

Weslaco Independent School District
Weslaco High School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Our mission is to ensure that all students graduate prepared to succeed as prominent members of the community and in institutions of higher education and/or the career of their choice in a safe and caring environment.

Vision

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

Weslaco High School is situated in Weslaco, TX, in Hidalgo County. Weslaco is a mid-size city located in the Rio Grande Valley and is approximately 10 miles from the United States/Mexico border. The school district is mid-sized, with an enrollment of 16,476 students and there are 2,405 students enrolled in Weslaco High School.

For the 2016 Texas Academic Performance Report, Weslaco High School's student demographics consisted of 97.2% Hispanic, .1% African American, 2.1% White, and .5% Asian. This population consisted of 8.29% Gifted & Talented, 86.16% CTE, 7.77% migrant, 70.1% economically disadvantaged, 19.6% ELL, 9.12% special education, and 58.9% at risk students.

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

In 2015 each Comprehensive high school in Weslaco opened an Early College High School at their respective campuses. The ECHS at Weslaco High School focuses on students interested in Science, Technology, Engineering and Math. In addition, the ECHS housed at Weslaco High School was designated a STEM ECHS.

WHS has seen increased enrollment steadily over the past five years. Each content area (English, Math, Science and Social Studies) departments are assigned a specific, fully equipped computer lab, and a "Mega Lab" containing 64 desktop computers is available for instructional, training and assessment purposes. In addition, WHS has become a recognized TSI testing center and provides opportunities for students to meet post-secondary assessment requirements throughout the year. The school has provided all faculty members with iPads for use in the classroom, and the entire school is connected to wireless internet.

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

Demographics Strengths

- Weslaco High School has been recognized as having "Met Expectations" each consecutive year since it's onset.
- Weslaco High School has seen an increase in the passing rate on all AP exams. T
- he campus saw a 34% increase in the passing rate from Spring 2015 (24%) to Spring 2016 (58%).
- We have seen a gradual increase in the number of AP Scholars annually.
- Over the past 5 years we have had one Gates Millennium Scholar, one Hispanic National Merit Scholar and one National Merit Scholarship Semi-Finalist.
- Weslaco High School maintains Small Learning Communities which contribute toward opportunities for continuous school improvement in curriculum, instruction and assessment.
- We have increased the number of AP and Pre-AP classes, tripling the number of Pre-Calculus courses over the past five years, and doubling the number of AP Calculus AB courses offered.
- We have increased opened EOC remediation for Math, English, and Science classes along with a College Readiness Math and English class.
- We have increased the number of security cameras and security guards and a fence was built for the safety of our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: All students did not meet system safeguards target of 60% in the area of Reading, including economically disadvantaged, special education, and ELL students. **Root Cause:** Special education students are not reading on grade level. ELL students are not reading on grade level and have a language barrier, and teachers are not implementing SIOP strategies consistently.

Problem Statement 2: Special education students did not meet system safeguards target of 60% across EOC content areas. **Root Cause:** Students' lack of academic vocabulary, and lack of high level of comprehension needed to analyze and understand EOC questions.

Student Academic Achievement

Student Academic Achievement Summary

The WHS student will have mastery of a rigorous, literacy-focused curriculum; competency in information and communication technology; problem-solving and critical thinking skills; personal/civic responsibility and leadership; and global awareness. The following summary describes the student achievement with regards to the Performance Index Report from the 2017 Accountability and also includes a look at the Domains that will go in effect August 2018.

Student Academic Achievement Strengths

2016-2017 INDEX 1 2017-2018 DOMAIN I: STUDENT ACHIEVEMENT-STAAR satisfactory standard and STAAR college-readiness standard

In Index 1, WHS scored 69; the state target is 60. Additionally, multiple programs are afforded to our students to allow them college credit. Students may take AP, dual enrollment courses, UT OnRamps, or be a part of WHS' ECHS.

2016-2017 INDEX 2 2017-2018 DOMAIN II: STUDENT PROGRESS-STAAR progress measure for both satisfactory standard and college-readiness standard

In Index 2, the state target was 17; WHS scored 22, which is five points above target and an increase of 2 points from the previous year. Student growth is due to the level of assistance provided to students by their teachers, inclusion teachers, teacher tutorials, extended day, Saturday school, interventions via EOC camps several times a year, academic labs for credit recovery, student-teacher conferences, and opportunities for collaborative work.

2016-2017 INDEX 3 2017-2018 DOMAIN III: CLOSING PERFORMANCE GAPS-academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds

In Index 3, the state target was 30; WHS scored 38, which is eight points above target and an increase of 1 point from the previous year. Though we have increased this score, WHS continues to target our special populations by strategically planning the master schedule to allow adequate student to teacher ratios and ESL student access to ESL certified/SIOP trained teachers.

2016-2017 INDEX 4

In Index 4, the state target was 60; WHS scored 79, 19 points above target.

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
- PBMAS 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)
- STAAR End-of-Course 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 Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Local diagnostic math 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
- 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
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) 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
- Parent Involvement Rate

Goals

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

Performance Objective 1: Social Studies Department: Students will be provided with a high-Quality education through effective and rigorous instruction, regardless of demographic that will allow the student to be successful by a 20% increase on their End-of-Course Exam and prepared for a post-secondary education.

Evaluation Data Source(s) 1: Benchmarks (2), Curriculum Based Assessments (2) and STAAR End-of-Course Exams

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 3</p> <p>1) Incorporation of new class; Special Topics: A Century of Conflicts, to provide students with a new opportunity that allows students to reinforce writing strategies as well as provide a residual social studies class to strengthen the students chances for improvement in English and Social Studies End-of-Course Exams.</p>	2, 8, 9	Teachers and Administrators	40% Improvement in students ability to master End-of-Course Exam				
Funding Sources: General Fund - \$0.00, State High School Allotment - \$0.00							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>2) Collaboration of General Education teacher with Special Education Inclusion teachers to develop lesson plans that target deficiencies of Special Population Children which will allow students to show improvement on Social Studies EOC Exam.</p>	1, 2, 3, 4, 8, 9	General Education Teacher, Special Education Teacher and Administrators.	30% improvement in Special Population students needs.				
Funding Sources: State Special Education - \$0.00							

System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 3) Development of United States History Collaborative Class that allows General Education Teacher and Special Education Teacher to Team Teach in a small learning environment that will allow the student to be successful.	1, 2, 3, 8, 9	General Education Teacher, Special Education Teacher, Administrators	40% Improvement on STAAR End-of-Course Exams.				
	Funding Sources: State Special Education - \$0.00						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 4) Encourage student attendance through participation incentives that will allow the student to not miss effective instructional time so that student is more successful on their End-of-Course exam.	1, 2, 3, 8, 9	All Teachers and Administrators	7% increase in Average Daily Attendance				
	Funding Sources: General Fund - \$0.00						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 5) Continuing education of Teachers and Academic Leaders that will allow the instructor to provide effective, data-driven instruction.	1, 2, 3, 4, 8, 9	Teachers, Academic Associates, Administrators	Improvement of quality educators.				
	Funding Sources: State Comp Ed (SCE) - \$0.00						

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

Performance Objective 2: Science Department: All students will be provided with a high-quality education through effective programs to complete high school and to be prepared for a post-secondary education











Evaluation Data Source(s) 2: Multiple assessments include: Benchmarks , Curriculum Based Assessments, STAAR EOC Biology Exam, AP exams, ACT/SAT will be used to measure the growth of students across the grade level.

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 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Staff development to all science teachers during department planning time about effective assessment strategies, differentiated instruction, and sheltered instruction strategies that ensure students are mastering and retaining concepts, and to maintain Highly Qualified teacher status</p>	1, 3, 4, 5, 9	Administration in charge of department, Academic Associate and the teachers will responsible to obtain their education status up to date.	Teachers will be able to implement new effective assessments strategies, collaborate with one another on planning their lesson plans. Teachers can collaborate with one another on how these new assessments are working to ensure that students are mastering and retaining concepts.				
Funding Sources: State Comp Ed (SCE) - \$0.00, General Fund - \$0.00, State Bilingual/ESL - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) EOC Biology review and curriculum content review correlated to high school science benchmark test each six weeks and to STAAR Biology EOC as well as provide Science tutoring, pull out program for the retesters.</p>	1, 3, 8, 9	Administration in charge of department, Science Strategist Paul Mata, and Academic Associate	Teachers will be well aware of the order of the scope and sequence using multiple sources. Teacher will use TEKS resource system and attend PLC meetings to ensure scope and sequence is vertically and horizontally aligned and followed.				
Funding Sources: State Comp Ed (SCE) - \$0.00, State High School Allotment - \$0.00, State Bilingual/ESL - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) AP and Pre-AP professional development to all Pre-AP and AP science teachers to improve student achievement. Provide AP teachers training on common core standards with updated resources. Provide students AP Science Prep Sessions for students to prepare for AP exams. Purchase and use the most recent release AP science exams from the College Board</p>	1, 3, 5, 8, 9	Administration in charge of department, Paul Mata, AP Coordinator Academic Associate and teachers	Teachers will be able to provide upper level advance strategies and new labs to the AP and Pre-AP students as well as prep-sessions for AP Exam.				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>4) "Science Saturday" program to assist middle school and high school students with original research projects for the science fair process. Participation in the regional science fair potential advancement to the state and international science fair</p>	1, 3, 10	Science Strategies and Science Coordinator	Teacher will be available to guide, direct and assist students with science fair projects.				
Funding Sources: State Comp Ed (SCE) - \$0.00, State Gifted and Talented (G/T) - \$0.00							
<p align="center">Critical Success Factors CSF 1</p> <p>5) The science department will implement and revised district high school science Scope and Sequence documents, collaborate during district PLC meetings to review the TEKS that need the most attention to insure the success of students is based</p>	1, 3, 5, 8, 9, 10	Administration in charge of department, Paul Mata, and Academic Associate	The teachers are able to follow and collaborate with each other in regards to planning their lesson plans.				
Funding Sources: State Comp Ed (SCE) - \$0.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>6) *ONLINE access codes for Biology and Biology AP, Physics AP books for students *Develop students' understanding of science concepts with differentiated instruction with several hands-on manipulatives and science laboratory activities Build lessons based on Delta Education Teacher Investigation Guides aligned to TEKS. Access digital copies of each student textbook and teacher guide, student reproducibles</p>	1, 3	Science Strategist Science CIF Science Teacher	Improved performance for all populations on CBAs, benchmarks, and STAAR.				
Funding Sources: State High School Allotment - \$0.00, State Gifted and Talented (G/T) - \$0.00							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>7) STEMscopes Digital Subscription Digital science curriculum supplement Multiple 5E resources per TEKS, student assessments and tracking, embedded professional development, and cross curricular instruction Digital, print, and kit options Spanish and English video dictionary</p>	1, 3, 5	Science Strategist Science CIF Science Teacher	Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.				
Funding Sources: State Comp Ed (SCE) - \$0.00							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>8) Community and Higher Learning Science Center Partnerships (Pre-K – 12) Utilize local science resources for real-world science relevance, science career investigations, and community outreach, and teacher professional development TSTC Challenger Learning Center professional development and student facility tours and activities, including shuttle and space laboratory simulations, planetarium, and Micronauts program UTRGV Science Department Physics science mentorship student program, teacher professional development, Mole Day chemicals and instructional planning Frontera Audobon Society, the Valley Nature Center, and Estero Llano Grande State Park field trips and student investigations, and science club events Weslaco Water Treatment Facility tour and information for science projects Sal Del Rey, USDA/TAMU, and TAMUK Citrus Center research lab collaborations with students to run experiments and learn to analyze scientific data</p>	3, 4	Science Strategist Science CIF Campus Admin	Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.				
Funding Sources: State High School Allotment - \$0.00							
<p align="center">Critical Success Factors CSF 1</p> <p>9) Science Strategist and Science teachers (grades K-12) will attend science conferences. *CAST – November 2017 *TSELA Fall Meeting – November 2017 *TSELA Winter Meeting – February 2018 *TSELA Summer Meeting – June 2018 *RGVSA Science Conference – October 2017</p>		Science Strategist Campus Admin Science CIF	Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC.				
Funding Sources: State High School Allotment - \$0.00, State Comp Ed (SCE) - \$0.00							

