

Weslaco Independent School District
CTE Early College High School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Value Statement

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

Weslaco 21st Century CTE Early College is located in Weslaco, Texas, in Hidalgo County. Weslaco 21st Century CTE Early College main focus is to provide an college degree within a field of the Career and Technical Education Program. Weslaco 21st Century CTE Early College is one of five CTE Early Colleges in the state of Texas. The 2017-2018 school year, Weslaco 21st Century CTE Early College will have its first graduating class.

Weslaco 21st Century CTE Early College serves approximately 300 students in 9th, 10th, 11th and 12th Grade.

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

Weslaco 21st Century CTE Early College Demographics includes 85% Economically Disadvantage, 65% At-Risk, 28% English Language Learners and 7% Special Education.

Demographics Strengths

STAAR Data Strengths

- Strengths:
 - Science at 91%
 - Mathematics at 80%

Campus met 11 out 12 System Safeguards

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

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students passing the English 1 and 2 Exam was at 63% **Root Cause:** Students are struggling with reading comprehension and with academic vocabulary.

Student Achievement

Student Achievement Summary

Index 1 Student Performance

- Science at 91%
- Mathematics at 80%
- Social Studies at 77%
- Reading at 63%

Index 2 Student Growth - 21

Index 3 Closing Performance Gaps - 41

Index 4 Postsecondary Readiness - 40

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students are unable to reach the Masters Level on the EOC Exams

Problem Statement 2: Less than 60% of ELL students who take the English EOC are not meeting the Approaches Level. **Root Cause:** There is a lack of specialized or differentiated instruction during lessons.

School Culture and Climate

School Culture and Climate Summary

Students' opinions about the campus vary from person to person. There is a general vibe of school spirit, but there are those who are not as "spirited." Teachers here have mentioned that it is a beautiful and welcoming campus. We believe students have a great opportunity here to receive great life and employable skills. Some students and teachers have mentioned that during hot/cold weather it can get uncomfortable or frustrating not having an enclosed campus.

School Culture and Climate Strengths

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The ethnicity in our staff is a hispanic majority. English and Spanish are the two most common spoken languages on campus. The demographics of the staff and students are generally parallel to each other. Average 8 years of experience for every teacher in each grade level. The retention rate for employees is 75%. Support for new teachers comes in the form of the New Teacher Academy, both for the district and on campus, department meetings and mentors.

Staff Quality, Recruitment, and Retention Strengths

All teachers are state certified.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

As teachers for WISD we set the expectations for our students to engage in authentic work and solve complex, real-world problems through the school district curriculum and instruction that is taught daily in the classrooms. Teachers have access to strategists and technology support throughout the district. Freshmen and UT OnRamp students have chromebooks checked out to them for educational purposes.

Family and Community Involvement

Family and Community Involvement Summary

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

Family and Community Involvement Strengths

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

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

Technology

Technology Summary

On campus there are two computer labs with one only having a printer. Campus does not have a CTC to maintain the computers and computers are worked on when there is an issue or a work order has been placed. There is a lack of printer availability for students to print. CTE ECHS will have a 1:1 program with the Freshmen cohort, other grade levels will continue to use the two chromebook carts available and the computer labs.

Technology Strengths

Freshmen students have the 1:1 initiative as well as student who are enrolled on the OnRamps program with Univeristy of Texas.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

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

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Goals


Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 1: The percentage of U.S. History students who score at the Approaches Level on the STAAR assessment will be at 90%, at the Meets Level 60%, and at the Masters Level at 30% in Spring 2018.

Evaluation Data Source(s) 1: STAAR Data

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Utilize department-made assessments to assess student mastery of objectives and make appropriate instructional adjustments departmental/individual teacher analysis of student data teacher/student conferences regarding benchmark results</p> <p>Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments</p>	1, 2, 3, 4	Principal History Teacher	Teachers will be able to monitor specific SE mastery with students throughout the year. It will allow the reteaching of SE's that are not mastered.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Utilize differentiated instruction during lengthy concepts and prior to EOC Exams</p>	2, 3, 4	Teachers	All types of students such as ELL, SPED and Eco Dis will be able to learn objectives in multiple ways.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Utilize advisory to place students who need remediation for the U.S. History EOC</p>	1, 2	Principal, Counselor, Teachers	Students who have not mastered the EOC will have enrichment prior to the EOC exam.				

