes our programs better.	Formative
Staff Responsible for Monitoring: CTE staff, CTE Director, East administration,	Nov
Title I Schoolwide Elements: 2.6, 3.1, 3.2	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

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 business to give input.	Formative
Staff Responsible for Monitoring: CTE staff, CTE Director, East administration,	Nov
Title I Schoolwide Elements: 2.6, 3.1, 3.2	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

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: Health and Safety for CTE students and secure school	Formative
Staff Responsible for Monitoring: CTE staff, CTE Director, East administration,	Nov
Title I Schoolwide Elements: 2.6, 3.1, 3.2	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 46: CTE Trade and Industry: All CTE Completer students will be college and or career ready

Evaluation Data Sources: 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

Strategy 1: Maximize the support of educational experiences targeting literacy as not only the foundation for learning but as the critical medium for global competency in a digital world via Quill, Everfi, NewsELA, SEL, Gearup, and project-based learning.	
Strategy's Expected Result/Impact: 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.	Formative
Staff Responsible for Monitoring: CTE staff, CTE Director, East administration,, district curriculum, SPED director, Bil/ESL Director, Title I Director, CTE Administration & Administrative Support staff, Career Development Adviser, CTE Instructional Technology Strategist	Nov
Title I Schoolwide Elements: 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Career Prep / Practicum will promote student employment and/or internship with local businesses.	
Strategy's Expected Result/Impact: Agreements with employer, student and parents if needed	Formative
Staff Responsible for Monitoring: CTE & Academic Instructional Staff, CTE Director WISD District C & I team ESC1/Academic Specialists Secondary East administration, East Counseling Department	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 3: CTE programs incorporate all school-provided technology and will strive toward a paperless system through technology. Certifications, learning, Virtual instruction (Google Classroom, Google Meets, Zoom), 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 Director WISD District C & I team ESC1/Academic Specialists Secondary East administration, East Counseling Department	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 4: CTE staff and students will attend College, Career expo, and Industry Trade Shows.

Strategy's Expected Result/Impact: This will expose students to the latest technology and trends in respective.....etc	Formative
Staff Responsible for Monitoring: CTE staff, CTE Director, East administration,	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

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: Health and Safe and secure school	Formative
Staff Responsible for Monitoring: CTE staff, CTE Director, East administration,	Nov
Title I Schoolwide Elements: 2.4, 2.5, 3.2	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 6: CTE staff will sustain and expand CTSO organization membership, and provide community service learning.

Strategy's Expected Result/Impact: Give the CTE students the opportunity for leadership experiences, communication enrichment, and the competition experience.

Staff Responsible for Monitoring: CTE staff, CTE Director, East administration,

Title I Schoolwide Elements: 2.4, 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 47: CTE: All FFA students will be college and or career ready by providing highly qualified FFA Instructional Staff to assist students in setting and achieving quality academic and career goals

Evaluation Data Sources: 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, FFA certifications, Lone Star Degree,

Summative Evaluation: None

Strategy 1: Emphasize and motivate students to obtain FFA Lone Star degrees (3-year members) and or certifications.		
Strategy's Expected Result/Impact: Students will have the ability to be career-ready upon completion of the Lone Star Degree and or certifications.		Formative
Staff Responsible for Monitoring: CTE staff, CTE Director, East administration		Nov
		
Title I Schoolwide Elements: 2.4, 2.5	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	Mar
		
		Summative
		June

Strategy 2: Use Clear Touch Panels, Chromebooks, and Computer Labs to help CTE teachers create rich technology-based instructional environments. Provide quality virtual learning through google classroom, google meets, and Zoom, and provide emotional learning.

Strategy's Expected Result/Impact: Students will increase use of varied technology-based instructional lessons provide real-world continuous instruction through technology		Formative Nov  Jan  Mar 
Staff Responsible for Monitoring: CTE staff, CTE Director, East administration		
Title I Schoolwide Elements: 2.4, 2.5	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

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

Evaluation Data Sources: Classrooms and lesson plans

Summative Evaluation: None

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

Evaluation Data Sources: Teacher lesson plans, student access data of online learning enhancement programs.

Summative Evaluation: None

Strategy 1: Teachers will utilize Chromebook, desktops, class set of 35 headphones and district's BYOT initiative to enhance lessons.	
Strategy's Expected Result/Impact: Students will have blended learning opportunities to enhance their understanding of concepts.	Formative
Staff Responsible for Monitoring: All English teachers, administration, librarian, CTC	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Teachers will design lesson plans that incorporate tech-rich programs, such as, but not limited to: - APEX Learning - Ed Puzzle - Edmentum - BrainPOP - NearPOD - Google Classroom -Common Lit	
Strategy's Expected Result/Impact: Students will have opportunities to review in a variety of ways learning standards and enhance their understanding.	Formative
Staff Responsible for Monitoring: All English teachers, librarian, and CTC	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

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

Evaluation Data Sources: Classrooms, lesson plans, and student produced assignment.

Summative Evaluation: None

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

Evaluation Data Sources: Classroom word walls, common anchor charts, ELL strategies,

Summative Evaluation: None

Performance Objective 5: MATH --

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

Evaluation Data Sources: lesson plans, teacher evaluations and observations, passing rates, performance data on course-specific examinations

Summative Evaluation: None

Strategy 1: Appropriate teacher training opportunities to better implement the use of technology.
 Math teachers will implement technologies such as Imagine Math, ALEKS/McGraw Hill, MyMathLab, Delta Math, WebWork, ACT Academy, AP Classroom, APEX, Google Classroom, Quiz-izz, Kahoot, Edpuzzle, BrainPOP, YouTube, TeacherTube, Khan Academy, FlipGrid, Screencastify, Zoom, Google Meets, Document Camera/Software, SMARTboard software, writing tablets, in their classroom, weekly.
 Technology is used to better serve students with 24 hour access to assignments, lectures, and supplemental materials.
 Invest in technology and instructional software that will promote student learning and engagement.

Strategy's Expected Result/Impact: Increased student engagement with differentiated instruction for all student populations.

Staff Responsible for Monitoring: Math Teachers

Dept. Head

Math CIF

Homebound/Homebase Instructors

Special Ed Inclusion Teachers

GearUp Counselors

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

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 6: SCIENCE:

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

Evaluation Data Sources: Laboratory Notebooks
Student/Teacher Observations

Summative Evaluation: None

Strategy 1: Teachers will increase the number of laboratory investigations to at least three every Six-Weeks.	
<p>Strategy's Expected Result/Impact: This may increase class attendance.</p> <p>Students will be able to use science equipments appropriately/safely and enhance their critical thinking and investigative skills.</p> <p>Staff Responsible for Monitoring: All science teachers</p> <p>Administrator-in charge of Science Department</p> <p>Department Chair</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 7: Counseling:

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

Evaluation Data Sources: Career Center Computer Internet accessibility for students

Logs

Summative Evaluation: None

Strategy 1: Online ACT and SAT registration for Senior and Junior Students	
Strategy's Expected Result/Impact: ACT/SAT Scores	Formative
Staff Responsible for Monitoring: Head Counselor Counselors	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Online applications for seniors and for students taking dual enrollment classes.	
Strategy's Expected Result/Impact: Participation reports	Formative
Staff Responsible for Monitoring: Head counselor Counselors	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: Online Financial Aid applications for seniors

Strategy's Expected Result/Impact: Zoom chat sign in, completed FAFSA report	Formative
Staff Responsible for Monitoring: Head Counselor Counselors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Online TSI preparations, pre-assessments, and testing.

