

Weslaco Independent School District

Weslaco East High School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics
Top 25% Closing Performance Gaps



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 T-STEM Early College High School

Mission:

To cultivate interest in STEM 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 T-STEM 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.

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 17, 800 students located approximately 8-10 miles from the US/Mexico border. The school district has recorded modest growth over the past three years. Weslaco is primarily Hispanic although a diverse number of ethnicities are represented. The median cost of a home is \$71,700. The average family size is 3.12. Mean travel time to work for residents is just under 20 minutes. South Texas Community College has a branch in Weslaco that enrolls many area students and Knapp Medical Center provides hospital services to the community.

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

27.7% of persons in the area live in poverty.

There are 2017 students enrolled at Weslaco East. The campus is 99% Hispanic and 1% White. 22% of the school population is Limited English Proficient, 9% are in Special Education, and 52% are categorized as At-Risk and 42% are categorized as Economically Disadvantaged.

Demographics Strengths

As included in the Texas Academic Performance Report, class size is 15.1 to 1. All teachers are certified and 23% hold a Master's degree.

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

The campus is organized into six thematic small learning communities of approximately 325 9th-12th grade students and one Early College High School for the Health Professions with an enrollment of approximately 160 9th and 10th grade students. Each small learning community has an assigned administrator and counselor. The SLC themes are Arts and Education, Business and Finance, Design and Engineering, Health Sciences, Law and Criminal Justice, and Media Tech.

The campus operates an A/B block schedule with 100 minute classes 4 of 5 days of the week. On Wednesday the blocks are 90 minutes long

in order to incorporate a 40 minute Family and Student Advocacy period (FAS). Advocates review and monitor grades and attendance with the students, complete goal-setting college awareness, and lessons over other academic topics. Students remain with their assigned advocate throughout their high school career. SLC teachers share common planning time on A days and core area departments share common planning time on B days.

Technology is widely available on the campus. There are six computer labs available for use, as well as dozens of computers on the library floor. Many teachers utilize Chromebook sets within their classrooms and students are allowed to utilize their own technology devices. The use of Google Classroom is prevalent, as well as many other instructional programs and apps. 26 classroom Chromebook sets are available (over 900 individual Chromebooks) and more are available for student checkout.

The AVID program and the campus site team continues to promote and improve the AVID program. New sections of AVID 3 and AVID 4 were added for the 2017-2018 School, and we now have five teachers teaching AVID. Weslaco East is also designated A TSTEM Early College High School. 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 pursuing STEM fields.

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 supports 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. The ECHS has approximately 160 students in grades 9 and 10. 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 for the past four years. Weslaco East students have also performed exceptionally well in the Regional Science Fairs. Seven students qualified for the state competition during the 2015-2016 school year and seven projects received special awards. With all stakeholders involved, Weslaco East High School will continue supporting students in all of their endeavors.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Weslaco East High School missed all of the system safeguards in reading. **Root Cause:** Teachers need additional resources and training to meet the needs of ELL, SPED, and gifted and talented students.

Problem Statement 2: Weslaco East High School missed the system safeguard target of 60% for special education in social students. **Root Cause:** Teachers

need additional training and resources for providing differentiated instruction for SPED students.

Student Academic Achievement

Student Academic Achievement Summary

During the 2016-2017 school year, Weslaco East was a Met Standard school based on student performance on STAAR EOC exams and post-secondary readiness. Weslaco East High School met all of the indexes for state accountability.

On student achievement, Weslaco East High earned 68 points out of the required 60. On Index 2, Progress Measure, Weslaco East earned 28 points and a distinction on this index. On Index 3, Closing the Performance Gaps, Weslaco East earned 41 points. In Index 4, Postsecondary readiness, Weslaco East earned 79 points.

Student Academic Achievement Strengths

Weslaco East High School earned two of the seven Distinction Designations. One in mathematics for academic achievement, and one for closing the performance gap. Biology improved from 81% in 2016 to 84 % in 2017. In addition, there was an increase in student performance across all the sub-populations. In social studies, ELL students increased 2% on the US History EOC exam.

Schoolwide initiatives:

- Implement Thinking Maps to enhance instruction
- Regular Peer observation to improve teaching
- Integrate technology and/or blended learning during instruction

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

- Benchmark testing throughout the school year / 2 CBAs
- Unit Exams in World History and U.S. History
- 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 Academic Achievement Needs

Problem Statement 1: English Language Arts scores have been considerably lower than the region, state, and district for the past three years. **Root Cause:** Teachers need additional support to plan engaging rigorous lessons in order to meet the specific instructional needs of students

School Processes & Programs

School Processes & Programs Summary

All teachers at Weslaco East High School are highly qualified. According to the 2016-2017 TAPR report, Weslaco East has a total of 140 Teachers and 20 Professional support staff. 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.

Weslaco East High School is in its first year of having the T-STEM designation. Ours is a blended model, school-within-a school, and is officially called Weslaco East T-STEM Early College High School. The first Cohort will be our 9th graders this 2017-2018 school year and will do recruitment outreach to our 8th graders from the two feeder middle schools, Mary Hoge Academy and Dr. Armando Cuellar Middle School.

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!"

T-STEM Early College High School will meet the "developing" and "implementing" indicators of the T-STEM Blueprint during the first year of implementation. We will demonstrate progress on the Blueprint continuum.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There are many indicators in the Blueprint that need to be met, but there is no time to implement initiatives. **Root Cause:** The designated T-STEM Administrator has other responsibilities, so T-STEM is not given the attention it needs to be fully implemented.

Perceptions

Perceptions Summary

Weslaco East High School was awarded the distinction of having a Weslaco East T-STEM Early College (school within a school). The school prides itself of 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 T-STEM 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 an 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 once a week (every Wednesday), 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 do 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 T-STEM Early College High School will try to cultivate interest in STEM careers and prepare our students through rigorous, engaging and innovative instruction. The college going culture on campus needs to go hand in hand with promoting STEM initiatives for our students, including our incoming students from the feeder middle school.

