Weslaco Independent School District

Weslaco High School

2023-2024 Campus Improvement Plan

Mission Statement

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

Vision

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

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

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

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

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

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

Demographics Strengths

- Weslaco High School (WHS) has been recognized as having "Met Standard" each consecutive year since it's onset.
- WHS has seen an increase in the passing rate on all AP exams.
- WHS saw a 34% increase in the passing rate from Spring 2015 (24%) to Spring 2016 (58%).
- WHS has seen a gradual increase in the number of AP Scholars annually.
- Over the past 5 years, WHS has had one Gates Millennium Scholar, one Hispanic National Merit Scholar, and one National Merit Scholarship Semi-Finalist.
- WHS maintains Small Learning Communities which contribute toward opportunities for continuous school improvement in curriculum, instruction, and assessment.
- WHS has increased the number of AP and Pre-AP classes, tripling the number of Pre-Calculus courses over the past five years, and doubling the number of AP Calculus AB

courses offered.

- WHS has increased open EOC remediation for Math, English, and Science classes along with a College Readiness Math and English class.
- WHS has increased the number of security cameras and security guards and a fence was built for the safety of our students.
- WHS has increased its virtual learning activity.
- WHS has initiated the use of SEL across the curriculum.
- WHS has incorporated GearUp for all entering freshmen.

Problem Statements Identifying Demographics Needs

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

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

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

Student Learning

Student Learning Summary

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

Student Learning Strengths

Overview of the Accountability System

State Accountability Ratings

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

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

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

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

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

2018-19 Accountability Summary	
	WHS Score
Domain I: Student Achievement	81
Domain II: School Progress	84

2018-19 Accountability Summary	
	WHS Score
Domain III: Closing the Gaps	74

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

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

Problem Statements Identifying Student Learning Needs

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

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

School Processes & Programs

School Processes & Programs Summary

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

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

School Processes & Programs Strengths

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

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

Other program strengths include:

- Core teachers meet in subject-level groups weekly to plan and develop common formative and summative assessments, lesson design, interventions, and data analysis.
- Teachers implement best practice/ high-yield instructional strategies to increase student engagement.
- Common EOC reviews exist in all core areas.
- Vertical alignment is present in core subjects.
- Multiple content areas engage in cross-curricular EOC reviews.
- PLC groups attend Professional Development at the district level to ensure effective PLC functions and subject area curriculum sequence.
- An EL focus group comprised of core teachers address our EL students and EL strategies are included in CPT.
- Professional Learning Communities (PLC's) have created cohesiveness within content areas and follow the TEKS Resource System.
- A wide array of technology is available. Bring Your Own Device (BYOD) policy leads to wider technology access and educational implementation of technology. Consistent replacement of technology ensures access to up-to-date hardware and software for educational purposes.
- Students in need of a device to access their courses were provided with Chromebooks that they could keep at home throughout the duration of virtual learning.
- Students in need of internet access at home for course completion were provided with district-issued hotspots.
- Students who did not report to class during synchronous class-time were afforded the opportunity to engage in meaningful coursework before 11:59 of that same day to receive attendance credit.
- Teachers received staff development on the topic of Social Emotional Learning to better understand and relate to student's pandemic-related hardship at home.
- All core area teachers have been SIOP trained to assist our EL learners in closing the achievement gap.
- We provided professional growth opportunities for ESL certification and have increased our numbers in ESL certified teachers.
- ESL meetings and staff developments with regard to TELPAS exit and ESL placement for student and staff awareness were conducted.

- Special Education teachers collaborated with content teachers in planning lessons and accommodations as a result of the purposeful placement of the planning period within the master schedule.
- Special Education teachers meet with every student and monitor to review student progress at least once per six weeks, which ties into SEL.
- Special Education teachers meet with Mrs. King after each benchmark assessment to review student growth.

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

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

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

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

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

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

Problem Statement 1 Areas: Demographics

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

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

Problem Statement 2 Areas: Demographics

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

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

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- 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
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- Parent engagement rate

Goals

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

Performance Objective 1: Social Studies Department: Students will be provided with high-quality instruction by educators who align lesson planning with TEKS, alignment of content areas, and consistent data driven planning through department to ensure fidelity. This will lead to success for our students and an increase in EOC performance. All courses should see gains in performance specifically, 5% points on each reporting category on EOC, with 90% approaches, 70% meets, and 40% at masters, and a 20% rise in AP Scores.

High Priority

HB3 Goal

Evaluation Data Sources: Multiple assessments include: BOY, MOY, EOY, Benchmark, and STAAR End-of-Course Exam for US History.

Strategy 1 Details	Reviews			
Strategy 1: Immediately following the PLC, individual teachers will be responsible for completing class data walls and trackers.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Teachers will inform students on overall class performance. This will create opportunities for students to monitor and track their class and individual performance and optimally their improvement.
    Staff Responsible for Monitoring: Teachers, Instructional Coach, and Content Area Administrator.
 	
    Title I:
    2.6				

Strategy 2 Details	Reviews			
Strategy 2: Within a week of data disaggregation, teachers will guide students to track their own data using a student detailed report.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Teachers will provide students with their assessment results. Students will track their performance on "data tracker" templates and learn where they need to improve.
    Staff Responsible for Monitoring: Teachers, Instructional Coach, and Content Area Administrator.
 	
    Title I:
    2.4				

Strategy 3 Details	Reviews			
Strategy 3: The Social Studies Department will provide instructional resources for our students to address any learning gaps identified by our intensive data analysis. These opportunities will be differentiated to meet the needs of each student. For example:	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3: The Social Studies Department will provide instructional resources for our students to address any learning gaps identified by our intensive data analysis. These opportunities will be differentiated to meet the needs of each student. For example:
*Lowman Education Testing Resources
*After school tutorials where Social Studies teachers can implement targeted interventions based on data analysis
*AP Classroom
*Online EOC Prep courses
*Flocabulary which will provide visual support for students to learn new content area vocabulary
*NearPod which allows for opportunities to interact during the delivery of the lesson through writing, reading and formative assessments
*Sirius modules adapted for the student's specific needs
*Newsela which provide content area articles at varying reading levels for students who need reading practice and support
*Quizziz.com which provides opportunities for formative assessments and review of social studies materials during class and during after school tutorials
*EdPuzzle which provides students with opportunities to view videos with guided questions that enable learning opportunities and formative assessments
*Upfront Magazine for World Geography students
*Sheltered Instructional Strategies

Strategy's Expected Result/Impact: Teachers will implement the software and resources listed to provide direct instruction as well as additional interventions during after school tutorials. These resources will improve student success on district assessments.

Staff Responsible for Monitoring: Teachers, Instructional Coach, and Content Area Administrator.

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

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

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

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Staff development to all science teachers during department planning time about effective assessment strategies, differentiated instruction, and sheltered instruction strategies that ensure students are mastering and retaining concepts, and to maintain Highly Qualified teacher status	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will be able to implement new effective assessments strategies, collaborate with one another on planning their lesson plans. Teachers can collaborate with one another on how these new assessments are working to ensure that students are mastering and retaining concepts. **Staff Responsible for Monitoring:** Administration in charge of department, Academic Associate and the teachers will responsible to obtain their education status up to date. **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: EOC Biology review and curriculum content review correlated to high school science benchmark test each six weeks and to STAAR Biology EOC as well as provide Science tutoring, pull out program for the retesters.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will be well aware of the order of the scope and sequence using multiple sources. Teacher will use TEKS resource system and attend PLC meetings to ensure scope and sequence is vertically and and horizontally aligned and followed. **Staff Responsible for Monitoring:** Administration in charge of department, Science Strategist Claudia Martinez, and Academic Associate **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details		Reviews			
Strategy 3: Pre-AP, Honors, GT, LEP, SpEd, 504, and Inclusion professional development to all Pre-AP, Honors, GT, LEP, SpEd 504, and Inclusion science teachers to improve student achievement. Provide PAP, Honors, GT, LEP, SpEd 504, and Inclusion teachers training on common core standards and interventions with updated resources. Provide students with Pre-AP Science Prep Sessions for students to prepare for Progress Checks and Performance Tasks. Use the curriculum from the College Board		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will be able to provide upper-level advanced strategies and new labs to the Pre-AP Honors, GT, LEP, SpEd 504, and Inclusion students. **Staff Responsible for Monitoring:** Administration in charge of department, Claudia Martinez, AP Coordinator Academic Associate and teachers **Title I:** 2.4, 2.5, 2.6					

Strategy 4 Details		Reviews			
Strategy 4: "Science Saturday" program to assist middle school and high school students with original research projects for the Science Fair, Science Challenge by NASA, Science Olympiad. Participation in the regional science fair potential advancement to the state and international science fair		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teacher will be available to guide, direct and assist students with science fair projects. **Staff Responsible for Monitoring:** Science Strategies and Science Coordinator **Title I:** 2.4, 2.5, 2.6					

Strategy 5 Details		Reviews			
Strategy 5: The science department will implement and revised district high school science Scope and Sequence documents, College Board and UT OnRamps documents to collaborate during district PLC meetings to review the TEKS that need the most attention to ensure the success of students.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The teachers are able to follow and collaborate with each other in regards to planning their lesson plans. **Staff Responsible for Monitoring:** Administration in charge of department, Claudia Martinez, and Academic Associate **Title I:** 2.4, 2.5, 2.6					