<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Utilize a variety of classroom formative assessment to measure student mastery of objectives and make appropriate instructional adjustments Exit Cards Kahoot Journal Writings Bell Ringers Graphic Organizers</p>	1, 2, 3	Teacher	It will allow teachers to continuously monitor student progress and mastery of daily objectives.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) Teacher have been through the SIOP training will implement strategies to improve EOC scores and language acquisition</p>	1, 2, 3	Principal and Teachers	Students who are ELL will be able to have differentiated instruction throughout the year to master objectives.				
Funding Sources: General Fund - 0.00							
<p>Critical Success Factors CSF 1</p> <p>6) Supplemental materials such as maps, atlases, and other resources will be ordered as needed to support classroom instruction. -Constitution Booklets -History Alive On-line version -Scholastic - The New York Times Upfront -Jarrett Mastering the TEKS -10th</p>	1, 2	Principal and Teachers	Students will have access to supplemental material to enhance their learning.				
Funding Sources: State Comp Ed (SCE) - 0.00							
							


Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 2: The percentage of Biology students who score at the Approaches Level on the EOC assessment will be at 90%, at the Meets Level 60%, and at the Masters Level at 30% in Spring 2018.

Evaluation Data Source(s) 2: STAAR Data

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Content planning 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.</p>	1, 2, 3, 4	Principal and Teachers	Students will be able to master the material and be able to perform at the Meets/Masters Level.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Ongoing STAAR review and curriculum content review, including manipulatives and stations, correlated to high school science benchmark tests or CBA's each six weeks and to STAAR</p>	1, 2, 3, 9	Principal and Teachers	Student mastery of the curriculum and daily objectives.				
Funding Sources: State Comp Ed (SCE) - 0.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Science tutoring and STAAR Camps as needed for students who need additional assistance (after school tutoring)</p>	1	Principal and Teachers	Students who are struggling with content will receive additional instruction and in a small group. Students will master the content.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Content training provided to inclusion special education inclusion teacher to increase special education science student performance on STAAR EOC</p>	1, 2	Principal and Inclusion Teacher	Special Education students will master daily objective and pass the EOC				

<p>Critical Success Factors CSF 1 CSF 6</p> <p>5) Inventory of all high school campus science department materials and equipment, and purchasing of necessary science materials identified in the current science TEKS such as microscopes and specimens for dissection.</p>	1, 2, 3, 9	Teachers	Hands on experience will allow students to master the skills needed to be successful in Biology.					
Funding Sources: Title 1, Part A - 0.00								
<p>Critical Success Factors CSF 1 CSF 4</p> <p>6) STAAR classes for EOC Re-testers through advisory.</p>	1	Principal, Counselor and Teachers	Students will pass the EOC exam.					
<p>Critical Success Factors CSF 1</p> <p>7) Implement STEM-SCOPES Biology web- based software in all Biology classes to supplement biology</p>	1, 2	Teachers	Enhance the learning environment. Students will be able to master daily objectives.					
<p>Critical Success Factors CSF 1 CSF 7</p> <p>8) Implement classroom readers and vocabulary cards general ed, LEP, and SPED students such as Flippity.</p>	1, 2	Principal and Teachers	Increase academic vocabulary for ELL and SPED Students.					
Funding Sources: Title 1, Part A - 0.00								
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>9) Purchase cell biology and biotech models for biology teachers to use with Biology students Purchase and implement biotechnology equipment and staff development to biology teachers Purchase and train teachers on additional physics and Chemistry curriculum resources and materials as needed, including purchasing equipment needed for STAAR</p>	1, 2, 3, 9	Principal and Teachers	Mastery of TEKS					
Funding Sources: Title 1, Part A - 0.00								
								

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 3: The percentage of Algebra I students who score at the Approaches Level on the EOC assessment will be at 90%, at the Meets Level 60%, and at the Masters Level at 30% in Spring 2018.