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.

According to the AdvancED Accreditation visit results last year, in conjunction with survey results, indicate that our Family and Student Advocacy System in place is helping tremendously in providing the students a sense of belonging. The unique advisory class structure allows students to build strong relationships with designated adults/FAS teachers. The FAS class also provides stability and support for students as they remain with the same FAS

teacher/Advocate for four years of high school.

Weslaco East T-STEM Early College High school will work 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: Stakeholders believe our greatest need is the school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and learning. **Root Cause:** The curriculum needs to be vertically aligned. We believe the new TEKS Resource System that the District and school adopted will be a tremendous help to address this issue.

Problem Statement 2: Weslaco East T-STEM Early College High school needs to be a small learning community. **Root Cause:** The Administrator and Counselor of Early College High School are in charge of another small learning community alongside Early College High School. Early College High Schools are identified with Health Science Small Learning Community instead of T-STEM Early College.

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
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

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
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership 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: Social Studies:

All student populations will achieve 90% mastery on the US History EOC test by the year 2017 -2018.

Evaluation Data Source(s) 1: 2018 STAAR US History Results

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy PBMAS 1) Teachers will implement AVID and Thinking Map Strategies to encourage students to master STAAR and attend a postsecondary institution target note-taking skills provide study habits and structure personalize thinking for students	1	WEHS Admin. Soc. Stud. Dept. Chair Soc. Stud. Teachers	All student populations will achieve 90% on the US History EOC exam, and gains in post secondary college readiness.				
System Safeguard Strategy PBMAS 2) Utilize department-made diagnostic assessment to assess student mastery of objectives and make appropriate instructional adjustments departmental/individual teacher analysis of student data teacher/student conferences regarding benchmark results	1	WEHS Admin. Soc. Stud. Dept. Chair Soc. Stud. Teachers	All student populations will achieve 90% mastery on the US History EOC test by the year 2017 – 2018.				



✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue

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







Performance Objective 2: Social Studies:

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 Source(s) 2: AP course enrollment, AP exam results, student mastery on EOC exam, and teacher observations.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students are encouraged to take AP classes in U.S. History, Government, and Economics create vertical teams to reinforce skills needed for AP tests	1	WEHS Admin. Soc. Stud. Dept. Chair Soc. Stud. Teachers	increased in enrollment in AP courses, students earning 4s and 5s on the AP exams.				
2) Utilize a variety of classroom assessment to measure student mastery of objectives and make appropriate instructional adjustments Exit Cards Google Classroom Discussions Fist of Five KWL Quick Writes AWARE Quizzes TEKS Resources Assessment Creator		WEHS Admin. Soc. Stud. Dept. Chair Soc. Stud. Teachers	students are able to track their own learning, use Google classroom to enhance learning, and demonstrate mastery in AP Course work.				

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

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

Performance Objective 3: Science:

During the school year, our students are expected to practice safety in laboratory investigations and be able to utilize science equipment and technology.

Evaluation Data Source(s) 3: Laboratory Notebooks
Student/Teacher Observations

Summative Evaluation 3:

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

Performance Objective 4:

Science:

By the end of 2017-2018 school year, our students will achieve the following performance level in Biology EOC:

88% Approaches







50 % Meets

20% Mastery

Evaluation Data Source(s) 4: Biology EOC scores

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide Staff Development to Science teachers throughout the school year.	1, 4	Administrator in-charge of Science Department and Department Chairperson	The training will provide an opportunity for teachers to learn quality instructional strategies that will help enhance students' understanding of the different standards tested.				
Funding Sources: General Fund - \$0.00							
2) Subject-area planning between teachers in the same discipline. This includes Data Analysis Meeting among Biology teachers.	1, 4, 8	Administrator in-charge of Science Department and Department Chairperson	Teachers will be able to identify the root cause of why students are struggling in certain standards and be able to come up with strategies to address the issues.				
Funding Sources: General Fund - \$0.00							

3) Teachers will use Critical Reading Strategy as an "opener/do now" in every class.		All science teachers Administrator in charge of Science Department Department Chair	Students reading comprehension and endurance will improve. This will also increase students' science vocabulary/terminology.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 5: Math:

All student populations will achieve mastery at 90% on the Algebra I EOC tests by the year 2017 2018.

