

**Weslaco Independent School District**  
**Weslaco East High School**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

## Weslaco East High School

### Mission Statement

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

-

Personify the qualities of success

-

Responsibly and productively contribute to their community and society,

-

Independently achieve life-long goals

-

Develop the skills required to work collaboratively

-

Excel in life.

## Weslaco East 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 5A/5B.

Technology is widely available on the campus. All students have been issued a Chromebook, headset, and carrying case. All teachers have a laptop and overhead projectors in their classrooms.

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 support 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. 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, and many students did not come in to take their state assessments during the Spring of 2023. **Root Cause:** Teachers need additional resources, training, and support to meet the needs of EL, SPED and economically disadvantaged students. In addition, teachers will need support to implement HB4545.

**Problem Statement 2 (Prioritized):** Although Weslaco East High School has created a technology-rich environment for all stakeholders, barriers still exist in the implementation and follow-through of using all of the technological resources available. Teachers also need to implement blended learning to address the COVID gap in learning as in-person instruction has resumed. **Root Cause:** Teachers and staff need additional training on the use, implementation, integration, and follow through with all available technological resources, and the effective implementation of blended learning.

**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 stakeholders, barriers still exist in the implementation and follow-through of using all of the technological resources available. Teachers also need to implement blended learning to address the COVID gap in learning as in-person instruction has resumed. **Root Cause:** Teachers and staff need additional training on the use, implementation, integration, and follow through with all available technological resources, and the effective implementation of blended learning.

**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, and many students did not come in to take their state assessments during the Spring of 2023. **Root Cause:** Teachers need additional resources, training, and support to meet the needs of EL, SPED and economically disadvantaged students. In addition, teachers will need support to implement HB4545.

# 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 stakeholders, barriers still exist in the implementation and follow-through of using all of the technological resources available. Teachers also need to implement blended learning to address the COVID gap in learning as in-person instruction has resumed. **Root Cause:** Teachers and staff need additional training on the use, implementation, integration, and follow through with all available technological resources, and the effective implementation of blended learning.

**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, and many students did not come in to take their state assessments during the Spring of 2023. **Root Cause:** Teachers need additional resources, training, and support to meet the needs of EL, SPED and economically disadvantaged students. In addition, teachers will need support to implement HB4545.

**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 stakeholders, barriers still exist in the implementation and follow-through of using all of the technological resources available. Teachers also need to implement blended learning to address the COVID gap in learning as in-person instruction has resumed. **Root Cause:** Teachers and staff need additional training on the use, implementation, integration, and follow through with all available technological resources, and the effective implementation of blended learning.

# Priority Problem Statements

**Problem Statement 3:** Although Weslaco East High School has created a technology-rich environment for all stakeholders, barriers still exist in the implementation and follow-through of using all of the technological resources available. Teachers also need to implement blended learning to address the COVID gap in learning as in-person instruction has resumed.

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

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

**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 4:** Special Education, EL, and Economically disadvantaged students performed lower on state assessments than other subgroups, and many students did not come in to take their state assessments during the Spring of 2023.

**Root Cause 4:** Teachers need additional resources, training, and support to meet the needs of EL, SPED and economically disadvantaged students. In addition, teachers will need support to implement HB4545.

**Problem Statement 4 Areas:** Demographics - Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment - 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

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

## Student Data: Behavior and Other Indicators

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

**Employee Data**

- Professional learning communities (PLC) data
- Campus leadership data

**Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

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

**Performance Objective 1:** ELA: All students enrolled in an RLA class will demonstrate growth in reading comprehension as measured by their performance on the district Content-Based Assessments Benchmark/MAP by May 2023.

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

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

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

English Department offers extended day and Saturday instruction.

Staff Responsible for Monitoring:

Action Steps:

1. Students will increase their writing rubric score from an average of 1 to 2 rubric points in the areas of Ideas and Organization by March 2023 as measured by Texas Education Agency 4-Point STAAR EOC Essay Rubric, TSIA2, ACT, SAT, and AP.

2. Students enrolled in Pre-AP courses will perform at the master's 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, and dual enrollment courses will earn a qualifying score on TSI, ACT, SAT, or SAT II exams as needed.

3. In class writing, benchmark Essay, individual student/teacher writing conferences

**High Priority**

**Evaluation Data Sources:** MAP results, Benchmark, Aware, DRS

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> English teacher will utilize a variety of teaching methods that require higher-order thinking skills, problem-solving, and close reading/analysis.<br><b>Strategy's Expected Result/Impact:</b> Students will have knowledge of the skills necessary to demonstrate growth throughout the school year in Content Based Assessments.<br><b>Staff Responsible for Monitoring:</b> English I/Technical Writing and English 1 EOC teachers, English II teachers, Opportunity Center, English III EOC and English IV EOC teachers | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> English teachers will meet weekly to collaborate and plan with subgroup utilizing the district provided curriculum map adapted through TEKS Resource System.<br><br>Instructional Materials will be purchased as need to ensure student success<br><b>Strategy's Expected Result/Impact:</b> Students will be exposed to activities that will help them obtain a better understanding of various forms of standards and skills required.<br><b>Staff Responsible for Monitoring:</b> Administration, department chairs, subgroup leaders, and GEAR UP Facilitators | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <b>Strategy 3:</b> Data Analysis Meetings will be conducted every six weeks by subgroup and teachers will identify strengths and needs for their students.<br><br><b>Strategy's Expected Result/Impact:</b> Teacher will have specific needs for their students to allow for differentiation and individualized instruction.<br><b>Staff Responsible for Monitoring:</b> All English teachers, administrators, department chair, and subgroup leaders.  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 4 Details  | Reviews   |     |     |           |
| <b>Strategy 4:</b> Additional support classes (i.e. Technical Writing, Opportunity Center, English I EOC, English III EOC, and English IV EOC) will be provided for students showing need.<br><br><b>Strategy's Expected Result/Impact:</b> Students at-risk of not being successful will have the additional support necessary to show growth academically.<br><b>Staff Responsible for Monitoring:</b> Technical Writing, Practical Writing teacher, English I EOC teacher, English III EOC teachers, and English IV EOC teacher  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 5 Details  | Reviews   |     |     |           |
| <b>Strategy 5:</b> 5) Additional supportive class called Technical Writing will be provided for all students enrolled in English I regular and who are first time testers.<br><br><b>Strategy's Expected Result/Impact:</b> Students will have additional support necessary to show growth academically.<br><b>Staff Responsible for Monitoring:</b> Administrators, English I sub-group leader and English I /Technical Writing regular teachers.  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |



| Strategy 6 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 6:</b> English teacher will utilize a variety of teaching methods that require higher-order thinking skills, problem-solving, and close reading/analysis and MAP.<br><b>Strategy's Expected Result/Impact:</b> Students will have knowledge of the skills necessary to demonstrate growth throughout the school year in Content Based Assessments.<br><b>Staff Responsible for Monitoring:</b> English I/Technical Writing and English 1 EOC teachers, English II teachers, Opportunity Center, English III EOC and English IV EOC teachers                                       | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 7 Details  | Reviews   |     |     |           |
| <b>Strategy 7:</b> 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 and MAP.<br><b>Strategy's Expected Result/Impact:</b> Students will have knowledge of the skills necessary to demonstrate growth throughout the school year in Content Based Assessments.<br><b>Staff Responsible for Monitoring:</b> All English teachers, librarian, administrators, department chair, and subgroup leaders. | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>   |           |     |     |           |

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

**Performance Objective 2: 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 2021 to 5% in Spring 2023.
- 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 8% in Spring 2021 to 10% in Spring 2023.
- 3.) Teachers will include Literacy mathematics questions to help on the AP test, STAAR, and NWEA tests.
- 4.) The average ACT Math score for Weslaco East High School students will increase from 16.7 in the 2021 - 2022 school year to 17.5 in the 2022-2023 school year.

Staff Responsible for Monitoring: Mathematics Teachers, Department Head, Numeracy Coach, Assistant Principal

**Action Steps:**

Algebra I: (1) Data review and tracking as a class and individually from NWEA Maps and Benchmark exams  
(2) Integration of technology and digital platforms that promote engagement and peer collaboration.

Geometry: (1) Integrate TSI and ACT prep into lessons. Review data from previous exams and target areas of need individually from NWEA Maps and Benchmark exams, Integration of technology and digital.

Algebra II: (1) Designate specific Fridays for individual intervention for TSI, ACT, or class material. Use data from previous tests taken or other available testing resources like NWEA, platforms that promote engagement and peer collaboration.

PreCalculus: (1) Review data from previous courses/assessments, breakdown the data, and use resources provided to deliver quality and personalized instruction to all diverse learners based on their needs.

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

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Campus Level: Students will utilize AP Classroom, AP review materials, as well as other technology resources (computers, TI Calculators, Software) to gain practice and skills with college level rigor.</p> <p>Campus Level: Teachers will utilize the CED Binder's, MyAP, AP Classroom/Progress Dashboard, AP aligned curriculum to increase exposure to material with AP rigor.</p> <p>Campus Level:</p> <ul style="list-style-type: none"> <li>Students will attend AP review sessions held outside of school hours.</li> </ul> <p>Campus Level: Teachers will participate in information sessions to promote parental involvement to increase student engagement and achievement.</p> <p>Campus Level: Teachers will utilize technology to create an enhanced learning environment</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on Advanced Placement Exams to promote college readiness and completion.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers</p> <ul style="list-style-type: none"> <li>Dept. Head</li> <li>Math CIF</li> <li>Instructional Technology Coach</li> <li>AP Coordinator</li> <li>Homebound/Homebase Instructors</li> <li>Assigned Team Counselor</li> <li>UIL Sponsors</li> <li>Athletic Department</li> </ul> | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>  |           |     |     |           |

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

**Performance Objective 3: Social Studies:**

1. All students will be provided with a high-quality education through effective programs to complete high school and be prepared for post-secondary education. All student populations will achieve 90% approaches (85% 2022), 65% meets (59% 2022), and 40% Masters (24% 2022) on the US History EOC test by the year 2022 -2023.
2. 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 2023.
  - Subgroup (B) English Language Learners will increase from 33% to 40% by June 2023.

Staff Responsible for Monitoring:

Social Studies Teachers and Sub Groups

Action Steps:





1. Testing strategies such as Rubies - ACE - Ap parts, Note Taking - Chunks - Charts - Graphic Organizers
2. Classroom culture - small group activities - team collaboration - including sections of literacy - primary sources - effective writing
3. Pull-outs geared to increasing SPED, and increase Academic Vocabulary in everyday learning.

**High Priority**

**Evaluation Data Sources:** AP course enrollment, 2023 AP exam results, student mastery on 2023 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
- STC Concurrent Level Work
- Academic Vocabulary
- Data Trackers - Data Walls
- Tutoring - students pull out

| Strategy 1 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <b>Strategy 1:</b> Students are encouraged to take AP classes in U.S. History, Government, and Economics create vertical teams to reinforce skills needed for AP tests<br><br><b>Strategy's Expected Result/Impact:</b> increased in enrollment in AP courses, students earning 4s and 5s on the AP exams.<br><br><b>Staff Responsible for Monitoring:</b> WEHS Admin. Soc. Stud. Dept. Chair Soc. Stud. Teachers | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |

| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Utilize a variety of classroom assessment to measure student mastery of objectives and make appropriate instructional adjustments<br>Exit Cards<br>Zoom/Google Meets Discussions/Chat<br>Fist of Five<br>Quizizz<br>KWL<br>Quick Writes<br>AWARE Quizzes/Unit Tests<br>TEKS Resources Assessment Creator<br>AP Classroom College Board<br>AP Mcgraw-Hill Platform<br>AP Pearson Platform<br><br><b>Strategy's Expected Result/Impact:</b> students are able to track their own learning, use Google classroom to enhance learning, and demonstrate mastery in AP Course work.<br><b>Staff Responsible for Monitoring:</b> WEHS Admin. Soc. Stud. Dept. Chair Soc. Stud. Teachers | Formative |     |     | Summative |
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**Goal 1: STUDENT SUCCESS/LITERACY FOCUS**-High-quality, engaging, and innovative, programs that develop college, career, and service ready leaders.