Strategy's Expected Result/Impact: TSI Reports	Formative
Staff Responsible for Monitoring: Head Counselor Counselors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Online enrollment for Khan Academy for PSAT/SAT prep

Strategy's Expected Result/Impact: PSAT/SAT scores	Formative
Staff Responsible for Monitoring: Head Counselor Counselors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 8: Counseling:

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

Evaluation Data Sources: Calendar of Events, Coordination of staff development date and presenters.

Summative Evaluation: None

Strategy 1: Coordinating with TAASA(Texas Association on Sexual Assault) and Women Together (Mujeres Unidas), to provide training for staff on teen dating violence, bullying, and sexual assault.	
Strategy's Expected Result/Impact: Student and staff awareness of the issues at hand. Sign in sheets and participant agendas	Formative
Staff Responsible for Monitoring: WEHS Admins., Social Worker, Head Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Coordinating with District Personnel to establish teen dating violence policies that will include awareness, safety planning and counseling for affected students.	
Strategy's Expected Result/Impact: Increased awareness of and decreased incidents of teen dating violence.	Formative
Staff Responsible for Monitoring: WEHS Admins., Social Worker, Head Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Counselors will develop and work with teachers to implement guidance lessons that support a healthy learning environment.

<p>Strategy's Expected Result/Impact: Increased student awareness of healthy relationship, careers, pillars of character education, drug awareness.</p> <p>Staff Responsible for Monitoring: WEHS Admins., Social Worker, Head Counselor</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Evaluation Data Sources: Monthly report

Student-produced assignments, projects, and presentations

Summative Evaluation: None

Strategy 1: Teach students to use technology responsibly and ethically	
Strategy's Expected Result/Impact: Students demonstrate responsible use of technology	Formative
Staff Responsible for Monitoring: WEHS Administration Renee Dyer WEHS teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Ensure all library equipment is readily available and functional. Ensure that all BYOT devices are properly registered	
Strategy's Expected Result/Impact: State of Library Report	Formative
Staff Responsible for Monitoring: Renee Dyer WEHS Administration WEHS Teachers and Staff	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

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

Evaluation Data Sources: Monthly report
Purchase orders

Summative Evaluation: None

Strategy 1: Increase the number of books per student in all libraries to meet the state standards at the elementary, middle school, and high school levels	
Strategy's Expected Result/Impact: State of Library Report Library state Standards Evaluations Inventory Report <hr/> Staff Responsible for Monitoring: Renee Dyer	Formative
	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Strategy 2: Support state standards in all curricular areas by providing materials that extend understanding of course content	
Strategy's Expected Result/Impact: State of the library report Library State Standards Evaluation Inventory report <hr/> Staff Responsible for Monitoring: Renee Dyer	Formative
	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	

Strategy 3: Develop a collection that motivates independent reading and inquiry

Strategy's Expected Result/Impact: Monthly report
Student/staff request forms

Staff Responsible for Monitoring: Renee Dyer

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: Strategy 4
Reflect the diverse needs, interests, and learning styles of all students

Strategy's Expected Result/Impact: Strategy 5

Provide electronic access to varied forms of information that facilitates learning and improves literacy

Staff Responsible for Monitoring: Renee Dyer

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: Strategy 5

Provide electronic access to varied forms of information that facilitates learning and improves literacy

Strategy's Expected Result/Impact: Strategy 5

Provide electronic access to varied forms of information that facilitates learning and improves literacy

Staff Responsible for Monitoring: Renee Dyer

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 11: Students will be educated in anti-bullying and social norms

Evaluation Data Sources: Anti-Bullying Campaign
Advisory Lessons

Summative Evaluation: None

Strategy 1: Students will be educated in anti bullying and social norms through Advisory class, and through the Annual Anti bullying campaign.	
Strategy's Expected Result/Impact: Student Awareness	Formative
Staff Responsible for Monitoring: WEHS Administrations Head Counselor Counselors Social Worker	Nov Jan Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 12: Social Studies:

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

Targeted or ESF High Priority

Evaluation Data Sources: Teacher lesson plans, student access data of online learning enhancement programs.

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

Summative Evaluation: None

Performance Objective 13: Social Studies:

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

Targeted or ESF High Priority

Evaluation Data Sources: Classrooms, lesson plans, student produced assignment and online assessments.

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

Summative Evaluation: None

Performance Objective 14: Student enhancement and achievement through the use of online learning tools such as chromebooks , video/voice recordings and other technological resources.

Evaluation Data Sources: Lesson plans
 Passing Rates
 Teacher assessments

Summative Evaluation: None

Strategy 1: Proper Implementation of the use of technology tools such as Flipgrid, Padlet, AP Classroom, Quiz-izz, Edpuzzle, Youtube screencasitfy , Vocaroo, Zoom and Google Meets .
 Professional technological trainings opportunities to better implement the use of tools that will promote student learning.

Strategy's Expected Result/Impact: Increased student participation with differentiated instruction for all students.	Formative
Staff Responsible for Monitoring: LOTE teachers, Dept. Head, Gear-up 9th grade counselors, Spec. Ed	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 15: SCIENCE:

100% of the students will be able to access technology such as chrome books in every science classroom to enhance 80% of differentiated instruction through the utilization of educational apps, google classroom, adaptive technology and virtual labs.

Evaluation Data Sources: Lesson plans

Student projects

Summative Evaluation: None

Strategy 1: Ensure all science classes have chromebooks to enhance student participations and engagement.	
Strategy's Expected Result/Impact: Improve student performance	Formative
Staff Responsible for Monitoring: All science teachers	Nov
Department Chair	Jan
Title I Schoolwide Elements: 2.5	Mar
TEA Priorities: None	Summative
ESF Levers: None	June
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 16: ESL: All ELs will have access to the latest forms of technology to assist in communication, differentiation of instruction, and assist in the production of academic projects as well as access to relevant subscriptions to resources in a variety of technologies and formats in order to meet their needs.

Evaluation Data Sources: monthly campus reports, Student-produced assignments, projects, and presentations

Summative Evaluation: None

Performance Objective 17: AVID: AVID's proven learning support structure incorporates teaching and learning methodologies in the critical areas of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula

Evaluation Data Sources: - Observations of effective WICOR strategies used in classes

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

Summative Evaluation: None

Performance Objective 18: Parent and Family Engagement program objective is to educate parents on the importance of parent involvement. Parents are educated on topics that affect all of us on a daily basis. Provide parents access to Technology (computer internet on campus). Offer parents, citizenship classes and ESL classes.

Evaluation Data Sources: Monthly Powerpoint presentations and campaigns on different topics such as:

Bullying/Drug Prevention and Say No to Drugs

Diabetes awareness

Free healthcare information

Physical and emotion seminars.

Nutrition Classes

Financial Literacy

Superior Healthcare Insurance

Mental Health awareness

Citizenship classes are offered every Tuesday of the week all year round thanks to Texas A&M University Colonia program.

ESL classes are provided by Dr. Rosie Gonzalez, a retired teacher.

College Readiness

Literacy and Reading Strategies offered by the public library

Summative Evaluation: None

Performance Objective 19: SCIENCE:

All teachers will provide well thought out virtual/modelled labs through gizmos or zoom with the use of laboratory equipment, chemicals and everyday consumables.

Targeted or ESF High Priority

Evaluation Data Sources: laboratory equipment consumables (Walmart PO)

Summative Evaluation: None

Strategy 1: Science teachers will perform laboratory investigations 40 % of the instructional year with proper disposal of consumables.	
Strategy's Expected Result/Impact: Students will be well versed and properly trained with laboratory equipment, chemicals, and everyday consumables <hr/> Staff Responsible for Monitoring: All science teachers Administrator in charge of department Department Chair	Formative
	Nov
	Jan
	Mar
	Summative
Title I Schoolwide Elements: 2.5 <hr/> TEA Priorities: None <hr/> ESF Levers: None	Problem Statements: None <hr/> Funding Sources: None
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 20: CTE:

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

Evaluation Data Sources: Inventory spreadsheet of equipment assigned per teacher

Summative Evaluation: None

Strategy 1: Keep labs and shops up to date according to industry standards including facilities inspected for fire codes and other safety measures.

