Weslaco Independent School District

CTE Early College High School

2022-2023 Campus Improvement Plan

Mission Statement

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

Vision

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

Value Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

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

Weslaco 21st Century CTE Early College Demographics include 89% Economically Disadvantaged, 42% At-Risk, 25% English Language Learners, and 5% Special Education.

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

2020-21 EOC Results

No Campus Rating was given by TEA.

- Science at 96% Approaches; 67% Meets; 24% Masters.

- Mathematics at 68% Approaches; 11% Meets; 6% Masters.

- Social Studies at 89% Approaches; 70% Meets; 39% Masters.

- English 1 at 64% Approaches; 45 Meets; 8% Masters.

  English 2 86% Approaches; 68% Meets; 3% Meets

Student Learning Strengths

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

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

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

Students in the 9th, 10th, 11th, and 12th grades can take a college academic course if eligible.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are unable to reach the Masters Level consistently on the EOC Exams for several years in a row. **Root Cause:** Due to the required student demographics by the Early College Blueprint, as well as virtual learning for a year and a half, students are arriving at our campus with fundamental gaps in the curriculum.

School Processes & Programs

School Processes & Programs Summary

The ethnicity in our staff is a Hispanic majority. English and Spanish are the two most commonly spoken languages on campus. The demographics of the staff and students are generally parallel to each other.   This past year the campus had one teacher voluntarily leave to the private sector.

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

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

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

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

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

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

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

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

School Processes & Programs Strengths

All teachers are state-certified.

As teachers for WISD, we set the expectations for our students to engage in authentic work and solve complex, real-world problems through the school district curriculum and instruction that is taught daily in the classrooms. Teachers have access to strategists and technical support throughout the district.

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

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

CTE ECHS has a 1:1 program with Chromebooks.

Perceptions

Perceptions Summary

The attendance rate for the campus on average is 95%. Due to the campus being small, the randomness of absences create a consistent average. During Remote Learning for the 2020-21 school year, attendance was near 90%

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

The campus maintains a 100% graduation rate.

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

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

Perceptions Strengths

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

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

Goals

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

Performance Objective 1: The percentage of U.S. History students who score at the Approaches Level on the STAAR assessment will be at 90%, at the Meets Level 60%, and at the Masters Level at 30% in Spring 2022.

    Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Utilize district department-made assessments to assess student mastery of objectives and make appropriate instructional adjustments departmental/individual teacher analysis of student data teacher/student conferences regarding benchmark results Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Teachers will be able to monitor specific SE mastery with students throughout the year. It will allow the reteaching of SE's that are not mastered.
    Staff Responsible for Monitoring: Principal
History Teacher
 	
    Title I:
    2.4				

Strategy 2 Details	Reviews			
Strategy 2: Utilize differentiated instruction with technology during lengthy concepts and prior to EOC Exams	**Formative**			**Summative**
Strategy's Expected Result/Impact: All types of students including ELL, SPED and Eco Dis will be able to learn objectives in multiple ways.	**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Teachers
 	
    Title I:
    2.4				

Strategy 3 Details	Reviews			
Strategy 3: Utilize advisory to place students who need remediation for the U.S. History EOC	Formative			Summative
U.S. History STAAR tutoring will be available Monday's after school.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students who have not mastered the EOC will have enrichment prior to the EOC exam. **Staff Responsible for Monitoring:** Principal, Counselor, Teachers **Title I:** 2.4, 2.5				

Strategy 4 Details	Reviews			
Strategy 4: Utilize a variety of classroom formative assessment to measure student mastery of objectives and make appropriate instructional adjustments	Formative			Summative
Exit Cards Kahoot Journal Writings Bell Ringers Graphic Organizers Content based review/assessment materials Review Study Guide questions from companies such as Sirius.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: It will allow teachers to continuously monitor student progress and mastery of daily objectives. **Staff Responsible for Monitoring:** Teacher **Title I:** 2.4 **Funding Sources:** EOC supplemental Materials for formative assessments - Title 1, Part A - $1,000				