**Performance Objective 4: SCIENCE:**

By the end of 2022-2023 school year, our students will increase the following performance levels on the Biology EOC:

- (1) The percentage of Biology students at Weslaco East High School who score at the Approaches Level on the STAAR EOC assessment will increase from 71% in Spring 2022 to 86% in Spring 2023.
- (2) The percentage of Biology students at Weslaco East High School who score at the Meets Grade Level on the STAAR EOC assessment will increase from 36% in Spring 2022 to 51% in Spring 2023.
- (3) The percentage of Biology students at Weslaco East High School who score at the Masters Grade Level on the STAAR EOC assessment will increase from 7% in Spring 2022 to 22% in Spring 2023.
- 4.) 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.
- 5.) By the end of the 2023 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.

Staff Responsible for Monitoring:





Action Steps:

1. Data analysis from Benchmarks, diagnostics, bi-weekly quizzes
2. Review sessions during in class and remedial sessions, annual chemical disposal, and broken glass containers for every classroom, replace damaged equipment and materials
3. ACT resources that focus on scientific processes will be incorporated into the instructional time 1% of the time via exit slip or bell ringers.
4. In the 2022-2023 school year, students will be given an opportunity to produce a quality Science Fair project. Materials will be provided as needed.

**High Priority**

**Evaluation Data Sources:** Biology EOC scores

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Provide Staff Development to Science teachers throughout the school year.<br><b>Strategy's Expected Result/Impact:</b> The training will provide an opportunity for teachers to learn quality instructional strategies that will help enhance students' understanding of the different standards tested.<br><b>Staff Responsible for Monitoring:</b> Administrator in-charge of Science Department, GEAR UP Facilitators, and Department Chairperson<br><br><b>Funding Sources:</b> - General Fund            | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
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| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Subject-area planning between teachers in the same discipline. This includes Data Analysis Meeting among Biology teachers.<br><b>Strategy's Expected Result/Impact:</b> 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.<br><b>Staff Responsible for Monitoring:</b> Administrator in-charge of Science Department and Department Chairperson<br><br><b>Funding Sources:</b> - General Fund | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
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| Strategy 3 Details   | Reviews   |     |     |           |
| <b>Strategy 3:</b> Teachers will use Critical Reading Strategy as an "opener/do now" in every class.<br><b>Strategy's Expected Result/Impact:</b> Students reading comprehension and endurance will improve. This will also increase students' science vocabulary/terminology.<br><b>Staff Responsible for Monitoring:</b> All science teachers<br><br>Administrator in charge of Science Department<br><br>Department Chair   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
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| Strategy 4 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 4:</b> Day long Biology review session will be offered to those students who are identified as being "bubble" students.<br><br>One-to-one review session<br><b>Strategy's Expected Result/Impact:</b> This will allow for students to focus on troubled content areas.<br>Students will perform better on the EOC<br><b>Staff Responsible for Monitoring:</b> All Biology teachers<br><br>Administrator in charge of Science Department<br><br>Department Chair                               | Formative |     |     | Summative |
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**Goal 1: STUDENT SUCCESS/LITERACY FOCUS**-High-quality, engaging, and innovative, programs that develop college, career, and service ready leaders.





**Performance Objective 5: 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.

Staff Responsible for Monitoring: Librarian

Action Steps: 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:** Library State Standards Evaluation; State of the Library Report

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1: Strategy 1</b><br>Provide information technology to all users on-site and remotely ensure that the 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.<br><b>Strategy's Expected Result/Impact:</b> State of the Library Report<br><br>Library lesson plans<br><b>Staff Responsible for Monitoring:</b> Renee Dyer | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2: Use technology wherever possible to enhance teaching and learning</b><br><b>Strategy's Expected Result/Impact:</b> State of the Library Report<br><br>Library lesson plans<br><b>Staff Responsible for Monitoring:</b> Renee Dyer<br>WEHS Administration<br>GEAR UP Facilitators<br>Teachers   | Formative |     |     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |           |     |     |           |

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

**Performance Objective 6: FINE ARTS:** Increase total enrollment and active participation in fine arts courses by at least 10% throughout the 2022 -2023 school year.

Staff Responsible for Monitoring: All staff

Action Steps:

1. Develop and implement a Community/District-wide marketing/publicity Visual and Performing Arts physical and social media plan to reach students at all levels
2. Coordinate and present Fine Arts student exhibits/displays/performances that are geared towards the general student population in an effort to increase interest/enrollment
3. Increase recruitment efforts

**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.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Use EOC results in language arts, math, science, social studies to align instruction and integrate the Fine Arts TEKS with these subject.<br>Ensure that learning disabled students are identified and that modifications are followed.<br><b>Strategy's Expected Result/Impact:</b> CWT; Lesson Plans<br>Student Attendance<br>Benchmarks<br>Weekly Tests<br>Student Monthly Displays<br>Student Interactive Notebooks<br>Student Projects<br><b>Staff Responsible for Monitoring:</b> WEHS Admin.<br>Fine Arts Supervisor<br>Dept. Chair<br>Teacher | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
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| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> 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.<br><b>Strategy's Expected Result/Impact:</b> Classroom Visits,<br>Student Performance,<br>Student Exhibits<br>Observation<br>Student questionnaire<br><b>Staff Responsible for Monitoring:</b> WEHS Admin.<br>Fine Arts Supervisor<br>Dept. Chair<br>Teacher   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
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| Strategy 3 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 3:</b> 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<br><b>Strategy's Expected Result/Impact:</b> Classroom Visits,<br>Student Performance,<br>Student Exhibits<br>Observation<br>Student questionnaire<br><b>Staff Responsible for Monitoring:</b> WEHS Admin.<br>Fine Arts Supervisor<br>Dept. Chair<br>Teacher | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
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| Strategy 4 Details  | Reviews   |     |     |           |
| <b>Strategy 4:</b> Watch or attend live performances of choral music; staff will work closely and cooperatively with parents to help students be as successful as possible;<br>perform in the community at various holiday/seasonal events to strengthen support.<br><b>Strategy's Expected Result/Impact:</b><br>Classroom Visits,<br>Student Performance,<br>Student Exhibits<br>Observation<br>Student questionnaire<br><b>Staff Responsible for Monitoring:</b> WEHS Admin.<br>Fine Arts Supervisor<br>Dept. Chair<br>Teacher           | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
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| Strategy 5 Details  | Reviews   |     |     |           |
| <b>Strategy 5:</b> 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.                       | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
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| Strategy 6 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 6:</b> 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.               | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 7 Details   | Reviews   |     |     |           |
| <b>Strategy 7:</b> 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.   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 8 Details   | Reviews   |     |     |           |
| <b>Strategy 8:</b> 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).  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 9 Details   | Reviews   |     |     |           |
| <b>Strategy 9:</b> 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. | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 10 Details  | Reviews   |     |     |           |
| <b>Strategy 10:</b> 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.  | Formative |     |     | Summative |
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**Goal 1: STUDENT SUCCESS/LITERACY FOCUS**-High-quality, engaging, and innovative, programs that develop college, career, and service ready leaders.

**Performance Objective 7:** CTE: All CTE students will be college and career ready by providing high-quality educational instruction geared at attaining CTE sub-group industry certifications.

Staff Responsible for Monitoring: Subgroup Classroom Teacher and Student Self-Monitoring.





Action Steps:

1. Offering industry certifications in which an 80% passing rate in each CTE sub-group.
2. Industry Certifications are based on CTE sub-group curriculum.
3. Subgroup in-class workshops will be offered to reluctant learners to increase passing potential.

**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

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Increase CTE CTSO organization membership, and provide community service learning while supporting student achievement through Academic and Career-based competitions on the local, state, and national levels. 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.<br><b>Strategy's Expected Result/Impact:</b> Give the CTE students the opportunity for leadership experiences, communication enrichment, and the competition experience.<br><b>Staff Responsible for Monitoring:</b> CTE Staff, CTSO Sponsors, CTE Director, EAST Administration | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
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| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Update campus technology plan to ensure that technology resources like desktops, Microsoft Office software, printers and copiers are readily available for all students for learning Business Information Management (BIM) curriculum.<br><b>Strategy's Expected Result/Impact:</b> Update of the labs/classrooms desktops 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<br><b>Staff Responsible for Monitoring:</b> CTE Staff, CTE Director, CTE Department Chair, WISD Business Office, WISD Technology Department at Weslaco East High School  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
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| Strategy 3 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 3:</b> Maximize the support of educational experiences targeting literacy as not only the foundation for learning, but as the critical medium for global competency in a digital world via Quill, newsELA, ReadWorks, SSR, and project-based learning. CTE will also concentrate on Social Emotional Learning (SEL) practices in the classroom, and will work on the alignment of EOC/STAAR/TEKS curriculum with the help of the core department chairs.<br><b>Strategy's Expected Result/Impact:</b> District improvement on secondary core CBA scores, progress reports, six weeks reporting periods, TBA scores, CTE student certification preparation reports and acquisitions, CTE course outcomes.<br><b>Staff Responsible for Monitoring:</b> CTE staff, CTE Director, East Administration, District Curriculum & Instruction, SPED director, Bil/ESL Director, Title I Career Development Adviser, CTE Instructional Technology Strategist | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 4 Details   | Reviews   |     |     |           |
| <b>Strategy 4:</b> Increase the number of state, national, or international industry certified or licensed CTE students through the increased support of certification/license resources that includes increasing dual enrollment classes through post-secondary institutions and technology. Ensure students receive their industry based certification while enrolled in BIM classes.<br><b>Strategy's Expected Result/Impact:</b> Help meet or exceed the respective domain for the new accountability system of 2021-2022. BIM teachers will collaborate to provide opportunities for students to apply knowledge gained in CTE courses and for best results in certifications. Provide students with more industry based certifications related to Business Management program of study.<br><b>Staff Responsible for Monitoring:</b> CTE Staff, CTE Director, East Administration,  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
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| Strategy 5 Details   | Reviews   |     |     |           |
| <b>Strategy 5:</b> Increase awareness of Career Prep / Practicum by developing a communication strategy to highlight practicum program benefits. This will promote student employment and/or internship with local businesses in achieving district goals.<br><b>Strategy's Expected Result/Impact:</b> Students will learn they can acquire valuable employment opportunities and skills.<br><b>Staff Responsible for Monitoring:</b> CTE Staff, CTE Director, East Administration, EAST Counseling Department  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 6 Details   | Reviews   |     |     |           |
| <b>Strategy 6:</b> Business Department staff will attend Professional Developments such as Career and Technical Association of Texas (CTAT), Region One workshops, and district trainings. This will allow teachers to expose students to the latest technology in respective industries.  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |

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| <p><b>Strategy's Expected Result/Impact:</b> Gives instructors opportunities for enhanced instruction from knowledge gained about up to date industry technology, teaching strategies and techniques.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Staff, CTE Director, East Administration, East Counseling Department</p>  |  |  |  |  |
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**Goal 1: STUDENT SUCCESS/LITERACY FOCUS**-High-quality, engaging, and innovative, programs that develop college, career, and service ready leaders.

**Performance Objective 8: Early College:**

Develop and implement a plan for supporting accelerated student achievement through the South Texas College pathways. Rising 9th graders enrolled in WEHS Early College High needing to take TSI will have the opportunity to do so through Summer Bridge Program





Staff Responsible for Monitoring:

**Action Steps:**

1. Dual Credit teachers will work collaboratively with Pathway teachers to
2. Provide TSIA Prep camps to provide ECHS students opportunities to take Dual Credit courses in 9th grade
3. Expose students to critical readings-related fields.