Strategy's Expected Result/Impact: Facilities will provide a safe learning environment for students.

Staff Responsible for Monitoring: CTE Administration, CTE Chair, CTE staff, WEHS 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 21: Special Education Resource Classes ELA I, II, III, IV, Alg, STLNHSM, READING I, II, Biology, U.S History, Geometry, through the use of online learning platforms such as Google Classroom, NearPod, Language live, YouTube, TeacherTube, Khan Academy, screen-capturing software/video recording, through the use of technology tools such as Google Chromebooks, Surface Pro Computers, TI-Calculators, TI Smartview and TI Navigator, SMARTBOARD, and Screencastify.

Targeted or ESF High Priority

Evaluation Data Sources: lesson plans, teacher evaluations and observations, passing rates, performance data on course-specific examinations, Virtual observations.

Summative Evaluation: None

Strategy 1: 1. Appropriate teacher training opportunities to better implement the use of technology.
 2. In order to effectively differentiate instruction and increase student ability using technology in everyday life the resources the following resources include but are not limited to scholastic math, geometry, English I, II,III & IV, with online access for teachers and students, TI-84 Plus CE Graphing Calculator 1 set of 10 (at least), 15 Chromebooks, Chrome-cart, 10 desktops computers, large industrial cutter.

<p>Strategy's Expected Result/Impact: Increased student engagement with differentiated instruction for resource students. Increase student ability using technology skills in everyday life.</p>	Formative
<p>Staff Responsible for Monitoring: Special Education Teachers Dept. Head SpEd Admin</p>	Nov
<p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Jan
<p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	Mar
<p>ESF Levers: None</p>	Summative
<p>Comprehensive Support Strategy</p>	June
<p>Additional Targeted Support Strategy</p>	
<p>Results Driven Accountability</p>	

No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 22: Special Education- Self Contained Severe Unit Self-cont.

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

Evaluation Data Sources: lesson plans, teacher evaluations and observations, passing rates, performance data on STAAR ALT 2

Summative Evaluation: None

Strategy 1: Appropriate teacher training opportunities to better implement the use of technology

In order to simulate daily living skills for students the following resources include, but are not limited to socks, underwear, Travel pillows, Air Fresheners, Student reward snacks, dinnerware, glasses, seasonal crafts supplies and items, canned goods for life skills training, frozen goods for life skills training, glue gun, glue sticks, sorting bins, storage bins, laundry soap, towels, sewing supplies and items, games and toys for student rewards, kitchen dishes, scrub brushes, door chimes, batteries, spray paints, paper plates, forks, knives, and spoons, washer, dryer, and refrigerator.

Strategy's Expected Result/Impact: Maintain student achievement in SpEd Life Skills classes. Students will be able to apply the use of technology software toward daily living skills.

Staff Responsible for Monitoring: Special Education Teachers

Sp. Ed Paraprofessionals

SpEd Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: None

Comprehensive Support Strategy

Additional Targeted Support Strategy

Results Driven Accountability

Problem Statements: None

Funding Sources:
None

Formative

Nov

Jan

Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 23: Special Education Mild Unit

The percentage of English EOC students at Weslaco East High School who score at the Meets Grade Level on the STAAR-ALT 2 or STAAR-Online EOC assessment will maintain results from Spring 2020 to Spring 2021.

The percentage of Algebra students at Weslaco East High School who score at the Meets Grade Level on the STAAR-ALT 2 EOC or STAAR-Online assessment will maintain results from Spring 2020 to Spring 2021.

The percentage of Biology students at Weslaco East High School who score at the Meets Grade Level on the STAAR-ALT 2 EOC or STAAR-Online assessment will maintain results from Spring 2020 to Spring 2021.

The percentage of US History students at Weslaco East High School who score at the Meets Grade Level on the STAAR-ALT 2 EOC or STAAR-Online assessment will maintain results from Spring 2020 to Spring 2021.

Evaluation Data Sources: Teacher observations, daily tracking skills, classroom performance testing, STAAR ALT 2 or STAAR-Online results.

Summative Evaluation: None

Performance Objective 24: FINE ARTS: All Fine Arts classrooms, studios, practice halls, etc., will maintain learning environments that are thoroughly clean and conducive to learning with proper sanitation procedures for the 2020-2021 school year.

Targeted or ESF High Priority

Evaluation Data Sources: For hybrid teaching:

*plastic containers and bags

*sanitizing equipment

Summative Evaluation: None

Performance Objective 25: CTE:

Student engagement through the use of online industry learning platforms, textbook technology resources, and screen-capturing software/video recording/hardware, through the use of technology tools such as Google Classroom, Google Meets, Zoom, Chromebooks, Smartphones

Evaluation Data Sources: Teacher evaluations and observations, passing rates, performance data on course-specific examinations, certifications

Summative Evaluation: None

Strategy 1: Appropriate CTE teacher training opportunities to better implement the use of technology. CTE teachers will implement the use of industry technologies used for certifications, ACT Academy, AP Classroom, APEX, Google Classroom, Kahoot, Edpuzzle, YouTube, Screencastify, Zoom, Google Meets, Document Camera/Software, SMARTboard software, writing tablets, in their classroom, weekly. Technology is used to better serve students with 24-hour access to assignments, lectures, and supplemental materials. Invest in technology and instructional software that will promote student learning and engagement.

Strategy's Expected Result/Impact: Increased student engagement with differentiated instruction for all student populations		Formative
Staff Responsible for Monitoring: CTE Staff CTE Director CTC East Administration East Counselors Special Ed Inclusion Teachers GearUp Counselors		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
TEA Priorities: None		Mar
ESF Levers: None		Summative
Problem Statements: None		June
Funding Sources: None		

No Progress

Accomplished

Continue/Modify

Discontinue

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

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

Evaluation Data Sources: Failure Report, Parent Contact Logs, Tutoring logs.

Summative Evaluation: None

Strategy 1: Teachers will evaluate their students progress and make phone calls to parents' of students failure or at risk of failing course.		
Strategy's Expected Result/Impact: Increase in student achievement.		Formative
Staff Responsible for Monitoring: All English teachers		Nov
Title I Schoolwide Elements: None	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: MATH --

All students and their families will have open communication with all mathematics teachers and administration via email, teacher websites, Google Classroom, Google Voice, Remind 101, Zoom, Google Meets, scheduled teacher tutoring regarding student progress and any necessary interventions needed for student success as well as promote and support opportunities to engage parents and students in STEAM related fields.

Evaluation Data Sources: Parent Contact Logs, Open House Parent Contacts, Student Failure Report, Teacher Evaluations

Summative Evaluation: None

<p>Strategy 1: Teachers will make weekly progress checks and make parent contacts when necessary to inform parents of student performance. Teachers will make contact with necessary stakeholders regarding a student's performance when an issue may arise with UIL eligibility. Promote and support community-engaged teaching and learning on issues relevant to the local community that promote academic excellence in math and math related fields through STEAM activities in partnership with teacher/parent organizations such as, but not limited to, La Frontera Club.</p>	
<p>Strategy's Expected Result/Impact: Decreased student failure, and increased student performance in all math courses as well as increased parental participation and community engagement in student learning.</p> <hr/> <p>Staff Responsible for Monitoring: Math Teachers Dept. Head Math CIF Homebound/Homebase Instructors Special Ed Inclusion Teachers Assigned Team Counselor UIL Sponsors Athletic Department GearUp Counselors</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	<p>Formative</p>
	<p>Nov</p>
	<p>Jan</p>
	<p>Mar</p>
	<p>Summative</p>
<p>June</p>	
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Performance Objective 3: SCIENCE:

Increase community collaboration by 10% of the student population by providing mentorship and community partnership through "Frontera."