<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>10) Supplemental science preparation materials</p> <ul style="list-style-type: none"> *Sirius Education Solutions (Grade 8 and Biology) *Essential Physics Ergopedia textbooks and Physics laboratory equipment *Lab-Aids Chemistry textbooks, laboratory equipment, chemicals, and investigation guides *Replacement of consumable chemicals, equipment *Waste disposal services *Use Flinn Scientific chemistry online training videos that contain lesson ideas and resources as a supplement *U Teach student teacher program 	1, 3	Science Strategist Campus Admin Science CIF	Improved performance for all populations on CBAs, benchmarks, and STAAR/EOC. Increased graduation rates.				
<p>Funding Sources: State High School Allotment - \$0.00, State Comp Ed (SCE) - \$0.00</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 3: Math Department:

- (1) The percentage of Algebra I students at Weslaco High School who score at the Approaches Level on the STAAR EOC assessment will increase from 75.76% in Spring 2017 to 85% in Spring 2018.
- (2) The percentage of Algebra I students at Weslaco High School who score at the Meets Grade Level on the STAAR EOC assessment will increase from 38.48% in Spring 2017 to 48% in Spring 2018.
- (3) The percentage of Algebra I students at Weslaco High School who score at the Masters Grade Level on the STAAR EOC assessment will increase from 16.52% in Spring 2017 to 25% in Spring 2018.
- (4) The percentage of Calculus I students at Weslaco High School who score a 3, 4, or 5 on the Calculus AB exam will increase from 0% in Spring 2017 to 10% in Spring 2018.
- (5) The percentage of Calculus II students at Weslaco High School who score a 3, 4, or 5 on the Calculus BC exam will increase from 0% in Spring 2017 to 10% in Spring 2018.
- (6) The number of Weslaco High School students who scored 350 or higher on the Texas Success Initiative (TSI) exam in the 2016-2017 school year will increase by 10% in the 2017-2018 school year.
- (7) The average ACT Math score for Weslaco High School students will increase from 17.6 in the 2016-2017 school year to 20 the 2017-2018 school year.

Evaluation Data Source(s) 3: (1-3) Algebra STAAR EOC scores.

- (4-5) Advanced Placement Test scores
- (6) TSI Math Exam scores
- (7) ACT Math Test scores

Summative Evaluation 3: Met Performance Objective







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

<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) District Secondary Math Team Meetings: Representative teachers all High School and Middle School Math Departments will meet to coordinate courses vertically and horizontally in order to ensure all students have the prerequisite knowledge and skills as they progress through successive math courses (District PLC meetings). Courses include:</p> <ul style="list-style-type: none"> --Algebra 1 --STLN HSM --Algebraic Reasoning --Geometry --Algebra 2 --Pre-Calculus --Calculus AB --Calculus BC --Calculus 3 --Engineering Math --Statistics --Computer Science --College Prep Math, HB 5 --New courses as determined by TEA or wisd school board 	1, 2, 3, 4, 5, 6, 8, 9, 10	Math Teachers Math Administrators Facilitators Counselors	This strategy is expected to increase the passing rate of students in their respective math classes and associated tests, EOC, TSI, AP, ACT.				
Problem Statements: Demographics 1, 2							
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Campus Department and Content-Area Meetings: All WHS math teachers will meet on a weekly basis to discuss curriculum issues including but not limited to:</p> <ol style="list-style-type: none"> 1. Course scope and sequence 2. Teaching materials 3. Lesson plans 4. Technology in the classroom 5. Teaching pedagogy 6. Meeting the needs of special populations 7. Use of data to guide instruction 8. Classroom management 	1, 2, 3, 4, 5, 6, 8, 9, 10	Math Teachers Math Administrators Facilitators Counselors	This strategy is expected to increase the passing rate of students in their respective math classes and associated tests, EOC, TSI, AP, ACT.				
Problem Statements: Demographics 1, 2							

<p style="text-align: center;">System Safeguard Strategy</p> <p style="text-align: center;">PBMAS</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Support, Advancement, and Remediation Programs: WHS will provide academic assistance for students in a variety of forms including but not limited to:</p> <ol style="list-style-type: none"> 1. Extended Day 2. Saturday School 3. Edmentum Computer Lab 4. Review & Recover/Plato 5. Concurrent Enrollment Courses 6. Dual Enrollment Courses 7. Summer School-remediation 8. Summer School-advancement 9. EOC Class for Retesters 10. EOC Pull-outs/Camps 11. Resource/Team Teaching 12. Double-blocked Algebra 1 classes 13. Advanced Placement Courses 14. Math Tutors 15. Saturday TSI Tutorials 16. Saturday ACT Tutorials 17. UIL 18. Field trips 19. UTPA Computer Science Day 20. Texas A&M Engineering/CS Event 	<p>2, 3, 4, 5, 6, 8, 9, 10</p>	<p>Math Teachers Math Administrators Facilitators Counselors</p>	<p>This strategy is expected to increase the passing rate of students in their respective math classes and associated tests, EOC, TSI, AP, ACT.</p>				
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<p style="text-align: center;">System Safeguard Strategy</p> <p style="text-align: center;">PBMAS</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Professional Development: WHS math teachers will plan, lead, attend, and/or complete professional development including but not limited to:</p> <ol style="list-style-type: none"> 1. RGVCTM 2. CAMT 2. AP Conferences 3. NCTM 4. Region One PD 5. District PD 6. Campus PD 7. Strategy Walk-throughs 8. Online Training 9. Book Study 10. College Courses 11. Peer Sharing 12. Self-Study 13. Other relevant content-related professional development opportunities that arise 	<p>1, 2, 3, 4, 5, 6, 8, 9, 10</p>	<p>Math Teachers Math Administrators Facilitators Counselors</p>	<p>This strategy is expected to increase the passing rate of students in their respective math classes and associated tests, EOC, TSI, AP, ACT.</p>				
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<p style="text-align: center;">System Safeguard Strategy</p> <p style="text-align: center;">PBMAS</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) Classroom Curriculum and Instruction Supports: WHS will provide the curricular materials, supplies, and training necessary to support classroom curriculum and instruction in a variety of ways including but not limited to:</p> <ol style="list-style-type: none"> 1. Purchasing TI graphing calculators and navigator systems. 2. Purchase batteries and/or charging stations for calculators. 3. Purchase chrome books and charging stations to support 1-1 use in the classroom (30 chrome books per class) 4. Purchase eno boards, digital document cameras, surface pro 4's with wifi. 5. Provide training for new technology purchases. 6. Purchase Kuta Software for all math classes; add pre-calculus to the existing site license. 7. Purchase STAAR test-prep materials such as student workbooks. 8. Purchase study guides for computer science, calculus, and statistics AP courses. 9. Purchase text-books for pre-calculus classes. 10. Purchase MyMathLab licenses for pre-calculus and calculus students. 11. Provide additional training on Google Education Suite. 12. Purchase site license for online programs including Desmos and Geogebra. 13. Purchase regular laptops for statistics and computer science courses (Chrome books can't handle the required software) 	<p>1, 2, 3, 4, 5, 6, 8, 9, 10</p>	<p>Math Teachers Math Administrators Facilitators Counselors</p>	<p>This strategy is expected to increase the passing rate of students in their respective math classes and associated tests, EOC, TSI, AP, ACT.</p>				
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<p align="center">System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Math Teachers Math Administrators Facilitators Counselors	This strategy is expected to increase the passing rate of students in their respective math classes and associated tests, EOC, TSI, AP, ACT.				
<p>6) Pedagogical Strategies: WHS math teachers will employ a variety of pedagogical strategies, activities, and techniques to increase the depth and rigor of course content and improve student learning, including but not limited to:</p> <ol style="list-style-type: none"> 1. Common Assessments in each course 2. Modeling 3. Kagan Activities 4. SIOP Strategies (ESL) 5. Use of Aware and DRS software to track growth in TAKS/EOC objectives 6. ALEKS 7. MyMathLab 8. ALEKS 9. Writing Across the Curriculum 10. Think Through Math 11. Use of Incentives to encourage participation in after school tutoring 12. Rewards and Incentives for students excelling academically 13. Project-based learning 14. Google Classroom 15. Interactive software/online activities such as Desmos, Geogebra, Mathematica, SeeSaw.me, PlayPosit, Youtube <p>Problem Statements: Demographics 1, 2</p>							
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 3 Problem Statements:

<p>Demographics</p>
<p>Problem Statement 1: All students did not meet system safeguards target of 60% in the area of Reading, including economically disadvantaged, special education, and ELL students. Root Cause 1: Special education students are not reading on grade level. ELL students are not reading on grade level and have a language barrier, and teachers are not implementing SIOP strategies consistently.</p>
<p>Problem Statement 2: Special education students did not meet system safeguards target of 60% across EOC content areas. Root Cause 2: Students' lack of academic vocabulary, and lack of high level of comprehension needed to analyze and understand EOC questions.</p>







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

Performance Objective 4: English Department: All students will be provided with a myriad of opportunities to enhance literacy awareness while meeting/exceeding standards that promote college readiness and real world career paths so as to attain ten percent growth in the passing rates for STAAR/EOC, AP exams, and TSI, as well as to increase the average scores for ACT by three points.

Evaluation Data Source(s) 4: A variety of assessments and standards (i.e. STAAR/EOC, TELPAS, AP exams, TSI, ACT/SAT, attendance, etc.) will be used to measure the growth that will be experienced by the students across all grade levels in order to determine the success of the aforementioned objective.