Strategy 6 Details		Reviews			
Strategy 6: *ONLINE access codes for all science classes, including but not limited to Biology PAP College Board Classes and UT OnRamps Biology Classes, Physics online text book (Essential Physics) *Develop students' understanding of science concepts with differentiated instruction with several hands-on manipulative and science laboratory activities. Build lessons based on College Board Curriculum Investigation Guides aligned to TEKS and use the TEKS resources to plan lessons Access digital copies of each student textbook and teacher guide, student reproducible		Formative			Summative
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR. **Staff Responsible for Monitoring:** Science Strategist Science CIF Science Teacher **Title I:** 2.4, 2.5, 2.6					

Strategy 7 Details		Reviews			
Strategy 7: STEMscopes, UT Quest, APEX, Gizmo, ZipGrade, Socrative, PearDeck, NearPod, and EduSmart, Edpuzzle, Classroom app, Scribd, Zoom, Screencastify, Google Suites, Google Voice, Quizizz, Quia, Flocabulary,: Digital Subscription Digital science curriculum supplement Multiple 5E resources per TEKS, student assessments and tracking, embedded professional development, and cross curricular instruction Digital, print, and kit options Spanish and English video dictionary		Formative			Summative
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC. **Staff Responsible for Monitoring:** Science Strategist Science CIF Science Teacher **Title I:** 2.4, 2.5, 2.6					

Strategy 8 Details	Reviews			
Strategy 8: Utilize local science resources for real-world science relevance, science career investigations, and community outreach, and teacher professional development	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 8: Utilize local science resources for real-world science relevance, science career investigations, and community outreach, and teacher professional development
TSTC Challenger Learning Center professional development and student facility tours and activities, including shuttle and space laboratory simulations, planetarium, and Micronauts program
UTRGV Science Department Physics science mentorship student program, SpaceX, teacher professional development, Mole Day chemicals and instructional planning Frontera Audobon Society, the Valley Nature Center, and Estero Llano Grande State Park, Santa Ana, field trips and student investigations, and science club events
Weslaco Water Treatment Facility tour and information for science projects Sal Del Rey, USDA/TAMU, and TAMUK Citrus Center research lab collaborations with students to run experiments and learn to analyze scientific data, and bus fare for all travel. Field trips to institutes of higher education such as but not limited to UT- Austin to visit Geo-Science department and UTRGV.

> **Strategy's Expected Result/Impact:** Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.
>
> **Staff Responsible for Monitoring:** Science Strategist
> Science CIF
> Campus Admin
>
> **Title I:**
> 2.4, 2.5, 2.6

Strategy 9 Details	Reviews			
Strategy 9: Science Strategist and Science teachers (grades K-12) will attend scientific conferences.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 9: Science Strategist and Science teachers (grades K-12) will attend scientific conferences.
*CAST
*Science Lectures
*Hestec- UTRGV TBA
*NSTA- TBA
*APSI- UTRGV TBA
*TSELA
*RGVSA Science Conference TBA
*UT OnRamps Conference (Biology, Chemistry, & Physics)
*Region 1 science PD

> **Strategy's Expected Result/Impact:** Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.
>
> **Staff Responsible for Monitoring:** Science Strategist
> Campus Admin
> Science CIF
>
> **Title I:**
> 2.4, 2.5, 2.6

Strategy 10 Details	Reviews			
	Formative			**Summative**
Strategy 10: Required Lab and supplemental science preparation materials	**Nov**	**Jan**	**Mar**	**June**
*Materials for data tracking *Sirius Education Solutions (Grade 8 and Biology) *College Board student workbook *Essential Physics Ergopedia textbooks and Physics laboratory equipment *Lab-Aids Chemistry textbooks, laboratory equipment, chemicals, and investigation guides *Replacement of consumable chemicals, equipment, and student workbook *Waste disposal services *Use Flinn Scientific chemistry online training videos that contain lesson ideas and resources as a supplement *U Teach student teacher program *Equipment, materials and manuals for labs dealing with Physics, IPC, Physical Science, Chemistry, Biology Consumable lab equipment for Labs in Physics, IPC, Physical Science, Chemistry, Biology *Organisms for classroom- for example class pets and plants *Cleaning supply: consumables, paper towels, disinfectant, *Safety equipment: 1st Aid Kit, Blankets, **Strategy's Expected Result/Impact:** Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC. Increased graduation rates. **Staff Responsible for Monitoring:** Science Strategist Campus Admin Science CIF **Title I:** 2.4, 2.5, 2.6				

Strategy 11 Details	Reviews			
	Formative			**Summative**
Strategy 11: Provide extended day , Science Tutors, and Saturday school for students who are not successful on their benchmarks and state assessments.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: More student success on state and district exams **Staff Responsible for Monitoring:** Teachers, academic associates, administrators, mentors **Funding Sources:** - State Comp Ed (SCE) - $5,985				

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

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

Performance Objective 3: Math Department:

All students will receive a high-quality education through effective programs and initiatives to complete high school and be prepared for post-secondary education. Algebra 1 students will reach 83%, 40%, and 17% for approaches, meets, and masters on the EOC. 80% of Geometry and Algebra 2 students will surpass their expected growth score on their MAPS NWEA test, from BOY to EOY 2023, 95% of students will pass their College-Prep Math course, and AP math scores will increase by 10% from 2023.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy 1: District Secondary Math Team Meetings: Representative teachers all High School and Middle School Math Departments will meet to coordinate courses vertically and horizontally in order to ensure all students have the prerequisite knowledge and skills as they progress through successive math courses (District PLC meetings). Courses include: --Algebra 1 --STLN HSM --Math Modeling --Algebraic Reasoning --Geometry --Algebra 2 --Pre-Calculus --Calculus AB --Calculus BC --Calculus 2 --Calculus 3 --Engineering Math --Statistics --Computer Science --College Prep Math, HB 5 --New courses as determined by TEA or WISD school board **Strategy's Expected Result/Impact:** This strategy is expected to increase the passing rate of students in their respective math classes and associated tests, EOC, TSI, AP, ACT, SAT **Staff Responsible for Monitoring:** Math Teachers Math Administrators Facilitators Counselors Parent Specialist **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			

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

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

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

Staff Responsible for Monitoring: Math Teachers
Math Administrators
Facilitators
Counselors
Parent Specialist

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy**

Strategy 3 Details	Reviews			

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

1. Extended Day

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

35. SIRIUS 36. Get more math (subscription) 27. Gimkit (subscription) **Strategy's Expected Result/Impact:** This strategy is expected to increase the passing rate of students in their respective math classes and associated tests, EOC, TSI, AP, ACT, SAT, MAPS NWEA. **Staff Responsible for Monitoring:** Math Teachers Math Administrators Facilitators Counselors Parent Specialist **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Dual Classes textbooks - State Gifted and Talented (G/T), Extra duty pay for Saturday School - State Comp Ed (SCE) - $5,985, Extra duty pay for UIL - State Gifted and Talented (G/T)			

Strategy 4 Details	Reviews			
Strategy 4: Professional Development: WHS math teachers will plan, lead, attend, and/or complete professional development including but not limited to:	Formative			Summative
	Nov	Jan	Mar	June

1. RGVCTM
2. CAMT
3. NCTM
4. Region One PD
5. District PD
6. Campus PD
7. Strategy Walk-throughs
8. Online Training
9. Book Study
10. College Courses
11. Peer Sharing
12. Self-Study
13. AP Conferences
14. Gear Up PD
15. AVID Trainings
16. GT Trainings (All Department)
17. ACT & SAT trainings/professional development
18. SEL training
19. ALEKS Training
20. Strategies for supporting Special Education, 504, ESL
21. Other relevant content-related professional development opportunities that arise
22. MAPS NWEA Training/ professional development
23. Mental Health training for teachers
24. Professional development books (ex. Unlocking Mathematical Mindsets by Jo Boaler)
25. Dale Carnegie Leadership training

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

Staff Responsible for Monitoring: Math Teachers
Math Administrators
Facilitators
Counselors
Parent Specialist

Title I:
2.4, 2.5, 2.6

Funding Sources: Conference fees including travel and lodging. - State Gifted and Talented (G/T), Substittue teachers for PD - Title 1, Part A

Strategy 5 Details	Reviews			
Strategy 5: Classroom Curriculum and Instruction Supports: WHS will provide the curricular materials, supplies, and	Formative			Summative

training necessary to support classroom curriculum and instruction in a variety of ways including but not limited to:

	Nov	Jan	Mar	June

1. Purchasing TI graphing calculators and navigator systems.
2. Purchase batteries and/or charging stations for calculators.
3. Purchase chrome books, carts, charging stations to support 1-1 use in the classroom (35 chrome books per class)
4. Purchase eno boards, digital document cameras, surface pro 4's with wifi.
5. Provide training for new technology purchases.
6. Purchase Kuta Software for all math classes; add pre-calculus to the existing site license.
7. Purchase STAAR test-prep materials such as student workbooks.
8. Purchase study guides for computer science, calculus, and statistics AP courses.
9. Purchase text-books for pre-calculus classes.
10. Purchase MyMathLab licenses for pre-calculus and calculus students.
11. Provide additional training on Google Education Suite.
12. Purchase site license for online programs including Desmos and Geogebra.
13. Purchase regular laptops for statistics and computer science courses
14. Algebraic Reasoning Resources/Textbooks aligned with TEA/TEKS Resource System
15. Toner for printers
16. Smartboards/updates
17. Class sets of Headphones
18. Colored printer for data walls
19. Classkick
20. laptops for teachers/Touch screen chrome book
21. Headsets with microphones and webcams
22. Monitors for virtual teaching
23. portable Document cameras
24. XP pen pad/WACOM tablet
25. Desmos (Algebra Curriculum)
26. USB Docking Stations
27. Ipad/Ipad Pro
28. Apple TV
29. mini projectors
30. IXL
31. Purchase updated desktops
32. Purchase mobile whiteboards
33. Purchase Viewboards for all math department
34. Get more math subscription
35. Purchase Quizizz subscription
36. Flexible seating for Blended Learning implementation
37. Purchase updated projectors
38. Purchase microsoft display adapters