Evaluation Data Source(s) 3: STAAR Data

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>1) Staff Development: Implement Staff Development strategies and activities which are aligned with District Curriculum by providing:</p> <ol style="list-style-type: none"> 1. Smart Board Training. 2. TI-Calculator(s)/TI Smart-view Training- TI 84 Plus Calculators (Charging Box) & AAA batteries 3. ELPS at a Glance Training 4. Department planning time to share SIOP, Kagan and foldable activities 5. Technology training such as Edmodo, Google, google classroom and Flipping the Classroom 	1, 2, 3, 4, 8, 9	Principal and Teachers	Mastery of TEKs and higher EOC scores for all students.				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) District workbooks and teaching material:</p> <ol style="list-style-type: none"> 1. Follow district scope and sequence and use resource binders 2. Develop activities and align reviews with TEKS, EOC formatted like Spring Release test of 13, 14, 15, 16, to improve EOC scores. 3. Use the TI-Calculators/TI-Inspires to teach the math curriculum in Algebra I, Algebra 2, and Geometry, Pre-Calculus, & College Algebra 3. Smart Board and TI-Smart View Calculator Emulators & use of Chromebooks 4. Flip to Success: ELPS at a Glance material 5. Incorporate the use of Spanish-English Dictionaries. 6. Edmentum Math Prep online student tutoring service for Algebra I, Geometry, Algebra II, ACT and SAT 	<p>1, 2, 3, 4, 8, 9</p>	<p>Principal and Teachers</p>	<p>All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC</p>				
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<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>3) Instruction:</p> <ol style="list-style-type: none"> 1. Small group and individualized instruction will be provided to select ESL students 2. Computer-enhanced instructions integrating technology into all math subject areas such as Smart Boards, mini IPAD, TI-Calculators Think through Math. 3. Intensive remediation services for state assessments will be provided for identified students after school and advisory Class. 4. Common appropriated Math vocabulary list will be developed (word walls) and displayed. 5. Incorporate more open-ended questions 6. Implementation of daily EOC openers addressing areas of weakness. 7. Implement the use of interactive math journal, and graphing paper. 8. Incorporate variety forms of formative assessments including the use of technology 9. Emphasize math vocabulary and content knowledge through use of Frayer Model Graphic Organizers, Journal Writing, and foldable 	<p>1, 2, 3, 4, 8, 9</p>	<p>Principal and Teachers</p>	<p>All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC</p>				
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<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>4) Achieve growth in number of successful students by:</p> <p>1. Using 9th Grade Released test item analysis for content interpretation in modifying district scope and sequence and activities.</p> <p>2. Monitoring instruction to ensure alignment and rigor between assessment and instruction.</p> <p>3. Using item analysis chart from each benchmark/ CBA to develop activities and gear instruction to meet the need of all students.</p> <p>4. Each student expectation below 65% mastery will be re-taught, spiraled, and re- tested in the following six weeks.</p> <p>5. Holding tutoring sessions for all students scoring below mastery on benchmark assessments.</p>	<p>1, 2, 3, 4, 8, 9</p>	<p>Principal and Teachers</p>	<p>All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.







Performance Objective 4: The combined percentage of English I & English II students who score at the Approaches Level on the STAAR assessment will be at 90%, at the Meets Level 60%, and at the Masters Level at 30% in Spring 2018.