Summative Evaluation 4:

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 7</p> <p>1) The English Department will evolve in their instructional practices through workshops, trainings, and classroom visits (within and outside of the department) to assist with the acquisition of knowledge for all student populations.</p>	1, 3, 4, 5, 9	Administration in charge of department, Academic Associate, and the Teachers will be responsible for attaining success with regards to the standard set forth in the application of the prescribed and new strategies.	More knowledgeable teachers who disseminate the content as well as instruction utilizing innovative practices. This helps to target capacity among the teachers, which will in turn benefit the students across all populations enrolled in their courses.				
<p>Problem Statements: Demographics 1, 2 Funding Sources: General Fund - \$0.00, State Comp Ed (SCE) - \$0.00, State High School Allotment - \$0.00</p>							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) The English Department will guide the students, across all student populations, to acquire the knowledge and skills required to be successful on all forms of assessments, from EOC to AP to College entrance exams (tutoring, camps, pull-outs, differentiated instruction, instructional materials, etc).</p>	1, 3, 4, 5	Administration, Academic Associate, and the Teachers will be responsible for attaining success with regards to the standard.	The targeted goals for success on the aforementioned exams, as determined by Weslaco High School and expressed within their school goals, will be met if not exceeded. This will in turn lead to a greater number of students who will attain preparedness for post-secondary educations. *Curriculum Based Assessments *District Benchmarks *STAAR Assessments *AP Benchmarks *TSI/ACT/SAT Practice				
<p>Problem Statements: Demographics 1, 2 Funding Sources: General Fund - \$0.00, State Comp Ed (SCE) - \$0.00, State High School Allotment - \$0.00</p>							

<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>3) The English Department will work with other members of their Small Learning Community to monitor student progress as well as attendance, while also helping to increase completion rate for high school seniors.</p>	1, 2, 4, 6, 9	Administrator for the Small Learning Community as well as the teachers will serve in facilitating the success of this initiative.	In monitoring the progress as well as attendance of students who are deemed on the bubble, teachers will be able to minimize attendance issues which result in loss of instruction and ultimately poor performance on both important assessments and the course.				
<p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: State High School Allotment - \$0.00, General Fund - \$0.00, State Comp Ed (SCE) - \$0.00</p>							
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) The English Department will utilize various forms of technology to assist in the delivery of instruction (in the process, enhancing it) as well as allow for students to engage with it (in their coursework) to promote life-long literacy and effective communication.</p>	1, 2, 3, 4, 5, 9	Administration, as well as teachers and parents will serve to facilitate in the success of this strategy.	The strategy will assist in developing 21st century learners cognizant in all forms of literacy ready to achieve success in a technology rich work force.				
<p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: General Fund - \$0.00, State High School Allotment - \$0.00, State Comp Ed (SCE) - \$0.00</p>							
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>5) The English Department will employ organizational framework for teaching reading and writing as well as engage in PLC's for greater learning opportunities for the teachers, benefiting the students with richer instruction geared towards their literacy success.</p>	1, 2, 3, 4, 5, 8, 9	Administration, Academic Associate, and the grade level leaders will serve to facilitate in the success of this strategy.	Performance on assessments for reading and writing will improve.				
<p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: General Fund - \$0.00, State High School Allotment - \$0.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: All students did not meet system safeguards target of 60% in the area of Reading, including economically disadvantaged, special education, and ELL students. Root Cause 1: Special education students are not reading on grade level. ELL students are not reading on grade level and have a language barrier, and teachers are not implementing SIOP strategies consistently.</p>
<p>Problem Statement 2: Special education students did not meet system safeguards target of 60% across EOC content areas. Root Cause 2: Students' lack of academic vocabulary, and lack of high level of comprehension needed to analyze and understand EOC questions.</p>

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







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

Evaluation Data Source(s) 5: STAAR EOC Results, AP Exams, TSI Scores, ACT/SAT Results, Graduation Rate, Completion Rate

Summative Evaluation 5:

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</p> <p>1) Counselors will monitor academic performance and will guide students towards the appropriate endorsement graduation pathway:</p> <p>1. Individual conferences will be held with students regarding grades and graduation plans.</p> <p>2. Increase number of students enrolled in dual enrollment courses, AP classes, OnRamps courses, and all other advanced coursework in accordance with higher educational institutions.</p> <p>3. Follow up with students that are not successful in the classroom and find alternative ways of recovering credits through credit recovery program, Credit By Exam, Flex Program, and Review and Recover.</p> <p>4. Provide assistance with classwork such as tutorial programs.</p> <p>5. Monitor and work closely with students that have excessive absences and/or are not performing well in class.</p> <p>6. Offer options to students to make up hours due to excessive absences.</p>		Counselors College Readiness Specialist Social Worker Parental Involvement Specialist Administration Diagnostician	Students will have guidance and be given skills necessary to be academically successful in their educational pursuits.				

<p>7. Ensure that all students either graduate or enroll as returning students the following school year.</p> <p>8. Recover leavers and ensure they continue with their educational careers.</p> <p>9. Provide presentations to students regarding graduation plans, grades, credits, recovery programs, tutoring, attendance, social skills, bullying, drugs, STAAR EOC information, endorsements, and graduation requirements.</p> <p>10. Serve as advocates for students and attend ARD meetings to provide feedback to student educational goals.</p> <p>11. Provide 504 documentation to teachers via Aware and have meetings with parents and committee.</p> <p>12. Create FAS lessons that expose students to different careers and provide lessons on life skills needed to be successful in and outside of the classroom setting.</p>						
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Counselors will provide guidance and assistance with planning for post-secondary goals.</p> <p>1. Individual conferences will be held with Junior students annually to discuss college requirements, admissions, scholarships, financial aid, and all other necessary documentation for college and university admission.</p> <p>2. College representatives will be invited to campus to provide informational sessions to address questions students may have regarding college and to encourage students to pursue a post-secondary education.</p> <p>3. Increase the number of students who register to take the ACT, SAT, TSI, and SAT Subject tests as required by their institution of choice.</p> <p>4. Provide testing review sessions and provide multiple</p>		<p>Counselors Administration College Readiness Specialist Social Worker Parental Involvement Specialist Teachers</p>	<p>Students will graduate from Weslaco High School and will have a post-secondary plan in place to further their education for a successful future.</p>			

<p>opportunities to take college entrance exams.</p> <p>5. Students will be given the opportunity to be exposed to post-secondary institutions so that they can make informed decisions when selecting a college/university.</p> <p>6. Host evening parent programs that will help parents and students become familiar with college/university information, financial aid, housing, etc.</p> <p>7. Provide assistance with college applications through application drives during the school day as well as after school.</p> <p>8. Provide student presentations regarding ACT/SAT/TSI testing, college application procedures, scholarships, and financial aid.</p> <p>9. Provide information to various populations including undocumented students, students who fall under the special education / 504 department, and assist with educational plans and for life after graduation.</p>						
<p>System Safeguard Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Counselors will be provided with professional development in order to be knowledgeable and up to date with current educational trends through the following:</p> <p>1. Weekly department Meetings</p> <p>2. Monthly student support service meetings</p> <p>3. Various trainings, staff development sessions, and conferences.</p>	<p>Counselors Administration</p>		<p>Counselors will be equipped with knowledge needed to assist students with their educational goals.</p>			
<p>Funding Sources: General Fund - \$0.00</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 6: ESL Department: All ESL students will be provided opportunities to learn a second language and excel in all content areas

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 PBMAS Critical Success Factors CSF 1 CSF 4 1) ESL students identified as being significantly below level in reading ability will be offered accelerated /remediation curriculum through SSR and after school tutorials	3, 9	Principal, CIF, ELA teachers, WISD ELA Strategist, Bilingual/ESL Director	increase independent reading levels of all students				
	Problem Statements: Demographics 1 Funding Sources: State Bilingual/ESL - \$0.00						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 2) ESL classes as well as English I ESL, English II, and English III (ESL transitional) will be offered for recent immigrant and limited proficient students	3, 9	ESL and English department	students will become proficient and excel in all English classes				
	Problem Statements: Demographics 1						
System Safeguard Strategy Critical Success Factors CSF 4 CSF 6 3) All students will have numerous opportunities to experience different aspects of the American culture including field trips and social norms	1, 3, 4, 6, 8, 9, 10	ESOL Teachers and Bilingual /ESL Director	Understanding and appreciation of American culture and social norms				
	Funding Sources: State Bilingual/ESL - \$0.00						

System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 4) All ESL certified teachers will be given opportunities to attend local and state Bilingual/ESL conferences to enhance instruction in the target language.	1, 3, 4, 6, 8, 9, 10	WISD ELA Strategist and Bilingual/ESL Director	Professional growth in area of subject taught for participants.				
	Problem Statements: Demographics 1 Funding Sources: State Bilingual/ESL - \$0.00						

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 1: All students did not meet system safeguards target of 60% in the area of Reading, including economically disadvantaged, special education, and ELL students. Root Cause 1: Special education students are not reading on grade level. ELL students are not reading on grade level and have a language barrier, and teachers are not implementing SIOP strategies consistently.</p>







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

Performance Objective 7: Special Education Department will provide high-quality instruction for our students. that will align content, resources, and assessments and improve the passing rate of special education student performance at a 10% increase on STAAR/EOC assessments

Evaluation Data Source(s) 7: Benchmarks , Curriculum Based Assesments and STAAR End-of-Course Exams

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 Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Communicate with campus administrators to ensure that students who do not perform satisfactorily on state assessments are provided with intensive programs of instruction.</p>	1, 2, 3, 4, 5	Sp. Ed. Admin.; Content Area Staff; Campus Admin.	Areas will be identified and action plan will be put in place to achieve areas of improvements				
Funding Sources: State Special Education - \$0.00							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments and teaching methods. Co-Teaching Team Teaching Inclusion Meet the Monitoring Teacher Unique Program</p>	1, 2, 3, 4, 5, 8, 9, 10	WHS ADMN Special ED. Teachers General Ed. Teachers Related services personnel Counselors	Monitor contact minutes staff development sessions continue to provide resources to staff to ensure student engagement Improve EOC scores				
Funding Sources: State Special Education - \$0.00							

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Allow students to access curriculum through the use of assistive technology to include computers, chrome books/I PADS brailers, augmentative communication devices, adapted equipment, applications, use of online opportunities, etc.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Special Education Staff General Ed. Teachers	Increased performance of students on assessments Benchmarks STAAR				
Funding Sources: State Special Education - \$0.00							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Special Ed staff will assist and support regular education staff by monitoring adequate modifications on assignments. Special Ed. teachers will help modify 2 days in advance.</p>	1, 2, 3, 4, 5, 8, 9, 10	Sp. ED Staff: Admin General Ed.	Increased performance of students on assessments Six Weeks Tests Benchmarks STAAR				
Funding Sources: State Special Education - \$0.00							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>5) Counselors will provide college awareness, exposure to a variety of careers, career skills and activities to special education students</p>	1, 2, 6, 9, 10	General Ed. Counselors	Students will become aware of various careers and college options				
Funding Sources: General Fund - \$0.00							
<p style="text-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 8: Fine Arts: All Students will achieve 85% mastery of fine arts appreciation.

Evaluation Data Source(s) 8: Overall grades in all courses, public performances, art gallery displays, competitions, and school events.







