

Weslaco Independent School District
Weslaco East High School
2023-2024 Campus Improvement Plan



Mission Statement

Weslaco East High School

Mission Statement

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

-

Personify the qualities of success

-

Responsibly and productively contribute to their community and society,

-

Independently achieve life-long goals

-

Develop the skills required to work collaboratively

-

Excel in life.

Weslaco East Early College High School

Mission:

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

Vision

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

Weslaco East Early College HS

Vision:

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

Value Statement

Values:

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

Expectations:

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

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

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

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

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

Ethics:

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

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

Table of Contents

- Comprehensive Needs Assessment 5
 - Demographics 5
 - Student Learning 6
 - School Processes & Programs 9
 - Perceptions 10
- Priority Problem Statements 11
- Comprehensive Needs Assessment Data Documentation 12
- Goals 14
 - Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative, programs that develop college, career, and service ready leaders. 15
 - Goal 2: ENGAGING LEARNING ENVIRONMENTS-Safe, secure, drug free, technology-rich , and inviting environments district-wide that promote high performance. 18
 - Goal 3: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT- High quality, research-based training development and support for all employees. 20
 - Goal 4: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Exceptional community service, open communication, and positive collaboration for student success. 21
 - Goal 5: FINANCIAL STRENGTH-Strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding. 22
- State Compensatory 23
 - Budget for Weslaco East High School 24
 - Personnel for Weslaco East High School 24
- Title I 24
- Title I Personnel 25

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

27.7% of persons in the area live in poverty.

The student population at Weslaco East High School is 2004. The campus is 99% Hispanic and 1% White. 32% of the school population is considered to be English Language Learners, 10% are in Special Education, and 68% are categorized as At-Risk and 85% are categorized as Economically Disadvantaged.

Demographics Strengths

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

The campus operates an A/B block schedule with 100 minute classes, and a split block schedule during 1A/1B and 5A/5B.

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

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

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special Education, EL, and Economically disadvantaged students performed lower on state assessments than other subgroups, and many students did not come in to take their state assessments during the Spring of 2023. **Root Cause:** Teachers need additional resources, training, and support to meet the needs of EL, SPED and economically disadvantaged students. In addition, teachers will need support to implement HB4545.

Problem Statement 2 (Prioritized): CCMR points awarded scale score 79 point percentage of graduates who meet specific college, career, and military readiness criteria. Not enough students earned CCMR points. A large fraction of students did not earn college credit through Advanced Placement (AP) or dual credit courses, qualifying score on the SAT, ACT, or TSIA2, earn an industry-based certification or license or enlist in the milit **Root Cause:** Weslaco East High School needs to increase the number of certified teachers in specific career and technical education (CTE) courses so that our students can earn industry-based certifications or licenses.

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

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

Student Learning

Student Learning Summary

2019 Accountability ratings for Weslaco East are as follows:

Overall Rating B

Student Achievement: Rating B

STAAR Performance: 67(scaled)

College Career and Military Readiness 92 (scaled)

Graduation RAte 80 (scaled)

School Progress: Rating B

Academic Growth: 72

Relative Performance 85

Closing the Gaps: Rating C

Student Learning Strengths

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

Schoolwide initiatives:

- Regular Peer observation to improve teaching
- Integrate technology and/or blended learning during instruction
- AVID
- Extended Day Tutoring
- Night School
- College Tutors and Mentor Teachers for the Core Areas
- Family Literacy Programs
- Family Engagement Programs
- Volunteer-in-Place Programs
- Parental Involvement Professional Development
- Community Out Reach Projects
- Technology Digital Natives, WISD 21st Century Learners
- Parent Education Programs/Health And Wellness Programs
- Parent Meetings

- Colonia Door To Door Visits
- Family Advocacy System
- Attendance Task Force

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

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

The science department at Weslaco East has the following initiatives:

Continuing Initiatives:

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

Problem Statements Identifying Student Learning Needs

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

Problem Statement 2 (Prioritized): CCMR points awarded scale score 79 point percentage of graduates who meet specific college, career, and military readiness criteria. Not enough students earned CCMR points. A large fraction of students did not earn college credit through Advanced Placement (AP) or dual credit courses, qualifying score on the SAT, ACT, or TSIA2, earn an industry-based certification or license or enlist in the milit **Root Cause:** Weslaco East High School needs to increase the number of certified teachers in specific career and technical education (CTE) courses so that our students can earn industry-based certifications or licenses.