Strategy 5 Details	Reviews			
Strategy 5: Supplemental materials such as maps, atlases, and other EOC resources will be ordered as needed to support classroom instruction. -Constitution Booklets -History Alive On-line version -Scholastic - The New York Times Upfront -Jarrett Mastering the TEKS **Strategy's Expected Result/Impact:** Students will have access to supplemental material to enhance their learning. **Staff Responsible for Monitoring:** Principal and Teachers **Title I:** 2.4 **Funding Sources:** - Title 1, Part A - $1,000	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 2: The percentage of Biology students who score at the Approaches Level on the EOC assessment will be at 90%, at the Meets Level 60%, and at the Masters Level at 30% in Spring 2022.

    Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Content planning to develop effective assessments, differentiated instruction, and sheltered instruction strategies that ensure students are mastering and retaining concepts.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Students will be able to master the material and be able to perform at the Meets/Masters Level.
    Staff Responsible for Monitoring: Principal and Teachers
 	
    Title I:
    2.4				

Strategy 2 Details	Reviews			
Strategy 2: Ongoing STAAR review and curriculum content review, correlated to high school science benchmark tests or CBA's each six weeks and to STAAR	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Student mastery of the curriculum and daily objectives.
    Staff Responsible for Monitoring: Principal and Teachers
 	
    Title I:
    2.4				

Strategy 3 Details	Reviews			
Strategy 3: Science tutoring and STAAR Camps as needed for students who need additional assistance (after school tutoring)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Students who are struggling with content will receive additional instruction and in a small group. Students will master the content.
    Staff Responsible for Monitoring: Principal and Teachers
 	
    Title I:
    2.4				

Strategy 4 Details	Reviews			
Strategy 4: Inventory of all high school campus science department materials and equipment, and purchasing of necessary science materials identified in the current science TEKS such as chemicals, solutions, materials for demonstrations, and specimens for dissection.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Hands on experience will allow students to master the skills needed to be successful in Biology. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.4 **Funding Sources:** Science lab materials such as chemicals, solutions, animals for dissection. - Title 1, Part A - $2,000				

Strategy 5 Details	Reviews			
Strategy 5: Implement STEM-SCOPES Biology web- based software in all Biology classes to supplement biology as well as chemistry and physics classes.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Enhance the learning environment. Students will be able to master daily objectives. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.4				

Strategy 6 Details	Reviews			
Strategy 6: Utilize content specific vocabulary cards for all general ed, LEP, and SPED students such as Flippity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase academic vocabulary for ELL and SPED Students. **Staff Responsible for Monitoring:** Principal and Teachers **Title I:** 2.4	**Nov**	**Jan**	**Mar**	**June**

Strategy 7 Details		Reviews		
Strategy 7: Purchase a class set of Sirius Biology EOC review books to use with Biology students. Purchase and train teachers on additional Physics and Chemistry curriculum resources and materials as needed. Purchasing equipment needed/materials to ensure student success for STAAR. **Strategy's Expected Result/Impact:** Mastery of TEKS **Staff Responsible for Monitoring:** Principal and Teachers **Title I:** 2.4	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 8 Details		Reviews		
Strategy 8: The usage of edpuzzle as a tool for students to have access to videos and assignments at any time. This helps them to review key concepts of biology. **Strategy's Expected Result/Impact:** Provides more opportunities for learning outside the school walls. Helps the students master objectives due to having more access to pertinent information. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.4	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 3: The percentage of Algebra I students who score at the Approaches Level on the EOC assessment will be at 90%, at the Meets Level 60%, and at the Masters Level at 30% in Spring 2022.

    Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Implement Staff Development strategies and activities which are aligned with District Curriculum by providing:	**Formative**			**Summative**

1. TI-Calculator(s)/TI Smart-view Training- TI 84 Plus Calculators (Charging Box) & AAA batteries, are needed to enhance the learning process and for the purpose of testing Algebra 1 STAAR.
 	