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 3 CSF 5 CSF 6 CSF 7</p> <p>1) The Fine Arts department will provide and guide the students to acquire the knowledge and skills to graduate with opportunities to communicate proficiency in a least one fine arts discipline:</p> <p>Music Dance Theatre Art</p>	1, 3, 6, 8, 9	Fine Arts Instructor Counselors Administration Teachers Students Tutors	With more quality instruction and guidance within each discipline, the students will better understand the importance fine arts provides in developing the well rounded students. Each student will understand the meaning of teamwork, consistency, hard work in all courses for participation, time management, and the passion for fine arts.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Provide training to all fine arts instructors to address the TEKS in each of the disciplines and workshops to cater to the fine arts programs for secondary grade levels</p>	2, 3, 4, 5, 8	Fine Arts Director Fine Arts Instructors	Staff will better understand the TEKS as well as learn more efficient teaching strategies in each discipline. These workshops will enhance and innovate each instructor for quality teaching				
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>3) The Fine Arts Department will work closely with other staff members and parents to monitor student progress, help acquire skills for post-secondary education, and meet the career and college readiness standards.</p>	1, 2, 3, 6, 8, 9	All Teachers Administration Counselors	By working together will the entire staff and having a closer relationship with parents, the students will be more successful in all core classes, be prepared for college tests, applications, and have a higher percentage of students continuing their education.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5</p> <p>4) The Fine Arts department will work closely to monitor and help to increase the completion rate for high school seniors (parents and students need to be taught about credits)</p>	1, 2, 3, 6, 10	All Teachers	Students will be more aware of how each classes plays an important role in earning credits to graduate in either the recommended or distinguished plan.				

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>5) The Fine Arts Department will encourage and assist the students to prepare themselves for post-secondary educations</p> <p>All students may use their college shirts on a certain day to promote post-secondary educations as appropriate.</p> <p>Students will be encouraged to take the highest level of classes on which they can succeed.</p> <p>Students will be challenged through to meet the commended criteria on the EOC</p> <p>Pre-AP and AP studio art classes will be offered to prepare students for post-secondary education.</p> <p>SAT/ACT, THEA skills will be incorporated in all classes.</p> <p>Words of the day will be announced daily and reinforced.</p> <p>English Wall of Fame</p>	<p>1, 2, 3, 6, 8, 9</p>	<p>All Teachers Counselors Go Center</p>	<p>Students will be better prepared for college courses and environment once they graduate.</p>				
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<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>6) The Fine Arts Department will guide students to success in their course work to help them to be life-long art enthusiasts and effective communicators.</p> <p>A common professional growth period will be used to provide staff development and to facilitate cooperation among fine arts teachers.</p> <p>Students will be provided with opportunities to publish their artwork/performances</p> <p>After school and tutorials will be provided for all students in need of assistance.</p> <p>Peer Tutoring (sectionals, rehearsals)</p> <p>the A-Plus curriculum will be utilized to assist students in catching up with their required number of credits.</p> <p>Students will be encouraged to participate in all UIL, VASE, TMEA competitions. etc</p>	<p>1, 2, 3, 9</p>	<p>All Teachers Administration Counselors Fine Arts teachers</p>	<p>Students will advance to district, regional, area, state and national levels of competition. With students passing their classes and having the extra help, they will be able to gain the skills and knowledge that is needed to advance, earn scholarships, as well as perform as a higher level.</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>7) Sustained Silent Reading will be used in Fine Art classes to encourage extensive reading experiences</p> <p>SSW and free writing will be encouraged/ included in the writing process through their visual journals.</p> <p>Students will have the opportunity to create and present media presentations</p> <p>Students will have opportunities to produce final drafts on word processors as part of the writing process</p> <p>The internet will be used judiciously for research</p> <p>The fine arts teachers will coordinate lessons with other disciplines to align instruction and integrate the fine arts, STARR, and EOC.</p>	<p>1, 3, 4, 8, 9</p>	<p>Fine Arts Teachers All Teachers</p>	<p>Students will reinforce their skills and be able to transfer them over to all core classes.</p>				
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<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>8) Students will participate in art exhibits, dance performances, theatrical programs, musical concerts and in museums and universities in the lower Rio Grande Valley (a minimum of 2 events per year):</p> <p>Weslaco Christmas Parade Weslaco Library Santa Anna Wildlife Refuge McAllen IMAS McAllen Christmas Parade Children's Museum of Brownsville Edinburg Historical Museum Youth Art Month (March) Onion Fest Rio Fest Art Contest Livestock Show Art Contest Elks Lodge Art Contest Gloria Canales Folklorico Art Exhibit at Central Office UIL VASE Al Fresco UIL Marching/Concert/Sightreading TECA Competitions TAMUK Jazz Festival Brownsville Marimba Contest WISD Fine Arts Fiesta</p>	1, 3, 6, 9	Fine Arts Instructors	All Students will grow in their respected art to become a better performer, musician etc. Students will better understand the process of being consistent and the value of hard work in order to be successful. Also, students will want to compete at all these competitions so they will try harder in their core classes so that they pass to be eligible.				
<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 9: The library will promote the integration of curriculum, resources, and teaching strategies to ensure student success.

Evaluation Data Source(s) 9: Collection statistics; Library Calendar of Events, Library State Standards, End of year reports, Destiny weeding logs, Promotional materials & displays, Decor

Summative Evaluation 9:

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 6 CSF 7</p> <p>1) Promote the integration of library resources with classroom assignments and individual student interests to ensure the success of all students by providing physical and remote access to current print and electronic resources.</p>	1, 2, 4, 8, 9, 10	Librarian, Teachers, Administration, Campus and District Staff	Lit for Literacy Initiative Future Ready Library Initiative Encourage life long learners Increase circulation statistics Improve college readiness				
Problem Statements: Demographics 1, 2 Funding Sources: General Fund - \$0.00, State High School Allotment - \$0.00, State Comp Ed (SCE) - \$0.00							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>2) Align library resources with school curricula by maintaining an up-to-date collection</p>	1, 2, 4, 8, 9, 10	Librarian, Teachers, Administration, Campus and District Staff	Lit for Literacy Initiative Future Ready Library Initiative Encourage life long learners Increase circulation statistics Improve college readiness				
Problem Statements: Demographics 1, 2 Funding Sources: General Fund - \$0.00, State High School Allotment - \$0.00, State Comp Ed (SCE) - \$0.00							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>3) Promote information literacy and literature appreciation by hosting author visits and participating in local, state, and national events such as National Library Week, Teen Read Week, book festivals, conferences.</p>	1, 2, 4, 8, 10	Librarian, Teachers, Administration, Campus and District Staff	Lit for Literacy Initiative Future Ready Library Initiative Encourage life long learners Increase circulation statistics Improve college readiness				
Problem Statements: Demographics 1, 2 Funding Sources: General Fund - \$0.00, State High School Allotment - \$0.00, State Comp Ed (SCE) - \$0.00							

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Collaborate with faculty and staff to monitor copyright infringements and plagiarism</p>	1, 2, 4, 9, 10	Librarian, Teachers, Administration, Campus and District Staff	Lit for Literacy Initiative, Future Ready Library Initiative Encourage life long learners Improve college readiness				
<p>Problem Statements: Demographics 1, 2 Funding Sources: General Fund - \$0.00, State High School Allotment - \$0.00, State Comp Ed (SCE) - \$0.00</p>							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>5) Evaluate library resources and services and administer the library budget to support district and campus initiatives.</p>	1, 2, 4, 9, 10	Librarian, Teachers, Administration, Campus and District Staff	Lit for Literacy Initiative, Future Ready Library Initiative Encourage life long learners Increase circulation statistics Improve college readiness				
<p>Problem Statements: Demographics 1, 2 Funding Sources: General Fund - \$0.00, State High School Allotment - \$0.00, State Comp Ed (SCE) - \$0.00</p>							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>6) Attend library and instructional professional development (local, regional, state, national) to gain a better knowledge of current trends, continuing education, and current educational practices.</p>	1, 2, 4, 9, 10	Librarian, Administration, Campus and District Staff	Lit for Literacy Initiative, Future Ready Library Initiative Encourage life long learners Increase circulation statistics Improve college readiness				
<p>Problem Statements: Demographics 1, 2 Funding Sources: General Fund - \$0.00, State High School Allotment - \$0.00, State Comp Ed (SCE) - \$0.00</p>							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>7) Provide a user friendly and safe environment with accessible resources for all patrons.</p>	1, 2, 4, 9, 10	Librarian, Teachers, Administration, Campus and District Staff	Lit for Literacy Initiative, Future Ready Library Initiative Encourage life long learners Increase circulation statistics Improve college readiness				
<p>Problem Statements: Demographics 1, 2 Funding Sources: General Fund - \$0.00, State High School Allotment - \$0.00, State Comp Ed (SCE) - \$0.00</p>							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>8) Advocate for student success within the school and the broader community.</p>	1, 2, 4, 6, 9, 10	Librarian, Teachers, Administration, Campus and District Staff	Lit for Literacy Initiative Future Ready Library Initiative Encourage life long learners Improve college readiness				
<p>Problem Statements: Demographics 1, 2 Funding Sources: General Fund - \$0.00, State High School Allotment - \$0.00, State Comp Ed (SCE) - \$0.00</p>							

System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 9) Serve on campus and district decision making committees to better serve the students' needs.		Librarian, Teachers, Administration, Campus and District Staff	Lit for Literacy Initiative Future Ready Library Initiative Encourage life long learners Improve college readiness				
	Problem Statements: Demographics 1, 2 Funding Sources: General Fund - \$0.00, State High School Allotment - \$0.00, State Comp Ed (SCE) - \$0.00						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 10) Participate in local, state, and national associations to keep informed of library trends and best practices.	1, 2, 4, 9, 10	Librarian, Administration, Campus and District Staff	Lit for Literacy Initiative Future Ready Library Initiative Encourage life long learners Improve college readiness Increase circulation statistics				
	Problem Statements: Demographics 1, 2 Funding Sources: General Fund - \$0.00, State High School Allotment - \$0.00, State Comp Ed (SCE) - \$0.00						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 11) Promote the effective use of existing and emerging technologies.	1, 2, 4, 9, 10	Librarian, Teachers, Administration, Campus and District Staff	Lit for Literacy Initiative Future Ready Library Initiative Encourage life long learners Improve college readiness Increase circulation statistics				
	Problem Statements: Demographics 1, 2 Funding Sources: General Fund - \$0.00, State High School Allotment - \$0.00, State Comp Ed (SCE) - \$0.00						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 12) Maintain and integrate current library technology systems and hardware to meet state and student needs.	1, 2, 4, 9, 10	Librarian, Teachers, Administration, Campus and District Staff	Lit for Literacy Initiative Future Ready Library Initiative Encourage life long learners Improve college readiness Increase circulation statistics				
	Problem Statements: Demographics 1, 2 Funding Sources: General Fund - \$0.00, State High School Allotment - \$0.00, State Comp Ed (SCE) - \$0.00						
							

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 1: All students did not meet system safeguards target of 60% in the area of Reading, including economically disadvantaged, special education, and ELL students. Root Cause 1: Special education students are not reading on grade level. ELL students are not reading on grade level and have a language barrier, and teachers are not implementing SIOP strategies consistently.
Problem Statement 2: Special education students did not meet system safeguards target of 60% across EOC content areas. Root Cause 2: Students' lack of academic vocabulary, and lack of high level of comprehension needed to analyze and understand EOC questions.


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

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

Evaluation Data Source(s) 10: Presidential Fitness Gram will be used to measure the growth/activity level experienced by students across all grade levels. In addition, skill evaluations and physical fitness assessments will be used to improve student performance and achievement rates.