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

Staff Responsible for Monitoring: Math Teachers
Math Administrators
Facilitators
Counselors

Parent Specialist

Title I:
2.4, 2.5, 2.6
Funding Sources: Graphing Calculuators, Kuta software, teaching materials - State High School Allotment

Strategy 6 Details	Reviews			
Strategy 6: Pedagogical Strategies: WHS math teachers will employ a variety of pedagogical strategies, activities, and techniques to increase the depth and rigor of course content and improve student learning, including but not limited to:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

1. Common Assessments in each course
2. Modeling
3. Kagan Activities
4. SIOP Strategies (EL/TELPAS)
5. Use of Aware and DRS software to track growth in EOC objectives
6. ALEKS
7. MyMathLab
8. Google Classroom
9. Writing Across the Curriculum
10. Blended Learning
11. Use of Incentives to encourage participation in after school tutoring
12. Rewards and Incentives for students excelling academically and attendance
13. Project-based learning
14. Interactive software/online activities such as Desmos, Geogebra, Mathematica, SeeSaw.me, PlayPosit, Youtube, Quizlet, Flipgrid, APEX, Zip Grade, Teacher Pay Teacher, Nearpod, Google Suite, Classkick, Screencastify, ZOOM, Quizzizz, Quizlet, Flocabulary, SpringBoard, Agile Mind, GimKit, Google Voice, ALEKS, IXL, Get More Math
15. TEKS Resource System
16. Delta Math PLUS, Khan Academy and any other online resources
17. SEL curriculum

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

Staff Responsible for Monitoring: Math Teachers
Math Administrators
Facilitators
Counselors
Parent Specialist

Title I:
2.4, 2.5, 2.6
Funding Sources: MyMathLab student codes for pre-calculus and caclulus classes - State Gifted and Talented (G/T)

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

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

Performance Objective 4: English Department:

The English Department will increase MEETS scores to 50% or higher and increase MASTERS scores to 10% for both English I and II EOC; increase AP Language score points 3, 4 and 5 to 40%, AP Literature score points 3, 4 and 5 to 55%; increase College Prep earned credit to 35%; increase TSI 2.0 passing rates and participation; and increase the average scores for Reading/Writing ACT by three points. To ensure success in these increases, all students will be provided with opportunities to enhance literacy awareness while meeting/exceeding standards that will support and prepare students for college and career paths with the following resources and strategies:

> **Evaluation Data Sources:** A variety of assessments (i.e. MAPS NWEA, STAAR/EOC, CBA's, Benchmarks, TELPAS, AP exams, TSI, ACT/SAT, LAS, College Transitions curriculum, etc.) and district/campus resources (i.e. DRS, Aware, attendance, TEKS Resource System, Edmentum, SAAVAS Realize, Springboard, Collegeboard, Gear UP initiatives/counseling etc.) will be used to measure the academic and language growth in students across all grade levels

Strategy 1 Details	Reviews			
Strategy 1: The English Department will evolve in their remote and face to face instructional practices through workshops, training, and classroom visits (within and outside of the department) to assist with the acquisition of knowledge for all student populations. Technology and resources needed or utilized include but are not limited to:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 1 Details (continued)				
*AVID *TEKS Resource System *SAAVAS Realize *Springboard *AP Collegeboard *Google Classroom *Google Suite Products *Screencastify *Gear Up/Supportive ED *LEADx *Sirius *House Bill 5 Workshops *s3strategies *Saddleback *SIOP/TELPAS *College Preparation course: books, materials, teacher workshop and trainings *Rosetta Stone *TTess workshops, trainings and/or collaboration. *Online Learning Platforms: No Red Ink, Commonlit.org, Edpuzzle, Quizizz, Newsela, Padlet, Mentimeter, Flipgrid, Nerdstudy, CNN 10, Nearpod, Kahoot *Technology hardware: desktops, laptops, tablets, etc.; cameras, webcam, document cameras, etc.; headsets, microphones, etc.; wireless: mouse, keyboard, printer, etc. **Strategy's Expected Result/Impact:** More knowledgeable teachers who disseminate the content as well as instruction utilizing innovative practices. This helps to target capacity among the teachers, which will in turn benefit the students across all populations enrolled in their courses. **Staff Responsible for Monitoring:** Administration in charge of department, Academic Associate, and the Teachers will be responsible for attaining success with regards to the standard set forth in the application of the prescribed and new strategies. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: The English Department will guide and monitor all student populations, to acquire the knowledge and skills required to be successful on all forms of assessments, from EOC to AP to College entrance exams (tutoring, camps, pull-outs, differentiated instruction, instructional materials, etc), as well as maximize student success in Dual Enrollment courses.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Technology and resources needed or utilized include but are not limited to:
*AVID
*SAAVAS Realize
*Springboard and Vocabulary.com
*AP Collegeboard
*Google Classroom
*Google Suite Products
*Gear Up/Supportive ED
*Screencastify
*Apex
*JSTOR
*Mackinvia
*Sirius
*Saddleback
*Edmentum
*s3strategies
*Assessment coaching/consumables for EOC, TSI, ACT, SAT, AP, etc.
*Online Learning Platforms: No Red Ink, Commonlit.org, Edpuzzle, Quizizz, Newsela, Padlet, Mentimeter, Flipgrid, Nerdstudy, CNN 10, Nearpod, Kahoot
*Technology hardware: desktops, laptops, tablets, monitors, etc.; cameras, webcam, document cameras, etc.; headsets, microphones, etc.; wireless: mouse, keyboard, printer, etc.

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

Staff Responsible for Monitoring: Administration, Academic Associate, and the Teachers will be responsible for attaining success with regards to the standard.

Title I:
2.4, 2.5, 2.6

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: The English Department will utilize various forms of technology to assist in the delivery of instruction (in the process, enhancing it) as well as allow for students to engage with it (in their coursework) to promote life-long literacy and effective communication. Technology and resources needed or utilized include but not limited to:	**Nov**	**Jan**	**Mar**	**June**

Strategy 3: The English Department will utilize various forms of technology to assist in the delivery of instruction (in the process, enhancing it) as well as allow for students to engage with it (in their coursework) to promote life-long literacy and effective communication. Technology and resources needed or utilized include but not limited to:

*SAAVAS Realize
*Springboard and Vocabulary.com
*AP Collegeboard
*Google Classroom
*Google Suite Products
*Screencastify
*Apex
*Edmentum
*Online Learning Platforms: No Red Ink, Commonlit.org, Edpuzzle, Quizizz, Newsela, Padlet, Mentimeter, Flipgrid, Nerdstudy, CNN 10, Nearpod, Kahoot
*Technology hardware: desktops, laptops, tablets, monitors, etc.; cameras, webcam, document cameras, etc.; headsets, microphones, etc.; wireless: mouse, keyboard, printer, etc.

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

> **Staff Responsible for Monitoring:** Administrators, counselors, remote conferencing teachers, and teachers will serve in facilitating the success of this initiative.

> **Title I:**
> 2.4, 2.5, 2.6

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: The English Department will engage in district, grade level and cross curricular PLC's for greater learning opportunities for the teachers benefiting the students with richer instruction geared towards their literacy success. Technology and resources needed or utilized include but are not limited to:	**Nov**	**Jan**	**Mar**	**June**
*SAAVAS Realize *Springboard *AP Collegeboard *Google Suite Products *Screencastify *TEKS Resource System *s3strategies *House Bill 5/College Preparation Course *Technology hardware: desktops, laptops, tablets, etc.; cameras, webcam, document cameras, etc.; headsets, microphones, etc.; wireless: mouse, keyboard, printer, etc. **Strategy's Expected Result/Impact:** The strategy will assist in developing more effective, efficient and "Master" Teachers **Staff Responsible for Monitoring:** Administration, as well as teachers and parents will serve to facilitate in the success of this strategy. **Title I:** 2.4, 2.5, 2.6				