Evaluation Data Source(s) 5: Observation

- Teacher Feedback
- Lesson Plans
- STAAR EOC Exams

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p style="text-align: center;">System Safeguard Strategy PBMAS</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 3. Specific training for our special populations such as LEP, Sp. Ed. And GT during department planning time 4. Through Region I EOC Algebra I, EOC Geometry, and EOC Algebra II Academics 5. Region I “Flip into Success: ELPS at a Glance” Training 6. Follow-up on activities/strategies from Lead4ward staff development 7. Follow-up on activities/strategies from RGVCTM conference 8. Department time to share training on SIOP, Kagan and foldable activities 9. College Board training for Pre-AP and AP Courses 10. Vertical Alignment training for all courses in particular Pre-AP and AP Courses 11. More software training to strengthen the math curriculum 12. Through Region I Algebra I PLD’s and Geometry PLD’s 13. Technology training such as Edmodo, Google, and Flipping the Classroom 14. Training on New TEKS from Region 1. 15. Training on Thinking Maps to enhance student learning 16. Training in the use of Formative Assessment for Student Learning through s3Strategies. 	1	<p>Strategist of Mathematics and Facilitator in charge of Math Dept. Head Campus Administrators Mathematics teachers</p>	Increased student achievement.				
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<p style="text-align: center;">System Safeguard Strategy PBMAS</p> <p>2) District workbooks and teaching material:</p> <ol style="list-style-type: none"> 1. Use manipulative and concrete models to teach the Math curriculum. 2. Expand, improve, and/or purchase curriculum resources to increase students' success from Region IV. 3. Follow district scope and sequence and use resource binders 4. Develop activities and align reviews with TEKS and EOC formatted like Spring Release tests and to improve EOC scores. 5. Use the TI-Calculators/TI-Inspires to teach the math curriculum in Algebra I, Algebra 2, and Geometry, Pre-Calculus, AP Calculus AB, AP Probability & Statistics 6. Project Share to share instructional materials 7. Smart Board and TI-Smart View Calculator Emulators 8. "Flip to Success: ELPS at a Glance" material 9. Expand the use of the Geometry Sketch Pad 10. Incorporate the use of Spanish-English Math Dictionaries. 11. College Board Resources 12. LTF and APS Resources 13. Sylvan Math Prep online student tutoring service for Algebra I, Geometry, Algebra II, ACT and SAT 14. Live Binder 15. Texas Math Collaborative Materials Electronic Dictionaries 16. TEKS Resource System 	1	Strategist of Mathematics Math Teachers and Department Head Teachers	Lesson Plans Observation Benchmark Assessments Walk-throughs Lesson Plans on Forethought SLO Student Tracker				
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<p align="center">System Safeguard Strategy PBMAS</p> <p>3) Instruction:</p> <ol style="list-style-type: none"> 1. Small group and individualized instruction will be provided to select ESL students beginning 3rd week of school using alternative method of instructions. 2. Computer-enhanced instructions integrating technology into all math subject areas such as Smart Boards, I PAD, Carnegie and TI-Calculators/Smart View, Geometer's Sketch Pad, Think through Math(Imagine Math), ALEKS, Chromebooks, Ti-84 C, Google Classroom, Canvas, 3. Intensive remediation services for state assessments will be provided for identified students after school and SAS Class. 4. Common appropriated Math vocabulary list will be developed (word walls) and displayed. 5. Address the need of all children by providing acceleration opportunities to all students based on approved district criteria. 6. Incorporate more open-ended questions from Dana Center, LTF, and Region IV in Pre-AP and AP and other regular courses. 7. Implement English Learner Proficiency Standards through the use of foldable(s). 8. Implementation of daily EOC openers addressing areas of weakness. 9. Provide intervention plan at the end of the 1st six weeks for all students who experience difficulty. 10. Implement the use of interactive math journal. 11. Supplement instruction in AP courses by holding Saturday review sessions on selected topics. 12. Incorporate variety forms of formative assessments including the use of technology 13. Incorporate Thinking Maps to aid student's acquisition of vocabulary and mathematical concepts. 14. Use of Electronic Assessments for immediate feedback. 15. Instructional Focus Documents (IFD) to guide instruction from TEKS Resource System. 16. Student Learning Objectives to monitor student growth. 17. ALEKS software for student remediation/intervention and Edmentum (Plato) for loss of credit. 	1	<p>CIF, Counselors Teachers Mathematics Strategist and Principal Administrators in Charge of Mathematics</p>	<p>Benchmark assessments Classroom obs. Lesson plans SLO Student Tracker Student achievement data</p>				
<p align="center">System Safeguard Strategy PBMAS</p>	1	<p>Mathematics Strategist</p>	<p>Lesson Plans Classroom obs.</p>				

4) District Assessment

Achieve growth in number of successful students by:

1. Using 9th – 11th Released test item analysis for content interpretation in modifying district scope and sequence and activities.
2. Communicating District Benchmark Test data analysis to appropriate administrators and teachers on a timely manner.
3. Monitoring instruction to ensure alignment and rigor between assessment and instruction.
4. Sharing with department the Superintendent report to show weaknesses and strengths of within the math program.
5. Using item analysis chart from each benchmark/ six weeks to develop activities and gear instruction to meet the need of all students.
6. Each student expectation below 65% mastery will be re-taught, spiraled, and re-tested in the following six weeks.
7. Holding tutoring sessions for all students scoring below mastery on benchmark assessments.
8. Implementing formative assessments prior to unit/benchmark assessments
9. Providing after school tutoring services at the end of the 1st six weeks to all students who experience difficulty
10. Incorporating more open-ended assessments (informal and formal) from Dana Center, LTF, Region IV for Pre-AP and AP courses
11. Employing I Can Assessments in the area of Algebra I and Geometry as formative assessments.
12. Capstones/Benchmarks for Algebra I, Algebra II and

Principal
Administrators in
Charge of
Mathematics
Teachers

Benchmark Assessments

Geometry reflective of EOC Exam

13. Unit exams in AP courses will mirror the AP Exam format.



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

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

Performance Objective 6: ELA:

By the end of the 2017 -2018 school year, the percentage of students who pass the STAAR EOC test at the high school level will meet or exceeds the state average of 70% for English I and 71% for English II.