Evaluation Data Sources: Community Service Hours

Summative Evaluation: None

Strategy 1: ON-line AVID applications Maintain Counseling Website Establish Remind.com for each grade level Maintain Social Media Accounts for the department	
Strategy's Expected Result/Impact: Students, parents, and community are aware of all important dates and meetings.	Formative
Staff Responsible for Monitoring: Head Counselor Counselors Counselor's Assistants	Nov Jan Mar
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
Summative	
June	
Strategy 2: Science teachers will reach out and incorporate student involvement during community functions and events.	
Strategy's Expected Result/Impact: Increase student community network and involvement	Formative
Staff Responsible for Monitoring: All Science teachers	Nov Jan Mar
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
Summative	
June	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 4: FINE ARTS: Increase partnership with local and regional communities and establish a presence on social media by promoting student work, performances, videos and projects for the 2020-2021 school year.

Targeted or ESF High Priority

Evaluation Data Sources: * Student reports

* Expository reading & writing grades

* Student products/displays/journals, portfolios

* Arts In Education Week

* Dia De Los Muertos art walk and altar exhibits at Weslaco Museum, Museum of South Texas History, International Museum of Art and Science (IMAS), Brownsville Museum of Art

* Steamroller Press

* Student International art show

* Christmas Tree Forest at WISD PAC, International Museum of Art and Science (IMAS)

* Youth Art Month

* WISD Fine Arts Fiesta

* Scholastic Art competition

* Congressional Art contest

* Texas Clay Festival

* National Art Honor Society exhibits

* WISD District-wide K-12 Visual Arts exhibits

* Senior and Art I-IV, Advanced Placement (AP) Visual Arts exhibits

* Weslaco Museum and IMAS Internships

* Weslaco Public Library and Weslaco Tower Theatre exhibits and programs

* University of Texas Rio Grande Valley (UTRGV), South Texas College (STC), and University of Texas at Austin (UT) lectures and workshops

Summative Evaluation: None

Strategy 1: Visit the Weslaco Museum and other regional museums, performing arts productions, musicals, Broadway shows to develop knowledge and interest about local history to address the Fine Arts TEKS: Historical/Cultural Awareness

<p>Strategy's Expected Result/Impact: Lesson Plans Score Reports, UIL and Public Performances SLO</p> <hr/> <p>Staff Responsible for Monitoring: WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
	<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>

Strategy 2: Increase public awareness of the arts by communicating existing art opportunities, attending local universities, live theatrical productions, film in the community and schools.

<p>Strategy's Expected Result/Impact: Lesson Plans Score Reports, UIL and Public Performances SLO</p> <hr/> <p>Staff Responsible for Monitoring: WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
	<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>

Strategy 3: Seek art collaborations between teachers, students, parents, artists, and organizations within and beyond the community.

<p>Strategy's Expected Result/Impact: Lesson Plans Score Reports, UIL and Public Performances SLO</p> <hr/> <p>Staff Responsible for Monitoring: WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 4: Participate in Fine Arts festivals to showcase the talents of our students for parents, faculty and staff, the administration and the community.

<p>Strategy's Expected Result/Impact: Lesson Plans Score Reports, UIL and Public Performances SLO</p> <hr/> <p>Staff Responsible for Monitoring: WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 5: Collaborate with regional/state museums/organizations through participation of organized student and staff visual art exhibits as stand alone events and within Fine Arts festivals such as Dia De Los Muertos, Christmas Tree Forest exhibits. Materials include but not limited to easels, mat boards, pre-cut mats, large poster printing, meals, transportation, identification tags, shirts, acrylic paints, brushes, markers, colored pencils, glue guns and tabs, foam core backing.

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

Strategy 6: Increase public awareness of the arts by preparing activities in observance of Arts in Education Week, Youth Art Month, and campus banners and publications that focus on the importance of the visual arts. Materials include but not limited to vinyl banner printing, color printer, printing paper, large poster printer, specialized poster paper.

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

Strategy 7: Seek art collaborations between teachers, students, parents, artists, and organizations through developing curriculums and implement them in organized events through lectures and gallery visits in and out-of-the district at the University of Texas Rio Grande Valley (UTRGV), South Texas College (STC), the Museum of South Texas History, Brownsville Museum of Art, International Museum of Art and Science (IMAS). Materials include but not limited to drawing boards, drawing paper, drawing pencils, cameras, meals, transportation, workshop and gallery registration/entry fees.

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

Strategy 8: Participate in community-wide events that showcase the talents of fine arts students and provide a cultural identity to the citizens of Weslaco and other Rio Grande Valley cities. Students would provide public demonstrations of art processes, establish cultural art exhibits, and coordinate thematically with events. Materials include but not limited to portable tables, heavy gauge metal art wall systems, banners, mounted posters, outdoor tents, portable chairs, chalk and pastels, fixatives, canvases.

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

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 5: CTE:

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

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

Summative Evaluation: None

Strategy 1: Actively involve students in DECA, BPA, FCCLA, HOSA, and other youth organizations.		
Strategy's Expected Result/Impact: increased participation by student groups and community involvement		Formative
Staff Responsible for Monitoring: East Administration CTE Teachers Department Chairs Club sponsors		Nov
		Jan
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	None	
Strategy 2: Use SAM2016 online program to facilitate classroom instruction in BIM classes and Aplia Online Accounting in accounting classes.		
Strategy's Expected Result/Impact: Unit Tests Certification MOS Exams Online SAM Reports Online Aplia Accounting Reports		Formative
Staff Responsible for Monitoring: WEHS Admin. CTE Bus. Ed. Teachers		Nov
		Jan
		Mar
		Summative
		June
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	

Strategy 3: Implement MOS Certifications in BIM I, BIM II, and DIM. Use Aplia Online Accounting for Accounting I to prepare for College level instruction

Strategy's Expected Result/Impact: Unit Tests Certification MOS Exams Online SAM Reports Online Aplia Accounting Reports Precision Exams	Formative
	Nov
	Jan
	Mar
Staff Responsible for Monitoring: WEHS Admin. CTE Bus. Ed. Teachers	Summative
	June
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None

Strategy 4: Substitute Teaching Certification earned in Instructional Practices and Practicum in Education & Training. Food Handlers Certification in Lifetime Nutrition and Wellness.

<p>Strategy's Expected Result/Impact: Lesson Plans Student Handouts TEKS Curriculum Guides Staff Meetings Poster Board Butcher Paper Student Handouts Leadership Conferences STC TSTC</p> <hr/> <p>Staff Responsible for Monitoring: WEHS Admin. CTE Dept. Head Family & Consumer Science Teachers STC & TSTC Professors</p> <hr/> <p>Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6: Early College HS

Provide an opportunity to educate students/parents on Advance Academics expectations such as parental engagement, college connections, scholarship opportunities, mentorships, AP changes for 2019-2020 SY, etc.