Summative Evaluation 10:

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 5 CSF 7</p> <p>1) The Physical Education/Health department will increase effort and initiative to build the capacity of all teachers to integrate technology effectively into curriculum and instruction.</p>	2, 3, 6, 9	School Administration, Academic Associate, Teachers within department	This strategy will assist in developing teachers who are better equipped to mold a new generation of students in all areas of the advanced technological world, who are capable of achieving success in a technology-rich workforce.				
				Funding Sources: General Fund - \$0.00			
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) The Physical Education/Health department will work with all students to help them acquire health and wellness skills for life-long use and implementation.</p>	3, 6, 8, 9	Administration, Academic Associates, Teachers within department	This strategy will assist in developing learners cognizant in all forms of health, including physical health(life skills) and learned behaviors related to mental and emotional health.				
				Funding Sources: General Fund - \$0.00			
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) The Physical Education/Health department will target instructional practices in order to achieve higher passing rates among special populations, including Special Education and ELL populations.</p>	1, 3, 8, 9	School Administration, Academic Associate, Department Administrator	This will result in more knowledgeable and prepared teachers who are able to disseminate content as well as instruction more effectively. These innovative practices will benefit students across all populations enrolled in their classes.				
				Funding Sources: General Fund - \$0.00			

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) The Physical Education/Health department will develop and sustain a plan to incorporate reading and writing skills, effectively giving our students a beneficial role in their literary success.</p>	1, 2, 8, 9	School Administration, Department Administrator, Academic Associate, Teachers within department	The assessment tools used will lead to an increase in performance for reading and writing, thus increasing the number of students who will attain preparedness for post-secondary education.				
Funding Sources: General Fund - \$0.00							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>5) The Physical Education/Health department will participate in ongoing and sustained staff development to further the effectiveness of instruction delivered in our classrooms.</p>	3, 4, 5, 8	WISD Administration, WHS Administration, Academic Associate, Teachers within department	The strategies learned through staff development will assist teachers in developing 21st century learners and will allow teachers to utilize innovative practices. This will help teachers target ALL students across all populations.				
Funding Sources: General Fund - \$0.00							
							







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

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

Evaluation Data Source(s) 11: PMBAS, Assessments and standards (i.e. EOC/STAAR, AP exams, TSI, ACT/SAT) will be used to measure the growth that will be experienced by the students across all grade levels. In addition, industry certifications tests will be used as a measurement of growth as well.

Summative Evaluation 11:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 4 CSF 5 CSF 6 1) Increase CTE CTSO organization membership, and provide community service learning.	6, 10	CTE CTSO sponsors, CTE staff, CTE director.	Give the CTE students the opportunity for leadership experiences, communication enrichment, and the competition experience.				
	Funding Sources: State Career and Technical - \$0.00, Perkins Career & Technical Education - \$0.00						
Critical Success Factors CSF 1 CSF 7 2) Develop and plan to revitalize the Business Department at WHS. Ensuring that technology resources are readily available for all students.	2, 9	WHS administration, CTE administration, WISD business department, and WISD Technology Department, CTE Staff	Update of the labs / classrooms to better serve the students when they are using the technology for their classes. Provide all technology needed for their classes will increase high quality instruction.				
	Funding Sources: State Career and Technical - \$0.00, Perkins Career & Technical Education - \$0.00						

<p>PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>3) Maximize the support of educational experiences targeting literacy as not only the foundation for learning, but as the critical medium for global competency in a digital world via MY on, and project based learning.</p>	<p>1, 2, 3, 8</p> <p>All CTE staff, Campus administration, District curriculum, SPED director, Bil/ESL Director, Title I Director, CTE Administration & Administrative Support staff, Career Development Adviser, CTE Instructional Technology Strategist.</p>	<p>District improvement on secondary core CBA scores, progress reports, six weeks reporting periods, TBA scores, CTE student certification preparation reports and acquisitions, CTE course outcomes.</p>				
<p>Problem Statements: Demographics 2</p> <p>Funding Sources: State Career and Technical - \$0.00, Perkins Career & Technical Education - \$0.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>4) Increase the number of state, national, or international industry certified or licensed CTE students through the increased support of certification/license resources that includes increasing dual enrollment classes through post secondary institutions and technology.</p>	<p>3, 4, 5</p> <p>All CTE Staff, Campus Administration</p>	<p>Help meet or exceed respective domain for the new accountability system of 2018-19 that will be based on this school year</p>				
<p>Funding Sources: State Career and Technical - \$0.00, Perkins Career & Technical Education - \$0.00</p>						
<p>Critical Success Factors CSF 3 CSF 5</p> <p>5) Career Prep / Practicum will promote student employment and/or internship with local businesses.</p>	<p>3</p> <p>CTE Staff, Campus Administration</p>	<p>Students will acquire valuable employment opportunities and skills.</p>				
<p>Funding Sources: State Career and Technical - \$0.00, Perkins Career & Technical Education - \$0.00</p>						
<p>Critical Success Factors CSF 7</p> <p>6) Business Department staff will attend Professional Developments. This will allow teachers to expose students to latest technology in respective industry.</p>	<p>3, 4, 5</p> <p>CTE Staff, Campus Administration</p>	<p>Gives instructor opportunity for enhanced instruction from learned techniques.</p>				
<p>Funding Sources: State Career and Technical - \$0.00, Perkins Career & Technical Education - \$0.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 11 Problem Statements:

<p>Demographics</p>
<p>Problem Statement 2: Special education students did not meet system safeguards target of 60% across EOC content areas. Root Cause 2: Students' lack of academic vocabulary, and lack of high level of comprehension needed to analyze and understand EOC questions.</p>

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

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

Evaluation Data Source(s) 12: PBMAS, EOC scores, Industry Certifications

Summative Evaluation 12:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>1) Weslaco High School will continue to participate in the "Adopt a Park" initiative with the City of Weslaco and Texas A&M.</p>	6, 10	WHS student organizations	Complete tasks that funding has been allocated for.				
<p>Problem Statements: Demographics 2 Funding Sources: State Career and Technical - \$0.00</p>							
<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>2) Increase CTE CTSO organization membership, and provide community service learning.</p>	6, 10	CTE CTSO sponsors, CTE staff, CTE director	Give the CTE students the opportunity for leadership experiences, communication enrichment, and the competition experience.				
<p>Funding Sources: State Career and Technical - \$0.00</p>							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Develop a plan to revitalize the WHS Family and Consumer Sciences Foods Lab and update the appliances, kitchen cabinets, counter tops, and garbage disposals.</p>		WHS administration, CTE administration, WISD business department, and WISD maintenance department.	Need update of the foods lab to better serve the students when they are using the lab for their classes, and provide a safe place for their lab.				
<p>Funding Sources: Perkins Career & Technical Education - \$0.00</p>							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Develop and plan to revitalize the Agricultural Science Department at WHS. Develop a plan to gain as additional classroom for AG classes.</p>		WHS administration, CTE administration, WISD business department, and WISD maintenance department.	Gain a classroom to further accommodate the number of AG students currently enrolled. Update the classrooms as needed.				
<p>Funding Sources: Perkins Career & Technical Education - \$0.00</p>							

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>5) Maximize the support of educational experiences targeting literacy as not only the foundation for learning, but as the critical medium for global competency in a digital world via MY on, and project based learning.</p>	1, 2, 3, 8	All CTE staff, Campus administration,, district curriculum, SPED director, Bi/ESL Director, Title I Director, CTE Administration & Administrative Support staff, Career Development Adviser, CTE Instructional Technology Strategist.	District improvement on secondary core CBA scores, progress reports, six weeks reporting periods, TBA scores, CTE student certification preparation reports and acquisitions, CTE course outcomes.				
Funding Sources: Perkins Career & Technical Education - \$0.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>6) Increase the number of state, national, or international industry certified or licensed CTE students through the increased support of certification/license resources that includes increasing dual enrollment classes through post secondary institutions and technology.</p>	3, 4, 5	CTE staff	Promote industry and education certifications.				
Funding Sources: State Career and Technical - \$0.00							
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>7) CTE instructional Staff will be included and required to attend district training's on instructional resources,and ATC certifications in order to support EL, SPED students through curriculum.</p>	1, 3, 4	CTE staff and, CTE administration	Students have the opportunity to learn form the bet teachers in their filed.				
Funding Sources: State Career and Technical - \$0.00							
<p align="center">Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>8) Career Prep opportunities, internships, and partnerships to promote employment and/or internship with local businesses.</p>		CTE staff	Students will gt valuable employment opportunities while in High school.				
Funding Sources: Perkins Career & Technical Education - \$0.00							
<p align="center">Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>9) Summer camps and adult classes provided by staff to promote programs and let students use skills and knowledge. and promote community awareness to our programs.</p>		CTE staff, CTE administration, WHS administration	Students will gain skills and knowledge to peruse their				
Funding Sources: Perkins Career & Technical Education - \$0.00							

Critical Success Factors CSF 4 CSF 5 CSF 6 10) Adult classes to promote community awareness about programs.		CTE staff, CTSO sponsors	Community awareness and involvement makes our programs better.				
	Funding Sources: State Career and Technical - \$0.00						
Critical Success Factors CSF 5 CSF 6 11) CTE department uses Industry advisory committees to inspect and rate programs while using development/training to maintain industry standards.		CTE staff	Allows programs to involve the community and give input.				
	Funding Sources: State Career and Technical - \$0.00						
Critical Success Factors CSF 6 12) Keep facilities and equipment up to date using industry advisory committees that inspect and rate according to industry standards including facilities inspected for fire codes and updated MSDS list.	10	CTE staff, WHS administration	Safe and secure school				
	Funding Sources: State Career and Technical - \$0.00						

Performance Objective 12 Problem Statements:

Demographics
Problem Statement 2: Special education students did not meet system safeguards target of 60% across EOC content areas. Root Cause 2: Students' lack of academic vocabulary, and lack of high level of comprehension needed to analyze and understand EOC questions.