2.   Technology training such as Edmodo, Google Apps, google classroom and Flipping the Classroom
    Strategy's Expected Result/Impact: Mastery of TEKs and higher EOC scores for all students.
    Staff Responsible for Monitoring: Principal and Teachers
 	
    Title I:
    2.4
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: 1. Follow district scope and sequence-TEKS Resource	**Formative**			**Summative**
2. Develop activities and align reviews with TEKS, EOC formatted like Spring Release test of 13, 14, 15, 16, 17, 18, to improve EOC scores.	**Nov**	**Jan**	**Mar**	**June**
3. Purchase/Use the TI-Calculators/TI-Inspires to teach the math curriculum in Algebra I, Algebra 2, and Geometry, Pre-Calculus, & College Algebra 4. Smart Board and TI-Smart View Calculator Emulators & use of Chromebooks 5. Incorporate the use of Spanish-English Dictionaries. 6. Edmentum Math Prep online student tutoring service for Algebra I, Geometry, Algebra II, ACT and SAT 7. Edpuzzle Prep online videos to enhance the flow of the teaching lesson. (Upgrade to Edpuzzle Pro will benefit teachers at CTE ECHS) **Strategy's Expected Result/Impact:** All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC **Staff Responsible for Monitoring:** Principal and Teachers **Title I:** 2.4				

Strategy 3 Details	Reviews			
Strategy 3: Instruction:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 3: Instruction:

1. Small group and individualized instruction will be provided to select ESL students

2. Computer-enhanced instructions integrating technology into all math subject areas such as Smart Boards, mini IPAD, TI-Calculators , Imagine Math.

3. Students who are needing extra assistance will be assigned Algebra 1 advisory class.

4. Common appropriated Math vocabulary list will be developed (word walls) and displayed.

5. Incorporate more open-ended questions

6. Implementation of daily EOC openers addressing areas of weakness.

7.   Implement the use of interactive math journal, and graphing paper.

8.   Incorporate variety forms of formative assessments including the use of technology

9. Emphasize math vocabulary and content knowledge through use of Frayer Model Graphic Organizers, Journal Writing, and foldables

10. The frequent use of google classroom, edpuzzle, and curriculum pathways will be emphasize throughout the school year.

> **Strategy's Expected Result/Impact:** All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC
>
> **Staff Responsible for Monitoring:** Principal and Teachers
>
> **Title I:**
> 2.4
>
> **Funding Sources:** Purchase Vocabulary Cards specific to the Algebra 1 EOC - Title 1, Part A - $500

Strategy 4 Details	Reviews			
Strategy 4: Achieve growth in number of successful students by:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
1. Holding tutoring sessions for all students scoring below mastery on benchmark assessments after school or on Saturdays. 2. The frequent use of google classroom, edpuzzle, and curriculum pathways will benefit to the rigor and the academic success of the students. **Strategy's Expected Result/Impact:** All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC **Staff Responsible for Monitoring:** Principal and Teachers **Title I:** 2.4				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 4: The combined percentage of English I & English II students who score at the Approaches Level on the STAAR assessment will be at 90%, at the Meets Level 60%, and at the Masters Level at 30% in Spring 2022.

    Evaluation Data Sources: 2022 STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Utilize a variety of teaching methods that require advanced thinking skills, problem-solving, and close reading/analysis.	**Formative**			**Summative**
-Grade-level meetings at campus and district level	**Nov**	**Jan**	**Mar**	**June**
-Reading strategies materials				
-Pre-AP				
-Classroom Libraries				
-SSR				
-APEX Learning				
-Teacher-created and other available resources				
-Edmentum				
-Springboard				
Strategy's Expected Result/Impact: All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC				
Staff Responsible for Monitoring: Principal and Teachers				
Title I: 2.4				
Funding Sources: Classroom Novels - Title 1, Part A - $5,000				
Strategy 2 Details	Reviews			
Strategy 2: Required summer reading initiative for all students enrolled in Regular, Pre-AP, English courses, concurrent.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Enhance students' reading ability.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers				
Title I: 2.4 - **Additional Targeted Support Strategy**				