Evaluation Data Source(s) 6: EOC

CBA

TEKS Resource Performance Assessments







Content Based Student Learning Objective Assessment

Six weeks grades

CBAs

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Required summer reading initiative for -students enrolled in Pre-AP and AP English courses,dual enrollment, English 2, 3, and 4.</p>	1, 2, 3, 8, 9, 10	WEHS Admin. ELA Dept. Chair ELA Teachers	By the end of the 2017 -2018 school year, the percentage of all students who approaches grade level on STAAR will be reflected in the raw score data provided from TEA.				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Utilize a variety of teaching methods that require higher-order thinking skills, problem-solving, and close reading/analysis</p>	1, 3, 9	WEHS Admin. ELA Dept. Chair ELA Teacher	Six weeks grades CBAs				

<p align="center">System Safeguard Strategy PBMAS</p> <p>3) Utilize a variety of teaching methods that require higher-order thinking skills, problem-solving, and close reading/analysis. -Grade-level meetings at campus and district level -Reading strategies materials -Laying the Foundation -AP Summer Institute -AVID -Writing Path Class - English IV Business English -UT OnRamps -Dual Enrollment Classes -Teacher-created, TEKS Resource and other available resources -ABYDOS Thinking Maps Google classroom</p>	<p>1, 3, 4, 8, 9, 10</p>	<p>WEHS Administration ELA/ESL Department Chairs ELA Teachers</p>	<p>Teachers will be able to participate in the areas below: Contract with Region One ELA Consultants ABYDOS Conference ABYDOS In-District Trainings / Workshops AVID Summer Institute Training</p>				
<p align="center">System Safeguard Strategy PBMAS</p> <p>4) ESL teams for 1st year recent immigrant students. The focus of the ESL teams is to help students acclimate to rigors of high school with peers. ESL team teachers in all four content areas are specially trained to serve their language acquisition needs. Practical Writing classes for students will be offered to help students improve their writing in English. EOC classes will be offered to help students re-testing STAAR. English SOL classes will use Hampton Brown Edge as - part of the curriculum program. Encourage core content area teachers to seek ESL certification and provide ELPS and instructional strategies training to help ELL students in all classes.</p>	<p>1, 2, 4, 7, 8, 9, 10</p>	<p>WEHS admin, Reading/English SOL Teachers ESL dept. chair</p>	<p>Increased student achievement in English Language Arts</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 7: Library:

The library program will provide a means to integrate technology into all aspects of teaching and learning. Technology will be used to streamline managerial tasks, provide access to digital resources, facilitate communication, support instruction, and assist in the production of academic projects. The library staff at each campus is integral to the effective, appropriate and ethical use of technology

Evaluation Data Source(s) 7: Library State Standards Evaluation; State of the Library Report

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>1) Strategy 1 Provide information technology to all users on-site and remotely Ensure that library provides student access to all the latest technology to improve learning and academic achievement including but not limited to: laptops, CPU, interwrite pads, mini-laptops, LCD projectors, iPods, iPads, mice, keyboards, scanners, printers, Smartboards, digital cameras, digital video cameras, netbooks, handheld reading devices, printers, smartboards, software, online software subscriptions, document cameras, videogame consoles, videogames, videogame accessories, technology accessories, emerging technologies, hotspots, 3D Printers, 3D Imagers, poster printers, ink</p>	1, 2, 3, 7, 8, 9, 10	Renee Dyer	<p>State of the Library Report</p> <p>Library lesson plans</p>				
<p>2) Use technology wherever possible to enhance teaching and learning</p>	1, 2, 3, 8, 9, 10	Renee Dyer WEHS Administration Teachers	<p>State of the Library Report</p> <p>Library lesson plans</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 8: Provide an atmosphere and activities that engage students and encourage them to read. The library staff will work with classroom teachers to support a school-wide culture of reading. The library collection enables students to read for knowledge, understanding, enjoyment, and pursuit of individual interests.

Evaluation Data Source(s) 8: Monthly report
State of the library report

Summative Evaluation 8:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Motivate students to become avid readers and select books appropriate to their reading/interest levels.		Renee Dyer	State of the Library Report				
2) Expose students to quality literature through different genres to meet state standards		Renee Dyer	State of the Library Report				
3) Support district and school-wide literacy efforts		Renee Dyer	State of the Library Report				

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

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

Performance Objective 9: Fine Arts:

Increase Total enrollment and active participation in performing fine arts courses by at least 5% throughout the 2017 -2018 school year


Evaluation Data Source(s) 9: CWT; Lesson Plans

- Student Attendance
- Benchmarks
- Weekly Tests
- Student Monthly Displays
- Student Interactive Notebooks
- Student Projects

- Classroom Visits,
- Student Performance,
- Student Exhibits
- Observation
- Student questionnaire

Summative Evaluation 9:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Use EOC results in Language Arts, Math, Science, Social Studies to align instruction and integrate the Fine Arts TEKS with Math, Science, Social Studies, and Language Arts. Ensure that learning disabled students are identified and that modifications are followed.		WEHS Admin. Fine Arts Supervisor Dept. Chair Teacher	CWT; Lesson Plans Student Attendance Benchmarks Weekly Tests Student Monthly Displays Student Interactive Notebooks Student Projects				
2) Incorporate the study of dance, mariachi, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas.	1, 7, 8, 9, 10	WEHS Admin. Fine Arts Supervisor Dept. Chair Teacher	Classroom Visits, Student Performance, Student Exhibits Observation Student questionnaire				

3) Engage and motivate all students through active learning, critical thinking, and innovative problem solving. Utilize a variety of teaching methods that require cognitive functioning, higher-order thinking, communication, and collaboration skills		WEHS Admin. Fine Arts Supervisor Dept. Chair Teacher	Classroom Visits, Student Performance, Student Exhibits Observation Student questionnaire				
4) Watch or attend Live Performances of Choral Music Staff will work closely and cooperatively with parents to help students be as successful as possible Perform in the community at various holidays/events to strengthen support.		WEHS Admin. Fine Arts Supervisor Dept. Chair Teacher	Classroom Visits, Student Performance, Student Exhibits Observation Student questionnaire				
							

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

Performance Objective 1: Science:

During the school year, our students are expected to practice safety in laboratory investigations and be able to utilize science equipments and technology.

Evaluation Data Source(s) 1: Laboratory Notebooks
Student/Teacher Observations

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will increase the number of laboratory investigations to at least three every Six-Weeks.	1	All science teachers Administrator-in charge of Science Department Department Chair	This may increase class attendance. Students will be able to use science equipments appropriately/safely and enhance their critical thinking and investigative skills.				