**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

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Collaborate with Campus Early College HS Counselor on a regular basis to monitor students' progress on their Degree Plans.<br><b>Strategy's Expected Result/Impact:</b> Students should make progress in their Degree Plan every semester or every year.<br><b>Staff Responsible for Monitoring:</b> Mrs. Cid (Administrator)<br>Ms. Krink (Administrator)<br>Mrs. Martinez (Counselor)  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Ensure that T-STEM Early College students take the Texas Success Initiative and pass sections they need to qualify to take college credit classes.<br><b>Strategy's Expected Result/Impact:</b> T-STEM Early College Students will pass all 3 sections of the TSI test.<br><b>Staff Responsible for Monitoring:</b> Mrs. Cid (Administrator)<br>Mrs. Martinez (Counselor)<br>GEAR UP Facilitators  | Formative |     |     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |           |     |     |           |

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

**Performance Objective 9: LOTE:**

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

Staff Responsible for Monitoring: Classroom Teacher





**Action Steps:**

1. Local classroom visits to promote N/NN Honors and AP program in October
2. Increase the number of French I, II and Spanish I in order to promote enrollment in the upper language levels.
3. Recruit and February recruitment in middle school feeder schools

**High Priority**

**Evaluation Data Sources:** Spanish 2 Honors enrollment for future AP students ,AP course enrollment in both Spanish Language and Culture and Spanish Literature and Culture, AP French Language and Culture, 2023 Advanced Placement Test Scores , Department planning (sub-groups) and teacher observations, AP classroom College Board

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1: LOTE</b><br><br>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<br><br><b>Strategy's Expected Result/Impact:</b> Students will utilize AP Classroom 2022-23 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 3's , 4's and 5's on the AP exams<br><br><b>Staff Responsible for Monitoring:</b> WEHS Admin. LOTE Dept. Chair LOTE AP Teachers  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
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| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2: LOTE</b><br><br>Align 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 "literacy" in mind for every LOTE classl to high school.<br><br><b>Strategy's Expected Result/Impact:</b> -Follow Scope and sequence documents created by LOTE lead teachers by level and LOTE Dept. Head<br>-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.<br><br><b>Staff Responsible for Monitoring:</b> WEHS Admin. LOTE Dept. Chair LOTE Teachers | Formative |     |     | Summative |
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| Strategy 3 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 3:</b> LOTE teachers will utilize a variety of teaching methods by attending grade-level subgroup meetings at campus and district level.<br><b>Strategy's Expected Result/Impact:</b> Increase in students achieving mastery in each level of Spanish/French<br><b>Staff Responsible for Monitoring:</b> All LOTE teachers, administrators, and department chair.   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 4 Details  | Reviews   |     |     |           |
| <b>Strategy 4:</b> LOTE teachers will utilize a variety of classroom assessment to measure student mastery of objectives and make appropriate instructional adjustments:<br>SSR logs<br>Journal writing<br>Exit Slips<br>Differentiated teaching discussion<br>AP Classroom College Board<br>Gear-up 11th grade support<br>SEL Support<br><b>Strategy's Expected Result/Impact:</b> Students are able to track their own learning using the Google Classroom to enhance learning and demonstrate mastery in all Spanish levels including mastery in AP course work.<br><b>Staff Responsible for Monitoring:</b> All LOTE teachers, administrators, and department chair | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div> <div>  No Progress           </div> <div>  Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>   |           |     |     |           |

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

**Performance Objective 10:** 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 ApproachesGrade Level on the STAAR EOC assessment will increase from 2% in Spring 2022 to 5% in Spring 2023.

(2) Performance Objective: Special Education - The percentage of Algebra students at Weslaco East High School who score at the Meets and ApproachesGrade Level on the STAAR EOC assessment will Maintain 15% from Spring 2022 to Spring 2023.

(3) Performance Objective: Special Education - The percentage of Biology students at Weslaco East High School who score at the Meets and ApproachesGrade Level on the STAAR EOC assessment will Maintain 10% from Spring 2022 to Spring 2023.

(4) Performance Objective: Special Education - The percentage of US History students at Weslaco East High School who score at the Meets and ApproachesGrade Level on the STAAR EOC assessment will Maintain 10% from Spring 2022 to Spring 2023.

**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 increase results by 3% from Spring 2022 to Spring 2023.

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 increase results by 3% from Spring 2022 to Spring 2023.

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 increase results by 3% from Spring 2022 to Spring 2023.

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 increase results by 3% from Spring 2022 to Spring 2023.

**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 increase by 3% from Spring 2022 to Spring 2023.

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 increase by 3% from Spring 2022 to Spring 2023.

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 increase by 3% from Spring 2022 to Spring 2023.

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 increase by 3% from Spring 2022 to Spring 2023.

Staff Responsible for Monitoring:





Gen ED Teachers  
SPED Teachers  
Parents  
Students  
Instructional Assistants

Action Steps:

1. Pre-Assessment Baseline (NWEA)
2. EOC Interventions
3. Inclusion
4. Professional Development-SIPPS-SEESAW-GETEPIC

**High Priority**

**Evaluation Data Sources:** Algebra 1, Biology, US History, and English EOC exams, monitor Benchmark Exams/NWEA

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> District Level: 1. Teachers will meet regularly throughout the school year for PLC meetings regarding planning, preparation, and teaching strategies and interventions.</p> <p>2. Create virtual inclusion and in person classes, for students to attend and receive support.</p> <p>3. Campus Level: Teachers will meet in subgroups to plan for and prepare lessons and assessments.</p> <p>4. Campus Level: Subgroup teachers will meet regularly to review performance data from common assessments.</p> <p>5. Campus Level: Technology will be used to supplement instruction as needed to foster engagement and data-driven instruction such as screencastify, scanners, printers, graphic calculators, ALEX, Language Live, Savvas Realize, flocabulary, edpuzzle, scholastic math, and ELA, GOOGLE classroom.NewsELA, ComLIT</p> <p>6. In order for our students to achieve their academic goals the following resources are included 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.</p> <p>7. 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.</p> <p><b>Strategy's Expected Result/Impact:</b> IEPs<br/>Benchmark Assessment Results<br/>Increase student achievement in SpEd Mainstreamed and Resource students EOC testing areas.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers<br/>English Teachers<br/>Biology Teachers<br/>USHistory Teachers<br/>Dept. Head<br/>Math CIF<br/>English CIF<br/>Homebound/Homebase Instructors<br/>Special Ed Inclusion Teachers<br/>District and campus<br/>GEAR UP Counselor<br/>Technology departments</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy - Results Driven Accountability</b></p> | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>   |           |     |     |           |

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

**Performance Objective 11:** 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 2023. 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.

Staff Responsible for Monitoring:

Action Steps:

- 1.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.
2. 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 resources, and our Recent Immigrant students (years 1-3) will be able to check out their own Velasquez Press glossary as well.
- 3.

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

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





**Performance Objective 12:** PATHCC Team will assist in preparing and/or improving Early College Student scores on post secondary exams to meet CCMR expectations and requirements.

Staff Responsible for Monitoring:

Action Steps:

1. Provide teacher guided reading to go over questions
2. Repetition
3. Show different type of questions

**Evaluation Data Sources:** -Reports AND scores found in NEWEA TSIA, PSAT, ACT , SAT and ASVAB

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Strategy 1: PATHCC teachers will create lessons to prepare and /or improve Early College student TSIA, PSAT, ACT SAT and ASVAB exams for post secondary education<br><b>Strategy's Expected Result/Impact:</b> Early College Student improvement and/or passing of post secondary exams to meet CCMR expectations and requirements.<br><b>Staff Responsible for Monitoring:</b> All PATHCC teachers   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> PATHCC will review reports from NWEA, TSIA, PSAT, ACT, SAT and ASVAB scores and conference with Early College students to set goals and build responsibility for their college readiness.<br><b>Strategy's Expected Result/Impact:</b> Early College students will be able to monitor their learning and meet their college preparedness goals.<br><b>Staff Responsible for Monitoring:</b> PATHCC teachers, Early College Counselor, Gear-UP Counselors and College Readiness Specialist | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 3 Details   | Reviews   |     |     |           |
| <b>Strategy 3:</b> PATHCC teachers will meet with College Readiness Specialist and Gear-Up Counselors during scheduled PLC's to discuss, review, and update any upcoming events concerning college readiness.<br><b>Strategy's Expected Result/Impact:</b> Since PATHCC teachers do not have a shared planning period, the PLC's will allow the team to meet and stay updated.<br><b>Staff Responsible for Monitoring:</b> Department Chair and Administrator  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>  |           |     |     |           |



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

**Performance Objective 13:** All subjects: Students needing additional support to recover credit, receive a review for STAAR EOC June testing, and for credit hours will be able to attend summer school and summer EOC camps





Staff Responsible for Monitoring: All teachers, counselors, administration

Action Steps:

1. Edmentum
2. Reading and Math Summer Camps
3. Summer EOC Review Sessions

**High Priority**

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

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Students will enroll in Summer School at WEHS.</p> <p>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</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have earned credit in at least two core areas, if needed.</p> <p>Students will have recovered hours.</p> <p>Students will show mastery on STAAR EOC exams</p> <p><b>Staff Responsible for Monitoring:</b> WEHS Administration, Summer School Teachers</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>  |           |     |     |           |

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





**Performance Objective 14: Counseling:** Counselors will communicate with 100% of students failing a course each six weeks. 95% of seniors will graduate with a CCR Measure.

Staff Responsible for Monitoring: Head counselor, counselor, social worker, and counselor assistants

Action Steps:

1. Generate data report needed
2. Identify students who failed by counselor
3. Create a Schedule of email, student conferences, and/or parent/student conferences as needed

**Evaluation Data Sources:** documentation on Eschool, email records, and plan of action signature

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Tier 1: Counselors will email students failing for the first time with a notice.<br><b>Strategy's Expected Result/Impact:</b> increase communication with student<br><b>Staff Responsible for Monitoring:</b> Head Counselor, Counselors, Counselor Assistans, Social workers, and GEAR UP Facilitator   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Tier 2: Counselors will conduct individual conferences with students who failed two or more courses in person.<br><b>Strategy's Expected Result/Impact:</b> Improved grades and communication<br><b>Staff Responsible for Monitoring:</b> Head Counselor, Counselors, Social workers, and GEARUP Facilitators  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <b>Strategy 3:</b> Tier 3: Counselors will conduct individual student/parent conferences with students failing more than one consecutive six weeks.<br><b>Strategy's Expected Result/Impact:</b> Improved grades<br><b>Staff Responsible for Monitoring:</b> Head counselor, counselor, social worker, and GEAR UP facilitator  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |           |     |     |           |

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

**Performance Objective 15: Parent and Family Engagement: Building Capacity**

Parent Specialists provide an atmosphere and activities that engage 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 exceed 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.

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.

**High Priority**

**Evaluation Data Sources:** School Messenger

Social Media

Campus Family Resource Website

Emails

Flyers

Agendas

Evaluations

Minutes

Zoom Meetings

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

GEAR UP Parent Trainer of Trainer (TOT) Academy

GEAR UP Parent Leadership Institute





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

**Performance Objective 16:** Counseling: 100% of students identified as leavers will be contacted for schooling options, 100% of students will be placed in the appropriate courses based on academic records, 100% of students needing social-emotional support will be offered services, 100% of students will be offered the opportunity to take a College, Career, or Military readiness test (ACT/SAT/TSIA/PSAT/ASVAB), and 100% of seniors will complete the FAFSA, TASFA, or Opt out process and a college application

Action Steps:

1. Generate data report needed
2. Identify students who are not enrolled
3. Create a systemic plan with the leaver team to follow up on students' status throughout the year
4. Create Advisory Schedule Topics based on Panorama results , Follow up as needed based on data taken after each Tier 1 service (Advisory Lessons) and provide Tier 2 or Tier 3 services as needed.
5. CCR Specialists will promote testing opportunities to students through classroom presentations, assist students who need assistance registering, and inform counselors of students who have and have not taken a college readiness test.

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

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> The campus leaver team will utilize phone calls, email, home visits, etc. to find leavers and encourage them to enroll.<br><b>Strategy's Expected Result/Impact:</b> improved drop out rate<br><b>Staff Responsible for Monitoring:</b> District student attendance intervention counselor, Head Counselor, counselors, social worker, parent specialist, administration, Gear Up facilitators, CCR Specialist, attendance clerk, and leaver team members from district | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Campus leaver team updates will be provided at department weekly meetings.<br><b>Strategy's Expected Result/Impact:</b> improved drop out rate<br><b>Staff Responsible for Monitoring:</b> social worker, head counselor, counselor, CCR specialist, parent specialist, leaver team, and other leaver team members  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                |           |     |     |           |

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

**Performance Objective 17: CTE: Health Science/Family and Consumer Science/ Cosmetology**

Health science will utilize Quill and Newsela once a week to assist students with literacy along with an updated word wall for each unit of study.