Strategy 3 Details		Reviews			

Strategy 3: Utilize benchmark assessments to assess student mastery of objectives and make appropriate instructional adjustments
- departmental/individual teacher analysis of student data
- teacher/student conferences
- regarding benchmark results, essay scores
    Strategy's Expected Result/Impact: All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC
    Staff Responsible for Monitoring: Teachers
 	
    Title I:
    2.4
     - **Additional Targeted Support Strategy**
		Formative			**Summative**

		Nov	**Jan**	**Mar**	**June**

Strategy 4 Details		Reviews			

Strategy 4: Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments.
 	
- Curriculum Framework development / revision
- District-level assessment expectations
    Strategy's Expected Result/Impact: All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC
    Staff Responsible for Monitoring: ELA Coordinator and Teachers
 	
    Title I:
    2.4, 2.5, 2.6
     - **Additional Targeted Support Strategy**
		Formative			**Summative**

		Nov	**Jan**	**Mar**	**June**

Strategy 5 Details		Reviews			

Strategy 5: - employ the use of open-ended assessments (such as short answer or essay responses) to gauge student comprehension of the enduring understandings
 	
- guide student use and development of graphic organizers that reinforce the enduring understandings
    Strategy's Expected Result/Impact: All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC
    Staff Responsible for Monitoring: Teachers
 	
    Title I:
    2.4
     - **Additional Targeted Support Strategy**
		Formative			**Summative**

		Nov	**Jan**	**Mar**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Attend staff development opportunities on writing strategies for LEP students and/or SIOP District Trainings	**Formative**			**Summative**
Strategy's Expected Result/Impact: All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: ELL Coordinator and Teachers **Title I:** 2.4 - **Additional Targeted Support Strategy**				

Strategy 7 Details	Reviews			
Strategy 7: English EOC Advisory classes will be offered to help students re- testing STAAR or have scoring below the mastery level during benchmarks.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will reach the approaches level on the EOC retest. **Staff Responsible for Monitoring:** Principal, Counselor and Teachers **Title I:** 2.4, 2.5 - **Additional Targeted Support Strategy**				

Strategy 8 Details	Reviews			
Strategy 8: Develop classroom libraries as it related to the content teacher. Students will have access to books/resources to read in class.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Enhance reading abilities and develop choices for students to read. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4 - **Additional Targeted Support Strategy** **Funding Sources:** - Title 1, Part A - $2,000				

Strategy 9 Details		Reviews			
Strategy 9: Use electronic dictionaries regularly in the classroom for reading and writing to improve vocabulary understanding and word choice.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase student understanding of written text, their ability to negotiate the meaning of unkown vocabulary words in texts. Increase level of TSI readiness in reading and writing. Increase ovarall scores for Meets and Masters levels in English 1 and English 2 EOC. **Staff Responsible for Monitoring:** Teacher ELA Coordinator **Title I:** 2.4, 2.6 - **Additional Targeted Support Strategy**					

Strategy 10 Details		Reviews			
Strategy 10: Utilize the Sirius English I and English II resources to prepare for and review for EOC testing.		Formative			Summative
Strategy's Expected Result/Impact: Enhance every student's exposure to the EOC testing format and testing objectives. Increase English I and English II scores for Meets and Masters levels in EOC. **Staff Responsible for Monitoring:** English Teachers, ELA Coordinator, Principal **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Sirius Workbooks - Title 1, Part A - $5,000		Nov	Jan	Mar	June

Strategy 11 Details		Reviews			
Strategy 11: Implement audio book technology (headphones) for reading assistance and improvement with all students.		Formative			Summative
Strategy's Expected Result/Impact: Audio enhanced reading will improve comprehension, especially, but not only for EL, SPED, dyslexic and students with other learning disabilities. **Staff Responsible for Monitoring:** Teacher Principal **Title I:** 2.4, 2.6 - **Additional Targeted Support Strategy**		Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