Strategy 5 Details	Reviews			
Strategy 5: The English Department will provide virtual and in person tutoring,review sessions, extended day and Saturday school for students who are not successful in their classwork, benchmarks and state assessments and may request mentors throughout the year. Technology and resources needed or utilized include but are not limited to: *SAAVAS Realize *Springboard and Vocabulary.com *AP Collegeboard *Gear-up/Supportive ED *Google Classroom *Google Suite Products *Screencastify *Apex *JSTOR *Edmentum *Sirius *Online Learning Platforms: No Red Ink, Commonlit.org, Edpuzzle, Quizizz, Newsela, Padlet, Mentimeter, Flipgrid, Nerdstudy, CNN 10, Nearpod, Kahoot *Technology hardware: desktops, laptops, tablets, monitors, etc.; cameras, webcam, document cameras, etc.; headsets, microphones, etc.; wireless: mouse, keyboard, printer, etc. *Incentives: gift cards, snacks/food, technology, school supplies, etc. **Strategy's Expected Result/Impact:** Performance on assessments for reading and writing will improve. **Staff Responsible for Monitoring:** Administration, Academic Associate, ELA Strategist and the grade level leaders will serve to facilitate in the success of this strategy. **Title I:** 2.4, 2.5, 2.6	**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 that develop college, career, and military service ready leaders.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Counselors will monitor academic performance and will guide students towards the appropriate endorsement graduation pathway by the following means:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
-Counselors will utilize technology to provide student supports including virtual meetings, workshops, and one to one student conferences. -Individual conferences will be held with students regarding grades and graduation plans. -Increase number of students enrolled in dual enrollment courses, AP classes, OnRamps courses, and all other advanced coursework in accordance with higher educational institutions. -Follow up with students that are not successful in the classroom and find alternative ways of recovering credits through credit recovery program, and Review and Recover. -Provide assistance with classwork such as tutorial programs. -Monitor and work closely with students that have excessive absences and/or are not performing well in class. -Offer options to students to make up hours due to excessive absences. -Ensure that all students either graduate or enroll as returning students the following school year. -Recover leavers and ensure they continue with their educational careers resulting in increased graduation rates. -Provide presentations to students regarding graduation plans, grades, credits, recovery programs, tutoring, attendance, social skills, bullying, drugs, STAAR EOC information, endorsements, and graduation requirements. -Serve as advocates for students and attend ARD meetings to provide feedback to student educational goals. -Provide 504 documentation to teachers via Aware and have meetings with parents and committee. -Hold ESL LPAC meetings, gather ESL testing accommodations, and input all information on SuccessEd. -Assist with 504/ Share referrals as recommended by parents and teachers.				

-GEAR UP: offer academic tutoring and coaching through the use of Supportive ED, a 24/7 online tutoring platform

-Enroll more students in CATE courses and finish endorsements.

-Provide students with a survey of interests prior to registration to select endorsement.

-Provide Flex Program opportunity if approved by the board this school year.

> **Strategy's Expected Result/Impact:** Students will have guidance and be given skills necessary to be academically successful in their educational pursuits.
> **Staff Responsible for Monitoring:** Counselors
> College Readiness Specialist
> Social Worker
> Parental Involvement Specialist
> Administration
> Diagnostician
>
> **Title I:**
> 2.5, 2.6, 4.1, 4.2

Strategy 2 Details	Reviews			
Strategy 2: Counselors will provide guidance and assistance with planning for post-secondary goals and will do so by the following methods in person and/or virtually:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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

-Individual conferences will be held with students annually to discuss college advisement, admissions, scholarships, financial aid, and all other necessary documentation for college and university admission.

-College representatives and military representatives will be invited to campus to provide informational sessions to address questions students may have regarding college and to encourage students to pursue a post-secondary education.

-Provide opportunities to take college entrance exams.

-Students will be given the opportunity to be exposed to post-secondary institutions so that they can make informed decisions when selecting a college/university.

-Host evening parent programs that will help parents and students become familiar with college/university information, financial aid, housing, etc. and provide assistance with completing applications through application drives by partnering with college representatives.

-Provide assistance with college applications through application drives during the school day as well as after school.

-Provide student presentations regarding ACT/SAT/TSI testing, college application procedures, scholarships, and financial aid.

-Provide information to various populations including undocumented students, students who fall under the special education / 504 department, and assist with educational plans and for life after graduation.

-ECHS seniors will participate in STC advisement sessions to continue planning for post-secondary goals.

-GEAR UP program will offer virtual and in person student and parent conferences in areas such as Literacy, STEM, Career Exploration, Financial Literacy, along with virtual college visits.

> **Strategy's Expected Result/Impact:** Students will graduate from Weslaco High School and will have a post-secondary plan in place to further their education for a successful future.
>
> **Staff Responsible for Monitoring:** Counselors
> Administration
> College Readiness Specialist
> Social Worker
> Parental Involvement Specialist
> Teachers
>
> **Title I:**
> 2.6, 4.1

Strategy 3 Details	Reviews			
Strategy 3: Counselors will be provided with professional development in order to be knowledgeable and up to date with current educational trends through the following:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
1. Weekly department Meetings 2. Monthly student support service meetings 3. Various trainings, staff development sessions, and conferences. 4. GEAR UP will offer Counselor Academy and other various training/workshops will be offered to support SEL, testing, and/or financial literacy. 5. Counselors will stay up to date and complete annual 6 hour GT Trainings. 6. Avid techniques will be utilized to service students in post-secondary awareness. 　**Strategy's Expected Result/Impact:** Counselors will be equipped with knowledge needed to assist students with their educational goals. 　**Staff Responsible for Monitoring:** Counselors 　Administration				

Strategy 4 Details	Reviews			
Strategy 4: Increase number of students meeting CCMR Indicators by monitoring on a regular basis in the areas of:	Formative			Summative
	Nov	Jan	Mar	June
-TSI Testing -College Prep Courses -On Ramps -Dual Enrollment -CTE Courses -Certifications -Associate's Degree Opportunities -Military Opportunities -AP Testing -Workforce Readiness for Special Education Students -Monitor Graduation Plans -Tutorials and ongoing counseling as needed to ensure students are college ready. -Promote CCMR as early as freshman year. Advertise/ Promote CCMR on a campus level. -Provide incentives to motivate students to obtain CCMR indicator including lime green graduation cord. **Strategy's Expected Result/Impact:** Students will graduate highschool and enroll in college, the military, or be workforce ready. **Staff Responsible for Monitoring:** Counselors College Readiness Specialist Administration Campus Staff Teachers **Title I:** 2.6, 4.1 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Results Driven Accountability**				
0% **No Progress** 100% **Accomplished** → **Continue/Modify** ✕ **Discontinue**				

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

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

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: English learner who are new to this country and are enrolled at Weslaco high will receive after school tutorials. These tutorials will be language specific and will include some instances of content help.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This strategy will significantly increase the EL's ability to read at a higher level and will increase their confidence in regards to learning a new language. **Staff Responsible for Monitoring:** Principal, CIF, ELA teachers, WISD ELA Strategist, Bilingual/ESL Director **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - State Bilingual/ESL				

Strategy 2 Details	Reviews			
Strategy 2: Weslaco High School has seen an influx of recent immigrants and limited English proficiency students. ESL lesson will be available for these students through their English classes. Students will receive appropriate accommodations in classes to help accelerate the English language accusation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This strategy targets the ability to reduce the affective filter of all recent immigrant students and those who have limited English proficiency. **Staff Responsible for Monitoring:** ESL and English department **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Students that are new to the country and to Weslaco High School will be able to experience the American culture by participating in every day activities, participating in field trips and practicing social norms.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will ease into their new culture. The ability to incorporate into their new culture without loosing any aspect of their original culture will facilitate the learning experience of all EL's. **Staff Responsible for Monitoring:** ESOL Teachers and Bilingual /ESL Director **Title I:** 2.5				

Strategy 4 Details	Reviews			
Strategy 4: Teacher in the ESL department will have the opportunity to have continuing education hours. The district will advise the teachers of upcoming trainings, either in person or virtual. The trainings will be targeted and will be the most beneficial to the EL student.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Professional growth in area of subject taught for participants. **Staff Responsible for Monitoring:** WISD ELA Strategist and Bilingual/ESL Director **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - State Bilingual/ESL, - State Bilingual/ESL				

Strategy 5 Details	Reviews			
Strategy 5: All ESL students will have opportunities to work with Rosetta Stone program.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will increase their reading fluency and understanding of English language. **Staff Responsible for Monitoring:** ESL Academic Associate **Title I:** 2.4, 2.5, 2.6 **- Additional Targeted Support Strategy**				

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

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

Performance Objective 7: By the end of the 2022-2023 academic school year, the Special education staff will provide research-based instruction for our students. that will align content, resources, and assessments and improve the passing rate of special education student performance at a 10% increase on STAAR/EOC assessments.

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

Strategy 1 Details	Reviews			
Strategy 1: The Special Education department will utilize a variety of classroom assessments to determine student mastery of objectives and make appropriate instructional adjustments and teaching methods, face to face and virtually.	**Formative**			**Summative**
Instructional Practices: *MAPS TESTING-monitor student progress through content *Co-Teaching *Team Teaching *Inclusion *Meet the Monitoring Teacher *TEKS Resource System *Eduphoria *Google Suites Products Online Learning Platforms: *Google Classroom *Unique Program *Apex Learning *SAAVAS Realize *ALEX *No Red Ink *Iknowit.com *edpuzzle.com *getepic.com *www.N2y.com *brainpop.com *kahoot.com *zarn.org *quizizz.com *Edmentum Technology hardware: -Headphones/Mics. -Document Cameras -Printers/Scanners -Smartboard -Webcams	**Nov**	**Jan**	**Mar**	**June**

-Wide Screen monitors
-Educational Smartboard games
-Classroom supplies/materials
-Classroom supplies/materials
-Toner

Strategy's Expected Result/Impact:
Monitor contact minutes

staff development sessions

continue to provide resources to staff to ensure student engagement

Improve EOC scores
Improve TSI scores
Staff Responsible for Monitoring: WHS ADMN
  Special ED. Teachers
  General Ed. Teachers
  Related services personnel
  Counselors

Title I:
2.4, 2.5, 2.6
 - **Additional Targeted Support Strategy**
Funding Sources: - State Special Education

Strategy 2 Details	Reviews			

Strategy 2: The Special Education department will provide students with access to the curriculum through the use of assistive technology including computers, chrome books/I PADS brailers, augmentative communication devices, adaptive equipment, online learning applications such as Google Meets, Zoom, Screencastify, Google Suite Products, EdPuzzle, FlipGrid, Padlett, Apex Learning, SAAVAS Realize, ALEX, No Red Ink, and other use of online opportunities, etc.
 	