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

Performance Objective 2: Counseling:

Guidance and Counseling will establish, maintain, and support technological resources to innovate and enhance instruction in order to reach student achievement.

Evaluation Data Source(s) 2: Career Center Computer Internet accessibility for students
Logs

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Online ACT and SAT registration for Senior and Junior Students	1, 2, 4, 7, 9, 10	Head Counselor Counselors	ACT/SAT Scores				
2) Online applications for seniors and for students taking dual enrollment classes.		Head counselor Counselors	Participation reports				
3) Online Financial Aid applications for seniors		Head Counselor Counselors	Computer lab sign in sheets				
4) Online TSI preparations, pre-assessments, and testing.		Head Counselor Counselors Mrs. Cindy Cid	TSI Reports Computer Lab Sign in Sheets				
							

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

Performance Objective 3: Counseling:

All students will be educated in a supportive, healthy learning environment that is safe, drug-free, and conducive to learning.

Evaluation Data Source(s) 3: Calendar of Events, Coordination of staff development date and presnters.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Coordinating with TAASA(Texas Association on Sexual Assault) and Women Together (Mujeres Unidas), to provide training for staff on teen dating violence, bullying, and sexual assault.	1, 2, 6, 8, 9, 10	WEHS Admins., Social Worker, Head Counselor	Student and staff awareness of the issues at hand. Sign in sheets and participant agendas				


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

Performance Objective 4: The library program will provide a means to integrate technology into all aspects of teaching and learning. Technology will be used to streamline managerial tasks, provide access to digital resources, facilitate communication, support instruction, and assist in the production of academic projects. The library staff at each campus is integral to the effective, appropriate and ethical use of technology.

Evaluation Data Source(s) 4: Monthly report

Student-produced assignments, projects, and presentations

Summative Evaluation 4:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teach students to use technology responsibly and ethically		WEHS Administration Renee Dyer WEHS teachers	Students demonstrate responsible use of technology				
2) Ensure all library equipment is readily available and functional. Ensure that all BYOT devices are properly registered		Renee Dyer WEHS Administration WEHS Teachers and Staff	State of Library Report				
							

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

Performance Objective 5: Provide current and relevant resources in a variety of technologies and formats to meet the diverse needs of all learners.

Evaluation Data Source(s) 5: Monthly report
Purchase orders

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase the number of books per student in all libraries to meet the state standards at the elementary, middle school, and high school levels	1	Renee Dyer	State of Library Report Library state Standards Evaluations Inventory Report				
2) Support state standards in all curricular areas by providing materials that extend understanding of course content		Renee Dyer	State of the library report Library State Standards Evaluation Inventory report				
3) Develop a collection that motivates independent reading and inquiry		Renee Dyer	Monthly report Student/staff request forms				
4) Strategy 4 Reflect the diverse needs, interests, and learning styles of all students		Renee Dyer	Strategy 5 Provide electronic access to varied forms of information that facilitates learning and improves literacy				
5) Strategy 5 Provide electronic access to varied forms of information that facilitates learning and improves literacy		Renee Dyer	Strategy 5 Provide electronic access to varied forms of information that facilitates learning and improves literacy				
							

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

Performance Objective 1: Science:

During the school year, the Science Department will increase community outreach.

Evaluation Data Source(s) 1: Community Service Hours

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Science Club Sponsors and members (students) will participate in several community service projects throughout the year.	1	Science Club Sponsors	This will improve community networking and utilization of resources available in the community for future endeavors. This will provide community service hours for students that will help enhance their college applications.				
2) ON-line AVID applications Maintain Counseling Website Establish Remind.com for each grade level Maintain Social Media Accounts for the department		Head Counselor Counselors Counselor's Assistants	Students, parents, and community are aware of all important dates and meetings.				

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

Performance Objective 2: Increase partnership with local and regional communities and establish a presence on social media by promoting student work, performances, videos and projects.

Evaluation Data Source(s) 2: Student Reports
Expository Reading & Writing grades
Student Products/Displays/ Journals, portfolios

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1. Visit the Weslaco Museum and other regional museums, performing arts productions, musicals, Broadway shows to develop knowledge and interest about local history to address the Fine Arts TEKS: Historical/Cultural Awareness		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans Score Reports, UIL and Public Performances SLO				
2) 2. Increasing public awareness of the arts by communicating existing art opportunities, attending local universities' live theatre productions, film in the community and schools.		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans Score Reports, UIL and Public Performances SLO				
3) 3. Seek art collaborations between teachers, students, parents, artists, and organizations within and beyond the community.		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans Score Reports, UIL and Public Performances SLO				
4) 4. Participate in Fine Arts Festivals to showcase students' talents to parents, teachers, administrators, and the community.		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans Score Reports, UIL and Public Performances SLO				
							

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

Performance Objective 1: Social Studies:

By the end of the year, all social studies teachers will attend a social studies related workshop.

Evaluation Data Source(s) 1: Professional Development Log and Eduphoria Log

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff Development for Social Studies teachers throughout the school year.		WEHS administration, Department Chair	Teachers will hone their pedagogical knowledge and refine their craft.				

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

Performance Objective 2: By the end of the school year, all science teachers must attend a science-related workshop.

Evaluation Data Source(s) 2: Professional Development Log and Eduphoria

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide Staff Development to Science teachers throughout the school year.		Administrator in-charge of Science Department and Department Chairperson	The training will provide an opportunity for teachers to learn quality instructional strategies that will help enhance students' understanding of the different standards tested.				