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

    Evaluation Data Sources: CCMR Component of Domain 1

Strategy 1 Details	Reviews			

Strategy 1: Bridge classes will be offered during the summer. A TSI prep curriculum will be used for the course. TSI units will be purchased for students to utilize when testing at no charge to them.
    Strategy's Expected Result/Impact: Increase the number of College Ready students
    Staff Responsible for Monitoring: Principal and Teachers
 	
    Title I:
    2.4, 2.5
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			

Strategy 2: STC individual meetings (audits) will be held with all students to ensure college readiness and eligibility.
    Strategy's Expected Result/Impact: Increase the number of College Ready students
    Staff Responsible for Monitoring: Principal and Counselor
 	
    Title I:
    2.5
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			

Strategy 3: Students will be enrolled in career pathway classes offered by STC. This will include classes taught during the school day, after school, or summer.
    Strategy's Expected Result/Impact: Students will be college ready and graduate with an Associates Degree.
    Staff Responsible for Monitoring: Principal and Counselor
 	
    Title I:
    2.5
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Materials to support STAAR preparation will be provided as needed to math, English, science and Social studies teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will score at the Meets/Masters level on EOC exams. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: General consumable supplies to support classroom instruction of the TEKS will be ordered for teachers. General supplies include, but are not limited to paper, folders, scissors, markers, glue, paint, poster boards.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will score at the Meets/Masters level on EOC exams. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: All students will receive a Chromebook if and teachers will have access to Chromebook carts for students to access during class time to facilitate learning in the classroom as it relates to the EOC exams	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will score at the Meets/Masters level on EOC exams. **Staff Responsible for Monitoring:** Principal and Teachers **Title I:** 2.4, 2.6	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Teachers will have access to smart boards, projectors, & smart tablets in order to utilize technology to enhance student learning in the classroom to enhance STAAR results.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will score at the Meets/Masters level on EOC exams. **Staff Responsible for Monitoring:** Principal and Teachers. **Title I:** 2.4	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Extended Day and Saturday School will be provided for tutoring and/or enrichment of TSI.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of College Ready students	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and Teachers **Title I:** 2.4, 2.6				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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

Performance Objective 6: Closing the gaps (target subgroups)

    Evaluation Data Sources: Comply with all accountability reports

Strategy 1 Details	Reviews			
Strategy 1: Attend staff development opportunities on strategies for ELL students such as SIOP	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student performance in course and EOC **Staff Responsible for Monitoring:** Principal and Teachers **Title I:** 2.4, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: ELL students will be placed in English Advisory Class for additional time with their English Teacher.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Mastery of the English language, Successful completion of ELA and reach the Approaches Level on EOC exams	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Counselor and Teacher **Title I:** 2.4, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Purchase electronic bilingual dictionaries for ELL students to be checked out and used in class.	**Formative**			**Summative**
Staff Responsible for Monitoring: Administration, Campus Technology Coordinator, Librarian, English Teachers.	**Nov**	**Jan**	**Mar**	**June**
Title I: 2.6 **Funding Sources:** Electronic Dictionaries - State Bilingual/ESL - $1,000				

Strategy 4 Details	Reviews			
Strategy 4: Develop classroom libraries as it related to the content teacher and include a variety of reading material to promote reading. Students will have access to books/resources to read in class.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students' reading fluency will increase **Staff Responsible for Monitoring:** Principal and teachers. **Title I:** 2.4, 2.6 **Funding Sources:** Textbooks & Magazines - State Comp Ed (SCE) - $2,000	**Nov**	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Purchase academic magazines and books for non-native English speakers to increase their fluency and academic vocabulary in their native language to assist the acquisition of the English Language.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students' fluency in their native language will increase as well as their academic language. **Staff Responsible for Monitoring:** Spanish Teacher, Principal **Title I:** 2.4, 2.6	**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

Performance Objective 7: By the end of the 2021-2022 school year, the percentage of Special Education students who score at the approaches level on STAAR EOC tests in high school will be 80%.