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

Problem Statement 4 (Prioritized): Special Education, EL, and Economically disadvantaged students performed lower on state assessments than other subgroups, and many students did not come in to take their state assessments during the Spring of 2023. **Root Cause:** Teachers need additional resources, training, and support to meet the needs of EL, SPED and economically disadvantaged students. In addition, teachers will need support to implement HB4545.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): CCMR points awarded scale score 79 point percentage of graduates who meet specific college, career, and military readiness criteria. Not enough students earned CCMR points. A large fraction of students did not earn college credit through Advanced Placement (AP) or dual credit courses, qualifying score on the SAT, ACT, or TSIA2, earn an industry-based certification or license or enlist in the milit **Root Cause:** Weslaco East High School needs to increase the number of certified teachers in specific career and technical education (CTE) courses so that our students can earn industry-based certifications or licenses.

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

Problem Statement 3 (Prioritized): Special Education, EL, and Economically disadvantaged students performed lower on state assessments than other subgroups, and many students did not come in to take their state assessments during the Spring of 2023. **Root Cause:** Teachers need additional resources, training, and support to meet the needs of EL, SPED and economically disadvantaged students. In addition, teachers will need support to implement HB4545.

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

Perceptions

Perceptions Summary

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

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

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

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): CCMR points awarded scale score 79 point percentage of graduates who meet specific college, career, and military readiness criteria. Not enough students earned CCMR points. A large fraction of students did not earn college credit through Advanced Placement (AP) or dual credit courses, qualifying score on the SAT, ACT, or TSIA2, earn an industry-based certification or license or enlist in the milit **Root Cause:** Weslaco East High School needs to increase the number of certified teachers in specific career and technical education (CTE) courses so that our students can earn industry-based certifications or licenses.

Priority Problem Statements

Problem Statement 1: CCMR points awarded scale score 79 point percentage of graduates who meet specific college, career, and military readiness criteria. Not enough students earned CCMR points. A large fraction of students did not earn college credit through Advanced Placement (AP) or dual credit courses, qualifying score on the SAT, ACT, or TSIA2, earn an industry-based certification or license or enlist in the milit

Root Cause 1: Weslaco East High School needs to increase the number of certified teachers in specific career and technical education (CTE) courses so that our students can earn industry-based certifications or licenses.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

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

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

Problem Statement 2 Areas: Demographics - School Processes & Programs

Problem Statement 3: Special Education, EL, and Economically disadvantaged students performed lower on state assessments than other subgroups, and many students did not come in to take their state assessments during the Spring of 2023.

Root Cause 3: Teachers need additional resources, training, and support to meet the needs of EL, SPED and economically disadvantaged students. In addition, teachers will need support to implement HB4545.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 4: Weslaco East did not make gains on the TELPAS state assessment.

Root Cause 4: Teachers and students need additional support and training to meet TELPAS goals.

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Goals





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

Performance Objective 1: Student Growth:

Every student grows academically every year in English Language Arts, Reading, Math, Science, and Social Studies.

High Priority





Evaluation Data Sources: State and local assessment data, including, MAP, District Benchmark, Aware, DRS, STAAR/EOC, collaborated progress measures, teacher, developed common formative assessments, TELPAS, and Advanced Placement Collegeboard progress checks.

Strategy 1 Details	Reviews			
<p>Strategy 1: Data Analysis Meetings will be conducted every six weeks by subgroup and teachers will identify the strengths and needs for their students and address them strategically.</p> <p>Strategy's Expected Result/Impact: Teachers will have specific needs for their students to allow for differentiation and individualized instruction.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principals, Instructional Coaches, Department Heads, and Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of graphic organizers as one more tool to facilitate student learning in all core areas such as foldable (ELA, Math, Science & Social Studies) and encourage graphic organizers in all other subject areas to assist our AT RISK, EB, 504, SPED populations.</p> <p>Strategy's Expected Result/Impact: Overall student achievement will improve</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principals, Instructional Coaches, Department Heads, and Teachers</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: Student Growth: Every student understands the expected standards of behavior in the district and they feel (Social Emotional Learning) that their safety and well-being are a priority of the district.