Evaluation Data Sources: Meeting Agenda

Brochure

Website hits

Summative Evaluation: None

Strategy 1: Develop a plan to meet with parents of 9th grade T-STEM Early College HS Cohort and incoming students.		
Strategy's Expected Result/Impact: One Parent meeting will be held for 9th Grade Cohort and one Parent meeting will be held for 8th grade Cohort.		Formative
Staff Responsible for Monitoring: Mrs. Cid Ms. Krink Mrs. Martinez		Nov
		Jan
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	None	
 No Progress  Accomplished  Continue/Modify  Discontinue		

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

Evaluation Data Sources: Utilize all forms of contact with parents through:

Zoom meetings, Campus Family Resource Website, School Messenger, Emails, phone calls, texting, Sign-in Sheets, Flyers, Agendas, Social Media and School Newsletter

Summative Evaluation: None

Strategy 1: Monthly and annual informational meetings with parents to address programs and their rights to be involved.		
Strategy's Expected Result/Impact: Increased Parental Involvement.		Formative
Staff Responsible for Monitoring: Parent Specialist: Norma Lopez		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

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

Evaluation Data Sources: Sign in Sheets

Flyers

Agendas

Social Media Contact

Parent Newsletter

Summative Evaluation: None

Strategy 1: This meeting will take place in December to inform parents on literacy and reading strategies, and any updates on ESL education.

Strategy's Expected Result/Impact: Increased parental involvement, and increased student success in the ESL program.

Staff Responsible for Monitoring: Parent Specialist: Norma Lopez

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

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

Summative Evaluation: None

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

Evaluation Data Sources: - Evidence of parental involvement through

- Parent's invitation to a Fall Gathering.

- WEHS AVID Twitter Page

Summative Evaluation: None

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

Targeted or ESF High Priority

Evaluation Data Sources: Callouts thru campus messenger

Emails

Google Voice Text

Sign-in Sheets

Flyers

Agendas

Minutes

Evaluations Fliers

Social Media

Zoom meetings

Parent and Family Engagement Campus Website

Summative Evaluation: None

Performance Objective 12: Social Studies:

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

Targeted or ESF High Priority

Evaluation Data Sources: -Google Voice contacts

-Parent Contact forms

-Voter Registration Drive

Summative Evaluation: None

Performance Objective 13: SCIENCE:

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

Evaluation Data Sources: Parent Contact Log

Google Voice Log

Student Failure Report

Emails

Open House Sign In

Summative Evaluation: None

Strategy 1: Make phone calls during conference period		
Strategy's Expected Result/Impact: Increase in student involvement		Formative
Staff Responsible for Monitoring: All science teachers		Nov
Title I Schoolwide Elements: 3.1	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: All science teachers present during Open House during the Fall and Spring		
Strategy's Expected Result/Impact: Increase in teacher participation and student awareness		Formative
Staff Responsible for Monitoring: Administrator in charge of Department		Nov
Department Chair		Jan
Title I Schoolwide Elements: 3.2	Problem Statements: None	Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	June

Strategy 3: Parental involvement forms:

Syllabus, Science Fair Participation, AP commitment form, and Pre-AP contracts are to be signed by parents.

Strategy's Expected Result/Impact: Increase in teacher awareness and student responsibility		Formative
Staff Responsible for Monitoring: All Science Teachers		
Administrator in charge of department		Nov
Department Chair		Jan
		Mar
		Summative
Title I Schoolwide Elements: None	Problem Statements: None	June
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Evaluation Data Sources: Year end reports

Summative Evaluation: None

Performance Objective 15: CTE: Local, Regional, State and National leadership opportunities for CTSOs will be funded to allow for student collaboration and community esteem. CTSOs will attend virtual competitions.

Evaluation Data Sources: Reports of CTSO's travel and attendance

Summative Evaluation: None

Strategy 1: Collaborate with state universities and CTSO national organizations to provide opportunities for students to attend conferences and compete virtually due to pandemic.

Strategy's Expected Result/Impact: Students compete and represent their CTSO virtually

Staff Responsible for Monitoring: CTE Teachers, CTE Admin, CTE Chair, WEHS Admin

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 16: LOTE: All LOTE teachers will communicate with students and parents/guardians via Google Voice, email, Google Classroom, Remind 101, Zoom , Google Meets to inform parents of student performance on a daily/weekly basis. All LOTE teachers will provide tutoring when needed.

Evaluation Data Sources: Progress Reports, parent contact logs, tutorial logs, 6 wks report grade, teacher evaluations.

Summative Evaluation: None

Strategy 1: Teachers will evaluate their students progress and make phone calls to parents' of students failure or at risk of failing course. Increase parental participation in student learning.	
Strategy's Expected Result/Impact: Increase in student achievement	Formative
Staff Responsible for Monitoring: All LOTE teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Increase cultural awareness and develop leadership skills through the competitive event such as the National French Contest/Le Grand Concours.	
Strategy's Expected Result/Impact: Increased participation in French by levels of Concours	Formative
Staff Responsible for Monitoring: AATF French teacher and WEHS administrators, Dept chair	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 17: SpEd.

All students and their families will have open communication with monitoring teachers and administration via email, teacher websites, Google Classroom, Google Voice, ARD meetings, parent contact for progress/report cards, scheduled teacher tutoring regarding student progress and any necessary interventions needed for student success.

Evaluation Data Sources: Parent Contact Logs, Open House Parent Contacts, Student Failure Report, Teacher Evaluations.

Summative Evaluation: None

Strategy 1: 1. Teachers will make contact every 6 weeks and provide parents with IEP Progress reports. 2. Teachers will make contact with necessary stakeholders regarding a student's performance when an issue may arise with UIL eligibility.	
Strategy's Expected Result/Impact: Decreased student failure, and increased student performance in all courses.	Formative
Staff Responsible for Monitoring: SpEd Teachers Dept. Head SpEd. CIF	Nov Jan Mar
Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Summative June
Problem Statements: None Funding Sources: None	

Strategy 2: In order to meet the needs of our students in assisting them between the transition to either the workforce or college the following resources include, but are not limited to card stock paper in which invitations could be made for parents to attend the Transition fair, cups, plates, napkins, cake, Lipton tea powder.

Strategy's Expected Result/Impact: None		Formative Nov Jan Mar
Staff Responsible for Monitoring: Transition Sign in Sheet Department Head SpEd Supervisor		
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2	Problem Statements: None	
TEA Priorities: Connect high school to career and college	Funding Sources: None	Summative June
ESF Levers: None		
Comprehensive Support Strategy		
Additional Targeted Support Strategy		
Results Driven Accountability		
 No Progress  Accomplished  Continue/Modify  Discontinue		

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

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

Evaluation Data Sources: Teacher registration portfolios and/or certificates of participations.

Summative Evaluation: None

<p>Strategy 1: Teachers will be attend staff development opportunities such as, but no limited to: ABYDOS TSI Teacher Academy UT OnRamps Teacher Summer Institute AVID ELA Teacher Trainings Springboard Region One ESC Trainings TEKS Resource System State Conference</p>	
<p>Strategy's Expected Result/Impact: Teachers will be equipped with the tools necessary to provide a variety of learning strategies to all learners.</p>	Formative
<p>Staff Responsible for Monitoring: All English teachers, administrators, ESL department chair, Special Ed Department Chair, AP Campus Coordinator, AVID Campus</p>	Nov
<p>Title I Schoolwide Elements: 2.6</p>	Jan
<p>TEA Priorities: None</p>	Mar
<p>ESF Levers: None</p>	Summative
<p>Problem Statements: None</p>	June
<p>Funding Sources: None</p>	

Strategy 2: Each subgroup will select a teacher representative to attend monthly PLC meetings at the district level.

<p>Strategy's Expected Result/Impact: Teachers will collaborate with other high schools to obtain different teaching strategies evident in their lesson plans..</p> <p>Staff Responsible for Monitoring: Subgroup leaders, department chairs, and administration</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Evaluation Data Sources: Teacher registration portfolios on Eduphoria and/or certifications of participation.