Technology hardware:
-Headphones/Mics.
-Document Cameras
-Printers/Scanners
-Smartboard
-Webcams
-Wide Screen monitors
-Educational Smartboard games
-Classroom supplies/materials
-Classroom supplies/materials
-Toner
 	
    Strategy's Expected Result/Impact: Increased performance of students on assessments
 	
    Benchmarks
    STAAR
    Staff Responsible for Monitoring: Special Education Staff
    General Ed. Teachers
 	
    Title I:
    2.4, 2.5, 2.6
    - Additional Targeted Support Strategy
    Funding Sources: - State Special Education
	Formative			**Summative**

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

Strategy 3 Details	Reviews			
Strategy 3: The Special Education department teachers and teacher assistants will assist and support general education teachers by monitoring adequate accommodations on assignments, projects, and assessments, and provide meaningful lessons by co/team teaching. Special Ed. teachers will help modify and implement appropriate accommodations/ differentiated instruction on a bi-weekly basis while planning with General Ed. Teacher.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

*TEKS Resource System
*Eduphoria (AWARE)
Google Classroom
*Unique Program
*Apex Learning
*SAAVAS Realize
*ALEX
*No Red Ink
 	
  Strategy's Expected Result/Impact: Increased performance of students on assessments
  Six Weeks Tests
  Benchmarks
  STAAR
  Staff Responsible for Monitoring: Sp. ED Staff:
  Admin
  General Ed.
 	
  Funding Sources: - State Special Education				

Strategy 4 Details	Reviews			
Strategy 4: Counselors will increase college, and career awareness, and provide exposure to a variety of careers, career skills, and activities to special education students. 70% of the Special Education Senior students will participate in a college trip to include information pertaining to access to accommodations at the post-secondary level, as well as participation in the VAC program with TWC.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Special Ed Teacher in conjunction with the General Ed teacher will provide TSI preparation through Algebra 2 and English 3 classes.
 	
-TWS - VAC Training
-OST - Off-Site Training
  Strategy's Expected Result/Impact: Students will become aware of various careers and college
  options
  Staff Responsible for Monitoring: General Ed.
   Counselors
 	
  Title I:
  2.4, 2.5, 2.6
   - **Additional Targeted Support Strategy**				

Strategy 5 Details	Reviews			
Strategy 5: Special Education staff will provide before or after-school tutoring for a duration of 30 minutes twice a week such as review & recover services for Special Education students who are not successful on their benchmarks, and state assessments and/or are experiencing difficulty in their classes, and to address areas of need for students on an Intensive Program of Instruction/Accelerated Plan of Instruction	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: More student success in class, on state and district exams. **Staff Responsible for Monitoring:** SPED staff Admin Counselors **Title I:** 2.4, 2.5, 2.6 - **Additional Targeted Support Strategy**				

Strategy 6 Details	Reviews			
Strategy 6: Professional Development: WHS Special Education teachers will plan, lead, attend and/ or attend and complete professional development. -Region One SD -District SD - Monthly Special Education Coordination Meetings -Campus SD -Online Training -Conferences -Webinars- -LEADx/Gear-Up -Avid Training -Other relevant content-related professional development.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This strategy is expected to increase the passing rate of students in all classes and associated exams and tests. **Staff Responsible for Monitoring:** Sped staff Admin Counselors Central Office Admin **Title I:** 2.4, 2.5, 2.6 - **Additional Targeted Support Strategy**				

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: The Fine Arts department will provide and guide the students to acquire the knowledge and skills to graduate with opportunities to communicate proficiency in a least one fine arts discipline: Music Dance Theatre Art **Strategy's Expected Result/Impact:** With more quality instruction and guidance within each discipline, the students will better understand the importance fine arts provides in developing the well rounded students. Each student will understand the meaning of teamwork, consistency, hard work in all courses for participation, time management, and the passion for fine arts. **Staff Responsible for Monitoring:** Fine Arts Instructor Counselors Administration Teachers Students Tutors	**Formative**			**Summative**
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide training to all fine arts instructors to address the TEKS in each of the disciplines and workshops to cater to the fine arts programs for secondary grade levels **Strategy's Expected Result/Impact:** Staff will better understand the TEKS as well as learn more efficient teaching strategies in each discipline. These workshops will enhance and innovate each instructor for quality teaching **Staff Responsible for Monitoring:** Fine Arts Director Fine Arts Instructors	**Formative**			**Summative**
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The Fine Arts Department will work closely with other staff members and parents to monitor student progress, help acquire skills for post-secondary education, and meet the career and college readiness standards.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: By working together will the entire staff and having a closer relationship with parents, the students will be more successful in all core classes, be prepared for college tests, applications, and have a higher percentage of students continuing their education. **Staff Responsible for Monitoring:** All Teachers Administration Counselors				

Strategy 4 Details	Reviews			
Strategy 4: The Fine Arts department will work closely to monitor and help to increase the completion rate for high school seniors (parents and students need to be taught about credits)	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will be more aware of how each classes plays an important role in earning credits to graduate in either the recommended or distinguished plan. **Staff Responsible for Monitoring:** All Teachers				

Strategy 5 Details	Reviews			
Strategy 5: The Fine Arts Department will encourage and assist the students to prepare themselves for post-secondary educations	**Formative**			**Summative**
	Nov	Jan	Mar	June

All students may use their college shirts on a certain day to promote post-secondary educations as appropriate.
 	
Students will be encouraged to take the highest level of classes on which they can succeed.
 	
Students will be challenged through to meet the commended criteria on the EOC
 	
Pre-AP and AP studio art classes will be offered to prepare students for post-secondary education.
 	
SAT/ACT, THEA skills will be incorporated in all classes.
 	
Words of the day will be announced daily and reinforced.
 	
English Wall of Fame
    Strategy's Expected Result/Impact: Students will be better prepared for college courses and environment once they graduate.
    Staff Responsible for Monitoring: All Teachers
Counselors
Go Center				

Strategy 6 Details	Reviews			
Strategy 6: The Fine Arts Department will guide students to success in their course work to help them to be life-long art enthusiasts and effective communicators.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
A common professional growth period will be used to provide staff development and to facilitate cooperation among fine arts teachers. Students will be provided with opportunities to publish their artwork/performances After school and tutorials will be provided for all students in need of assistance. Peer Tutoring (sectionals, rehearsals) the A-Plus curriculum will be utilized to assist students in caching up with their required number of credits. Students will be encouraged to participate in all UIL, VASE, TMEA competitions. etc **Strategy's Expected Result/Impact:** Students will advance to district, regional, area, state and national levels of competition. With students passing their classes and having the extra help, they will be able to gain the skills and knowledge that is needed to advance, earn scholarships, as well as perform as a higher level. **Staff Responsible for Monitoring:** All Teachers Administration Counselors Fine Arts teachers				

Strategy 7 Details	Reviews			
Strategy 7: Sustained Silent Reading will be used in Fine Art classes to encourage extensive reading experiences	Formative			Summative
	Nov	Jan	Mar	June

SSW and free writing will be encouraged/ included in the writing process through their visual journals.
 	
Students will have the opportunity to create and present media presentations
 	
Students will have opportunities to produce final drafts on word processors as part of the writing process
 	
The internet will be used judiciously for research
 	
The fine arts teachers will coordinate lessons with other disciplines to align instruction and integrate the fine arts, STARR, and EOC.
    Strategy's Expected Result/Impact: Students will reinforce their skills and be able to transfer them over to all core classes.
    Staff Responsible for Monitoring: Fine Arts Teachers
    All Teachers				

Strategy 8 Details	Reviews			
Strategy 8: Students will participate in art exhibits, dance performances, theatrical programs, musical concerts and in museums and universities in the lower Rio Grande Valley (a minimum of 2 events per year):	Formative			Summative
	Nov	Jan	Mar	June
Weslaco Christmas Parade Weslaco Library Santa Anna Wildlife Refuge McAllen IMAS McAllen Christmas Parade Children's Museum of Brownsville Edinburg Historical Museum Youth Art Month (March) Onion Fest Rio Fest Art Contest Livestock Show Art Contest Elks Lodge Art Contest Gloria Canales Folklorico Art Exhibit at Central Office UIL VASE Al Fresco UIL Marching/Concert/Sightreading TECA Competitions TAMUK Jazz Festival Brownsville Marimba Contest WISD Fine Arts Fiesta **Strategy's Expected Result/Impact:** All Students will grow in their respected art to become a better performer, musician etc. Students will better understand the process of being consistent and the value of hard work in order to be successful. Also, students will want to compete at all these competitions so they will try harder in their core classes so that they pass to be eligible. **Staff Responsible for Monitoring:** Fine Arts Instructors				
0% No Progress 100% Accomplished Continue/Modify ✕ Discontinue				

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

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

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Promote and align library resources with school curricula to support classroom assignments and student needs by providing physical and remote access to current print and digital resources through the evaluation, selection, and purchase process to support district and campus initiatives.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: District Literacy Initiative Future Ready Library Initiative Encourage life long learners Increase circulation statistics Improve college readiness **Staff Responsible for Monitoring:** Librarian, Teachers, Administration, Campus and District Staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Print and Digital Resources - State Comp Ed (SCE) - $5,000, Print and Digital Resosurces - General Fund - $60,000, Print and digital resources - ESSER - $10,000				