Evaluation Data Source(s) 4: 2018 STAAR Results

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Utilize a variety of teaching methods that require advanced thinking skills, problem-solving, and close reading/analysis. -Grade-level meetings at campus and district level -Reading strategies materials -Pre-AP -Classroom Libraries -SSR -I Station -Teacher-created and other available resources -Edmentum</p>	1, 2, 3, 4, 8, 9	Principal and Teachers	All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Required summer reading initiative for all students enrolled in Regular, Pre-AP, English courses, concurrent.</p>	1, 2	Teachers	Enhance students' reading ability.				
<p>Critical Success Factors CSF 2</p> <p>3) Utilize benchmark assessments to assess student mastery of objectives and make appropriate instructional adjustments</p> <p>- departmental/individual teacher analysis of student data - teacher/student conferences - regarding benchmark results, essay scores</p>	1, 2	Teachers	All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Attend local Staff Development on scoring short answer EOC responses & writing composition for EOC &</p> <p>Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments.</p> <p>- Curriculum Framework development / revision - District-level assessment expectations</p>	1, 2, 3, 4	ELA Coordinator and Teachers	All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) understand all major content objectives and reinforce the understandings during the course of instruction:</p> <p>- employ the use of open-ended assessments (such as short answer or essay responses) to gauge student comprehension of the enduring understandings</p> <p>- guide student use and development of graphic organizers that reinforce the enduring understandings</p>	1, 2, 3, 4	Teachers	All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>6) Attend staff development opportunities on Intervention writing strategies for LEP students through book studies. SIOP District Trainings</p>	3, 4, 9	ELL Coordinator and Teachers	All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) Advisory classes will be offered to help students re-testing STAAR.</p>	1, 2	Principal, Counselor and Teachers	Students will reach the approaches level on the EOC retest.				
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1</p> <p>8) Develop classroom libraries as it related to the content teacher. Students will have access to books/resources to read in class.</p>	1, 2	Principal	Enhance reading abilities and develop choices for students to read.				

<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>9) Implementation of the UT OnRamps program for Junior and Senior students who are not TSI complete or not have successfully passed English 1 and/or English 2 EOC</p>	<p>2, 4, 5</p>	<p>Principal, Counselor and Teachers</p>	<p>All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC.</p> <p>Increase the level of TSI Readiness</p> <p>Increase the ACT scores for Juniors and Seniors.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 5: All students will be provided with a high quality education through effective instruction and be prepared for a post secondary education. By the end of 2017-18 school year, the campus will have a 10 point increase in Index 4.

Evaluation Data Source(s) 5: Index 4 Summary

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) TSI prep classes will be offered to all students in an effort to increase scores on college entrance exams. Bridge class will be offered during the summer. A TSI prep curriculum will be used for the course. TSI units will be purchased for students to utilize when testing at no charge to them.</p>	1, 2, 3	Principal and Teachers	Increase the number of College Ready students				
<p>Critical Success Factors CSF 6</p> <p>2) STC individual meetings will be held with all students to ensure college readiness and eligibility.</p>	1, 2	Principal and Counselor	Increase the number of College Ready students				
<p>Critical Success Factors CSF 1</p> <p>3) Students will be enrolled in career pathway classes offered by STC. This will include classes taught during the school day, after school, or summer.</p>	1	Principal and Counselor	Students will be college ready and graduate with an Associates Degree.				
<p>Critical Success Factors CSF 1</p> <p>4) Materials to support STAAR preparation will be provided as needed to math, English, science and Social studies teachers.</p>	1, 2	Principal	Students will score at the Meets/Masters level on EOC exams.				

<p>Critical Success Factors CSF 1</p> <p>5) General consumable supplies to support classroom instruction of the TEKS will be ordered for teachers. General supplies include, but are not limited to paper, folders, scissors, markers, glue, paint, poster boards.</p>	1, 2, 9	Principal	Students will score at the Meets/Masters level on EOC exams.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>6) Teachers will have access to Chromebook carts for students to access during class time to facilitate learning in the classroom as it relates to the EOC exams</p>	1, 2, 3, 9	Principal and Teachers	Students will score at the Meets/Masters level on EOC exams.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>7) Teachers will have access to smart boards, projectors, & smart tablets in order to utilize technology to enhance student learning in the classroom to enhance STAAR results.</p>	1	Principal and Teachers.	Students will score at the Meets/Masters level on EOC exams.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Saturday School will be provided for tutoring and/or enrichment of TSI.</p>	1, 2	Principal and Teachers	Increase the number of College Ready students				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 6: By the end of the 2017-2018 school year, the percentage of ELL students who score at the approaches level on STAAR EOC Reading tests in high school will be 60%, on STAAR EOC Algebra 1 tests in high school will be 60%, and EOC Science tests in high school will be 60%, and on STAAR EOC Social Studies tests in high school will be 60%