Evaluation Data Sources: Panorama Survey and Ripple Effect





Strategy 1 Details	Reviews			
<p>Strategy 1: Create the Advisory Schedule Topics based on Panorama results, follow up as needed based on the data taken after each Tier 1 service (Advisory Lessons), and provide Tier 2 and or Tier 3 services as needed.</p> <p>Strategy's Expected Result/Impact: Allow faculty and students training on Empathy, respect, and understanding with their peers.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principals, Counselors, Social Emotional Learning Committee</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 3: Student Growth: Every graduate is college, career, or military-ready, and CCMR numbers increase year over year.

High Priority

Evaluation Data Sources: On Point Data, State Accountability Ratings

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of On-Point and on-campus CCMR-generated list to track CCMR and 4-year graduations. CCR Specialists will promote testing opportunities to students through classroom presentations, assist students who need assistance registering, and inform counselors of students who have and have not taken a college readiness test.</p> <p>Strategy's Expected Result/Impact: Every student is prepared for success in college, a career, or the military. State accountability implications are to improve scores on district and campus report cards.</p> <p>Staff Responsible for Monitoring: CCMP Specialist, Administrator, counseling</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: CCR Specialists will promote testing opportunities to students through classroom presentations, assist students who need assistance registering, and inform counselors of students who have and have not taken a college readiness test.</p> <p>Strategy's Expected Result/Impact: Counselors will meet with students to review graduation requirements and ensure they meet CCMR.</p> <p>Staff Responsible for Monitoring: CCMR Specialist, Counselors</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: CCMR points awarded scale score 79 point percentage of graduates who meet specific college, career, and military readiness criteria. Not enough students earned CCMR points. A large fraction of students did not earn college credit through Advanced Placement (AP) or dual credit courses, qualifying score on the SAT, ACT, or TSIA2, earn an industry-based certification or license or enlist in the milit **Root Cause:** Weslaco East High School needs to increase the number of certified teachers in specific career and technical education (CTE) courses so that our students can earn industry-based certifications or licenses.

Student Learning

Problem Statement 2: CCMR points awarded scale score 79 point percentage of graduates who meet specific college, career, and military readiness criteria. Not enough students earned CCMR points. A large fraction of students did not earn college credit through Advanced Placement (AP) or dual credit courses, qualifying score on the SAT, ACT, or TSIA2, earn an industry-based certification or license or enlist in the milit **Root Cause:** Weslaco East High School needs to increase the number of certified teachers in specific career and technical education (CTE) courses so that our students can earn industry-based certifications or licenses.

School Processes & Programs

Problem Statement 1: CCMR points awarded scale score 79 point percentage of graduates who meet specific college, career, and military readiness criteria. Not enough students earned CCMR points. A large fraction of students did not earn college credit through Advanced Placement (AP) or dual credit courses, qualifying score on the SAT, ACT, or TSIA2, earn an industry-based certification or license or enlist in the milit **Root Cause:** Weslaco East High School needs to increase the number of certified teachers in specific career and technical education (CTE) courses so that our students can earn industry-based certifications or licenses.





Perceptions

Problem Statement 1: CCMR points awarded scale score 79 point percentage of graduates who meet specific college, career, and military readiness criteria. Not enough students earned CCMR points. A large fraction of students did not earn college credit through Advanced Placement (AP) or dual credit courses, qualifying score on the SAT, ACT, or TSIA2, earn an industry-based certification or license or enlist in the milit **Root Cause:** Weslaco East High School needs to increase the number of certified teachers in specific career and technical education (CTE) courses so that our students can earn industry-based certifications or licenses.