Teacher made mid term assessment will be used to measure the students literacy gain, with a 70 percent passing rate.

Staff Responsible for Monitoring: Classroom Teacher and Student Self-Monitoring

Action Steps:

1. Using Quill and Newsela once a week to assist students with literacy
2. An updated word wall for each unit of study
3. Teacher made mid term assessment will be used to measure the students literacy gain

**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.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Increase CTE Career and Technology Student Organization (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.<br><b>Strategy's Expected Result/Impact:</b> Give the CTE students the opportunity for leadership experiences, communication enrichment, and the competition experience.<br><b>Staff Responsible for Monitoring:</b> CTE Staff, CTSSO advisors, CTE Director, East Administration, EAST Counseling Department | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> CTE CTSSO organization membership, and provide community service learning<br><b>Strategy's Expected Result/Impact:</b> Give the CTE students the opportunity for leadership experiences, communication enrichment, and the competition experience.<br><b>Staff Responsible for Monitoring:</b> CTE Staff, CTSSO Sponsors, CTE Director, East Administration, EAST Counseling Department   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |

| Strategy 3 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 3:</b> 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.<br><b>Strategy's Expected Result/Impact:</b> Continue to update of the foods lab to better serve the students when they are using the lab for their classes, and provide a safe and updated learning environment.<br><b>Staff Responsible for Monitoring:</b> CTE Staff, CTE Director, East Administration, WISD Business Department, WISD Maintenance Department   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 4 Details  | Reviews   |     |     |           |
| <b>Strategy 4:</b> Maximize the support of educational experiences targeting literacy as not only the foundation for learning, but as the critical medium for global competency in a digital world via MY on, Quill, newsELA, Everfi, and project-based learning. Incorporate SEL in weekly lessons.<br><b>Strategy's Expected Result/Impact:</b> District improvement on secondary core CBA scores, progress reports, six weeks reporting periods, TBA scores, CTE student certification preparation reports and acquisitions, CTE course outcomes<br><b>Staff Responsible for Monitoring:</b> 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. | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 5 Details  | Reviews   |     |     |           |
| <b>Strategy 5:</b> 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. Provide the opportunity for students to acquire CTE certifications; issue student practice kits/equipment to facilitate hands-on experience and practice at home.<br><b>Strategy's Expected Result/Impact:</b> Promote industry and education certifications<br><b>Staff Responsible for Monitoring:</b> CTE staff, CTE Director, East administration, East Counseling Department.   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 6 Details  | Reviews   |     |     |           |
| <b>Strategy 6:</b> 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. Attend THOA professional development conference for health science teachers, and FCSTAT professional development conference for consumer science teachers.<br><b>Strategy's Expected Result/Impact:</b> Students have the opportunity to learn from the best teachers in their field<br><b>Staff Responsible for Monitoring:</b> CTE staff, CTE Director, East administration, Special Ed Department   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

| Strategy 7 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 7:</b> Practicum opportunities, internships, and partnerships to promote employment and/or internship with local businesses.<br><b>Strategy's Expected Result/Impact:</b> Students will get valuable employment opportunities while in High school.<br><b>Staff Responsible for Monitoring:</b> CTE staff, CTE Director, East administration,   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 8 Details  | Reviews   |     |     |           |
| <b>Strategy 8:</b> Weslaco ISD CTE Programs Showcase to promote community awareness about programs will be implemented face to face and virtually via CTE website.<br><b>Strategy's Expected Result/Impact:</b> Community awareness and involvement makes our programs better.<br><b>Staff Responsible for Monitoring:</b> CTE staff, CTE Director, East administration,  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 9 Details  | Reviews   |     |     |           |
| <b>Strategy 9:</b> CTE department includes stakeholders by using Industry Advisory Committees to examine, evaluate, and provide feedback on programs of study.<br><b>Strategy's Expected Result/Impact:</b> Allows programs to involve students, parents, administrators, and business community to give input.<br><b>Staff Responsible for Monitoring:</b> CTE staff, CTE Director, East administration,             | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 10 Details   | Reviews   |     |     |           |
| <b>Strategy 10:</b> 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<br><b>Strategy's Expected Result/Impact:</b> Health and Safety for CTE students and secure school<br><b>Staff Responsible for Monitoring:</b> CTE staff, CTE Director, East administration, | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>   |           |     |     |           |

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

**Performance Objective 18: Speech/STEM:**

CTE will offer all students a challenging high quality interdisciplinary curriculum and will provide an effective delivery system to ensure that 70% of students will earn an industry based certification, by May 2023.

Staff Responsible for Monitoring: Classroom Teacher

**Action Steps:**

1. Industry based certification testing.
2. Workshops for reluctant learners.
- 3.

**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.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Maximize the support of educational experiences targeting literacy as not only the foundation for learning but as the critical medium for global competency in a digital world via Quill, Everfi, NewsELA, SEL, Gearup, and project-based learning.<br><br><b>Strategy's Expected Result/Impact:</b> District improvement on secondary core CBA scores, progress reports, six weeks reporting periods, TBA scores, CTE student certification preparation reports and acquisitions, CTE course outcomes.<br><br><b>Staff Responsible for Monitoring:</b> 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 | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Career Prep / Practicum will promote student employment and/or internship with local businesses.<br><br><b>Strategy's Expected Result/Impact:</b> Agreements with employer, student and parents if needed<br><b>Staff Responsible for Monitoring:</b> CTE & Academic Instructional Staff, CTE Director WISD District C & I team ESC1/Academic Specialists Secondary East administration, East Counseling Department   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |



| Strategy 3 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 3:</b> CTE programs incorporate all school-provided technology and will strive toward a paperless system through technology.<br>Certifications, learning, Virtual instruction (Google Classroom, Google Meets, Zoom), and student research will be done with technology.<br><b>Strategy's Expected Result/Impact:</b> Industry certifications with supporting report<br><b>Staff Responsible for Monitoring:</b> CTE & Academic Instructional Staff, CTE Director WISD District C & I team ESC1/Academic Specialists Secondary East administration, East Counseling Department | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 4 Details   | Reviews   |     |     |           |
| <b>Strategy 4:</b> CTE staff and students will attend College, Career expo, and Industry Trade Shows.<br><b>Strategy's Expected Result/Impact:</b> This will expose students to the latest technology and trends in their respective fields of study, which will motivate more students to actively compete and become certified.<br><b>Staff Responsible for Monitoring:</b> CTE Teaching staff, WISD CTE Director, Weslaco East Administration<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 5 Details   | Reviews   |     |     |           |
| <b>Strategy 5:</b> 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.<br><b>Strategy's Expected Result/Impact:</b> Health and Safe and secure school<br><b>Staff Responsible for Monitoring:</b> CTE staff, CTE Director, East administration,   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 6 Details   | Reviews   |     |     |           |
| <b>Strategy 6:</b> CTE staff will sustain and expand CTSO organization membership, and provide community service learning.<br><b>Strategy's Expected Result/Impact:</b> Give the CTE students the opportunity for leadership experiences, communication enrichment, and the competition experience.<br><b>Staff Responsible for Monitoring:</b> CTE staff, CTE Director, East administration,  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
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| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>  |           |     |     |           |

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

**Performance Objective 19: Agriculture Science:**





80% of agricultural science students will obtain a CCRM industry certificate by May of 2023.

Staff Responsible for Monitoring: Classroom Teacher and Student Self-Monitoring

**Action Steps:**

1. Industry certification testing.
2. Testing workshop offered for reluctant learners.
- 3.

**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,

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Emphasize and motivate students to obtain FFA Lone Star degrees (3-year members) and or certifications.<br><b>Strategy's Expected Result/Impact:</b> Students will have the ability to be career-ready upon completion of the Lone Star Degree and or certifications such as TSFA Floral Design and NCCER.<br><b>Staff Responsible for Monitoring:</b> CTE staff, CTE Director, East administration  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> 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.<br><b>Strategy's Expected Result/Impact:</b> Students will increase use of varied technology-based instructional lessons provide real-world continuous instruction through technology<br><b>Staff Responsible for Monitoring:</b> CTE staff, CTE Director, East administration | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
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**Goal 1: STUDENT SUCCESS/LITERACY FOCUS**-High-quality, engaging, and innovative, programs that develop college, career, and service ready leaders.

**Performance Objective 20: Criminal Justice:**

As the Criminal Justice SLC we will create and deliver semester lessons to educate students about the careers and opportunities available in the field of Law, Criminal Justice and Government.

We will accomplish the goal by integrating learning with other disciplines and real world experience.

We will provide opportunities for students to generate questions that lead to further inquiry and promote higher order thinking, problems solving and real-world applications during FAS.

Students will also be certified in industry based careers such as Security Guard level 2 and 911 Dispatcher

Staff Responsible for Monitoring: Classroom Teacher

**Action Steps:**

1. Integrate learning with real world experiences.
2. Classroom question and answering.
3. Industry certification testing.

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

**Performance Objective 21: Business/Marketing:**

To encourage student success in literacy, we will have daily typing exercises. These activities will include responding to a writing prompt, reflecting on a picture, or reaction to a current events article.

We will also post updated word bank vocabulary words with working definitions to help our students with word associations.

Staff Responsible for Monitoring: Classroom Teacher

**Action Steps:**

1. Daily typing activities that encourage reading and writing.
2. Posting a word bank.
- 3.

**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. All ELA students will engage in technology-rich activities that enhance learning. 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).

Staff Responsible for Monitoring: Department Chair

Action Steps:

1. Distribute available novels to teachers in need of classroom library augmentation.
2. Determine further need for classroom library books based on student population.
3. Maintain libraries that are reflective of student population.
4. Determine student need for which to deliver and/or practice using technology-rich activities.
5. Research and select best technology-rich activities.
6. Implement and monitor student growth.
7. ELA: Increase the number of teachers implementing blended learning by 20%.

**Evaluation Data Sources:** Classrooms and lesson plans

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

**Performance Objective 2: 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, Laptop Computers, Smartphones, TI-Calculators, Clear Touch Panel LCD, Smart-Boards.

Staff Responsible for Monitoring: Mathematics Teachers, Department Head, Numeracy Coach, Assistant Principal

Action Steps:

1. Incorporated in Lessons
2. Used to enhance lessons
3. Used daily in classes

**Evaluation Data Sources:** lesson plans, teacher evaluations and observations, passing rates, performance data on course-specific examinations. NWEA MAP, TSI, ACT, MyMathLab, Aleks

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Appropriate teacher training opportunities to better implement the use of technology.<br>Math teachers will implement technologies such as Imagine Math, ALEKS/McGraw Hill, MyMathLab, Delta Math, WebWork, ACT Academy, AP Classroom, APEX, Agile Mind, Aware, Sirius, Google Classroom, Quiz-izz, Kahoot, Edpuzzle, BrainPOP, YouTube, TeacherTube, Khan Academy, FlipGrid, Screencastify, Google Meets, Document Camera/Software, SMARTboard software, writing tablets, in their classroom, weekly.<br>Technology is used to better serve students with 24 hour access to assignments, lectures, and supplemental materials.<br>Invest in technology and instructional software that will promote student learning and engagement.<br><b>Strategy's Expected Result/Impact:</b> Increased student engagement with differentiated instruction for all student populations.<br><b>Staff Responsible for Monitoring:</b> Math Teachers<br>Dept. Head<br>Math CIF<br>Instructional Technology Coach<br>Homebound/Homebase Instructors<br>Special Ed Inclusion Teachers<br>GearUp Facilitators | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
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**Goal 2: ENGAGING LEARNING ENVIRONMENTS**-Safe, secure, drug free, technology-rich , and inviting environments district-wide that promote high performance.

**Performance Objective 3: 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.

Staff Responsible for Monitoring: Science teacher and Science department head.

**Evaluation Data Sources:** Laboratory Notebooks  
Student/Teacher Observations

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will increase the number of laboratory investigations to at least three every Six-Weeks.<br><b>Strategy's Expected Result/Impact:</b> This may increase class attendance.<br><br>Students will be able to use science equipments appropriately/safely and enhance their critical thinking and investigative skills.<br><b>Staff Responsible for Monitoring:</b> All science teachers<br><br>Administrator-in charge of Science Department<br><br>Department Chair | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                       |           |     |     |           |

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

**Performance Objective 4: Counseling:** 100% of students will be offered the opportunity to use campus technology to access college, career, and life readiness activities.