Summative Evaluation: None

Strategy 1: PreAP and AP teachers will attend campus Vertical Alignment meetings and identify trainings offered at the local and state level to provide additional professional development.	
Strategy's Expected Result/Impact: Students enrolled in advanced courses will be receiving instruction from teachers that is researched based.	Formative
Staff Responsible for Monitoring: PreAP teachers, AP teachers, CC teachers, department chairs, administration.	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: PreAP and AP teachers will attend AP Summer Institute bi-yearly.	
Strategy's Expected Result/Impact: Teachers will incorporate research based strategies in their classrooms and students will improve their preparedness for AP exams.	Formative
Staff Responsible for Monitoring: AP Campus Coordinator, administration, PreAP teachers, AP teachers, and department chairs.	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

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

Evaluation Data Sources: Teacher registration portfolio on Eduphoria and/or certificate of participation.

Summative Evaluation: None

Strategy 1: English department will have a group of teachers attend the TEKS Resource System annual conference.	
Strategy's Expected Result/Impact: Teachers will gain knowledge by collaborating with other districts and TEKS Resource System officials on the best practicing of utilizing the curriculum.	Formative Nov Jan Mar
Staff Responsible for Monitoring: Administration, department chair, and subgroup leaders.	
Title I Schoolwide Elements: 2.6	
TEA Priorities: None	Summative June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

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

Evaluation Data Sources: Teacher registration portfolio on Eduphoria and/or certificate of participation.

Summative Evaluation: None

Strategy 1: During subgroup meetings teachers will research and identify trainings that will assist in developing their teaching craft.	
Strategy's Expected Result/Impact: Students will be exposed to the latest in teaching and will obtain the tools necessary to improve mastery in objectives.	Formative Nov Jan Mar
Staff Responsible for Monitoring: Administration, department chair, all English teachers	
Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	
Problem Statements: None Funding Sources: None	Summative June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 5: MATH --

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

Evaluation Data Sources: District Secondary Math Strategist, Math CIF, Dept. Head, Math Teachers

Summative Evaluation: None

Strategy 1: Teachers will attend trainings related/pertaining to:

- Algebra 1 EOC
- AP Course Exams
- TEKS Resource Systems
- PLC Meetings
- Region 1 ESC Content Specific workshops & trainings
- APEX/Imagine Math training
- Region 1 ESC TSI Training
- ACT/SAT Training
- Region 1 ESC Technology Conferences
- CAMT
- TABE
- RGVCTM/NCTM
- TCEA technology conference
- ISTE technology conference
- HESTEC
- Texas Graduate Center Mathematics Trainings
- AP/PreAP/Springboard Training
- Kagan Trainings
- AVID trainings and conference
- S3 Strategies

<p>Strategy's Expected Result/Impact: Continued professional learning and growth for increased student achievement.</p>	<p>Formative</p>
<p>Staff Responsible for Monitoring: Math Teachers Dept. Head Math CIF District Secondary Math Strategist Homebound/Homebase Instructors GearUp Counselors</p>	<p>Nov Jan Mar</p>
<p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None</p>	<p>Summative June</p>
<p>Problem Statements: None</p>	<p>Funding Sources: None</p>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6: Social Studies:

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

Targeted or ESF High Priority

Evaluation Data Sources: -Professional Development Log and Eduphoria Log

-Teacher Certifications

-SS Teacher Presentations (PLC)

-Department Agendas

-Crosscurricular collaboration with the English department

Summative Evaluation: None

Strategy 1: Staff Development for Social Studies teachers throughout the school year.		
Strategy's Expected Result/Impact: Teachers will hone their pedagogical knowledge and refine their craft.		Formative
Staff Responsible for Monitoring: WEHS administration, Department Chair		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 7: SCIENCE:

Provide opportunities for all science teachers to attend an inperson/virtual training in a science-related, pedagogy, or best practices workshop or conference.

Targeted or ESF High Priority

Evaluation Data Sources: Professional Development Log and Eduphoria

Summative Evaluation: None

Strategy 1: Provide Staff Development to Science teachers throughout the school year.		
Strategy's Expected Result/Impact: The training will provide an opportunity for teachers to learn quality instructional strategies that will help enhance students' understanding of the different standards tested.		Formative
Staff Responsible for Monitoring: Administrator in-charge of Science Department and Department Chairperson		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 8: Guidance and Counseling:

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

Evaluation Data Sources: Social Worker

Head Counselor

Counselors

Summative Evaluation: None

Strategy 1: Counselors will attend virtual workshops, conferences and staff development that will allow the counselors to bring back new and innovative ideas to campus and district.	
Strategy's Expected Result/Impact: Certificates of Attendance.	Formative
Staff Responsible for Monitoring: Social Worker Head Counselor Counselors	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Counselors will attend university updates and Financial Aid updates to help increase college readiness.	
Strategy's Expected Result/Impact: Travel Vouchers Certificates of Attendance	Formative
Staff Responsible for Monitoring: Head Counselor Counselors	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

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

Evaluation Data Sources: Monthly report

Agendas

Sign-in sheets

Training handouts

Summative Evaluation: None

Strategy 1: Librarian will collaborate with the classroom teacher in lesson planning, teaching, and assessment	
Strategy's Expected Result/Impact: State of Library Report	Formative
Staff Responsible for Monitoring: Renee Dyer WEHS Administrators Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Librarian will implement professional development programs and training on: library resources, research models, district initiatives such as, Google Apps for Ed., Flipped/Blended Learning, Project-Based Learning, Microbadging, and other emerging technology resources	
Strategy's Expected Result/Impact: State of the Library Report	Formative
Staff Responsible for Monitoring: WEHS Administrators Department Chairs SLC Coordinators Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 10: FINE ARTS: Increase technology, electronic media for teachers and students in the classroom and performances throughout the 2020-2021 school year.

Targeted or ESF High Priority

Evaluation Data Sources: * Lesson Plans

- * Student displays, electronic journals and performances
 - * Progress and report cards
 - * EOC
 - * Teacher questionnaire
 - * Monthly Fine Arts meetings and shared informative articles about the district adopted visual arts curriculum through monthly digital newsletters in-and-out-of-the district
 - * Google K-12 Visual Arts classroom and group meetings
 - *Light Board compatible with the WISD PAC equipment to increase student engagement in the Technical and Production classes
 - *Photography lighting equipment (part of theatre curriculum)
 - *Rebel tripod (for theatre publicity)
 - *3D printer to support student projects
 - *Latest model Ipad to utilize current music tools for theatrical presentations
 - *Smart board
 - *projection equipment
 - *digital cameras with tripods
- Curriculum to include:
- *Davis digital accounts for all students
 - *Scholastic Art digital subscriptions for all students
 - *WeVideo student account subscriptions
 - *Adobe Illustrator software
 - *Animation software
 - *Chromebooks for all students
 - *Wacom Bamboo tablets
 - *Ipads with scribes
 - *School whiteboards for dry erase boards
 - *3D printers with filament and access to 3D program files and subscriptions
 - *new kilns for Art studios
 - *appropriate kiln furniture
 - *bats
 - *electric potter's wheels
 - *safety equipment/tools
 - *scheduled diagnostic checks by kiln specialists