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

Performance Objective 3: Math:

Staff Development:

Implement Staff Development strategies and activities which are aligned with District Curriculum by providing:

Evaluation Data Source(s) 3: Strategist of Mathematics and Facilitator in charge of Math

- Dept. Head
- Campus Administrators
- Mathematics teachers

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

<p>1) 1. Smart Board Training. 2. TI-Calculator(s)/TI Smart-view Training 3. Specific training for our special populations such as LEP, Sp. Ed. And GT during department planning time 4. Through Region I EOC Algebra I, EOC Geometry, and EOC Algebra II Academics 5. Region I Flip into Success: ELPS at a Glance Training 6. Follow-up on activities/strategies from Lead4ward staff development 7. Follow-up on activities/strategies from RGVCTM conference 8. Department time to share training on SIOP, Kagan and foldable activities 9. College Board training for Pre-AP and AP Courses 10. Vertical Alignment training for all courses in particular Pre-AP and AP Courses 11. More software training to strengthen the math curriculum 12. Through Region I Algebra I PLD and Geometry PLD 13. Technology training such as Edmodo, Google, and Flipping the Classroom 14. Training on New TEKS from Region 1. 15. Training on Thinking Maps to enhance student learning 16. Training in the use of Formative Assessment for Student Learning through</p>		<p>Strategist of Mathematics and Facilitator in charge of Math Dept. Head Campus Administrators</p>	<p>Improved student achievement</p>				
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 = Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

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

Performance Objective 4: English

English Teachers will attend various workshops throughout the school year

Evaluation Data Source(s) 4: Certificates of Attendance
Improved Student Achievement

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will attend Region One Workshops throughout the school year, ABYDOS training in the spring time, and AVID summer institute, and AP/Pre-AP workshops during the summer.		WEHS Administration English Department Chair English Teachers	Improved student Achievement Certificates of Attendance High Quality Instruction				

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

Performance Objective 5: Guidance and Counseling:

Enhance educational opportunities through innovative use of finances, facilities, and support staff resources to promote a positive learning environment for all.

Evaluation Data Source(s) 5: Social Worker
 Head Counselor
 Counselors
 Travel Vouchers

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Counselors will attend workshops, conferences and staff development that will allow the counselors to bring back new and innovative ideas to campus and district.		Social Worker Head Counselor Counselors	Travel Vouchers Certificates of Attendance.				
2) Counselors will attend university updates and Financial Aid updates to help increase college readiness.		Head Counselor Counselors	Travel Vouchers Certificates of Attendance				

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







Performance Objective 6: The teacher-librarian will provide for effective student learning through a collaborative process for planning, teaching, and assessment. The teacher-librarian and the classroom teacher will work as a teaching team, bringing their own specialized skills to collaborate for student success. Activities will be designed with available resources in mind; therefore, students will become effective users of information and ideas within the context of the subject taught.

Evaluation Data Source(s) 6: Monthly report

- Agendas
- Sign-in sheets
- Training handouts

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Librarian will collaborate with the classroom teacher in lesson planning, teaching, and assessment	1, 4, 8, 9	Renee Dyer WEHS Administrators Teachers	State of Library Report				
2) Librarian will implement professional development programs and training on: library resources, research models, district initiatives such as, Google Apps for Ed., Flipped/Blended Learning, Project-Based Learning, Microbadging, and other emerging technology resources	1, 4, 8, 9	WEHS Administrators Department Chairs SLC Coordinators Teachers	State of the Library Report				

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

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

Performance Objective 7: Fine Arts:

Increase Technology, electronic media for Teachers and students in the classroom and performances throughout the 2017 -2018 school year.

Evaluation Data Source(s) 7: Lesson Plans

CWT's

Student Displays, electronic Journals and performances


Progress and

report cards

EOC

Teacher questionnaire

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1. Staff implements and uses ipads touch technology, Elmo technology, Chromebooks, Projected technology, educational apps and computer aided instruction in order to improve student achievements		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans Purchase Orders SLOs				
2) 2. Implement technology to improve teaching strategies that enhance student learning in fine arts.		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans Purchase Orders SLOs				
3) 3. Video cameras to record rehearsal and utilize as a tool for student portfolios		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans Purchase Orders SLOs				
4) 4. Software to write mariachi arrangements		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans Purchase Orders SLOs				
							

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

Performance Objective 8: Fine Arts:







Teacher will attend Staff development throughout the year to help enhance and increase enrollment in the Fine Arts programs

Evaluation Data Source(s) 8: Lesson Plans

TEKS Objectives

Summative Evaluation 8:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to allow Fine Arts Vertical team planning for grades k-12 to meet at least twice a year, and Provide networking across the grade levels using in-house staff development to address student expectations involving the four core areas in fine arts: creativity, perception, historical/cultural awareness and evaluation.	1, 3, 4, 8, 9	WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans SLOs				
2) Continue to support advanced placement opportunities for all fine arts staff through trainings, conferences; TETA, workshops/clinics; in district, local universities and out of district clinicians, technology and library text		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans SLOs				
3) Conduct Comprehensive Needs Assessment of Fine Arts Department.		WEHS Admin. Fine Arts Supervisor Dept. Chair Teachers	Lesson Plans SLOs				