Staff Responsible for Monitoring: Head counselor, CCR specialist, counselors, and GEARUP facilitators

Action Steps:





1. CCR specialist will generate schedules for the various college, career, and life readiness activities
2. Identify students who need to complete the various activities
3. CCR specialist will follow up with students pending items to complete the various activities.

### HB3 Goal

**Evaluation Data Sources:** data enrollment to college readiness test and increased FAFSA and Apply Texas submission

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Online ACT and SAT registration for Senior and Junior Students<br><b>Strategy's Expected Result/Impact:</b> ACT/SAT student participation increase<br><b>Staff Responsible for Monitoring:</b> CCR Specialist, Head Counselor, Counselors, CCR Assistant, and Gear Up facilitators                                | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Application drives for students seeking dual enrollment.<br><b>Strategy's Expected Result/Impact:</b> Increased dual enrollment participation<br><b>Staff Responsible for Monitoring:</b> CCR Specialist, Head counselor, Counselors, CCR Assistant, and Gear Up Facilitators                                     | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 3 Details   | Reviews   |     |     |           |
| <b>Strategy 3:</b> Financial Aid applications classroom presentations and drive for seniors<br><b>Strategy's Expected Result/Impact:</b> completed financial aid report, financial aid sign-in sheet<br><b>Staff Responsible for Monitoring:</b> CCR Specialist, Head Counselor, Counselors, CCR Assistant, and Gear Up facilitators | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |



| Strategy 4 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 4:</b> TSI preparations (Saturday camps and afterschool tutorials), pre-assessments, and testing<br><b>Strategy's Expected Result/Impact:</b> TSI Reports<br><b>Staff Responsible for Monitoring:</b> CCR Specialist, counselors, CCR Speciliast, CCR assistant and GEAR UP Facilitators  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 5 Details  | Reviews   |     |     |           |
| <b>Strategy 5:</b> Online enrollment for Khan Academy for college readiness Test Prep<br><b>Strategy's Expected Result/Impact:</b> Increased participation in college readiness testing<br><b>Staff Responsible for Monitoring:</b> CCR Speciliast, head counselor, counselors, CCR assistant, and GEAR UP Facilitator  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |           |     |     |           |

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

**Performance Objective 5:** Counseling: 100% of our students will participate in social-emotional learning that promotes a supportive, healthy learning environment that is safe, drug-free, and conducive to learning.





Staff Responsible for Monitoring: Head counselor, CCR specialist, counselors, social worker, LPCs, and GEARUP facilitators

Action Steps:

1. Generate data reports needed
2. Identify students' needs based on data
3. Create a calendar of events based on campus needs.

**Evaluation Data Sources:** Calendar of Events, Coordination of staff development date and presenters, sign-in sheets and participant agendas, advisory exit tickets, and responses.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Coordinating with community organizations to provide training to staff and support for students, as needed.<br><b>Strategy's Expected Result/Impact:</b> Student and staff awareness of the issues at hand (bullying, dating violence, and sexual assault)<br><b>Staff Responsible for Monitoring:</b> WEHS Admins., Social Worker, Head Counselor, counselors, Gear Up facilitators, District LPCs, and SEL campus committee                                       | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Coordinating with District Personnel to establish teen dating violence policies that will include awareness, safety planning, and counseling for affected students.<br><b>Strategy's Expected Result/Impact:</b> decreased incidents of teen dating violence.<br><b>Staff Responsible for Monitoring:</b> WEHS Admins., Social Worker, Head Counselor, counselors, Gear Up facilitators, District LPCs, District Intervention Specialists, and SEL campus committee | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 3 Details   | Reviews   |     |     |           |
| <b>Strategy 3:</b> Counselors will develop and work with teachers to implement guidance lessons that support a healthy learning environment.<br><b>Strategy's Expected Result/Impact:</b> Increased student awareness of healthy relationship, careers,  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
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|   |  |  |  |  |
|---|--|--|--|--|
| <p>pillars of character education, drug awareness.</p> <p><b>Staff Responsible for Monitoring:</b> WEHS Admins., Social Worker, Head Counselor, counselors, Gear Up facilitators, District LPCs, District Intervention Specialists, and SEL campus committee.</p>   |  |  |  |  |
|   |  |  |  |  |
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**Goal 2: ENGAGING LEARNING ENVIRONMENTS**-Safe, secure, drug free, technology-rich , and inviting environments district-wide that promote high performance.

**Performance Objective 6: 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.

Staff Responsible for Monitoring: Librarian and Librarian staff

**Evaluation Data Sources:** Monthly report

Student-produced assignments, projects, and presentations

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teach students to use technology responsibly and ethically<br><b>Strategy's Expected Result/Impact:</b> Students demonstrate responsible use of technology<br><b>Staff Responsible for Monitoring:</b> WEHS Administration<br>Renee Dyer<br>WEHS teachers  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Ensure all library equipment is readily available and functional. Ensure that all BYOT devices are properly registered<br><b>Strategy's Expected Result/Impact:</b> State of Library Report<br><b>Staff Responsible for Monitoring:</b> Renee Dyer<br>WEHS Administration<br>WEHS Teachers and Staff | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
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**Goal 2: ENGAGING LEARNING ENVIRONMENTS**-Safe, secure, drug free, technology-rich , and inviting environments district-wide that promote high performance.

**Performance Objective 7: Social Studies:**

Teachers servicing special populations (i.e. EB and Special Ed.) will have classrooms containing visual displays (i.e. Data Walls, word walls, anchor charts, models, and student work). All Social Studies teachers will have the 10 important EOC dates displayed by their door and refer to them periodically in an incorporated lesson. Increase the number of teachers implementing blended learning by 50% and 90% of teachers implementing AWARE assessments on CBAs and Benchmarks, and Unit Assessments.

Staff Responsible for Monitoring: Classroom teacher

**Action Steps:**

1. Update word walls for units
2. Update data walls by 2 exams per six weeks - update student tracking
3. 1 project based Activity per Six Weeks
4. Subgroups - interventions and collaborations for test creation

**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

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

**Performance Objective 8: 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.

Staff Responsible for Monitoring:

Action Steps:

1. All teachers will provide well thought out virtual/modeled labs through gizmos or zoom with the use of laboratory equipment, chemicals, and everyday consumables.
- 2.All teachers will have classrooms containing visual displays (i.e. Data Walls, word walls, anchor charts, models, and student work) to help assist in servicing special populations (i.e. EL and Special Ed.)
3. All teachers will have access to technology applications such as Gizmos, Phet, StemScopes, Collisions, Physics Classroom, Insert Learning, and Wizer.me to help assist students in visual representation and to model scenarios.

**Evaluation Data Sources:** Lesson plans  
Student projects

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Ensure all science classes have chromebooks to enhance student participations and engagement.<br><b>Strategy's Expected Result/Impact:</b> Improve student performance<br><b>Staff Responsible for Monitoring:</b> All science teachers<br><br>Department Chair  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
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**Goal 2: ENGAGING LEARNING ENVIRONMENTS**-Safe, secure, drug free, technology-rich , and inviting environments district-wide that promote high performance.

**Performance Objective 9:** 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

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

**Performance Objective 10: PATHCC:** 100% of PATHCC students will be able to access technology such as chrome books in every PATHCC classroom to enhance instruction through the utilization of PATHCC course TEKS, college websites, college scholarships, google classroom lessons and activities and virtual college tours.

Staff Responsible for Monitoring:

Action Steps:

1. Follow TEKS and implement Google Classroom
2. Use Wildcat Counselor Website for College Information
3. ePortfolio to enhance student activities

**Evaluation Data Sources:** - Early College students attendance to PATHCC class and class assignment grades.

| Strategy 1 Details  |  | Reviews   |     |     |           |
|---|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Ensure that all PATHCC teachers utilize technology to meet course expectations and ensure that Early College students have access to chromebooks to enhance their learning.<br><b>Strategy's Expected Result/Impact:</b> Meet PATHCC Course Expectations<br><b>Staff Responsible for Monitoring:</b> Department Chair and T-TESS Administrator |  | Formative |     |     | Summative |
|   |  | Nov       | Jan | Mar | June      |
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**Goal 2: ENGAGING LEARNING ENVIRONMENTS**-Safe, secure, drug free, technology-rich , and inviting environments district-wide that promote high performance.

**Performance Objective 11:** The parent and Family Engagement program's objective is to educate parents on the importance of parent involvement. Parents are educated on topics that affect all off us on a daily basis. Provide parents access to Technology (computer internet on campus). Offer parents, citizenship classes, and ESL classes.

Staff Responsible for Monitoring: Parent Specialist, ESL Leadership Team, ANIMO Teachers

Action Steps:

1. Schedule and plan for meetings and events
2. Recruit Parent Volunteers
3. Work with district parental and ESL departments to maintain parental involvement in our ESL program

**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

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





**Performance Objective 12: CTE:** Maximize the support of educational experience targeting literacy via CTE implementation of technology-based resources and lab/shop resources and equipment.

Staff Responsible for Monitoring: Classroom Teacher

Action Steps:

1. Implementation of technology-based resources.
2. Implementation of lab/shop resources and equipment.

**Evaluation Data Sources:** Inventory spreadsheet of equipment assigned per teacher

| Strategy 1 Details   |  | Reviews   |     |     |           |
|--|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Keep labs and shops up to date according to industry standards including facilities inspected for fire codes and other safety measures.<br><b>Strategy's Expected Result/Impact:</b> Facilities will provide a safe learning environment for students.<br><b>Staff Responsible for Monitoring:</b> CTE Administration, CTE Chair, CTE staff, WEHS Administration              |  | Formative |     |     | Summative |
|  |  | Nov       | Jan | Mar | June      |
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**Goal 2: ENGAGING LEARNING ENVIRONMENTS**-Safe, secure, drug free, technology-rich , and inviting environments district-wide that promote high performance.

**Performance Objective 13:** Special Education Resource Classes RLA I, II, III, IV, Alg1, Geometry, Alg.2, Alg. Reas., STLNHSM, TECH Writing I, II, through the use of DIrect instruction and 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, SAVAAS Realize, Chromebook Pro Computers, TI-Calculators, TI Smartview and TI Navigator, SMARTBOARD.

Staff Responsible for Monitoring:

Special Ed Teachers

GenEd Teachers

Action Steps:

1. Colaborate with GenEd teachers in order to align with the curriculum.
2. Attend Technology Staff Development
3. Set up GOOGLE CLASSROOM

**High Priority**

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

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> 1. Appropriate teacher training opportunities to better implement the use of technology.<br><br>2.Collaboration amongst teachers<br><br>3. Appropriate technology training for all stakeholders in order to promote an inviting atmosphere.<br><br>4. 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, industrial cutter, SMARTBOARD license.<br><b>Strategy's Expected Result/Impact:</b> Increased student engagement with differentiated instruction for resource students.<br>Increase student ability using technology skills in everyday life. Virtual learning impact students engagement affect Socio-Emotional Learning.<br><b>Staff Responsible for Monitoring:</b> Special Education Teacher<br>Special Education Paraprofessionals<br>Special Education Administrator<br>GEAR UP Facilitators<br>Technology Department<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br><b>- Additional Targeted Support Strategy - Results Driven Accountability</b> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
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**Goal 2: ENGAGING LEARNING ENVIRONMENTS**-Safe, secure, drug free, technology-rich , and inviting environments district-wide that promote high performance.

**Performance Objective 14: Special Education Severe Unit**

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.

Staff Responsible for Monitoring:  
Special Education Teachers

**Action Steps:**

1. Colaborate with GenEd teachers in order to align with the curriculum.
2. Attend Technology Staff Development
3. Set up GOOGLE CLASSROOM

**Evaluation Data Sources:** Teacher observations, daily tracking skills, lesson plans, teacher evaluations and observations, passing rates, performance data on STAAR ALT 2

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Appropriate teacher training opportunities to better implement the use of technology.<br><b>Strategy's Expected Result/Impact:</b> Maintain student achievement in SpEd Life Skills classes. Students will be able to apply the use of technology software toward daily living skills.<br><b>Staff Responsible for Monitoring:</b> Special Education Teachers<br><br>Sp. Ed Paraprofessionals<br><br>SpEd Admin | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
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**Goal 2:** ENGAGING LEARNING ENVIRONMENTS-Safe, secure, drug free, technology-rich , and inviting environments district-wide that promote high performance.