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

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

Evaluation Data Source(s) 13: PBMAS, EOC scores, Industry Certifications

Summative Evaluation 13:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 1) Maximize the support of educational experiences targeting literacy as not only the foundation for learning, but as the critical medium for global competency in a digital world via MY on, and project based learning.	1, 2, 3, 8	All CTE staff, Campus administration,, district curriculum, SPED director, Bil/ESL Director, Title I Director, CTE Administration & Administrative Support staff, Career Development Adviser, CTE Instructional Technology Strategist.	District improvement on secondary core CBA scores, progress reports, six weeks reporting periods, TBA scores, CTE student certification preparation reports and acquisitions, CTE course outcomes.				
				Funding Sources: State Career and Technical - \$0.00			
Critical Success Factors CSF 1 CSF 4 CSF 6 2) Implement CTE TEKS using Project Based Learning. Department will provide best industry project to promote industry experience.	3, 8, 9, 10	CTE STAFF	Progress reports, six weeks & semester grades Lesson Plans				
				Funding Sources: State Career and Technical - \$0.00, Perkins Career & Technical Education - \$0.00			

<p align="center">Critical Success Factors CSF 1</p> <p>3) Career Prep / Practicum will promote student employment and/or internship with local businesses.</p>	3	CTE & Academic Instructional Staff CTE Administrative Staff District C & I team ESC1/Academic Specialists Secondary campus instructional facilitators, Scope & Sequence Calendar	Agreements with employer, student and parents if needed.				
Funding Sources: State Career and Technical - \$0.00, Perkins Career & Technical Education - \$0.00							
<p align="center">Critical Success Factors CSF 1</p> <p>4) Programs incorporate all technology provided by school district. Technology used for certification, learning and student research.</p>	1, 3	CTE & Academic Instructional Staff CTE Administrative Staff District C & I team ESC1/Academic Specialists Secondary campus instructional facilitators, Scope & Sequence Calendar	Industry certifications with supporting report				
Funding Sources: State Career and Technical - \$0.00, Perkins Career & Technical Education - \$0.00							
<p align="center">Critical Success Factors CSF 1 CSF 3</p> <p>5) Trade and Industrial staff will promote and attend Industry Trade Shows. This will expose students to latest technology in respective industry.</p>	1, 3	CTE STAFF	Documentation, 10 point narrative.				
Funding Sources: State Career and Technical - \$0.00, Perkins Career & Technical Education - \$0.00							
<p align="center">Critical Success Factors CSF 1</p> <p>6) Trade and Industrial department will provide College Trip</p>	1	CTE STAFF	Student need				
Funding Sources: State Career and Technical - \$0.00, Perkins Career & Technical Education - \$0.00							
<p align="center">Critical Success Factors CSF 6</p> <p>7) Keep facilities and equipment up to date using industry advisory committees that inspect and rate according to industry standards including facilities inspected for fire codes and updated MSDS list.</p>	10	CTE staff, WHS administration	Safe and secure school				
Funding Sources: State Career and Technical - \$0.00, Perkins Career & Technical Education - \$0.00							
<p align="center">Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>8) Increase CTE CTSO organization membership, and provide community service learning.</p>	6, 10	CTE CTSO sponsors, CTE staff, CTE director	Give the CTE students the opportunity for leadership experiences, communication enrichment, and the competition experience.				
Funding Sources: State Career and Technical - \$0.00, Perkins Career & Technical Education - \$0.00							



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue







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

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

Evaluation Data Source(s) 14: Assessments and standards such as AP exams, curriculum based assessment and six weeks exams, will be used to measure the growth that will be experienced by the students across all grade levels, to determine the success of this performance objective.

Summative Evaluation 14:

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 4 CSF 5 CSF 6 CSF 7</p> <p>1) Teachers will use several types of technology providing quality instruction in the classroom. This will enhance the students experience on the assigned subject, permitting for them to better engage in their coursework on a daily basis. Consequently, this will develop advanced knowledge and skills to be successful in the post-secondary level and beyond.</p>	1, 2, 3, 4, 5, 9	Administration, Technology director Teachers and Parents	These results will mold the new generation of students in all areas of advanced technology gaining success in the real world.				
<p>Problem Statements: Demographics 1, 2 Funding Sources: General Fund - \$0.00, State High School Allotment - \$0.00, State Gifted and Talented (G/T) - \$0.00</p>							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>2) Teachers will work with a structured outline for teaching culture, communication, reading and writing skills. This will provide the students with quality foreign language instruction that will help them succeed in a foreign country.</p>	1, 2, 3, 4, 5, 6, 8, 9	Academic Associate, Administration, Teachers and Parents	The expected strategy results will performance on assessments for culture,reading, writing and communication will improve.				
<p>Problem Statements: Demographics 1, 2 Funding Sources: State High School Allotment - \$0.00, General Fund - \$0.00</p>							

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Language Teachers will develop their instructional methods through AP training, summer institutes, professional development, workshops and classroom observations to help with student achievement in all areas of Language.</p>	1, 2, 3, 4, 5, 8, 9	Academic Associate, Administration and Teachers	This strategy will result in a positive outcome towards the teachers to gain more knowledge and help the students to be successful.					
<p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: State Gifted and Talented (G/T) - \$0.00, State High School Allotment - \$0.00, General Fund - \$0.00</p>								
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) The students will be encouraged to enroll in Spanish and French Pre-AP, AP, and Concurrent Enrollment courses to develop skills appropriate for college level.</p>	1, 2, 3, 4, 5, 9	Academic Associate, Counselors, Administration and Teachers	This strategy will help the students to gain college credit and skills in all Spanish and French advanced courses to have success in post-secondary levels.					
<p>Funding Sources: State High School Allotment - \$0.00, State Gifted and Talented (G/T) - \$0.00, General Fund - \$0.00</p>								
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>5) Teachers will provide AP Spanish Language and AP Spanish Literature sessions to prepare students for the AP exams. They will use the most recent released AP Spanish exams from College Board.</p>	1, 2, 3, 5, 8, 9	Administration, Counselors and AP Spanish Teachers	The AP teachers will provide review sessions for all AP Spanish students to align and be successful with the AP exam.					
<p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: State High School Allotment - \$0.00, General Fund - \$0.00</p>								
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>6) Language Teachers will participate with the counselors, administrators and other teachers of their Small Learning Community to observe help and review student progress and attendance every six weeks with the main purpose to increase the percentage of graduates</p>	1, 3, 5, 6, 8, 9	Academic Associate, Counselors, Administration and Teachers	Teachers will be able to motivate students to attend classes every day and graduate with good GPA from High School.					
<p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: State High School Allotment - \$0.00, General Fund - \$0.00</p>								
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>								

Performance Objective 14 Problem Statements:

Demographics

Problem Statement 1: All students did not meet system safeguards target of 60% in the area of Reading, including economically disadvantaged, special education, and ELL students. **Root Cause 1:** Special education students are not reading on grade level. ELL students are not reading on grade level and have a language barrier, and teachers are not implementing SIOP strategies consistently.


Problem Statement 2: Special education students did not meet system safeguards target of 60% across EOC content areas. **Root Cause 2:** Students' lack of academic vocabulary, and lack of high level of comprehension needed to analyze and understand EOC questions.

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

Performance Objective 1: Technology

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Strategy 1: a. Use of technology devices, supplies, and computer enhanced programs such as, but not limited to: SMART Boards, Document Cameras, Ipads, Interwrite Pads, Chromebooks, Quizdoms, Wireless Mouse Pens, Headphones, Earbuds, Cameras, Ipods, Smartphones, tablets, apps, TI-NI-84 Plus graphing calculators in order to meet our goals and objectives, as well as to implement the strategies needed to increase student success	1, 2, 3, 4, 8, 9	CTC, Teachers, Administration, Support Staff,	Increase literacy awareness to support student success *Increase EOC Approaches Scores by 10% & Masters by 5% *Increase number of students passing AP exams by 10% * TELPAS 70% Participation 97% *Increase campus ACT/SAT/TSI average scores * Increase number of Distinction Designations * Increase number of students that earn an associate's degree * Increase number of students that are core complete and/or receive industry certification				
Funding Sources: State Career and Technical - \$0.00, State Special Education - \$0.00, State Bilingual/ESL - \$0.00, State High School Allotment - \$0.00, Title 1, Part A - \$0.00, General Fund - \$0.00, Title I, Part C - \$0.00							
							







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

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

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

Summative Evaluation 1:

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 3 CSF 4 CSF 5 CSF 6</p> <p>1) Utilize all forms of contact with parents through phone calls, email, parent teacher conferences, school messenger, and social media (Facebook and Twitter).</p>	1, 4, 6, 8, 10	Parental Involvement Director Central Office Administrators Campus Principal & Administration Parental Specialist Community Liaison Social Worker Campus Counselor ACE Coordinators & Family Engagement Specialist	When parents are engaged and participate with campus events/activities student achievement increases. Children whose parents are more motivated to learn are more successful in school.				
Problem Statements: Demographics 1, 2 Funding Sources: Title 1, Part A - \$0.00							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 5</p> <p>2) Provide district aligned parent trainings and resources on topics such as effective reading strategies,PASOS, HEB READ 3, STAAR, Bullying and Drug Prevention, The Leader In Me, Mental Health Awareness, Technology and College & Career Exploration and Readiness. The goal is to maximize the impact of parental engagement.</p>	1, 4, 6, 7, 10	Administration					

<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>3) Continue to implement a system for tracking parent participation by campus and volunteer hours. Parents will be recognized at the end of the year for their participation.</p>	1, 4, 6, 7, 10	Parental Involvement Director Parental Involvement Office Staff Campus Principal & Administration Parental Specialist	When parents are engaged and participate with campus events/activities student achievement increases. Parents will be rewarded throughout the year by attending Region 1 conferences and will be given special recognition at our end of the year awards ceremony.				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>4) The community will provide resources and partnerships that meet the needs of our WISD families. Resources such as: In His Image Uniform Drive (Cross Roads Community Church), In His Steps Shoebank (First United Methodist Church), Texas Department Health and Human Services, and our annual Fall Harvest Fair and Spring Information Fair.</p>	6	Parental Involvement Director Campus Principal & Administration Parental Specialist	When parents are aware of community resources and information they are able to seek assistance when needed.				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) Building stronger relationships with higher educational institutions: STC, UTRGV, TSTC, and Texas A& extension services; so parents can be knowledgeable in the planning and preparation for college r readiness.</p>	1, 3, 4, 6, 10	Parental Involvement Director Campus Principal & Administration Parental Specialist Campus Counselor	When parents are aware of community resources and college readiness information their children are more likely to graduate from high school and continue with their postsecondary education.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:







<p>Demographics</p>
<p>Problem Statement 1: All students did not meet system safeguards target of 60% in the area of Reading, including economically disadvantaged, special education, and ELL students. Root Cause 1: Special education students are not reading on grade level. ELL students are not reading on grade level and have a language barrier, and teachers are not implementing SIOP strategies consistently.</p>
<p>Problem Statement 2: Special education students did not meet system safeguards target of 60% across EOC content areas. Root Cause 2: Students' lack of academic vocabulary, and lack of high level of comprehension needed to analyze and understand EOC questions.</p>

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

Performance Objective 2: Utilize all forms of contact with parents through phone calls, email, parent teacher conferences, school messenger, KWES and social media (Facebook and Twitter).