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

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

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will implement AVID and Thinking Map Strategies to encourage students to master STAAR and attend a postsecondary institution target note-taking skills provide study habits and structure personalize thinking for students
1	1	2	Utilize department-made diagnostic assessment to assess student mastery of objectives and make appropriate instructional adjustments departmental/individual teacher analysis of student data teacher/student conferences regarding benchmark results
1	5	1	Staff Development: Implement Staff Development strategies and activities which are aligned with District Curriculum by providing: 1. Smart Board Training. 2. TI-Calculator(s)/TI Smart-view Training 3. Specific training for our special populations such as LEP, Sp. Ed. And GT during department planning time 4. Through Region I EOC Algebra I, EOC Geometry, and EOC Algebra II Academics 5. Region I “Flip into Success: ELPS at a Glance” Training 6. Follow-up on activities/strategies from Lead4ward staff development 7. Follow-up on activities/strategies from RGVCTM conference 8. Department time to share training on SIOP, Kagan and foldable activities 9. College Board training for Pre-AP and AP Courses 10. Vertical Alignment training for all courses in particular Pre-AP and AP Courses 11. More software training to strengthen the math curriculum 12. Through Region I Algebra I PLD’s and Geometry PLD’s 13. Technology training such as Edmodo, Google, and Flipping the Classroom 14. Training on New TEKS from Region 1. 15. Training on Thinking Maps to enhance student learning 16. Training in the use of Formative Assessment for Student Learning through s3Strategies.
1	5	2	District workbooks and teaching material: 1. Use manipulative and concrete models to teach the Math curriculum. 2. Expand, improve, and/or purchase curriculum resources to increase students’ success from Region IV. 3. Follow district scope and sequence and use resource binders 4. Develop activities and align reviews with TEKS and EOC formatted like Spring Release tests and to improve EOC scores. 5. Use the TI-Calculators/TI-Inspires to teach the math curriculum in Algebra I, Algebra 2, and Geometry, Pre-Calculus, AP Calculus AB, AP Probability & Statistics 6. Project Share to share instructional materials 7. Smart Board and TI-Smart View Calculator Emulators 8. “Flip to Success: ELPS at a Glance” material 9. Expand the use of the Geometry Sketch Pad 10. Incorporate the use of Spanish-English Math Dictionaries. 11. College Board Resources 12. LTF and APS Resources 13. Sylvan Math Prep online student tutoring service for Algebra I, Geometry, Algebra II, ACT and SAT 14. Live Binder 15. Texas Math Collaborative Materials Electronic Dictionaries 16. TEKS Resource System

Goal	Objective	Strategy	Description
1	5	3	Instruction: 1. Small group and individualized instruction will be provided to select ESL students beginning 3rd week of school using alternative method of instructions. 2. Computer-enhanced instructions integrating technology into all math subject areas such as Smart Boards, I PAD, Carnegie and TI-Calculators/Smart View, Geometer's Sketch Pad, Think through Math(Imagine Math), ALEKS, Chromebooks, Ti-84 C, Google Classroom, Canvas, 3. Intensive remediation services for state assessments will be provided for identified students after school and SAS Class. 4. Common appropriated Math vocabulary list will be developed (word walls) and displayed. 5. Address the need of all children by providing acceleration opportunities to all students based on approved district criteria. 6. Incorporate more open-ended questions from Dana Center, LTF, and Region IV in Pre-AP and AP and other regular courses. 7. Implement English Learner Proficiency Standards through the use of foldable(s). 8. Implementation of daily EOC openers addressing areas of weakness. 9. Provide intervention plan at the end of the 1st six weeks for all students who experience difficulty. 10. Implement the use of interactive math journal. 11. Supplement instruction in AP courses by holding Saturday review sessions on selected topics. 12. Incorporate variety forms of formative assessments including the use of technology 13. Incorporate Thinking Maps to aid student's acquisition of vocabulary and mathematical concepts. 14. Use of Electronic Assessments for immediate feedback. 15. Instructional Focus Documents (IFD) to guide instruction from TEKS Resource System. 16. Student Learning Objectives to monitor student growth. 17. ALEKS software for student remediation/intervention and Edmentum (Plato) for loss of credit.
1	5	4	District Assessment Achieve growth in number of successful students by: 1. Using 9th – 11th Released test item analysis for content interpretation in modifying district scope and sequence and activities. 2. Communicating District Benchmark Test data analysis to appropriate administrators and teachers on a timely manner. 3. Monitoring instruction to ensure alignment and rigor between assessment and instruction. 4. Sharing with department the Superintendent report to show weaknesses and strengths of within the math program. 5. Using item analysis chart from each benchmark/ six weeks to develop activities and gear instruction to meet the need of all students. 6. Each student expectation below 65% mastery will be re-taught, spiraled, and re-tested in the following six weeks. 7. Holding tutoring sessions for all students scoring below mastery on benchmark assessments. 8. Implementing formative assessments prior to unit/benchmark assessments 9. Providing after school tutoring services at the end of the 1st six weeks to all students who experience difficulty 10. Incorporating more open-ended assessments (informal and formal) from Dana Center, LTF, Region IV for Pre-AP and AP courses 11. Employing I Can Assessments in the area of Algebra I and Geometry as formative assessments. 12. Capstones/Benchmarks for Algebra I, Algebra II and Geometry reflective of EOC Exam 13. Unit exams in AP courses will mirror the AP Exam format.
1	6	1	Required summer reading initiative for -students enrolled in Pre-AP and AP English courses,dual enrollment, English 2, 3, and 4.
1	6	2	Utilize a variety of teaching methods that require higher-order thinking skills, problem-solving, and close reading/analysis
1	6	3	Utilize a variety of teaching methods that require higher-order thinking skills, problem-solving, and close reading/analysis. - Grade-level meetings at campus and district level -Reading strategies materials -Laying the Foundation -AP Summer Institute - AVID -Writing Path Class - English IV Business English -UT OnRamps -Dual Enrollment Classes -Teacher-created, TEKS Resource and other available resources -ABYDOS Thinking Maps Google classroom

Goal	Objective	Strategy	Description
1	6	4	ESL teams for 1st year recent immigrant students. The focus of the ESL teams is to help students acclimate to rigors of high school with peers. ESL team teachers in all four content areas are specially trained to serve their language acquisition needs. Practical Writing classes for students will be offered to help students improve their writing in English. EOC classes will be offered to help students re-testing STAAR. English SOL classes will use Hampton Brown Edge as - part of the curriculum program. Encourage core content area teachers to seek ESL certification and provide ELPS and instructional strategies training to help ELL students in all classes.
1	7	1	Strategy 1 Provide information technology to all users on-site and remotely Ensure that library provides student access to all the latest technology to improve learning and academic achievement including but not limited to: laptops, CPU, interwrite pads, mini-laptops, LCD projectors, iPods, iPads, mice, keyboards, scanners, printers, Smartboards, digital cameras, digital video cameras, netbooks, handheld reading devices, printers, smartboards, software, online software subscriptions, document cameras, videogame consoles, videogames, videogame accessories, technology accessories, emerging technologies, hotspots, 3D Printers, 3D Imagers, poster printers, ink