**Performance Objective 15:** 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.

Staff Responsible for Monitoring: Fine Arts teachers

**High Priority**

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





**Performance Objective 16: 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, and Smartphones.

Staff Responsible for Monitoring: Classroom Teacher

Action Steps:

1. Using online industry learning platforms.
2. Using textbook technology resources, and screen-capturing software/video recording/hardware.
3. Using technology tools.

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

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> 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, Google Voice, 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.<br><br><b>Strategy's Expected Result/Impact:</b> Increased student engagement with differentiated instruction for all student populations<br><b>Staff Responsible for Monitoring:</b> CTE Staff<br>CTE Director<br>CTC<br>East Administration<br>East Counselors<br>Special Ed Inclusion Teachers<br>GearUp Counselors | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |           |     |     |           |

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

**Performance Objective 17: MANDATED HEALTH SERVICES**

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry, and state reporting requirements will be completed by a certified school nurse on or before October 22, 2022.

Measurable Objective 2: SPINAL SCREENING at Grades 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

Evaluation Data Sources: Screening, data entry, referral forms, and state report completed/submitted by Sylvia Stieb, School Nurse:

Estimated number of students to be screened: 525

Measurable Objective 3: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

Evaluation Data Sources: Sylvia Stieb: School Nurse/Health Wellness Team

Note: If the school does not have a certified school nurse or screener, the rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by School Nurse.

Estimated number of students to be screened:

Staff Responsible for Monitoring: WEHS Nurse

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.



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

**Performance Objective 18:** Health Science/Family and Consumer Science/ Cosmetology:

Create a safe, engaging learning environment.

Keep facilities and equipment up to date using industry advisory committees who will inspect and rate the classrooms twice a year according to industry standards.

Review facilities, fire codes, update msds sheets and practice standard response protocol at least twice a year.

Staff Responsible for Monitoring: Classroom Teacher.

Action Steps:

1. Keep facilities and equipment up to date.
2. Inspect and rate the classrooms twice a year.
3. Practice standard response protocol .

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

**Performance Objective 19: Agriculture Science:**

All agricultural science classrooms will have an inviting atmosphere and will obey all safety precautions while doing lab exercises.

Staff Responsible for Monitoring: Classroom Teacher

**Action Steps:**

1. Lessons taught on safety protocols.
2. Safety monitoring by instructor.
3. Safety monitoring by student leaders.

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

**Performance Objective 20: Speech/STEM:**

CTE teachers will meet once a six-weeks to share classroom management best practices and procedures to ensure a positive learning environment.

CTE will improve student morale and improve social emotional competencies by recognizing student achievements on a six-weeks basis.

Staff Responsible for Monitoring: Classroom Teacher

Action Steps:

1. Teacher collaboration meetings.
2. Six-Weeks student achievement recognitions.
- 3.

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

**Performance Objective 21: Criminal Justice:**

To ensure students have a safe learning environment, where they can feel safe and secure to learn and be taught, through hands on activities, and videos about how to react in stressful situations.

I will accomplish this goal by teaching students safety protocol, hand to hand combat, using the Use of Force Simulator to teach kids about different scenarios and how to react.

I will also show students videos about scenarios and how people reacted and what and what not to do during certain situations.

Staff Responsible for Monitoring: Classroom Teacher

**Action Steps:**

1. Hands-on classroom activities.
2. Showing educational videos.
3. Use of a Force Simulator.

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

**Performance Objective 22:** Business/Marketing:

To encourage student safety, we will discuss safety protocols in each classroom.

We will discuss and practice lockdown and fire drill procedures.

Staff Responsible for Monitoring: Classroom Teacher

Action Steps:

1. Discussion of classroom safety protocols.
2. Discussion of lockdown and fire drill procedures.
3. Practice of lockdown and fire drill procedures.

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

**Performance Objective 1: MATH --**

All students and their families will have open communication with all mathematics teachers and administration via email, teacher websites, Google Classroom, Remind 101, 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.

Staff Responsible for Monitoring: Administrators, Department Head, All Mathematics Teachers, Parent Specialist, Front Office.

**Action Steps:**

- 1. Teachers will keep parent log
- 2. Administration will have an open door policy for parents
- 3. Parent Specialist will visit parents

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

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| Strategy 1: Teachers will make weekly progress checks and make parent contacts when necessary to inform parents of student performance.<br>Teachers will make contact with necessary stakeholders regarding a student's performance when an issue may arise with | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |

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

**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.

**Staff Responsible for Monitoring:** Math Teachers  
Dept. Head  
Math CIF  
Instructional Technology Coach  
Homebound/Homebase Instructors  
Special Ed Inclusion Teachers  
Assigned Team Counselor  
UIL Sponsors  
Athletic Department  
GearUp Counselors



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 2: 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.

Staff Responsible for Monitoring:

Action Steps:

- 1.
- 2.
- 3.

**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



| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> 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<br><br><b>Strategy's Expected Result/Impact:</b> Lesson Plans<br>Score Reports,<br>UIL and Public Performances<br>SLO<br><br><b>Staff Responsible for Monitoring:</b> WEHS Admin.<br>Fine Arts Supervisor<br>Dept. Chair<br>Teachers | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Increase public awareness of the arts by communicating existing art opportunities, attending local universities, live theatrical productions, film in the community and schools.<br><br><b>Strategy's Expected Result/Impact:</b> Lesson Plans<br>Score Reports,<br>UIL and Public Performances<br>SLO<br><br><b>Staff Responsible for Monitoring:</b> WEHS Admin.<br>Fine Arts Supervisor<br>Dept. Chair<br>Teachers  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 3 Details  | Reviews   |     |     |           |
| <b>Strategy 3:</b> Seek art collaborations between teachers, students, parents, artists, and organizations within and beyond the community.<br><br><b>Strategy's Expected Result/Impact:</b> Lesson Plans<br>Score Reports,<br>UIL and Public Performances<br>SLO<br><br><b>Staff Responsible for Monitoring:</b> WEHS Admin.<br>Fine Arts Supervisor<br>Dept. Chair<br>Teachers  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

| Strategy 4 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 4:</b> Participate in Fine Arts festivals to showcase the talents of our students for parents, faculty and staff, the administration and the community.<br><b>Strategy's Expected Result/Impact:</b> Lesson Plans<br>Score Reports,<br>UIL and Public Performances<br>SLO<br><b>Staff Responsible for Monitoring:</b> WEHS Admin.<br>Fine Arts Supervisor<br>Dept. Chair<br>Teachers  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 5 Details  | Reviews   |     |     |           |
| <b>Strategy 5:</b> 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.  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 6 Details  | Reviews   |     |     |           |
| <b>Strategy 6:</b> 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.  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 7 Details  | Reviews   |     |     |           |
| <b>Strategy 7:</b> 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. | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 8 Details  | Reviews   |     |     |           |
| <b>Strategy 8:</b> 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.   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>   |           |     |     |           |

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

**Performance Objective 3:** CTE: Develop and implement leadership skill through the youth organizations, community projects, and competitive events throughout the year.

Staff Responsible for Monitoring: Classroom Teacher

Action Steps:

1. Support UIL Academics.
2. Support FFCCLA.
3. Support BPA.

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

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Actively involve students in DECA, BPA, FCCLA, HOSA, Skills USA, TSA, FFA, and other youth organizations.<br><b>Strategy's Expected Result/Impact: Enhancing student academic performance by providing realworld situations, developing problem solving skills, and participating in team work opportunities. Promoting positive work habits that are transferable. Improving the relevance of the educational curriculum</b><br><b>Staff Responsible for Monitoring:</b> East Administration<br>CTE Teachers<br>Department Chairs<br>Club sponsors | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Use SAM2016 online program to facilitate classroom instruction in BIM classes and Aplia Online Accounting in accounting classes.<br><b>Strategy's Expected Result/Impact:</b> Unit Tests<br>Certification<br>MOS Exams<br>Online SAM Reports<br>Online Aplia Accounting Reports<br><b>Staff Responsible for Monitoring:</b> WEHS Admin.<br>CTE Bus. Ed.<br>Teachers   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |

| Strategy 3 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 3:</b> Implement MOS Certifications in BIM I, BIM II, and DIM. Use Aplia Online Accounting for Accounting I to prepare for College level instruction<br><b>Strategy's Expected Result/Impact:</b> Unit Tests<br>Certification<br>MOS Exams<br>Online SAM Reports<br>Online Aplia Accounting Reports<br>Precision Exams<br><b>Staff Responsible for Monitoring:</b> WEHS Admin.<br>CTE Bus. Ed.<br>Teachers   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 4 Details   | Reviews   |     |     |           |
| <b>Strategy 4:</b> Substitute Teaching Certification earned in Instructional Practices and Practicum in Education & Training. Food Handlers Certification in Lifetime Nutrition and Wellness.<br><b>Strategy's Expected Result/Impact:</b> Lesson Plans<br>Student Handouts<br>TEKS<br>Curriculum Guides<br>Staff Meetings<br>Poster Board<br>Butcher Paper<br>Student Handouts<br>Leadership Conferences<br>STC<br>TSTC<br><b>Staff Responsible for Monitoring:</b> WEHS Admin.<br>CTE Dept.<br>Head Family & Consumer Science<br>Teachers<br>STC & TSTC Professors | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>  |           |     |     |           |

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

**Performance Objective 4: Early College HS**





Provide an opportunity to educate students/parents on Advanced Academics expectations such as parental engagement, college connections, scholarship opportunities, mentorships, AP changes for 2022-2023 SY, etc.

Staff Responsible for Monitoring: Maria Flores, Susana Aguirre, Mr. Omar Quintero

**Evaluation Data Sources:** Meeting Agenda

Brochure

Website hits

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Develop a plan to meet with parents of 9th grade T-STEM Early College HS Cohort and incoming students.<br><b>Strategy's Expected Result/Impact:</b> One Parent meeting will be held for 9th Grade Cohort and one Parent meeting will be held for 8th grade Cohort.<br><b>Staff Responsible for Monitoring:</b> Mrs. Cid<br>Ms. Krink<br>Mrs. Martinez  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> |           |     |     |           |

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

**Performance Objective 5: Parent Engagement:**

The 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.

Action Steps:

1. The parent and Family Engagement program's 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.

2

Staff Responsible for Monitoring: Norma Lopez

**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

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

| Strategy 1 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <b>Strategy 1:</b> Monthly and annual informational meetings with parents to address programs and their rights to be involved.<br><b>Strategy's Expected Result/Impact:</b> Increased Parental Involvement.<br><b>Staff Responsible for Monitoring:</b> Parent Specialist: Norma Lopez<br>GEAR UP Facilitators  | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |                  |            |            |                  |

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

**Performance Objective 6:** ESL : Literacy Training/Reading Strategies/ESL Parent Meetings  
Provide quality ESL instruction training for core area and core credit elective teachers





Staff Responsible for Monitoring: ESL Leadership Team, Instructional Coaches, & Department Chairs

Action Steps:

1. Assess instructional needs, work with Department Chairs and Instructional coaches to provide training
- 2.ESL: All EL families and students will have open communication with their childAC/AEUAs 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

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

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> This meeting will take place in December to inform parents on literacy and reading strategies, and any updates on ESL education.<br><b>Strategy's Expected Result/Impact:</b> Increased parental involvement, and increased student success in the ESL program.<br><b>Staff Responsible for Monitoring:</b> Parent Specialist: Norma Lopez   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |           |     |     |           |

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





**Performance Objective 7: PATHCC:** PATHCC teachers will have open communication with Early College students' parents, course teachers, counselors (Academic, Gear-UP and College Readiness Specialist) and Administrators regarding student progress and meeting CCMR requirements.