*evaluation of electrical system in Art studios

Summative Evaluation: None

Strategy 1: Staff implements and uses ipads touch technology, Elmo technology, Chromebooks, Projected technology, educational apps and computer aided instruction in order to improve student achievements	
Strategy's Expected Result/Impact: Lesson Plans Purchase Orders SLOs <hr/> Staff Responsible for Monitoring: WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers <hr/> Title I Schoolwide Elements: None <hr/> TEA Priorities: None <hr/> ESF Levers: None	Formative
	Nov
	Jan
	Mar
	Summative
	June
Problem Statements: None <hr/> Funding Sources: None	
Strategy 2: Implement technology to improve teaching strategies that enhance student learning in fine arts.	
Strategy's Expected Result/Impact: Lesson Plans Purchase Orders SLOs <hr/> Staff Responsible for Monitoring: WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers <hr/> Title I Schoolwide Elements: None <hr/> TEA Priorities: None <hr/> ESF Levers: None	Formative
	Nov
	Jan
	Mar
	Summative
	June
Problem Statements: None <hr/> Funding Sources: None	

Strategy 3: Video cameras to record rehearsal and utilize as a tool for student portfolios

<p>Strategy's Expected Result/Impact: Lesson Plans Purchase Orders SLOs</p> <hr/> <p>Staff Responsible for Monitoring: WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 4: Software to write Mariachi arrangements

<p>Strategy's Expected Result/Impact: Lesson Plans Purchase Orders SLOs</p> <hr/> <p>Staff Responsible for Monitoring: WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 5: Establish campus/district-wide Fine Arts planning through monthly meetings, and seek alignment to Weslaco ISD Fine Arts goals and agenda. Materials include but not limited to laptop, printer, paper, color ink for printer, large poster printer with specialized paper.

Strategy's Expected Result/Impact: None	Formative	
Staff Responsible for Monitoring: None		Nov
Title I Schoolwide Elements: None		Jan
TEA Priorities: None		Mar
ESF Levers: None		Summative
	June	

Strategy 6: To strengthen collaboration with feeder elementary and middle school Fine Arts departments through vertical training workshops/Webinars of district adopted Visual Arts curriculum. Materials include but not limited to lab or Chromebook class set, paper, copy machine, laptop, printer, copy paper, color ink for printer, large poster printer with specialized paper, Davis textbooks and Webinar series, Scholastic Art magazines.

Strategy's Expected Result/Impact: None	Formative	
Staff Responsible for Monitoring: None		Nov
Title I Schoolwide Elements: None		Jan
TEA Priorities: None		Mar
ESF Levers: None		Summative
	June	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 11: FINE ARTS: Teacher will attend staff development throughout the 2020-2021 school year to help enhance and increase enrollment in the Fine Arts programs

Targeted or ESF High Priority

Evaluation Data Sources: * Lesson Plans

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

Summative Evaluation: None

Strategy 1: Continue to allow Fine Arts vertical team planning for grades K-12 to meet at least twice a year, and provide networking across the grade levels using in-house staff development to address student expectations involving the four core areas in Fine Arts: creativity, perception, historical/cultural awareness and evaluation.

<p>Strategy's Expected Result/Impact: Lesson Plans SLOs</p>	Formative
<p>Staff Responsible for Monitoring: WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers</p>	Nov Jan Mar
<p>Title I Schoolwide Elements: None</p>	Summative
<p>TEA Priorities: None ESF Levers: None</p>	June
<p>Problem Statements: None</p>	
<p>Funding Sources: None</p>	

Strategy 2: Continue to support advanced placement opportunities for all Fine Arts staff through trainings, conferences; Texas Art Education Association (TAEA), workshops/clinics; in district, local universities and out of district clinicians, technology and library text.

Strategy's Expected Result/Impact: Lesson Plans SLOs Staff Responsible for Monitoring: WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None		Formative
		Jan
		Mar
		Summative
		June
Problem Statements: None Funding Sources: None		

Strategy 3: Conduct Comprehensive Needs Assessment of Fine Arts Department.

Strategy's Expected Result/Impact: Lesson Plans SLOs Staff Responsible for Monitoring: WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None		Formative
		Jan
		Mar
		Summative
		June
Problem Statements: None Funding Sources: None		

Strategy 4: Establish campus/district-wide Fine Arts planning through monthly meetings, and seek alignment to Weslaco ISD Fine Arts goals and agenda. Materials include but not limited to laptop, printer, paper, color ink for printer, large poster printer with specialized paper.

Strategy's Expected Result/Impact: None	Formative	
Staff Responsible for Monitoring: None		Nov
Title I Schoolwide Elements: None		Jan
TEA Priorities: None		Mar
ESF Levers: None		Summative
	June	

Strategy 5: Establish campus/district-wide Fine Arts planning through monthly meetings, and seek alignment to Weslaco ISD Fine Arts goals and agenda. Materials include but not limited to laptop, printer, paper, color ink for printer, large poster printer with specialized paper.

Strategy's Expected Result/Impact: None	Formative	
Staff Responsible for Monitoring: None		Nov
Title I Schoolwide Elements: None		Jan
TEA Priorities: None		Mar
ESF Levers: None		Summative
	June	

Strategy 6: To attend quality workshops that focus on technology and skill competence by attending the CEDFA Fine Arts summit, Texas Art Education Association (TAEA) conference, Rockport Center for the Arts-Art Educator Days. Materials include but not limited to summit, conference, and workshop fees, travel expenses.

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 12: Early College HS:

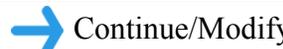
Ensure continuous learning for teachers in their content as well as the attainment of Early College outcome and attainment measures.

Evaluation Data Sources: Eduphoria

Region One Certificates

Professional Development agenda

Summative Evaluation: None

Strategy 1: Teachers will attend trainings and T-STEM workshops or Conferences.		
Strategy's Expected Result/Impact: Teachers and Administrators will be exposed to different professional development to improve teaching strategies.		Formative
Staff Responsible for Monitoring: WISD Director for Professional Learning Administrators Teachers		Nov
		Jan
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	None	
Strategy 2: ALL WEHS teachers will be provided information about T-STEM designation and the blueprint.		
Strategy's Expected Result/Impact: Teachers will be familiar with our school's T-STEM designation.		Formative
Staff Responsible for Monitoring: Mrs. Cid		Nov
		Jan
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	None	
   		

Performance Objective 13: LOTE:

AP teachers will attend an Advanced Placement Summer Institute.
Dual -enrollment teacher will attend trainings provided by STC.

Evaluation Data Sources: Agendas provided by the institutes

Summative Evaluation: None

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

Evaluation Data Sources: Departmental Meeting Log/Sign-In Sheets, Eduphoria Log, Professional Development Certificates

Summative Evaluation: None

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

Evaluation Data Sources: -Staff attendance records at AVID Summer Institute and AVID Digital XP (Summer and Winter sessions)

- Professional learning meetings/minutes

- List of professional learning opportunities and presenters

Summative Evaluation: None

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

Evaluation Data Sources: - SLT membership list

- AVID Site Team membership list

- Meeting agendas or minutes that demonstrate collaborative decision-making

Summative Evaluation: None

Performance Objective 17: SCIENCE:

ALL Pre-AP and AP teachers will attend an Advanved Placement Summer Institute.

ALL Dual teachers will attend trainings provided by STC.

ALL OnRamps instructors will attend a summer Professional Learning Institute along with Fall/Spring PLI's.

Targeted or ESF High Priority

Evaluation Data Sources: agendas

Summative Evaluation: None

Strategy 1: Pre-Ap and AP teachers will attend an APSI or two day confererence every two years in order to be updated on any changes within the AP program.	
Strategy's Expected Result/Impact: increase in teacher knowledge	Formative
Staff Responsible for Monitoring: Administrator in charge of department	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Dual enrollment teacher must comply with NACEP requirements. Must attend department meetings and college wide professional development	
Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Administrator in charge od department	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 18: Provide 80% of CTE teachers to attend trainings, workshops, and conferences for professional growth, leadership development, and to learn, develop, and strengthen best classroom practices for Career and Technology Education. Trainings will include virtual learning and Social Emotional Learning (SEL).