State Compensatory

Budget for Weslaco East High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
164.11.6119.27.006.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$75,252.00
164.13.6119.00.006.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$232,586.00
164.32.6119.00.006.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$63,846.00
164.12.6129.00.006.8.30	6129 Salaries or Wages for Support Personnel	\$30,879.00
164.23.6129.00.006.8.30	6129 Salaries or Wages for Support Personnel	\$50,013.00
164.31.6129.00.006.8.30	6129 Salaries or Wages for Support Personnel	\$28,933.00
164.11.6141.27.006.8.30	6141 Social Security/Medicare	\$1,091.00
164.13.6141.00.006.8.30	6141 Social Security/Medicare	\$3,372.00
164.23.6141.00.006.8.30	6141 Social Security/Medicare	\$726.00
164.31.6141.00.006.8.30	6141 Social Security/Medicare	\$420.00
164.32.6141.00.006.8.30	6141 Social Security/Medicare	\$926.00
164.11.6142.00.006.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6142.27.006.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.12.6142.00.006.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.13.6142.00.006.8.30	6142 Group Health and Life Insurance	\$17,337.00
164.23.6142.00.006.8.30	6142 Group Health and Life Insurance	\$11,558.00
164.31.6142.00.006.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.32.6142.00.006.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6143.00.006.8.30	6143 Workers' Compensation	\$160.00
164.11.6143.27.006.8.30	6143 Workers' Compensation	\$226.00
164.12.6143.00.006.8.30	6143 Workers' Compensation	\$93.00
164.13.6143.00.006.8.30	6143 Workers' Compensation	\$698.00

164.23.6143.00.006.8.30	6143 Workers' Compensation	\$150.00
164.31.6143.00.006.8.30	6143 Workers' Compensation	\$87.00
164.32.6143.00.006.8.30	6143 Workers' Compensation	\$192.00
164.11.6145.00.006.8.30	6145 Unemployment Compensation	\$48.00
164.11.6145.27.006.8.30	6145 Unemployment Compensation	\$68.00
164.12.6145.00.006.8.30	6145 Unemployment Compensation	\$28.00
164.13.6145.00.006.8.30	6145 Unemployment Compensation	\$209.00
164.23.6145.00.006.8.30	6145 Unemployment Compensation	\$45.00
164.31.6145.00.006.8.30	6145 Unemployment Compensation	\$27.00
164.32.6145.00.006.8.30	6145 Unemployment Compensation	\$57.00
164.11.6146.00.006.8.30	6146 Teacher Retirement/TRS Care	\$2,189.00
164.11.6146.27.006.8.30	6146 Teacher Retirement/TRS Care	\$2,750.00
164.12.6146.00.006.8.30	6146 Teacher Retirement/TRS Care	\$695.00
164.13.6146.00.006.8.30	6146 Teacher Retirement/TRS Care	\$8,587.00
164.23.6146.00.006.8.30	6146 Teacher Retirement/TRS Care	\$1,126.00
164.31.6146.00.006.8.30	6146 Teacher Retirement/TRS Care	\$1,114.00
164.32.6146.00.006.8.30	6146 Teacher Retirement/TRS Care	\$1,778.00
6100 Subtotal:		\$566,161.00
6200 Professional and Contracted Services		
164.13.6219.57.006.8.30	6219 Professional Services	\$405.00
164.11.6299.57.006.8.30	6299 Miscellaneous Contracted Services	\$1,205.00
164.23.6299.57.006.8.30	6299 Miscellaneous Contracted Services	\$135.00
6200 Subtotal:		\$1,745.00
6300 Supplies and Services		
164.11.6339.00.006.8.30	6339 Testing Materials	\$5,521.00
164.11.6399.00.006.8.30	6399 General Supplies	\$37,500.00

164.11.6399.57.006.8.30	6399 General Supplies	\$735.00
6300 Subtotal:		\$43,756.00

Personnel for Weslaco East High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alfonso Garcia	A+ Teacher	Weslaco East High School	1
Araceli Chavarin	Campus Instructional Facilitator	Weslaco East High School	1
Belen Torres	Campus Instructional Facilitator	Weslaco East High School	1
Cynthia Cid	Campus Instructional Facilitator	Weslaco East High School	1
Esmeralda Cardenas	At Risk Attendance Clerk	Weslaco East High School	1
Guadalupe Hernandez	Library Aide	Weslaco East High School	1
Jesse Alvarez	Campus Technology Coordinator	Weslaco East High School	1
Leticia Robles	At Risk Attendance Clerk	Weslaco East High School	1
Noel Ybarra	Math STAAR Teacher	Weslaco East High School	1
Noel Ybarra	Math STAAR Teacher	Weslaco East High School	1
Vacancy	Counselor Aide	Weslaco East High School	1
Zalinda Rodriguez	Social Worker	Weslaco East High School	1

Campus Administrator

Committee Role	Name	Position
Administrator	Cynthia Cid	Campus Administrator
Administrator	Elias Garcia	Campus Administrator
Administrator	Araceli Chavarin	Campus Administrator
Administrator	Dr. Raul Cantu	Principal
Administrator	Belen Torres	Campus Administrator
Administrator	Melisse Krink	Campus Administrator
Administrator	Daniel Reyna	Campus Administrator

Campus Funding Summary

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