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

Performance Objective 1: Teachers serving special populations (i.e. EB and Special Ed.) will have classrooms containing visual displays (i.e. Data Walls, word walls, anchor charts, models, and student work) and enhance differentiated instruction through the utilization of educational apps, and adaptive technology.

Evaluation Data Sources: Walkthroughs and increase program usage

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of our students will be able to access technology such as Chromebooks to assist in communication, differentiation of instruction, and assist in the production of academic projects as well as access to relevant subscriptions to resources in a variety of technologies and formats in order to meet their needs.</p> <p>Strategy's Expected Result/Impact: Increase student engagement with differentiation instruction for all student populations.</p> <p>Staff Responsible for Monitoring: Administration, Instructional coaches, Department Heads, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Special Education, EL, and Economically disadvantaged students performed lower on state assessments than other subgroups, and many students did not come in to take their state assessments during the Spring of 2023. Root Cause: Teachers need additional resources, training, and support to meet the needs of EL, SPED and economically disadvantaged students. In addition, teachers will need support to implement HB4545.</p>
Student Learning
<p>Problem Statement 4: Special Education, EL, and Economically disadvantaged students performed lower on state assessments than other subgroups, and many students did not come in to take their state assessments during the Spring of 2023. Root Cause: Teachers need additional resources, training, and support to meet the needs of EL, SPED and economically disadvantaged students. In addition, teachers will need support to implement HB4545.</p>

School Processes & Programs





Problem Statement 3: Special Education, EL, and Economically disadvantaged students performed lower on state assessments than other subgroups, and many students did not come in to take their state assessments during the Spring of 2023. **Root Cause:** Teachers need additional resources, training, and support to meet the needs of EL, SPED and economically disadvantaged students. In addition, teachers will need support to implement HB4545.

Goal 3: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT- High quality, research-based training development and support for all employees.

Performance Objective 1: Invest in staff growth through professional learning/ specialized training.

High Priority

Evaluation Data Sources: On-Point





Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will have opportunities for professional development and specialized training throughout the year at the beginning of the year training and professional learning. Staff will have training access on Response for Learning. Staff will be trained to utilize new programs and respective staff will be sent to trainings for their content areas such as APSI conference, On-Ramps PI, and Differentiated Instruction FIESTA Conference. Teachers will also receive frequent and immediate feedback with our "Look Fors" walkthroughs.</p> <p>Strategy's Expected Result/Impact: Staff will receive appropriate training to encourage growth and personal development throughout the year. WEHS staff will be highly qualified and continue to grow in knowledge and skills in their content areas and field of education.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Promote a collaborative culture by engaging institutional staff in the practices of the Professional Learning Community, core common planning meetings, and monthly department head meetings.</p> <p>Strategy's Expected Result/Impact: The collaboration will increase, engaging lesson delivery and monitored student progress will increase, therefore student success will increase.</p> <p>Staff Responsible for Monitoring: Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Exceptional community service, open communication, and positive collaboration for student success.

Performance Objective 1: Annually increase satisfaction and engagement of students and families.

High Priority

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent Liason will facilitate ongoing, two-way communication between the school, students, families, and other stakeholders. Our campus leadership team will include multiple times a week on social media platforms to inform stakeholders of Weslaco East High School information. Additionally, campus leadership will utilize "all call" to send updates to guardians and students.</p> <p>Strategy's Expected Result/Impact: Increased communication of information to the stakeholders of Weslaco East High School.</p> <p>Staff Responsible for Monitoring: Parent Liason and Leadership team</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All students and their families will have open communication with teachers and administration via email, teacher websites, Google Classroom, ARD and 504 meetings, parent contact for progress/ report cards, scheduled teacher tutoring, Meet the Teacher, Open House, Title I meetings and campus events opened up to the community.</p> <p>Strategy's Expected Result/Impact: Increase stakeholder and community input, through analysis of said input and to increase transparency to ensure effective communication practices.</p> <p>Staff Responsible for Monitoring: Leadership team and teachers</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

State Compensatory

Budget for Weslaco East High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 7

Brief Description of SCE Services and/or Programs

--

Personnel for Weslaco East High School

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

Title I

Title I Personnel

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