Staff Responsible for Monitoring:

Action Steps:

1. PATHCC teachers will keep parent logs
2. Communicate with Gear-Up Counselors for current Junior Cohort
3. Communicate with CCMR Specialist Mrs. Maria Flores

**Evaluation Data Sources:** Maintaining Parent Log Contacts, Open House Sign in, Student Grades, Emails to/from Course Teachers, counselors and administrator.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> PATHCC teachers will make weekly progress checks and inform parents progress and communicate with counselors of any concerns PATHCC teachers may have concerning student's progress.<br><b>Strategy's Expected Result/Impact:</b> Decrease failure rate and increase student performance.<br><b>Staff Responsible for Monitoring:</b> All PATHCC teachers and Department Chair   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> PATHCC teachers will communicate to parents via flyers from College Readiness Specialist, Early College Counselor, Gear-Up Counselors and East Campus concerning college readiness events such as College entrance exam dates and tutoring, Early College Parent Night, Gear-Up Parent Night, FAFSA Night and the like.<br><b>Strategy's Expected Result/Impact:</b> Keep open communication to parents to assist students meet CCMR expectations.<br><b>Staff Responsible for Monitoring:</b> Keep open communication to parents to assist students meet CCMR expectations. | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |           |     |     |           |



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

**Performance Objective 8:** CTE: Advisory committee reports at end-of-the-year will reflect community input from business leaders in the course curriculum.

Staff Responsible for Monitoring: Advisory Committee Member

Action Steps:

1. Review end-of-the-year reports.
- 2.
- 3.

**Evaluation Data Sources:** Year end reports

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





**Performance Objective 9:** 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.

Staff Responsible for Monitoring: CTE Club Sponsor

Action Steps:

1. Attend virtual competitions.
- 2.
- 3.

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

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Collaborate with state universities and CTSO national organizations to provide opportunities for students to attend conferences and compete virtually and face to face as permissible by CTSOs.<br><b>Strategy's Expected Result/Impact:</b> Students compete and represent their CTSO virtually and face to face as permissible by CTSOs.<br><b>Staff Responsible for Monitoring:</b> CTE Teachers, CTE Admin, CTE Chair, WEHS Admin | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>      |           |     |     |           |

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





**Performance Objective 10: LOTE:** All LOTE teachers will communicate with students and parents/guardians via parent phone calls, emails, Google Classroom to inform parents of student performance on a daily/weekly basis. All LOTE teachers will provide tutoring when needed.

Staff Responsible for Monitoring: Classroom Teachers

Action Steps:

1. Data tracking on Aware
2. Collaborative Teacher Discussions
3. Student self-monitor(individual tracker)

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

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1: LOTE</b><br><br>Teachers will evaluate their students progress and make phone calls to parents' of students failure or at risk of failing course.<br>Increase parental participation in student learning.<br><b>Strategy's Expected Result/Impact:</b> Increase in student achievement<br><b>Staff Responsible for Monitoring:</b> All LOTE teachers   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2: LOTE</b><br><br>Increase cultural awareness and develop leadership skills through the competitive event such as the National French Contest/Le Grand Concours.<br><b>Strategy's Expected Result/Impact:</b> Increased participation in French by levels of Concours<br><b>Staff Responsible for Monitoring:</b> AATF French teacher and WEHS administrators, Dept chair  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |           |     |     |           |

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

**Performance Objective 11: SpEd.**

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

Staff Responsible for Monitoring:

Specal Education Teachers

General Edcuation Teachers

Parents





Students

Action Steps:

1. Coordination of Services with Teachers followed by
2. Progress Review with caseload followed by
3. Parent contact to review progress.

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

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> 1. Teachers will make contact every 6 weeks and provide parents with IEP Progress reports.<br>2. Teachers will make contact with necessary stakeholders regarding a student's performance when an issue may arise with UIL eligibility.<br>3. During Virtual learning SpEd teachers will be in constant communication with Gen Ed. Teachers, students, and parents in order to ensure student success.<br>4. Transition Fair will be held Virtually in order for students to engage with community agencies in order to learn about programs for which they are able to apply.<br><br><b>Strategy's Expected Result/Impact:</b> Decreased student failure, and increased student performance in all courses.<br><br>Transition from high school to vocational or post secondary education<br><b>Staff Responsible for Monitoring:</b> SpEd Teachers<br>Dept. Head<br>SpEd. CIF<br>TWSVRS | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

| Strategy 2 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> 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.<br><b>Staff Responsible for Monitoring:</b> Transition Sign in Sheet<br>Department Head<br>SpEd Supervisor<br><br><b>TEA Priorities:</b><br>Connect high school to career and college<br>- <b>Additional Targeted Support Strategy - Results Driven Accountability</b> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |           |     |     |           |

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

**Performance Objective 12:** Health Science/Family and Consumer Science/ Cosmetology:

Create local parent community industry relationships.

Biannually, the CTE department will utilize advisory committees which consist of parents, current students, administrators, counselors, and business industry professionals to examine, evaluate and provide feedback on programs of study and learning environment.

Staff Responsible for Monitoring: Classroom Teacher

Action Steps:

1. Collaboration with parents, students, administrators, counselors.
2. Collaborate with business industry professionals.
3. Evaluate programs.

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

**Performance Objective 13: Agriculture Science:**

Through the FFA program the agricultural science students will maintain a close relationship with parents and community leaders/groups in order to achieve 20 community service hours.

Staff Responsible for Monitoring: Classroom Teacher

Action Steps:

1. FFA Student & Parent Meetings
2. Parent participation opportunities.

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

**Performance Objective 14: Speech/STEM:**

CTE teachers will utilize social media platforms to disseminate information to all stakeholders, to ensure all district information is shared in a timely manner, as required.

CTE Advisory Committees will meet twice a school year to communicate updated industry standards to all stakeholders, to include: teacher, parent, student, and local business professional.

Staff Responsible for Monitoring: Classroom Teacher

**Action Steps:**

1. Social media postings.
2. Bi-weekly advisory committee meetings.



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

**Performance Objective 15:** Criminal Justice:

My goal will be to get the students more involved in community work such as City Clean up, alleyway clean up, National Night Out, Beach Cleanup, Onion Fest and criminal mischief clean up (Tagging).

This will allow for the students to become more community active and interact more with the community, building care for society.

I will accomplish this goal by making contact with local police departments and asking for dates for such clean ups and events.

The police department I know is heavily involved with the community with these types of programs.

Staff Responsible for Monitoring: Classroom Teacher

Action Steps:

1. Involvement in community projects.
2. Contacting local police department for event dates.
- 3.

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

**Performance Objective 16: Business/Marketing:**

To encourage industry relations in our classroom, we will teach curriculum (MSik-12.com) that will cover objectives to pass their industry certification.

In addition our goal is to get 80% of our students to pass their certification test.

Staff Responsible for Monitoring: Classroom Teacher





Action Steps:

1. Incorporation of MSik-12.com curriculum.
2. Industry certification testing.
3. Workshops for the reluctant learner.

**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 opportunities focused on supporting special populations (i.e. ELL, Special Ed.). Increase attendance by 20% of English teachers to a minimum of one state-level staff development focused on servicing ELL population. 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 and/or certificates of participations.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will be attend staff development opportunities such as, but no limited to:<br>ABYDOS<br>TSI Teacher Academy<br>UT OnRamps Teacher Summer Institute<br>AVID ELA Teacher Trainings<br>Springboard<br>Region One ESC Trainings<br>TEKS Resource System State Conference<br>APEX Training<br>SAVVAS Training<br>NoRedInk Training<br>MAP Growth Training<br>SEL Training<br><br><b>Strategy's Expected Result/Impact:</b> Teachers will be equipped with the tools necessary to provide a variety of learning strategies to all learners.<br><b>Staff Responsible for Monitoring:</b> All English teachers, administrators, ESL department chair, Special Ed Department Chair, AP Campus Coordinator, AVID Campus Coordinator, GEAR UP Facilitator | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Each subgroup will select a teacher representative to attend monthly PLC meetings at the district level.<br><b>Strategy's Expected Result/Impact:</b> Teachers will collaborate with other high schools to obtain different teaching strategies evident in their lesson plans..<br><b>Staff Responsible for Monitoring:</b> Subgroup leaders, department chairs, and administration   | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>  |           |     |     |           |

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

**Performance Objective 2: 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.

Staff Responsible for Monitoring: Mathematics Teachers, Department Head, Numeracy Coach, Campus Principal, Central Office

**Action Steps:**

1. Campus Administration will advise teachers of staff development that is meaningful
2. Teachers will search for research-based professional staff development
3. Central Office Mathematics Strategist will provide research based staff development

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

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will attend trainings related/pertaining to:<br>Algebra 1 EOC<br>AP Course Exams<br>TEKS Resource Systems<br>PLC Meetings<br>Region 1 ESC Content Specific workshops & trainings<br>APEX/Imagine Math/Agile Math/ McGraw Hill training<br>Region 1 ESC TSI Training<br>ACT/SAT Training<br>Region 1 ESC Technology Conferences<br>CAMT<br>TABE<br>RGVCTM/NCTM<br>TCEA technology conference<br>ISTE technology conference<br>HESTEC<br>Texas Graduate Center Mathematics Trainings<br>AP/PreAP/Springboard Training<br>Kagan Trainings<br>AVID trainings and conference<br>TI Trainings<br>GearUP trainings/Professional Development<br>SEL Professional Development<br>S3 Strategies<br><br><b>Strategy's Expected Result/Impact:</b> Continued professional learning and growth for increased student achievement.<br><b>Staff Responsible for Monitoring:</b> Math Teachers<br>Dept. Head<br>Math CIF<br>Instructional Technology Coach<br>District Secondary Math Strategist<br>Homebound/Homebase Instructors<br>GearUp Facilitators | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>   |           |     |     |           |

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

**Performance Objective 3: 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 opportunities focused on supporting special populations (i.e. ELL, Special Ed., GT, AT-Risk).

Staff Responsible for Monitoring: Classroom Teacher - Department Head - Administrator

**Action Steps:**

1. GT online Training
2. PLC - Best practice
3. Building Teacher Capital

**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

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Staff Development for Social Studies teachers throughout the school year.<br><b>Strategy's Expected Result/Impact:</b> Teachers will hone their pedagogical knowledge and refine their craft.<br><b>Staff Responsible for Monitoring:</b> WEHS administration, Department Chair, and GEAR UP Facilitators  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |           |     |     |           |

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

**Performance Objective 4: SCIENCE:**

Provide opportunities for all science teachers to attend an in-person/virtual training in a science-related, pedagogy, or best practices workshop or conference such as RGVSA, CAST, NSTA, and Region One.

Staff Responsible for Monitoring:

Action Steps:

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

ALL Dual teachers will attend training provided by STC.

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

**High Priority**

**Evaluation Data Sources:** Professional Development Log and Eduphoria

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Provide Staff Development to Science teachers throughout the school year.<br><b>Strategy's Expected Result/Impact:</b> The training will provide an opportunity for teachers to learn quality instructional strategies that will help enhance students' understanding of the different standards tested.<br><b>Staff Responsible for Monitoring:</b> Administrator in-charge of Science Department and Department Chairperson, GEAR UP Facilitator | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>  |           |     |     |           |

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

**Performance Objective 5:** Guidance and Counseling: 100% of counseling staff will attend one or more workshops or conferences to increase their knowledge of innovative counseling techniques.





Staff Responsible for Monitoring: Head counselor and administration

Action Steps:

1. Review data generated to identify conferences and workshops that are needed
2. Research various opportunities throughout the year based on campus needs
3. Provide a conference or workshop overview to the rest of the department who did not attend.