Strategy 2 Details	Reviews			
Strategy 2: Promote information literacy and literature appreciation by expanding student access to authors, current trends, and participating in local, state, and national literacy events, and conferences.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: District Literacy Initiative Future Ready Library Initiative Encourage life long learners Increase circulation statistics Improve college readiness **Staff Responsible for Monitoring:** Librarian, Teachers, Administration, Campus and District Staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Literacy Competitions - State Comp Ed (SCE) - $1,000, Literacy Competitions - General Fund - $1,000, - Title 1, Part A - $1,000				

Strategy 3 Details	Reviews			
Strategy 3: Collaborate with faculty and staff to monitor copyright infringements and plagiarism	**Formative**			**Summative**
Strategy's Expected Result/Impact: District Literacy Initiative,	**Nov**	**Jan**	**Mar**	**June**
Future Ready Library Initiative Encourage life long learners Improve college readiness **Staff Responsible for Monitoring:** Librarian, Teachers, Administration, Campus and District Staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** Print and digital resources - General Fund - $1,000				

Strategy 4 Details	Reviews			
Strategy 4: Attend library and instructional professional development, and participate in professional associations (local, regional, state, national) to maintain a current professional knowledge of current trends, and current library and educational practices to meet student needs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: District Literacy Initiative, Future Ready Library Initiative Encourage life long learners Increase circulation statistics Improve college readiness **Staff Responsible for Monitoring:** Librarian, Administration, Campus and District Staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Travel and fees - General Fund - $4,000				

Strategy 5 Details	Reviews			
Strategy 5: Provide a user friendly and safe environment with accessible and collaborative resources for all patrons .	**Formative**			**Summative**
Strategy's Expected Result/Impact: District Literacy Initiative, Future Ready Library Initiative	**Nov**	**Jan**	**Mar**	**June**
Encourage life long learners Increase circulation statistics Improve college readiness **Staff Responsible for Monitoring:** Librarian, Teachers, Administration, Campus and District Staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Furniture, carpeting, hardware - ESSER, Furniture, carpeting, hardware - General Fund - $5,000				

Strategy 6 Details	Reviews			
Strategy 6: Serve on campus and district decision making committees to better serve the students' needs.	Formative			Summative
Strategy's Expected Result/Impact: District Literacy Initiative Future Ready Library Initiative Encourage life long learners Improve college readiness	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Librarian, Teachers, Administration, Campus and District Staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 7 Details	Reviews			
Strategy 7: Promote the effective use of existing and emerging technologies, including library software & hardware to meet student and campus needs.	Formative			Summative
Strategy's Expected Result/Impact: District Literacy Initiative Future Ready Library Initiative Encourage life long learners Improve college readiness Increase circulation statistics	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Librarian, Teachers, Administration, Campus and District **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - General Fund - $15,000				

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: The Physical Education/Health department will increase effort and initiative to build the capacity of all teachers to integrate technology effectively into curriculum and instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This strategy will assist in developing teachers who are better equipped to mold a new generation of students in all areas of the advanced technological world, who are capable of achieving success in a technology-rich workforce. Also, including high quality standard-based lessons despite the circumstances of Covid-19. **Staff Responsible for Monitoring:** School Administration, Academic Associate, Teachers within department				

Strategy 2 Details	Reviews			
Strategy 2: The Physical Education/Health department will work with all students to help them acquire health and wellness skills for life-long use and implementation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This strategy will assist in developing learners cognizant in all forms of health, including physical health (life skills) and learned behaviors related to mental and emotional health. Addition of alternative PE/Health activities that are related to stress-reducing results and SEL enhancing experiences. **Staff Responsible for Monitoring:** Administration, Academic Associates, Teachers within department				

Strategy 3 Details	Reviews			
Strategy 3: The Physical Education/Health department will target instructional practices in order to achieve higher passing rates among special populations, including Special Education and ELL populations. Providing rich instruction, while addressing TEKS objectives geared towards physical, mental, and emotional health success, will benefit our students in becoming lifelong learners.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This will result in more knowledgeable and prepared teachers who are able to disseminate content as well as instruction more effectively. These innovative practices will benefit students across all populations enrolled in their classes. **Staff Responsible for Monitoring:** School Administration, Academic Associate, Department Administrator				

Strategy 4 Details	Reviews			
Strategy 4: The Physical Education/Health department will develop and sustain a plan to incorporate reading and writing skills, effectively giving our students a beneficial role in their literary success.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Incorporating reading and writing across the curriculum techniques will transform the class from a teacher centered class to a student centered class and the teacher becomes the facilitator. This writing strategy will meet our district initiative to increase literacy, thus increasing the number of students who will attain preparedness for post-secondary, military, and/or technical trade education. **Staff Responsible for Monitoring:** School Administration, Department Administrator, Academic Associate, Teachers within department **Title I:** 2.4, 2.5				

Strategy 5 Details	Reviews			
Strategy 5: The Physical Education/Health department will participate in ongoing and sustained staff development to further the effectiveness of instruction delivered in our classrooms, while incorporating social-emotional learning strategies to benefit the well-being of our students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The strategies learned through staff development will assist teachers in developing 21st century learners and will allow teachers to utilize innovative practices. This will help teachers target ALL students across all populations. Advocacy work through Character Development lessons will help to improve our learners' social and emotional well-being. Rigorous district and campus staff development to raise the level of preparedness for virtual and/or online learning. **Staff Responsible for Monitoring:** WISD Administration, WHS Administration, Teachers within department **Title I:** 2.4, 2.5				

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

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

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

PMBAS, Assessments and standards (i.e. EOC/STAAR, AP exams, TSI, ACT/SAT) will be used to measure the growth that will be experienced by the students across all grade levels. In addition, industry certifications tests will be used as a measurement of growth as well. Business courses will help with CCR by certifying students in IT Specialist: Java, MOS Word Expert, Intuit Quickbooks.

70% of students will earn IBC(Industry Based Certifications: Information Technology Specialist: Java, MOS Word Expert, Intuit Quickbooks Certified User) by April 1, 2024.

AP Test scores will increase by 10%.

High Priority

HB3 Goal

Evaluation Data Sources: Certiport, , AP Test scores, ACT/SAT, TSI, STAAR EOC Exams.

Strategy 1 Details	Reviews			
Strategy 1: Increase CTE CTSO organization membership by 10% from 2022, and provide community service learning while supporting student achievement through Academic and Career-based competitions on the local, state, and national levels.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Give the CTE students the opportunity for leadership experiences, communication enrichment, and the competition experience. **Staff Responsible for Monitoring:** CTE CTSO sponsors, CTE staff, CTE director. **Funding Sources:** - State Career and Technical, - Perkins Career & Technical Education				

Strategy 2 Details	Reviews			
Strategy 2: Develop and plan to revitalize the Business Department at WHS, ensuring that technology resources are readily available for all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Update of the labs / classrooms to better serve the students when they are using the technology for their classes. Provide all technology needed for their classes will increase high quality instruction. **Staff Responsible for Monitoring:** WHS administration, CTE administration, WISD business department, and WISD Technology Department, CTE Staff **Funding Sources:** - State Career and Technical, - Perkins Career & Technical Education				

Strategy 3 Details	Reviews			
Strategy 3: Maximize the support of educational experiences targeting literacy as not only the foundation for learning, but as the critical medium for global competency in a digital world via Quill, ReadWorks, SSR, and project based learning. CTE will also concentrate on SEL practices in the classroom.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: District improvement on secondary core CBA scores, progress reports, six weeks reporting periods, TBA scores, CTE student certification preparation reports and acquisitions, CTE course outcomes. **Staff Responsible for Monitoring:** All CTE staff, Campus administration, District curriculum, SPED director, Bil/ESL Director, Title I Director, CTE Administration & Administrative Support staff, Career Development Adviser, CTE Instructional Technology Strategist. **Funding Sources:** - State Career and Technical, - Perkins Career & Technical Education				

Strategy 4 Details	Reviews			
Strategy 4: Increase the number of state, national, or international industry certified or licensed CTE students through the increased support of certification/license resources that includes increasing dual enrollment classes through post secondary institutions and technology.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Help meet or exceed respective domain for the new accountability system of 2022-23 that will be based on this school year. Common courses will create common framework for best results in certifications. *SAM *MSI Solutions *Oracle Academy *Gmetrix *Google Analytics *Intuit *Adobe Suite *LearnKey *Teacher Pay Teachers **Staff Responsible for Monitoring:** All CTE Staff, Campus Administration **Funding Sources:** - State Career and Technical, - Perkins Career & Technical Education				

Strategy 5 Details	Reviews			
Strategy 5: Increase awareness of Career Prep / Practicum. This will promote student employment and/or internship with local businesses in achieving district goals.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will learn they can acquire valuable employment opportunities and skills. **Staff Responsible for Monitoring:** CTE Staff, Campus Administration, WHS Counseling				

Strategy 6 Details	Reviews			
Strategy 6: Business Department staff will attend Professional Developments. This will allow teachers to expose students to latest technology in respective industry.	Formative			Summative
Strategy's Expected Result/Impact: Gives instructor opportunity for enhanced instruction from learned techniques. **Staff Responsible for Monitoring:** CTE Staff, Campus Administration **Funding Sources:** - State Career and Technical, - Perkins Career & Technical Education	**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 that develop college, career, and military service ready leaders.

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

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

The number of students obtaining Industry based certification will increase by 3%.

Floral Design with 80% passing rate and EKG with 80% passing rate by Decemeber 2023 .

AWSD 9.1 by May 2024

Certified Nursing Assisitant/ Aide with 90% passing rate by May 2024.