Evaluation Data Source(s) 6: Comply with all accountability reports

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 1) Attend staff development opportunities on strategies for ELL students such as SIOP	1, 3, 9	Principal and Teachers	Increase student performance in course and EOC				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 2) ELL students will be placed in English Advisory Class for additional time with their English Teacher.	1, 3	Principal, Counselor and Teacher	Mastery of the English language, Successful completion of ELA and reach the Approaches Level on EOC exams				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue







Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 7: By the end of the 2017-2018 school year, the percentage of Special Education students who score at the approaches level on STAAR EOC Reading tests in high school will be 60%, on STAAR EOC Algebra 1 tests in high school will be 60%, and EOC Science tests in high school will be 60%, and on STAAR EOC Social Studies tests in high school will be 60%

Evaluation Data Source(s) 7: Accountability Reports

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Utilize benchmark assessments to assess student mastery of objectives and make appropriate instructional adjustments. Departmental & individual teachers analysis of student data. Teacher/student conferences regarding benchmark results, essay scores. Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments and teaching methods.</p>	1, 2, 3, 4, 8, 9	Principal, Inclusion teacher and Teachers	Increase in student mastery and obtain the scale score for the approaches level.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) Utilize technology in the classroom Utilize varies teaching styles and strategies and curriculum to assess students in mastery of objectives -Co-Teaching -Team teaching -Inclusion -During & after reading strategies -Peer reading strategies TEKS Resource Curriculum -Classroom libraries -Teacher-created & other available resources</p>	1, 2, 3, 4, 8, 9	Principal, Inclusion teacher and Teachers	Increase in student mastery and obtain the scale score for the approaches level.				

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>3) Employ the use of open-ended formative assessments (such as short answer or essay responses) to gauge student comprehension of the content being taught. Guide students to use graphic organizers to develop thought process.</p>	1, 2, 3, 4, 8, 9	Principal, Inclusion teacher and Teachers	Increase in student mastery and obtain the scale score for the approaches level.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>4) Allow students to access curriculum or content through the use of assistive technology to include computers, laptops, Etc. (teachers will have materials available in google classrooms)</p>	1, 2, 3, 4, 8, 9	Principal and teachers	Increase in student mastery and obtain the scale score for the approaches level.				
Funding Sources: State Comp Ed (SCE) - 0.00							
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>5) Provide supplementary instructional materials for students and staff to allow for implementation of student achievement such as Sirius EOC Supplemental Materials</p>	1, 2, 9	Principal, Inclusion teacher and teachers	Increase in student mastery and obtain the scale score for the approaches level.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.







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

Evaluation Data Source(s) 8: Benchmark and EOC Scores

Evidence of increase in blended learning strategies via classroom walkthroughs

Sign-in sheets for Technology Staff Development and Professional Growth Meetings with District CTC's

Summative Evaluation 8:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) Staff will attend technology training offered by the district or by other entities. Teachers will utilize their training with their students.</p>	2, 4, 5, 9	Principal	Mastery of curriculum utilizing technology and flipping the classroom.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

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

Evaluation Data Source(s) 1: Technology Inventory

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) All students will have the ability to checkout a chromebook for academic learning.</p>	1, 2, 9	Principal	<p>Students will have access to curriculum or the ability to research/write at any given time.</p> <p>Increase in student mastery and obtain the scale score for the Meets/Masters level.</p>				
Funding Sources: State Comp Ed (SCE) - 0.00							
<p>Critical Success Factors CSF 1</p> <p>2) Library and computer lab will have computers to be utilized by classes as well being designated areas to print for students.</p>	2	Principal and teachers	<p>Students will be able to research and create projects with the lead of a teacher. Increase in student mastery for the content.</p>				
<p>Critical Success Factors CSF 1</p> <p>3) There will be multiple chromebooks and/or computers in the classroom for teachers to utilize for their lessons.</p>	2	Principal and teachers	<p>Increase in student mastery and obtain the scale score for the approaches level.</p>				
<p>Critical Success Factors CSF 1</p> <p>4) All classrooms will have a laser printer to provide access to students to print their assignments.</p>	2	Principal and teachers	<p>Enhance students ability to print necessary materials for content mastery.</p>				
Funding Sources: State Comp Ed (SCE) - 0.00							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.