Evaluation Data Sources: Accountability Reports

Strategy 1 Details	Reviews			
Strategy 1: Utilize technology in the classroom	**Formative**			**Summative**
Utilize varies teaching styles and strategies and curriculum to assess students in mastery of objectives -Co-Teaching -Team teaching -Inclusion -During & after reading strategies -Peer reading strategies TEKS Resource Curriculum -Classroom libraries -Teacher-created & other available resources **Strategy's Expected Result/Impact:** Increase in student mastery and obtain the scale score for the approaches level. **Staff Responsible for Monitoring:** Principal, Inclusion teacher and Teachers **Funding Sources:** Reading Books for Class Library - State Special Education - $500	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Employ the use of open-ended formative assessments (such as short answer or essay responses) to gauge student comprehension of the content being taught. Guide students to use graphic organizers to develop thought process.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student mastery and obtain the scale score for the approaches level. **Staff Responsible for Monitoring:** Principal, Inclusion teacher and Teachers				

Strategy 3 Details	Reviews			
Strategy 3: Allow students to access curriculum or content through the use of assistive technology to include computers, laptops, headphones, Etc. (Special Education teacher will have materials available in google classrooms)	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in student mastery and obtain the scale score for the approaches level.				
Staff Responsible for Monitoring: Principal and teachers				
Title I: 2.4				

Strategy 4 Details	Reviews			
Strategy 4: Provide supplementary instructional materials for students and staff to allow for implementation of student achievement such as Sirius EOC Supplemental Materials	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in student mastery and obtain the scale score for the approaches level.				
Staff Responsible for Monitoring: Principal, Inclusion teacher and teachers				
Funding Sources: Supplemental EOC Materials - State Special Education - $1,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

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

Evaluation Data Sources: Benchmark and EOC Scores
Evidence of increase in blended learning strategies via classroom walkthroughs
Sign-in sheets for Technology Staff Development and Professional Growth Meetings with District CTC's

Strategy 1 Details	Reviews			
Strategy 1: Staff will attend technology training offered by the district or by other entities. Teachers will utilize their training with their students. **Strategy's Expected Result/Impact:** Mastery of curriculum utilizing technology and flipping the classroom. **Staff Responsible for Monitoring:** Principal	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

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

    Evaluation Data Sources: Grades from South Texas College

Strategy 1 Details	Reviews			
Strategy 1: Campus will purchase college textbooks for academic courses for South Texas College courses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will receive dual credit for high school courses and receive college credit. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Counselor will assist with ACT & SAT registration for 11th and 12th grade students. Study material will be provided if current materials that are available are not successful for students prior to testing.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase ACT & SAT Performance **Staff Responsible for Monitoring:** Counselor, Administration	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Campus will provide college academic courses at CTE ECHS for student to enroll.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will graduate with an Associate's Degree. **Staff Responsible for Monitoring:** Principal and Counselor **Title I:** 2.4	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Employ a library aide to assist students with research for their STC academic courses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Assist students with academic research at the college level courses. Students with assistance will have a better overall experience with STC Academic courses. **Staff Responsible for Monitoring:** Principal, Library Aide **Title I:** 2.4, 2.6	**Nov**	**Jan**	**Mar**	**June**

0%	No Progress	100%	Accomplished	→	Continue/Modify	✕ Discontinue

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

Performance Objective 10: Students will attend Saturday camps/school in order to prepare for TSI math testing, catch up with their credits (seniors only) and pass December re-testing for EOC

High Priority

Evaluation Data Sources: TSI scores, Graduation rate and EOC STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: We will have 8 -12 Saturday school days throughout the year to provide opportunities to the students for remediation	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase scores in EOC exams, TSI and Graduation **Staff Responsible for Monitoring:** Prinicpal, Assistant principal, IC's and Teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Funding for Saturday School - Title 1, Part A				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

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

Performance Objective 11: CTE Courses will have the appropriate materials and equipment to ensure students are able to pursue their certification or Associate's Degree in their Program of Study.