### HB3 Goal

**Evaluation Data Sources:** certificate of attendance, dept meeting agendas, sign-in sheets, and counselor tracking forms.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Counselors will attend university updates and Financial Aid updates to help increase college readiness.<br><b>Strategy's Expected Result/Impact:</b> increase CCMR readiness outcome<br><b>Staff Responsible for Monitoring:</b> CCR Speciliast, Head Counselor, Counselors, and GEAR UP Facilitators  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Counselors will attend professional conferences at the regional or state level (Region One Counselor Academy, TACAC, and NACAC)<br><b>Strategy's Expected Result/Impact:</b> Use of innovative counseling strategies on campus<br><b>Staff Responsible for Monitoring:</b> Head counselor, counselors, CCR Specialist, GEAR UP Facilitator, and Social Worker  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |           |     |     |           |



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

**Performance Objective 6: Library:**





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

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Librarian will collaborate with the classroom teacher in lesson planning, teaching, and assessment<br><b>Strategy's Expected Result/Impact:</b> State of Library Report<br><b>Staff Responsible for Monitoring:</b> Renee Dyer<br>WEHS Administrators<br>Teachers  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> 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<br><b>Strategy's Expected Result/Impact:</b> State of the Library Report<br><b>Staff Responsible for Monitoring:</b> WEHS Administrators<br>Department Chairs<br>SLC Coordinators<br>Teachers                       | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div>  No Progress                          Accomplished                          Continue/Modify                          Discontinue                     </div> |           |     |     |           |

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

**Performance Objective 7: FINE ARTS:** Teachers will attend staff development throughout the 2022-2023 school year to help enhance and increase enrollment in the Fine Arts programs

**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

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> 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.<br><br><b>Strategy's Expected Result/Impact:</b> Lesson Plans<br>SLOs<br><br><b>Staff Responsible for Monitoring:</b> WEHS Admin.<br>Fine Arts Supervisor<br>Dept. Chair<br>Teachers | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> 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.<br><br><b>Strategy's Expected Result/Impact:</b> Lesson Plans<br>SLOs<br><br><b>Staff Responsible for Monitoring:</b> WEHS Admin.<br>Fine Arts Supervisor<br>Dept. Chair<br>Teachers  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |





| Strategy 3 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 3:</b> Conduct Comprehensive Needs Assessment of Fine Arts Department.<br><b>Strategy's Expected Result/Impact:</b> Lesson Plans<br>SLOs<br><b>Staff Responsible for Monitoring:</b> WEHS Admin.<br>Fine Arts Supervisor<br>Dept. Chair<br>Teachers   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 4 Details  | Reviews   |     |     |           |
| <b>Strategy 4:</b> 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.   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 5 Details  | Reviews   |     |     |           |
| <b>Strategy 5:</b> 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.   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 6 Details  | Reviews   |     |     |           |
| <b>Strategy 6:</b> 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. | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
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| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>   |           |     |     |           |

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

**Performance Objective 8:** 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

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will attend trainings and T-STEM workshops or Conferences.<br><b>Strategy's Expected Result/Impact:</b> Teachers and Administrators will be exposed to different professional development to improve teaching strategies.<br><b>Staff Responsible for Monitoring:</b> WISD Director for Professional Learning<br>Administrators<br>Teachers<br>GEAR UP Facilitators               | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <b>Strategy 2:</b> ALL WEHS teachers will be provided information about T-STEM designation and the blueprint.<br><b>Strategy's Expected Result/Impact:</b> Teachers will be familiar with our school's T-STEM designation.<br><b>Staff Responsible for Monitoring:</b> Mrs. Cid   | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> |           |     |     |           |

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

**Performance Objective 9: LOTE:**

AP teachers will attend an Advanced Placement Summer Institute if needed.

Staff Responsible for Monitoring:

Action Steps:

1. Update AP annual hours for each teacher teaching AP courses
2. Update GT hours online training
3. Attend a local AP summer workshop.

**Evaluation Data Sources:** Agendas provided by the institutes

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

**Performance Objective 10:** ESL: All teachers of ELs may attend training, workshops, and conferences for professional growth, and leadership development, and to learn, develop, and strengthen best classroom practices for ELs.

Action Steps:

1. 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:** Departmental Meeting Log/Sign-In Sheets, Eduphoria Log, Professional Development Certificates

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





**Performance Objective 11:** PATHCC: Provide opportunities for all PATHCC teachers to attend in-person and/or virtual instruction-enhancing, research-based professional development with a focus on student improvement, engagement, and success concerning college readiness.

Staff Responsible for Monitoring:

Action Steps:

1. Work with Gear-Up to attend workshops for Junior Cohort
2. Communicate with CCMR and attend PATHCC related workshop
3. Attend district professional development

**Evaluation Data Sources:** Professional Development Log and/or Eduphoria, and counselor presentations from College Readiness Specialist, Gear-UP and academic.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Provide Staff Development to PATHCC teachers throughout the school year.<br><b>Strategy's Expected Result/Impact:</b> The training will provide an opportunity for PATHCC teachers to learn quality instructional strategies that will help enhance Early College students' understanding of the different post secondary college entrance exams AND maintain up to date college requirement information to meet CCMR expectations and requirements.<br><b>Staff Responsible for Monitoring:</b> Administrators, Counselors (Academic, College Readiness Specialist, and Gear Up) and Department Chair. | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>  |           |     |     |           |

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

**Performance Objective 12:** CTE: Provide 80% of CTE teachers to attend trainings, workshops, and conferences for professional growth, and leadership development, and to learn, develop and strengthen best classroom practices for Career and Technology Education. Training will include virtual learning and Social-Emotional Learning (SEL).

Staff Responsible for Monitoring: Classroom Teacher

Action Steps:





1. Attending trainings and profession development.
2. Virtual learning training.
3. SEL training.

**Evaluation Data Sources:** Attendance Certificates

Workshop sign-in-sheets

Eduphoria

Region One Certificates

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> CTE Teachers will attend virtual/face to face trainings specific to their programs of study and will implement their learning in lesson plans and SLO's.<br><b>Strategy's Expected Result/Impact:</b> CTE Teachers will grow in their knowledge to improve instruction and their program of study.<br><b>Staff Responsible for Monitoring:</b> CTE Admin, CTE Chair, CTE Teachers, WEHS Admin  | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> |           |     |     |           |



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

**Performance Objective 13: SpEd**

All Special Education teachers will attend a Professional Development, training, and workshops to improve reading and math scores across grade levels. Provide support to all General Education Teachers in routinely and effectively attending inclusion classes by planning and collaborating in lesson planning that is differentiated and targets all special populations.

Staff Responsible for Monitoring:  
Special Education Teachers

**Action Steps:**

1. Work with WISD Special Education Dept. to set up trainings
2. Enroll in Region 1 trainings specific to SpEd topics
3. Accommodations training sessions will be held to review "How to Implement Student Accommodations"
4. Special Ed Teachers will meet with General Ed Teachers during planning periods to discuss lessons.

**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

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> 1. Teachers will attend trainings related/pertaining to:<br>a. Algebra 1 EOC<br>b. TEKS Resource Systems<br>c. PLC Meetings<br>d. Region 1 ESC Content Specific workshops & training<br>e. SpEd. Training provided by the district<br><br><b>Strategy's Expected Result/Impact:</b> Continued professional learning and growth for increased student achievement.<br><br><b>Staff Responsible for Monitoring:</b> SpEd Teachers<br>Dept. Head<br>SpEd CIF<br>District Secondary Math Strategist<br>District Secondary English Strategist<br>District Secondary Science Strategist<br>District Secondary Social Studies Strategist<br>Homebound/Homebase Instruction | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>  |           |     |     |           |

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

**Performance Objective 14:** Parent Specialist: Attends yearly Professional Growth/ Leadership conferences:  
Region One offers training & workshops to learn, develop and strengthen parent and family engagement  
Symposiums are offered by other districts.  
And monthly meetings with parental dept.

Staff Responsible for Monitoring: Norma Lopez , Erica Garcia

**High Priority**

**Evaluation Data Sources:** Sign Ins  
Agendas  
Flyers

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

**Performance Objective 15:** Health Science/Family and Consumer Science/ Cosmetology:

Attend professional growth and leadership development.

Develop and implement leadership skills by actively involving 10% of our course population in youth organizations (CTSO) such as FCCLA, HOSA, TAFE, and SkillsUSA, community projects and competitive events throughout the year.

CTE instructional staff to attend district training on instructional resources and industry based certifications in order to support ELL, SPED, and general education students through curriculum. CTE teachers will attend THOA professional development conference for health science teachers, and FCSTAT professional development as well as maintain current industry licenses. By the end of the year, seventy percent of eligible students will obtain industry based certifications through courses within their appropriate pathway.

Staff Responsible for Monitoring: Classroom Teacher

Action Steps:

1. Attend district training.
2. Attend out-of-district professional development.
3. Maintain current industry licenses.

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

**Performance Objective 16:** Agriculture Science:

Agricultural Science teachers and students will attend 2-3 leadership trainings throughout the school year to help strengthen our leadership skills to lead the FFA program and community events.

Staff Responsible for Monitoring: Classroom Teacher

Action Steps:

1. Attend student leadership skill events.
- 2.
- 3.

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

**Performance Objective 17: Speech/STEM:**

100% of CTE teachers meet teacher/industry certification requirements, and will participate in continuous and effective professional learning for all stakeholders for the purpose of student achievement.

Each pathway will recruit 10% of its students to be involved in a CTSO, to develop student leadership.

Staff Responsible for Monitoring: Classroom Teacher

Action Steps:

1. Industry certification testing.
2. Teachers attend professional development.
3. Active recruiting for CTSO.

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

**Performance Objective 18:** Criminal Justice:

My goal is to get students involved in our program and organization (Sheepdogs) which involves competition, community service, leadership and comradery.

In order to accomplish this goal we will need class participation from all students, volunteer for community service events held by local agencies and compete and win at the several law tournaments we will be competing in this year.

This will also be done through kids who join the law club The Sheepdogs.

This will allow the students to also learn about responsibilities, teamwork, and leadership, through several roles I put them in charge of in the club, to include leadership ranking roles.

Staff Responsible for Monitoring: Classroom Teacher

Action Steps:

1. Involvement in Sheepdogs student organization.
2. Competition in law tournaments.
3. Student led organization (Sheepdogs).

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

**Performance Objective 19:** Business/Marketing:

To encourage leadership development, we will promote Business Professionals of America (BPA) by offering classroom incentives to join.

We will make announcements to our classes about the benefits of joining a professional organization.

Staff Responsible for Monitoring: Classroom Teacher

Action Steps:

1. Announce BPA information.
2. Encourage students to join BPA.
3. Offer incentives to join BPA.

**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

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 7

**Brief Description of SCE Services and/or Programs**

|  |
|--|
|  |
|--|

## Personnel for Weslaco East High School

| <u>Name</u>       | <u>Position</u>         | <u>FTE</u> |
|-------------------|-------------------------|------------|
| Adrian Gomez      | Teacher Credit Recovery | 1          |
| Cynthia Castillo  | Counselor Clerk         | 1          |
| Erica M. Torres   | Counselor Clerk         | 1          |
| Homero Colunga    | Instructional Coach     | 1          |
| Sarai Valdez      | Instructional Coach     | 1          |
| Virginia          | Counselor Clerk         | 1          |
| Zalinda Rodriguez | Social Worker           | 1          |

# Title I Personnel

| <u>Name</u>         | <u>Position</u>   | <u>Program</u> | <u>FTE</u> |
|---------------------|-------------------|----------------|------------|
| Amelia Ramirez      | Sp. Ed. Aide      | Title I Part A | 1          |
| Eva N. Arenivar     | Nurse Aide        | Title I Part A | 1          |
| Guadalupe Hernandez | Library Aide      | Title I Part A | 1          |
| Laura Yzaguirre     | Media Aide        | Title I Part A | 1          |
| Lisa Y. Acevedo     | Media Aide        | Title I Part A | 1          |
| Luisa Garcia        | Library Aide      | Title I Part A | 1          |
| Manuelita Rodriguez | Technology Asst.  | Title I Part A | 1          |
| Maria D. Garza      | Sp. Ed. Aide      | Title I Part A | 1          |
| Mary J. Castillo    | Technology Asst.  | Title I Part A | 1          |
| Norma Lopez         | Parent Specialist | Title I Part A | 1          |
| Ruben J. Rodriguez  | Library Aide      | Title I Part A | 1          |
| Sandra Cabrera      | LVN               | Title I Part A | 1          |
| Silvia Hernandez    | Sp. Ed. Aide      | Title I Part A | 1          |
| Vacancy             | Media Aide        | Title I Part A | 1          |
| Vacancy             | Library Aide      | Title I Part A | 1          |

# Campus Funding Summary

| General Fund |           |          |                  |              |        |
|--------------|-----------|----------|------------------|--------------|--------|
| Goal         | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1            | 4         | 1        |                  |              | \$0.00 |
| 1            | 4         | 2        |                  |              | \$0.00 |
| Sub-Total    |           |          |                  |              | \$0.00 |