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) Provide district aligned parent trainings and resources on topics such as effective reading strategies,PASOS, HEB READ 3, STAAR, Bullying and Drug Prevention, The Leader In Me, Mental Health Awareness, Technology and College & Career Exploration and Readiness. The goal is to maximize the impact of parental engagement.</p>	1, 4, 6, 7, 10	<p>Campus Principal & Administration</p> <p>Parental Involvement Director</p> <p>Parental Specialist</p>	When parents are aware and educated of the expectations required of their child(ren) the implementation will transition from school to home. For example, 7 Habits and PASOS.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Collaboration of General Education teacher with Special Education Inclusion teachers to develop lesson plans that target deficiencies of Special Population Children which will allow students to show improvement on Social Studies EOC Exam.
1	1	3	Development of United States History Collaborative Class that allows General Education Teacher and Special Education Teacher to Team Teach in a small learning environment that will allow the student to be successful.
1	1	4	Encourage student attendance through participation incentives that will allow the student to not miss effective instructional time so that student is more successful on their End-of-Course exam.
1	1	5	Continuing education of Teachers and Academic Leaders that will allow the instructor to provide effective, data-driven instruction.
1	3	1	District Secondary Math Team Meetings: Representative teachers all High School and Middle School Math Departments will meet to coordinate courses vertically and horizontally in order to ensure all students have the prerequisite knowledge and skills as they progress through successive math courses (District PLC meetings). Courses include: --Algebra 1 --STLN HSM -- Algebraic Reasoning --Geometry --Algebra 2 --Pre-Calculus --Calculus AB --Calculus BC --Calculus 3 --Engineering Math -- Statistics --Computer Science --College Prep Math, HB 5 --New courses as determined by TEA or wisd school board
1	3	2	Campus Department and Content-Area Meetings: All WHS math teachers will meet on a weekly basis to discuss curriculum issues including but not limited to: 1. Course scope and sequence 2. Teaching materials 3. Lesson plans 4. Technology in the classroom 5. Teaching pedagogy 6. Meeting the needs of special populations 7. Use of data to guide instruction 8. Classroom management
1	3	3	Support, Advancement, and Remediation Programs: WHS will provide academic assistance for students in a variety of forms including but not limited to: 1. Extended Day 2. Saturday School 3. Edmentum Computer Lab 4. Review & Recover/Plato 5. Concurrent Enrollment Courses 6. Dual Enrollment Courses 7. Summer School-remediation 8. Summer School-advancement 9. EOC Class for Retesters 10. EOC Pull-outs/Camps 11. Resource/Team Teaching 12. Double-blocked Algebra 1 classes 13. Advanced Placement Courses 14. Math Tutors 15. Saturday TSI Tutorials 16. Saturday ACT Tutorials 17. UIL 18. Field trips 19. UTPA Computer Science Day 20. Texas A&M Engineering/CS Event
1	3	4	Professional Development: WHS math teachers will plan, lead, attend, and/or complete professional development including but not limited to: 1. RGVCTM 2. CAMT 2. AP Conferences 3. NCTM 4. Region One PD 5. District PD 6. Campus PD 7. Strategy Walk-throughs 8. Online Training 9. Book Study 10. College Courses 11. Peer Sharing 12. Self-Study 13. Other relevant content-related professional development opportunities that arise

Goal	Objective	Strategy	Description
1	3	5	Classroom Curriculum and Instruction Supports: WHS will provide the curricular materials, supplies, and training necessary to support classroom curriculum and instruction in a variety of ways including but not limited to: 1. Purchasing TI graphing calculators and navigator systems. 2. Purchase batteries and/or charging stations for calculators. 3. Purchase chrome books and charging stations to support 1-1 use in the classroom (30 chrome books per class) 4. Purchase eno boards, digital document cameras, surface pro 4's with wifi. 5. Provide training for new technology purchases. 6. Purchase Kuta Software for all math classes; add pre-calculus to the existing site license. 7. Purchase STAAR test-prep materials such as student workbooks. 8. Purchase study guides for computer science, calculus, and statistics AP courses. 9. Purchase text-books for pre-calculus classes. 10. Purchase MyMathLab licenses for pre-calculus and calculus students. 11. Provide additional training on Google Education Suite. 12. Purchase site license for online programs including Desmos and Geogebra. 13. Purchase regular laptops for statistics and computer science courses (Chrome books can't handle the required software)
1	3	6	Pedagogical Strategies: WHS math teachers will employ a variety of pedagogical strategies, activities, and techniques to increase the depth and rigor of course content and improve student learning, including but not limited to: 1. Common Assessments in each course 2. Modeling 3. Kagan Activities 4. SIOP Strategies (ESL) 5. Use of Aware and DRS software to track growth in TAKS/EOC objectives 6. ALEKS 7. MyMathLab 8. ALEKS 9. Writing Across the Curriculum 10. Think Through Math 11. Use of Incentives to encourage participation in after school tutoring 12. Rewards and Incentives for students excelling academically 13. Project-based learning 14. Google Classroom 15. Interactive software/online activities such as Desmos, Geogebra, Mathematica, SeeSaw.me, PlayPosit, Youtube
1	4	1	The English Department will evolve in their instructional practices through workshops, trainings, and classroom visits (within and outside of the department) to assist with the acquisition of knowledge for all student populations.
1	4	2	The English Department will guide the students, across all student populations, to acquire the knowledge and skills required to be successful on all forms of assessments, from EOC to AP to College entrance exams (tutoring, camps, pull-outs, differentiated instruction, instructional materials, etc).
1	4	3	The English Department will work with other members of their Small Learning Community to monitor student progress as well as attendance, while also helping to increase completion rate for high school seniors.
1	4	4	The English Department will utilize various forms of technology to assist in the delivery of instruction (in the process, enhancing it) as well as allow for students to engage with it (in their coursework) to promote life-long literacy and effective communication.
1	4	5	The English Department will employ organizational framework for teaching reading and writing as well as engage in PLC's for greater learning opportunities for the teachers, benefiting the students with richer instruction geared towards their literacy success.

Goal	Objective	Strategy	Description
1	5	1	Counselors will monitor academic performance and will guide students towards the appropriate endorsement graduation pathway: 1. Individual conferences will be held with students regarding grades and graduation plans. 2. Increase number of students enrolled in dual enrollment courses, AP classes, OnRamps courses, and all other advanced coursework in accordance with higher educational institutions. 3. Follow up with students that are not successful in the classroom and find alternative ways of recovering credits through credit recovery program, Credit By Exam, Flex Program, and Review and Recover. 4. Provide assistance with classwork such as tutorial programs. 5. Monitor and work closely with students that have excessive absences and/or are not performing well in class. 6. Offer options to students to make up hours due to excessive absences. 7. Ensure that all students either graduate or enroll as returning students the following school year. 8. Recover leavers and ensure they continue with their educational careers. 9. Provide presentations to students regarding graduation plans, grades, credits, recovery programs, tutoring, attendance, social skills, bullying, drugs, STAAR EOC information, endorsements, and graduation requirements. 10. Serve as advocates for students and attend ARD meetings to provide feedback to student educational goals. 11. Provide 504 documentation to teachers via Aware and have meetings with parents and committee. 12. Create FAS lessons that expose students to different careers and provide lessons on life skills needed to be successful in and outside of the classroom setting.
1	5	2	Counselors will provide guidance and assistance with planning for post-secondary goals. 1. Individual conferences will be held with Junior students annually to discuss college requirements, admissions, scholarships, financial aid, and all other necessary documentation for college and university admission. 2. College representatives will be invited to campus to provide informational sessions to address questions students may have regarding college and to encourage students to pursue a post-secondary education. 3. Increase the number of students who register to take the ACT, SAT, TSI, and SAT Subject tests as required by their institution of choice. 4. Provide testing review sessions and provide multiple opportunities to take college entrance exams. 5. Students will be given the opportunity to be exposed to post-secondary institutions so that they can make informed decisions when selecting a college/university. 6. Host evening parent programs that will help parents and students become familiar with college/university information, financial aid, housing, etc. 7. Provide assistance with college applications through application drives during the school day as well as after school. 8. Provide student presentations regarding ACT/SAT/TSI testing, college application procedures, scholarships, and financial aid. 9. Provide information to various populations including undocumented students, students who fall under the special education / 504 department, and assist with educational plans and for life after graduation.
1	5	3	Counselors will be provided with professional development in order to be knowledgeable and up to date with current educational trends through the following: 1. Weekly department Meetings 2. Monthly student support service meetings 3. Various trainings, staff development sessions, and conferences.
1	6	1	ESL students identified as being significantly below level in reading ability will be offered accelerated /remediation curriculum through SSR and after school tutorials
1	6	2	ESL classes as well as English I ESL, English II, and English III (ESL transitional) will be offered for recent immigrant and limited proficient students

Goal	Objective	Strategy	Description
1	6	3	All students will have numerous opportunities to experience different aspects of the American culture including field trips and social norms
1	6	4	All ESL certified teachers will be given opportunities to attend local and state Bilingual/ESL conferences to enhance instruction in the target language.
1	7	1	Communicate with campus administrators to ensure that students who do not perform satisfactorily on state assessments are provided with intensive programs of instruction.
1	7	2	Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments and teaching methods. Co-Teaching Team Teaching Inclusion Meet the Monitoring Teacher Unique Program
1	7	3	Allow students to access curriculum through the use of assistive technology to include computers, chrome books/I PADS brailers, augmentative communication devices, adapted equipment, applications, use of online opportunities, etc.
1	7	4	Special Ed staff will assist and support regular education staff by monitoring adequate modifications on assignments. Special Ed. teachers will help modify 2 days in advance.
1	7	5	Counselors will provide college awareness, exposure to a variety of careers, career skills and activities to special education students
1	9	1	Promote the integration of library resources with classroom assignments and individual student interests to ensure the success of all students by providing physical and remote access to current print and electronic resources.
1	9	2	Align library resources with school curricula by maintaining an up-to-date collection
1	9	3	Promote information literacy and literature appreciation by hosting author visits and participating in local, state, and national events such as National Library Week, Teen Read Week, book festivals, conferences.
1	9	4	Collaborate with faculty and staff to monitor copyright infringements and plagiarism
1	9	5	Evaluate library resources and services and administer the library budget to support district and campus initiatives.
1	9	6	Attend library and instructional professional development (local, regional, state, national) to gain a better knowledge of current trends, continuing education, and current educational practices.
1	9	7	Provide a user friendly and safe environment with accessible resources for all patrons.
1	9	8	Advocate for student success within the school and the broader community.
1	9	9	Serve on campus and district decision making committees to better serve the students' needs.
1	9	10	Participate in local, state, and national associations to keep informed of library trends and best practices.
1	9	11	Promote the effective use of existing and emerging technologies.
1	9	12	Maintain and integrate current library technology systems and hardware to meet state and student needs.

Goal	Objective	Strategy	Description
1	10	1	The Physical Education/Health department will increase effort and initiative to build the capacity of all teachers to integrate technology effectively into curriculum and instruction.
1	10	2	The Physical Education/Health department will work with all students to help them acquire health and wellness skills for life-long use and implementation.
1	10	3	The Physical Education/Health department will target instructional practices in order to achieve higher passing rates among special populations, including Special Education and ELL populations.
1	10	4	The Physical Education/Health department will develop and sustain a plan to incorporate reading and writing skills, effectively giving our students a beneficial role in their literary success.
1	10	5	The Physical Education/Health department will participate in ongoing and sustained staff development to further the effectiveness of instruction delivered in our classrooms.
1	14	1	Teachers will use several types of technology providing quality instruction in the classroom. This will enhance the students experience on the assigned subject, permitting for them to better engage in their coursework on a daily basis. Consequently, this will develop advanced knowledge and skills to be successful in the post-secondary level and beyond.
1	14	2	Teachers will work with a structured outline for teaching culture, communication, reading and writing skills. This will provide the students with quality foreign language instruction that will help them succeed in a foreign country.
1	14	3	Language Teachers will develop their instructional methods through AP training, summer institutes, professional development, workshops and classroom observations to help with student achievement in all areas of Language.
1	14	4	The students will be encouraged to enroll in Spanish and French Pre-AP, AP, and Concurrent Enrollment courses to develop skills appropriate for college level.
1	14	5	Teachers will provide AP Spanish Language and AP Spanish Literature sessions to prepare students for the AP exams. They will use the most recent released AP Spanish exams from College Board.
1	14	6	Language Teachers will participate with the counselors, administrators and other teachers of their Small Learning Community to observe help and review student progress and attendance every six weeks with the main purpose to increase the percentage of graduates
3	1	1	Utilize all forms of contact with parents through phone calls, email, parent teacher conferences, school messenger, and social media (Facebook and Twitter).
3	1	2	2) Provide district aligned parent trainings and resources on topics such as effective reading strategies,PASOS, HEB READ 3, STAAR, Bullying and Drug Prevention, The Leader In Me, Mental Health Awareness, Technology and College & Career Exploration and Readiness. The goal is to maximize the impact of parental engagement.
3	1	3	Continue to implement a system for tracking parent participation by campus and volunteer hours. Parents will be recognized at the end of the year for their participation.