Evaluation Data Sources: Attendance Certificates

Workshop sign-in-sheets

Eduphoria

Region One Certificates

Summative Evaluation: None

Strategy 1: CTE Teachers will attend virtual trainings specific to their programs of study and will implement their learning in lesson plans and SLO's.

Strategy's Expected Result/Impact: CTE Teachers will grow in their knowledge to improve instruction and their program of study.

Staff Responsible for Monitoring: CTE Admin, CTE Chair, CTE Teachers, WEHS Admin

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

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 19: SpEd

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

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

Summative Evaluation: None

Strategy 1: Teachers will attend trainings related/pertaining to:

- Algebra 1 EOC
- TEKS Resource Systems
- PLC Meetings
- Region 1 ESC Content Specific workshops & trainings
- SpEd. Trainings provided by district

Strategy's Expected Result/Impact: Continued professional learning and growth for increased student achievement.

Staff Responsible for Monitoring: SpEd Teachers

- Dept. Head
- SpEd CIF
- District Secondary Math Strategist
- District Secondary English Strategist
- District Secondary Science Strategist
- District Secondary Social Studies Strategist
- Homebound/Homebase Instruction

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

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

Summative Evaluation: None

Performance Objective 21: SpEd Inclusion Team

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

Targeted or ESF High Priority

Evaluation Data Sources: Inclusion logs, Benchmark, unit, 6wks, and EOC Assessment results, Lesson Plans, department planning attendance logs.

Summative Evaluation: None

Strategy 1: Teachers will schedule ARD's during off periods, and complete their paperwork in a timely fashion that will result in attending all classes.

Attend department meetings with core area teachers

The resources that will assist the teachers in achieving this goal include but are not limited to new desk top towers.

Strategy's Expected Result/Impact: Collaboration between teachers that will close the gaps between approaches and meets on EOC State Assessment.

Inclusion Teachers working with students and aiding in enriching their learning.

Staff Responsible for Monitoring: SpEd. Department Chair

SpEd Administrator

Testing Coordinator

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

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

Funding Sources:
None

ESF Levers: Lever 1: Strong School Leadership and Planning,
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Results Driven Accountability

Formative

Nov

Jan

Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 22: Parent Specialist: Attends yearly Professional Growth/ Leadership conferences:
Region One offers trainings & workshops to learn, develop and strengthen parent and family engagement
Symposiums offered by other districts.
And monthly meetings with parental dept.

Targeted or ESF High Priority

Evaluation Data Sources: Sign Ins

Agendas

Flyers

Summative Evaluation: None

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

State Compensatory

Budget for Weslaco East High School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
164.11.6119.27.006.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$75,252.00
164.13.6119.00.006.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$232,586.00
164.32.6119.00.006.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$63,846.00
164.12.6129.00.006.8.30	6129 Salaries or Wages for Support Personnel	\$30,879.00
164.23.6129.00.006.8.30	6129 Salaries or Wages for Support Personnel	\$50,013.00
164.31.6129.00.006.8.30	6129 Salaries or Wages for Support Personnel	\$28,933.00
164.11.6141.27.006.8.30	6141 Social Security/Medicare	\$1,091.00
164.13.6141.00.006.8.30	6141 Social Security/Medicare	\$3,372.00
164.23.6141.00.006.8.30	6141 Social Security/Medicare	\$726.00
164.31.6141.00.006.8.30	6141 Social Security/Medicare	\$420.00
164.32.6141.00.006.8.30	6141 Social Security/Medicare	\$926.00
164.11.6142.00.006.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.27.006.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.12.6142.00.006.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.13.6142.00.006.8.30	6142 Group Health and Life Insurance	\$17,337.00
164.23.6142.00.006.8.30	6142 Group Health and Life Insurance	\$11,558.00
164.31.6142.00.006.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.32.6142.00.006.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6143.00.006.8.30	6143 Workers' Compensation	\$160.00
164.11.6143.27.006.8.30	6143 Workers' Compensation	\$226.00
164.12.6143.00.006.8.30	6143 Workers' Compensation	\$93.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
164.13.6143.00.006.8.30	6143 Workers' Compensation	\$698.00
164.23.6143.00.006.8.30	6143 Workers' Compensation	\$150.00
164.31.6143.00.006.8.30	6143 Workers' Compensation	\$87.00
164.32.6143.00.006.8.30	6143 Workers' Compensation	\$192.00
164.11.6145.00.006.8.30	6145 Unemployment Compensation	\$48.00
164.11.6145.27.006.8.30	6145 Unemployment Compensation	\$68.00
164.12.6145.00.006.8.30	6145 Unemployment Compensation	\$28.00
164.13.6145.00.006.8.30	6145 Unemployment Compensation	\$209.00
164.23.6145.00.006.8.30	6145 Unemployment Compensation	\$45.00
164.31.6145.00.006.8.30	6145 Unemployment Compensation	\$27.00
164.32.6145.00.006.8.30	6145 Unemployment Compensation	\$57.00
164.11.6146.00.006.8.30	6146 Teacher Retirement/TRS Care	\$2,189.00
164.11.6146.27.006.8.30	6146 Teacher Retirement/TRS Care	\$2,750.00
164.12.6146.00.006.8.30	6146 Teacher Retirement/TRS Care	\$695.00
164.13.6146.00.006.8.30	6146 Teacher Retirement/TRS Care	\$8,587.00
164.23.6146.00.006.8.30	6146 Teacher Retirement/TRS Care	\$1,126.00
164.31.6146.00.006.8.30	6146 Teacher Retirement/TRS Care	\$1,114.00
164.32.6146.00.006.8.30	6146 Teacher Retirement/TRS Care	\$1,778.00
6100 Subtotal:		\$566,161.00
6200 Professional and Contracted Services		
164.13.6219.57.006.8.30	6219 Professional Services	\$405.00
164.11.6299.57.006.8.30	6299 Miscellaneous Contracted Services	\$1,205.00
164.23.6299.57.006.8.30	6299 Miscellaneous Contracted Services	\$135.00
6200 Subtotal:		\$1,745.00

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

Personnel for Weslaco East High School

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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Weslaco East High School continues to need improvement in increasing achievement on the English I and English II STAAR EOC Exams. In addition, Weslaco East High School scored a Component Score of 62 (72 scaled score) on Domain 2 School Progress: Academic Growth. In Domain 3, Weslaco East Scored a 55 (76 scaled score).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

All Departments were involved in creating the CIP.

2.2: Regular monitoring and revision

This plan is a live document and may be revised as the needs of the campus evolve.

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

The plan is available on the Weslaco ISD site and on The Weslaco East High School site.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

WEHS Parental Involvement Center is offering free English courses.

Parents approved the WISD/WEHS Parental and Family Engagement Policy.

3.2: Offer flexible number of parent involvement meetings

Parental Involvement has at least two meetings a month. One meeting takes place during school hours, while the other takes place in the evenings.

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$770,669.00
+/- Difference					\$770,669.00
Grand Total					\$0.00

Addendums



2019-2020 WEHS Bell Schedules



Regular Block Schedule

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

Split Block Schedule

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

Pep Rally Regular Block Schedule

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

Pep Rally Split Block

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

Advisory Regular Block Schedule

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

Advisory Split Block Schedule

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



2019-2020 WEHS Bell Schedules



Regular Block Schedule

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

Split Block Schedule

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

Pep Rally Regular Block Schedule

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

Pep Rally Split Block

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

Advisory Regular Block Schedule

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

Advisory Split Block Schedule

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