High Priority

Evaluation Data Sources: Purchase Orders, Number of Certificates earned

Strategy 1 Details	Reviews			
Strategy 1: Ensure Welding Program has the proper welding materials, equipment and textbooks for students to be successful in the welding courses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will earn their STC certification or Associate's Degree **Staff Responsible for Monitoring:** Principal **Title I:** 2.6	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Ensure Advanced Manufacturing Technology Program has the proper welding materials, equipment, and textbooks for students to be successful in the AMT courses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will earn their STC certificate and/or their Associate's Degree. **Staff Responsible for Monitoring:** Principal **Title I:** 2.6	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Ensure Diesel Technology Program has the proper welding materials, equipment, and textbooks for students to be successful in the diesel courses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will earn their STC certificate and/or their Associate's Degree **Staff Responsible for Monitoring:** Principal **Title I:** 2.6	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Ensure the Criminal Justice Program has the proper textbooks for students to be successful in the criminal justice and required courses. **Strategy's Expected Result/Impact:** Students will earn their Associate's Degree. **Staff Responsible for Monitoring:** Principal **Title I:** 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Ensure the Emergency Medical Technician Program has the proper welding materials, equipment and textbooks for students to be successful in the EMT courses. **Strategy's Expected Result/Impact:** Students will earn their EMT certificate **Staff Responsible for Monitoring:** Principal **Title I:** 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: The Floral Design and BIM courses will have the proper material for students to master the TEKS in their respective courses. **Strategy's Expected Result/Impact:** Students will pass the course. **Staff Responsible for Monitoring:** Princpal	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

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

    Evaluation Data Sources: Technology Inventory

Strategy 1 Details	Reviews			
Strategy 1: All students will have the ability to checkout a chromebook for academic learning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have access to curriculum or the ability to research/write at any given time. Increase in student mastery and obtain the scale score for the Meets/Masters level. **Staff Responsible for Monitoring:** Principal	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Library and computer lab will have computers to be utilized by classes as well being designated areas to print for students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be able to research and create projects with the lead of a teacher. Increase in student mastery for the content. **Staff Responsible for Monitoring:** Principal and teachers **Funding Sources:** Computers and Printers - Title 1, Part A - $1,000	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: There will be multiple sources of technology such as document cameras, smartboards, projectors, chromebooks and/or computers in the classroom for teachers to utilize for their lessons.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student mastery and obtain the scale score for the approaches level. **Staff Responsible for Monitoring:** Principal and teachers	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: All classrooms will have a laser printer to provide access to students to print their assignments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Enhance students ability to print necessary materials for content mastery. **Staff Responsible for Monitoring:** Principal and teachers	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: An instructional technology coach will assist teachers will differentiation with an emphasis on personal learning for At-Risk students.	Formative			Summative
Strategy's Expected Result/Impact: Increase academic success/ incorporating technology applications for personalized learning. **Staff Responsible for Monitoring:** Principal, Campus Technology Coordinator **Title I:** 2.5, 2.6 **Funding Sources:** Campus Technology Coordinator - State Comp Ed (SCE) - $79,617	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: A LVN will be provided to students to ensure proper health and hygiene. LVN will assist with keeping student healthy and attending school	Formative			Summative
Strategy's Expected Result/Impact: Improved attendance and academic achievement with at risk students. **Staff Responsible for Monitoring:** Principal, LVN **Title I:** 2.5, 2.6 **Funding Sources:** - State Comp Ed (SCE) - $21,404	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Students will attend workshops/conferences as it relates to a safe school environment such as drug and tobacco free, bullying, and health awareness.	Formative			Summative
Strategy's Expected Result/Impact: Students will be able to make positive choices at school and at home. **Staff Responsible for Monitoring:** Social Worker, Principal **Title I:** 2.5	Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