Goal	Objective	Strategy	Description
3	1	4	The community will provide resources and partnerships that meet the needs of our WISD families. Resources such as: In His Image Uniform Drive (Cross Roads Community Church), In His Steps Shoebank (First United Methodist Church), Texas Department Health and Human Services, and our annual Fall Harvest Fair and Spring Information Fair.
3	1	5	Building stronger relationships with higher educational institutions: STC, UTRGV, TSTC, and Texas A& extension services; so parents can be knowledgeable in the planning and preparation for college r readiness.
3	2	1	Provide district aligned parent trainings and resources on topics such as effective reading strategies,PASOS, HEB READ 3, STAAR, Bullying and Drug Prevention, The Leader In Me, Mental Health Awareness, Technology and College & Career Exploration and Readiness. The goal is to maximize the impact of parental engagement.

State Compensatory

Budget for Weslaco High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
164.11.6119.27.001.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$70,823.00
164.32.6119.00.001.8.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$67,124.00
164.31.6129.00.001.8.30	6129 Salaries or Wages for Support Personnel	\$30,472.00
164.11.6141.27.001.8.30	6141 Social Security/Medicare	\$1,027.00
164.31.6141.00.001.8.30	6141 Social Security/Medicare	\$442.00
164.32.6141.00.001.8.30	6141 Social Security/Medicare	\$973.00
164.11.6142.27.001.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.31.6142.00.001.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.32.6142.00.001.8.30	6142 Group Health and Life Insurance	\$5,779.00
164.11.6143.27.001.8.30	6143 Workers' Compensation	\$212.00
164.23.6143.00.001.8.30	6143 Workers' Compensation	\$95.00
164.31.6143.00.001.8.30	6143 Workers' Compensation	\$91.00
164.32.6143.00.001.8.30	6143 Workers' Compensation	\$201.00
164.11.6145.27.001.8.30	6145 Unemployment Compensation	\$66.00
164.13.6145.00.001.8.30	6145 Unemployment Compensation	\$293.00
164.23.6145.00.001.8.30	6145 Unemployment Compensation	\$28.00
164.31.6145.00.001.8.30	6145 Unemployment Compensation	\$27.00
164.32.6145.00.001.8.30	6145 Unemployment Compensation	\$60.00
164.11.6146.27.001.8.30	6146 Teacher Retirement/TRS Care	\$2,727.00
164.23.6146.00.001.8.30	6146 Teacher Retirement/TRS Care	\$711.00
164.31.6146.00.001.8.30	6146 Teacher Retirement/TRS Care	\$991.00
164.32.6146.00.001.8.30	6146 Teacher Retirement/TRS Care	\$2,023.00

		6100 Subtotal:	\$195,723.00
6200 Professional and Contracted Services			
164.11.6299.57.001.8.30	6299 Miscellaneous Contracted Services		\$1,205.00
164.23.6299.57.001.8.30	6299 Miscellaneous Contracted Services		\$135.00
164.32.6299.57.001.8.30	6299 Miscellaneous Contracted Services		\$405.00
		6200 Subtotal:	\$1,745.00
6300 Supplies and Services			
164.11.6399.00.001.8.30	6399 General Supplies		\$37,500.00
164.11.6399.57.001.8.30	6399 General Supplies		\$735.00
		6300 Subtotal:	\$38,235.00

Personnel for Weslaco High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adrian Villagomez	Campus Technology Coordinator	Weslaco High School	1
Beatriz Garza	Counselor Aide	Weslaco High School	1
Celica Pena	Campus Instructional Facilitator	Weslaco High School	1
Enrique Ornelas	Campus Instructional Facilitator	Weslaco High School	1
Gabriel Valdez	Teacher	Weslaco High School	1
Maria Elva Rey Marroquin	Social Worker	Weslaco High School	1
Mischelle King	Campus Instructional Facilitator	Weslaco High School	1
San Juanita Pena	At Risk Attendance Clerk	Weslaco High School	1
Sandra Cerda	Campus Instructional Facilitator	Weslaco High School	1

Title I

Schoolwide Program Plan

Weslaco ISD has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I.

The six steps that our campus follows include:

1. Establishing and training our site-based planning team;
2. Clarifying the vision for school reform;
3. Creating our school's profile
4. Identifying data sources and gathering the data;
5. Analyzing the data;
6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback.

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Weslaco ISD has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators collected data in collaboration with teacher leaders and others. Strengths and problems were identified. Root causes were explored and the entire CNA was reported to the site-based planning team. The team was given time to reflect on the data, the strengths and problem statements and they asked clarifying questions. When the team felt that all appropriate data had been discussed and reviewed, this step of an ever-developing CNA process was finalized and written in Plan4Learning.

2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all students to achieve Meets Grade Level Performance or Masters Grade Level Performance on the appropriate state assessments. These strategies are based on effective means of improving achievement for all students. The following are activities we

utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are proven, evidence-based interventions.
2. Identify how each activity in our school strengthens the core academic program.
3. Identify evidence-based interventions that increase the amount and quality of learning time.
4. Review the master schedule to identify opportunities for extended learning time.
5. Investigate how manipulatives are used in the various core areas.
6. Identify programs within our school that address enriched and accelerated curriculum issues.
7. Disaggregate data by each student group to determine our program's effectiveness in meeting the needs of all students.

3: Instruction by highly qualified professional teachers

Instruction by highly effective, state-certified professional teachers is an important component of our schoolwide plan. Procedures in use at Training Elementary to ensure that instruction is provided by highly effective teachers include:

1. Provide time off for targeted, high-quality professional development.
2. Provide an effective mentoring system for new teachers and teachers new to our school.
3. Assign teachers for a "best-fit" of their strengths.
4. Provide professional development for existing programs prior to new school year for new staff and those wanting refreshers.
5. Monitor effectiveness of teachers by frequent walk-throughs and quality feedback.
6. Provide time for teachers to observe each other in the classroom.
7. Provide training and opportunities for collaboration in looking at formative and summative student achievement data.
8. Implement strategies to provide clear lines of communication between teachers and administrators.

Campus Funding Summary

State Career and Technical					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	11	1			\$0.00
1	11	2			\$0.00
1	11	3			\$0.00
1	11	4			\$0.00
1	11	5			\$0.00
1	11	6			\$0.00
1	12	1	Grant funding, City of Weslaco		\$0.00
1	12	2	CTSO sponsors, WHS support		\$0.00
1	12	6	CTE funding		\$0.00
1	12	7	Industry certifications and degrees		\$0.00
1	12	10	Community adults		\$0.00
1	12	11	Agendas, sign in sheets		\$0.00
1	12	12	Annual reports and forms		\$0.00
1	13	1			\$0.00
1	13	2			\$0.00
1	13	3			\$0.00
1	13	4			\$0.00
1	13	5			\$0.00
1	13	6			\$0.00
1	13	7			\$0.00
1	13	8			\$0.00
2	1	1			\$0.00
Sub-Total					\$0.00
State Gifted and Talented (G/T)					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$0.00
1	2	6			\$0.00
1	14	1			\$0.00
1	14	3			\$0.00
1	14	4			\$0.00
Sub-Total					\$0.00

State Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	7	1			\$0.00
1	7	2			\$0.00
1	7	3			\$0.00
1	7	4			\$0.00
2	1	1			\$0.00
Sub-Total					\$0.00

State Comp Ed (SCE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	2	7			\$0.00
1	2	9			\$0.00
1	2	10			\$0.00
1	4	1			\$0.00

1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	9	1			\$0.00
1	9	2			\$0.00
1	9	3			\$0.00
1	9	4			\$0.00
1	9	5			\$0.00
1	9	6			\$0.00
1	9	7			\$0.00
1	9	8			\$0.00
1	9	9			\$0.00
1	9	10			\$0.00
1	9	11			\$0.00
1	9	12			\$0.00

Sub-Total \$0.00

State Bilingual/ESL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	2			\$0.00
1	6	1			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
1	6	4			\$0.00
2	1	1			\$0.00

Sub-Total \$0.00

State High School Allotment

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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1	1	1			\$0.00
1	2	2			\$0.00
1	2	6			\$0.00
1	2	8			\$0.00
1	2	9			\$0.00
1	2	10			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	9	1			\$0.00
1	9	2			\$0.00
1	9	3			\$0.00
1	9	4			\$0.00
1	9	5			\$0.00
1	9	6			\$0.00
1	9	7			\$0.00
1	9	8			\$0.00
1	9	9			\$0.00
1	9	10			\$0.00
1	9	11			\$0.00
1	9	12			\$0.00
1	14	1			\$0.00
1	14	2			\$0.00
1	14	3			\$0.00
1	14	4			\$0.00
1	14	5			\$0.00

1	14	6			\$0.00
2	1	1			\$0.00
Sub-Total					\$0.00
Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
3	1	1			\$0.00
Sub-Total					\$0.00
General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	4			\$0.00
1	2	1			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	5			\$0.00
1	5	3			\$0.00
1	7	5			\$0.00
1	9	1			\$0.00
1	9	2			\$0.00
1	9	3			\$0.00
1	9	4			\$0.00
1	9	5			\$0.00
1	9	6			\$0.00
1	9	7			\$0.00

1	9	8			\$0.00
1	9	9			\$0.00
1	9	10			\$0.00
1	9	11			\$0.00
1	9	12			\$0.00
1	10	1			\$0.00
1	10	2			\$0.00
1	10	3			\$0.00
1	10	4			\$0.00
1	10	5			\$0.00
1	14	1			\$0.00
1	14	2			\$0.00
1	14	3			\$0.00
1	14	4			\$0.00
1	14	5			\$0.00
1	14	6			\$0.00
2	1	1			\$0.00

Sub-Total \$0.00

Title I, Part C

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

Perkins Career & Technical Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	11	1			\$0.00
1	11	2			\$0.00
1	11	3			\$0.00
1	11	4			\$0.00

1	11	5		\$0.00
1	11	6		\$0.00
1	12	3	Cabinets, garbage disposals, electric ranges.	\$0.00
1	12	4	CTE, state and local funding	\$0.00
1	12	5	Academic specialists, campus instructional staff, scope and sequence calendar.	\$0.00
1	12	8	Local business locations	\$0.00
1	12	9	WISD opportunities for summer camps.	\$0.00
1	13	2		\$0.00
1	13	3		\$0.00
1	13	4		\$0.00
1	13	5		\$0.00
1	13	6		\$0.00
1	13	7		\$0.00
1	13	8		\$0.00
Sub-Total				\$0.00
Grand Total				\$0.00