Pharmacy IV Sterile Processing Exam by May 2024.

Pharmacy Tech Exam by June 2024

Patient Care Technican Exam by May 2024

Community Health Worker by end of May 2024.

Educational Aide Level 1 Certification by the end of May 2024.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Weslaco High School will continue to participate in the "Adopt a Park" initiative with the City of Weslaco Parks and Recreation on a monthly basis. **Strategy's Expected Result/Impact:** Complete tasks that funding has been allocated for. **Staff Responsible for Monitoring:** WHS student organizations **Title I:** 2.4	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Increase CTE CTSO organization membership by 10% and provide community service learning. Give the CTE students the opportunity for leadership experiences, communication enrichment, and the competition experience on all levels (Local, District, Area, Regional, State, National and International)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Give the CTE students the opportunity for leadership experiences, communication enrichment, and the competition experience on all levels (Local, District, Area, Regional, State, National and International) **Staff Responsible for Monitoring:** CTE CTSO sponsors, CTE staff, CTE director, WISD Finance Director **Title I:** 2.4, 2.5, 4.2				

Strategy 3 Details	Reviews			
Strategy 3: Maximize the support of educational experiences targeting literacy as not only the foundation for learning, but as the critical medium for global competency in a digital world via Quill, EverFi, Edpuzzle, and project based learning. CTE will also concentrate on SEL practices in the classroom.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: District improvement on secondary core CBA scores, progress reports, six weeks reporting periods, TBA scores, CTE student certification preparation reports and acquisitions, CTE course outcomes. **Staff Responsible for Monitoring:** All CTE staff, Campus administration,, district curriculum, SPED director, Bil/ESL Director, Title I Director, CTE Administration & Administrative Support staff, Career Development Adviser, CTE Instructional Technology Strategist. **Title I:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
Strategy 4: Increase by 3% 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.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Promote industry- based certifications, course required or relevant certifications . **Staff Responsible for Monitoring:** CTE staff, CTE director **Title I:** 2.4, 2.5, 2.6, 4.1				

Strategy 5 Details	Reviews			
Strategy 5: CTE instructional Staff will be included and required to attend district training on instructional resources in order to support ELL, SPED students through curriculum.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students have the opportunity to learn from highly qualified teachers. **Staff Responsible for Monitoring:** CTE staff and, CTE administration **Title I:** 2.5, 2.6				

Strategy 6 Details	Reviews			
Strategy 6: Practicum opportunities, internships, and partnerships to promote employment and/or internship with local businesses.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will receive real world work experiences opportunities while in high school. **Staff Responsible for Monitoring:** CTE staff **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Connect high school to career and college				

Strategy 7 Details				Reviews			
Strategy 7: Weslaco ISD CTE Program Showcase will provide the opportunity to promote community awareness of CTE programs.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Community awareness and increased student enrollment. **Staff Responsible for Monitoring:** CTE staff, CTSO sponsors **Title I:** 2.6, 4.1, 4.2 - **TEA Priorities:** Connect high school to career and college							

Strategy 8 Details				Reviews			
Strategy 8: CTE department uses Industry advisory committees to inspect and rate programs while using development/ training to maintain industry standards.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Allows programs to involve the community and advisory members to provide input that reflects prospective on CTE programs. The committee meets through out the school year. **Staff Responsible for Monitoring:** CTE staff **Title I:** 2.5, 4.1, 4.2							

Strategy 9 Details				Reviews			
Strategy 9: Keep facilities safe and equipment up to date/code using advisory committee recommendations according to industry standards.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: A safe and secure school provides students with tools that enable them with the necessary training and experience . **Staff Responsible for Monitoring:** CTE staff, WHS administration **Title I:** 2.6, 4.1, 4.2							

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

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

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

High Priority

HB3 Goal

Evaluation Data Sources: PBMAS, EOC scores, Industry Certifications (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.
CTE Trade and Industry courses will help with CCR by certifying students in Adobe Certified Associate Premiere Pro, Cosmetology Operator License, Adobe Certified Associate Illustrator, Adobe Certified Associate Photoshop, NCCER Core Level I, ServSafe Manager, AWS D1.1 Structural Steel, Non-Commissioned Security Officer Level II, ASE Brakes Entry Level, ASE Electrical/Electronic Systems Entry Level, ASE Mech Elec Components Entry Level, Comptia ITF, Information Technology Specialist-Networking, ASE Non-Structural Analysis Damage Repair Entry Level, Autodesk Certified Professional,

The number of students obtaining Industry based certification will increase by 3% June 25th 2024.

Strategy 1 Details	Reviews			
Strategy 1: Maximize the support of educational experiences targeting literacy as not only the foundation for learning, but as the critical medium for global competency in a digital world via Quill, Everfi, NewsELA, SEL, Gearup and project based learning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: District improvement on secondary core CBA scores, progress reports, six weeks reporting periods, TBA scores, CTE student certification preparation reports and acquisitions, CTE course outcomes. **Staff Responsible for Monitoring:** All CTE staff, Campus administration,, district curriculum, SPED director, Bil/ESL Director, Title I Director, CTE Administration & Administrative Support staff, Career Development Adviser, CTE Instructional Technology Strategist. **Title I:** 2.5, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Career Prep / Practicum will promote student employment and/or internship with local businesses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Agreements with employer, student and parents if needed.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: CTE & Academic Instructional Staff CTE Administrative Staff District C & I team ESC1/Academic Specialists Secondary campus instructional facilitators, Scope & Sequence Calendar **Title I:** 2.4, 2.5				

Strategy 3 Details	Reviews			
Strategy 3: CTE programs incorporate all school provided technology and will strive toward a paperless system through technology. Certifications, learning, Virtual instruction, and student research will be done with technology.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Industry certifications with supporting report	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: CTE & Academic Instructional Staff CTE Administrative Staff District C & I team ESC1/Academic Specialists Secondary campus instructional facilitators, Scope & Sequence Calendar **Title I:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
Strategy 4: CTE staff will attend College, Career expo and Industry Trade Shows. This will expose students to latest technology and trends in respective.....etc.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Documentation, 10 point narrative.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: CTE STAFF **Title I:** 2.4, 2.5, 2.6				

Strategy 5 Details	Reviews			
Strategy 5: CTE programs will keep facilities and equipment up to date and use industry quality supplies to educate and train students. Industry advisory committees will inspect and rate programs according to industry standards including but not limited to the facilities, fire codes, safety hazards and updated MSDS list.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Safe and secure school **Staff Responsible for Monitoring:** CTE staff, WHS administration **Title I:** 2.4, 2.5, 4.2				

Strategy 6 Details	Reviews			
Strategy 6: CTE staff will sustain and expand CTSO organization membership, and provide community service learning.	Formative			Summative
Strategy's Expected Result/Impact: Give the CTE students the opportunity for leadership experiences, communication enrichment, and the competition experience.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: CTE CTSO sponsors, CTE staff, CTE director **Title I:** 2.4, 4.1, 4.2				

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Foreign language teachers will provide Extended Learning Opportunities for our students in order to close the gaps in learning. These opportunities would be differentiated to meet the needs of each student. For example:	**Formative**			**Summative**
*After school tutorials	**Nov**	**Jan**	**Mar**	**June**
*Blended learning *Differentiated instruction *Student lead assignments *Google Classroom **Strategy's Expected Result/Impact:** These results will mold the new generation of students in all areas of advanced technology gaining success in the real world. **Staff Responsible for Monitoring:** Administration, Technology director Teachers and Parents **Title I:** 2.4, 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			

Strategy 2: Teachers will use different learning platforms virtually to enhance the students' experience in the assigned subject, permitting them to better engage in their coursework on a daily basis. Consequently, this will develop advanced knowledge and skills to be successful in the post-secondary level and beyond.
1. Duolingo
2. Edpuzzle
3. Quia.web
4. Quizizz.com
5. Kahoot.com
6. Quizlet.com
7. Crosswordhobbyist.com
8. Livebinder.com
 	
    Strategy's Expected Result/Impact: The expected strategy results will performance on assessments for culture, reading, writing and communication will improve.
    Staff Responsible for Monitoring: Academic Associate,
    Administration,
    Teachers and
    Parents
 	
    Title I:
    2.4, 2.5, 2.6
	Formative			**Summative**

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

Strategy 3 Details	Reviews			

Strategy 3: Teachers will work with a structured outline for teaching culture, communication, reading and writing skills. This will provide the students with quality foreign language instruction that will help them succeed post high school. Course alignment will be critical; teachers will meet during scheduled PLC days to create the outline.
 	