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

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

Strategy 1 Details		Reviews			
Strategy 1: Students will have access to computers, software and hardware such as printers, projectors, and poster makers to promote a safe learning environment. **Strategy's Expected Result/Impact:** Decrease in the number of bullying incidents/reports and referrals. **Staff Responsible for Monitoring:** Principal, Social Worker, Counselor **Title I:** 2.5		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

0% No Progress		100% Accomplished		→ Continue/Modify		✕ Discontinue	

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Monitor student STC progress each semester. Enroll in summer classes at STC.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Graduation from College with a certificate or Associate's Degree. **Staff Responsible for Monitoring:** Principal and counselor **Title I:** 2.5 **Funding Sources:** - State High School Allotment	**Nov**	**Jan**	**Mar**	**June**

      0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

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

    Evaluation Data Sources: Attendance and Grades

Strategy 1 Details		Reviews			
Strategy 1: Provide workshops from counseling agencies for students who are identified At-Risk.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improvement on Attendance and Grades		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, Principal					
Title I:					
2.5, 2.6					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Hold parent meetings for Senior Night, and Financial Night. School Festivals	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parental support for students success. **Staff Responsible for Monitoring:** Principal, Social Worker, and Counselor. **Title I:** 4.1, 4.2 **Funding Sources:** Materials for presentations and food for parents. - State Comp Ed (SCE)	**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details	Reviews			
Strategy 2: Campus Social Worker will attend appropriate training, workshops, and conferences to learn new strategies and laws as it relates to community involvement especially with parents. Social Worker will meet with parents of at-risk students who are have attendance issues and are at risk of failing classes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parental support and services. Increase attendance for At-Risk students and passing rates. **Staff Responsible for Monitoring:** Principal and Social Worker **Title I:** 4.1, 4.2 **Funding Sources:** Social Worker - State Comp Ed (SCE) - $60,317	**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

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

    Evaluation Data Sources: Eduphoria and sign in sheets

Strategy 1 Details		Reviews			
Strategy 1: Communicate and work with district Human Resource Office to ensure all teachers are highly qualified.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Student Academic growth. **Staff Responsible for Monitoring:** Principal & Human Resource Director		**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

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

State Compensatory

Budget for CTE Early College High School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 4
Brief Description of SCE Services and/or Programs

Personnel for CTE Early College High School

Name	Position	FTE
Raul Rodriguez	Instructional Coach	1
Stephanie Wurm	LVN	1
Yvette Perez	Instructional Coach	1
Yvonne Olivarez	Social Worker	1

Title I Personnel

Name	Position	Program	FTE
Vacancy	Instructional Aide	Title I Part A	1

Campus Funding Summary

State Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	1	Reading Books for Class Library		$500.00
1	7	4	Supplemental EOC Materials		$1,000.00
				Sub-Total	$1,500.00

State Comp Ed (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	4	Textbooks & Magazines		$2,000.00
2	1	5	Campus Technology Coordinator		$79,617.00
2	1	6			$21,404.00
3	1	1	Materials for presentations and food for parents.		$0.00
3	1	2	Social Worker		$60,317.00
				Sub-Total	$163,338.00

State Bilingual/ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	3	Electronic Dictionaries		$1,000.00
				Sub-Total	$1,000.00

State High School Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	1			$0.00
				Sub-Total	$0.00

Title 1, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	EOC supplemental Materials for formative assessments		$1,000.00
1	1	5			$1,000.00
1	2	4	Science lab materials such as chemicals, solutions, animals for dissection.		$2,000.00
1	3	3	Purchase Vocabulary Cards specific to the Algebra 1 EOC		$500.00
1	4	1	Classroom Novels		$5,000.00
1	4	8			$2,000.00

Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	10	Sirius Workbooks		$5,000.00
1	10	1	Funding for Saturday School		$0.00
2	1	2	Computers and Printers		$1,000.00
				Sub-Total	$17,500.00