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

Evaluation Data Source(s) 1: Annual Parent-Teacher-Student Surveys, Campus Six Weeks Reports, Parent Evaluations, Parent Advisory Council

Summative Evaluation 1:

Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development for all employees.

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

Evaluation Data Source(s) 1: Eduphoria and sign in sheets

Summative Evaluation 1:

Goal 5: FINANCIAL STRENGTH-Responsible planning, management, and accountability.

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	4	8	Develop classroom libraries as it related to the content teacher. Students will have access to books/resources to read in class.
1	6	1	Attend staff development opportunities on strategies for ELL students such as SIOP
1	6	2	ELL students will be placed in English Advisory Class for additional time with their English Teacher.
1	7	1	Utilize benchmark assessments to assess student mastery of objectives and make appropriate instructional adjustments. Departmental & individual teachers analysis of student data. Teacher/student conferences regarding benchmark results, essay scores. Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments and teaching methods.
1	7	2	Utilize technology in the classroom Utilize varies teaching styles and strategies and curriculum to assess students in mastery of objectives -Co-Teaching -Team teaching -Inclusion -During & after reading strategies -Peer reading strategies TEKS Resource Curriculum -Classroom libraries -Teacher-created & other available resources
1	7	3	Employ the use of open-ended formative assessments (such as short answer or essay responses) to gauge student comprehension of the content being taught. Guide students to use graphic organizers to develop thought process.
1	7	4	Allow students to access curriculum or content through the use of assistive technology to include computers, laptops, Etc. (teachers will have materials available in google classrooms)
1	7	5	Provide supplementary instructional materials for students and staff to allow for implementation of student achievement such as Sirius EOC Supplemental Materials

State Compensatory

Budget for CTE Early College High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
164.32.6119.00.009.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$46,440.00
164.33.6129.00.009.8.30	6129 Salaries or Wages for Support Personnel	\$15,658.00
164.32.6141.00.009.8.30	6141 Social Security/Medicare	\$673.00
164.33.6141.00.009.8.30	6141 Social Security/Medicare	\$227.00
164.32.6142.00.009.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.33.6142.00.009.8.30	6142 Group Health and Life Insurance	\$2,889.00
164.32.6143.00.009.8.30	6143 Workers' Compensation	\$139.00
164.33.6143.00.009.8.30	6143 Workers' Compensation	\$47.00
164.32.6145.00.009.8.30	6145 Unemployment Compensation	\$42.00
164.33.6145.00.009.8.30	6145 Unemployment Compensation	\$14.00
164.32.6146.00.009.8.30	6146 Teacher Retirement/TRS Care	\$1,703.00
164.33.6146.00.009.8.30	6146 Teacher Retirement/TRS Care	\$352.00
6100 Subtotal:		\$73,963.00
6200 Professional and Contracted Services		
164.13.6219.57.009.8.30	6219 Professional Services	\$405.00
6200 Subtotal:		\$405.00
6300 Supplies and Services		
164.11.6399.00.009.8.30	6399 General Supplies	\$13,125.00
6300 Subtotal:		\$13,125.00

Personnel for CTE Early College High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sandra Cabrera	LVN	Early College High School	0.5
Yvonne Olivarez	Social Worker	Early College High School	1

Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Supplemental Materials		\$0.00
1	2	2	EOC Supplemental Resources		\$0.00
1	7	4	Chromebooks		\$0.00
2	1	1	Chromebooks		\$0.00
2	1	4	Printers		\$0.00
Sub-Total					\$0.00
Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Science items necessary to enhance the science classes		\$0.00
1	2	8	Vocabulary Cards and reading material		\$0.00
1	2	9	Biotech equipment		\$0.00
Sub-Total					\$0.00
General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Staff Development		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00