    Strategy's Expected Result/Impact: This strategy will result in a positive outcome for the teachers to gain more knowledge and help the students to be successful.
    Staff Responsible for Monitoring: Academic Associate,
    Administration and
    Teachers
 	
    Title I:
    2.4, 2.5, 2.6
	Formative			**Summative**

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

Strategy 4 Details	Reviews			
Strategy 4: Language Teachers will develop their instructional methods through AP training, summer institutes, professional development, workshops and classroom observations to help with student achievement in all areas of Language.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This strategy will help the students to gain college credit and skills in all Spanish and French advanced courses to have success in post-secondary levels. **Staff Responsible for Monitoring:** Academic Associate, Counselors, Administration and Teachers **Title I:** 2.4, 2.5				

Strategy 5 Details	Reviews			
Strategy 5: The students will be encouraged to enroll in Spanish AP and Concurrent Enrollment courses to develop skills appropriate for college level. Teachers will provide virtual AP Spanish Language and AP Spanish Literature sessions to prepare students for the AP exams. They will use the most recently released AP Spanish exams from College Board.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The AP teachers will provide review sessions for all AP Spanish students to align and be successful with the AP exam. **Staff Responsible for Monitoring:** Administration, Counselors and AP Spanish Teachers **Title I:** 2.4, 2.5 - **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				

Strategy 6 Details		**Reviews**			
Strategy 6: Language Teachers will participate with the counselors, administrators and other teachers of their own department to observe help and review student progress and attendance every six weeks with the main purpose to increase the percentage of graduates		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will be able to motivate students to attend classes every day and graduate with good GPA from High School. **Staff Responsible for Monitoring:** Academic Associate, Counselors, Administration and Teachers **Title I:** 2.4, 2.5					

Strategy 7 Details		**Reviews**			
Strategy 7: Language Teachers will be posting reading assignments, to encourage students to increase reading comprehension skill in the target language. - Students will select, read and translate an article from various online souces. - Students, also will have the opportunity to write a summary and answer the 5 W's (who?, what?, when?, where?, why?.)		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This strategy will result in a positive outcome for the students. To gain better reading skills and be able to be successful in the post-secondary level and beyond. **Staff Responsible for Monitoring:** Academic Associate, Administration and Teachers **Title I:** 2.4, 2.5, 2.6					

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1:	**Formative**			**Summative**
a. Use of technology devices, supplies, and computer-enhanced programs such as, but not limited to SMART Boards, Document Cameras, Ipads, Interwrite Pads,	**Nov**	**Jan**	**Mar**	**June**
Chromebooks, Wireless Mouse Pens, Headphones, Earbuds, Cameras, Smartphones, tablets, apps, TI-NI-84 Plus graphing calculators in order to meet our goals and objectives, as well as to implement the strategies needed to increase student success.				
Strategy's Expected Result/Impact: Increase literacy awareness to support student success *Increase EOC Approaches Scores by 10% & Masters by 5% *Increase number of students passing AP exams by 10% * TELPAS 70% Participation 97% *Increase campus ACT/SAT/TSI average scores * Increase number of Distinction Designations * Increase number of students that earn an associates degree * Increase number of students that are core complete and/or receive industry certification				
Staff Responsible for Monitoring: Teachers, Administration, Support Staff, **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

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

Evaluation Data Sources: Increase literacy awareness to support student success
*Increase EOC Approaches Scores by 10% & Masters by 5%
*Increase number of students passing AP exams by 10%
* TELPAS 70% Participation 97%
*Increase campus ACT/SAT/TSI average scores
* Increase number of Distinction Designations
* Increase number of students that earn an associates degree
* Increase number of students that are core complete and/or receive industry certification

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

Performance Objective 3: Use Chromebooks and other technology devices to provide a technology-rich environment for all students and staff in a 1 to 1 environment.

> **Evaluation Data Sources:** Google Usage Reports
> MAPS Growth reports
> Aware Student reports

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

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

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

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

Strategy's Expected Result/Impact: When parents are engaged and participate with campus events/activities student achievement increases. Children whose parents are more motivated to learn are more successful in school.
 	
     Staff Responsible for Monitoring: Parental Involvement Director
 Central Office Administrators
 Campus Principal & Administration
 Parental Specialist
 Community Liaison
 Social Worker
 Campus Counselor
 ACE Coordinators & Family Engagement Specialist
 	
     Title I:
 2.4, 2.5, 2.6, 4.1, 4.2
  - **Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Provide district aligned parent training, virtual training, and resources on topics such as effective reading strategies, PASOS, HEB READ 3, STAAR, Bullying and Drug Prevention, The Leader In Me, Mental Health Awareness, Technology, and College & Career Exploration and Readiness. The goal is to maximize the impact of parental engagement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: When parents are engaged and participate with campus events/activities such as these students will be more encouraged and confident to become more successful in school. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2				

Strategy 3 Details	Reviews			
Strategy 3: Continue to implement a system for tracking parent participation by campus and volunteer hours and virtual learning sessions. Parents will be recognized at the end of the year for their participation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: When parents are engaged and participate in campus events/activities student achievement increases. Parents will be rewarded throughout the year by attending Region 1 conferences and will be given special recognition at our end of the year awards ceremony. **Staff Responsible for Monitoring:** Parental Involvement Director Parental Involvement Office Staff Campus Principal & Administration Parental Specialist **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2				

Strategy 4 Details	Reviews			

Strategy 4: The community will provide resources and partnerships that meet the needs of our WISD families. Resources such as: In His Image Uniform Drive (Cross Roads Community Church), In His Steps Shoebank (First United Methodist Church), Texas Department Health and Human Services, annual Fall Harvest Fair, Spring Information Fair, and parent technology needs through virtual sessions.
 	
    Strategy's Expected Result/Impact: When parents are aware of community resources and information they are able to seek assistance when needed.
 	
    Staff Responsible for Monitoring: Parental Involvement
Director
Campus Principal &
Administration
Parental Specialist
 	
    Title I:
2.4, 2.5, 2.6, 4.1, 4.2
	Formative			Summative

	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			

Strategy 5: Building stronger relationships with higher educational institutions: STC, UTRGV, TSTC, and Texas A&M extension services; so parents can be knowledgeable in the planning and preparation for college r readiness.
 	
    Strategy's Expected Result/Impact: When parents are aware of community resources and college readiness information their children are more likely to graduate from high school and continue with their post-secondary education.
 	
    Staff Responsible for Monitoring: Parental Involvement
Director
Campus Principal &
Administration
Parental Specialist
Campus Counselor
 	
    Title I:
2.4, 2.5, 2.6, 4.1, 4.2
	Formative			Summative

	Nov	Jan	Mar	June

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

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

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

State Compensatory

Budget for Weslaco High School

Total SCE Funds: $1,088,577.00
Total FTEs Funded by SCE: 7.75
Brief Description of SCE Services and/or Programs

Personnel for Weslaco High School

Name	Position	FTE
Elva Maria Marroquin Rey	Social Worker	1
Adrian Villagomez	Instructional Coach	1
Ana I. Guerra	Counselor Clerk	1
Beatriz M. Garza	Counselor Clerk	1
Delilah De Los -Camacho	Instructional Coach	1
Gabriel Valdez	Teacher Credit Recovery	0.75
Sandra Ramirez	Counselor Clerk	1
Vacancy	Teacher Credit Recovery	1

Title I Personnel

Name	Position	Program	FTE
Amy Stubbs	LVN	Title I Part A	1
April L. Walling	Library Aide	Title I Part A	1
Cynthia Lopez	Sp. Ed. Aide	Title I Part A	1
Eileen Estrada	Library Aide	Title I Part A	1
Ester S. Pena	Health Records Clerk	Title I Part A	1
James De Los Santos	Sp. Ed. Aide	Title I Part A	1
Jennifer R. Lopez	Instructional Aide	Title I Part A	1
Jose G. De Leon	Sp. Ed. Aide	Title I Part A	1
Katia E Aguirre	Media Aide	Title I Part A	1
Ramiro Trevino	Parent Specialist	Title I Part A	1
Rita Becerra	Sp. Ed. Aide	Title I Part A	1
Samuel F. Torrez	Sp. Ed. Aide	Title I Part A	1
Vacancy	Media Aide	Title I Part A	1
Vacancy	Sp. Ed. Aide	Title I Part A	1
Vacancy	Instructional Aide	Title I Part A	1
Veronica Garcia	Sp. Ed. Aide	Title I Part A	1
Yvette Garcia	Library Aide	Title I Part A	1

Campus Funding Summary

State Career and Technical					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	11	1			$0.00
1	11	2			$0.00
1	11	3			$0.00
1	11	4			$0.00
1	11	6			$0.00
				Sub-Total	$0.00
State Gifted and Talented (G/T)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3	Dual Classes textbooks		$0.00
1	3	3	Extra duty pay for UIL		$0.00
1	3	4	Conference fees including travel and lodging.		$0.00
1	3	6	MyMathLab student codes for pre-calculus and caclulus classes		$0.00
				Sub-Total	$0.00
State Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	1			$0.00
1	7	2			$0.00
1	7	3			$0.00
				Sub-Total	$0.00
State Comp Ed (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	11			$5,985.00
1	3	3	Extra duty pay for Saturday School		$5,985.00
1	9	1	Print and Digital Resources		$5,000.00
1	9	2	Literacy Competitions		$1,000.00
				Sub-Total	$17,970.00

State Bilingual/ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	1			$0.00
1	6	4			$0.00
1	6	4			$0.00
				Sub-Total	$0.00
State High School Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	5	Graphing Calculuators, Kuta software, teaching materials		$0.00
				Sub-Total	$0.00
Title 1, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	4	Substittue teachers for PD		$0.00
1	9	2			$1,000.00
				Sub-Total	$1,000.00
General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	9	1	Print and Digital Resosurces		$60,000.00
1	9	2	Literacy Competitions		$1,000.00
1	9	3	Print and digital resources		$1,000.00
1	9	4	Travel and fees		$4,000.00
1	9	5	Furniture, carpeting, hardware		$5,000.00
1	9	7			$15,000.00
				Sub-Total	$86,000.00
Perkins Career & Technical Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	11	1			$0.00
1	11	2			$0.00
1	11	3			$0.00
1	11	4			$0.00
1	11	6			$0.00
				Sub-Total	$0.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	9	1	Print and digital resources		$10,000.00
1	9	5	Furniture, carpeting, hardware		$0.00
				Sub-Total	$10,000.00