

Weslaco Independent School District
CTE Early College High School
2018-2019 Campus Improvement Plan



Value Statement

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Weslaco 21st Century CTE Early College serves approximately 250 students in 9th, 10th, 11th and 12th Grade.

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

Weslaco 21st Century CTE Early College 2017-18 Demographics includes 85% Economically Disadvantage, 65% At-Risk, 54% English Language Learners and 7% Special Education.

Demographics Strengths

Our student population is created by in district students from four middle schools. Students who enroll at our campus have an interest in their assigned program. Regardless of students' identified demographics, they are successful in college courses throughout their four years of high school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Under Domain III, campus did not meet any targets set for the "All Students" group. **Root Cause:** The small number of students who test in the ELA and Math categories include subcategories that have difficulties passing EOC exams.

Student Academic Achievement

Student Academic Achievement Summary

Domain 1 Student Achievement Component Score 71

- Science at 93%
- Mathematics at 88%
- Social Studies at 93%
- Reading at 56%

Domain 2 Relative Performance 80

Domain 3 Closing - 74

Overall Score 78.2

STAAR Data Strengths from the 2017-18 School Year

- Strengths:
 - All Tests at 75%
 - Science at 93%
 - Mathematics at 88%
 - U.S. History at 93%

Student Academic Achievement Strengths

43% of the exams, students were at the Meets Level

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

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

Students are completing college courses to receive a professional industry certificate from South Texas College from one of three areas: Advance Manufacturing Technology, Diesel Technology and Welding Technology. After completing the degree plan from South Texas College, students will

graduate with an Associate's Degree.

Students in the 10th, 11th, and 12th grade are taking college academic courses or are enrolled in the University of Texas OnRamps program.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students are unable to reach the Masters Level consistently on the EOC Exams for Spring 2018: Algebra 1 13%, Biology 10%, English 1 & 2 1%, U.S. History 31% **Root Cause:** Instruction is not at the rigorous level for students to master concepts in core subjects.

Problem Statement 2: 56% of English EOC exams are meeting the Approaches Level. **Root Cause:** Students do not have the mastery of reading comprehension and writing skills as they enter high school to successfully pass the English EOC Exams.

Problem Statement 3: Under Domain III, campus did not meet any targets set for the "All Students" group.

School Processes & Programs

School Processes & Programs Summary

The ethnicity in our staff is a hispanic majority. English and Spanish are the two most common spoken languages on campus. The demographics of the staff and students are generally parallel to each other. This past year the campus only lost one teacher and that was due to moving out of the area. This is the first year that all staff returns the following year. Support for new teachers comes in the form of the New Teacher Academy, both for the district and on campus, department meetings and mentors.

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

Core teachers are allotted professional learning time to plan with their content.

Campus conducts Common based assessments and benchmarks to gauge students' readiness for the EOC exams.

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

Campus does not have a parent specialist. Our social worker takes the lead in involving parents at our campus and at events.

On campus there are two computer labs with one only having a printer. Campus does have a CTC to maintain the computers and are worked on when there is an issue or a work order has been placed. There is a lack of printer availability for students to print. CTE ECHS will have a 1:1 program with chromebooks. All teachers have a chromebook cart. Students have the ability to check out chormebooks from the library.

One issue on campus is the avaiability of tutoring for students. The majority of students are off campus half days and do not end their day on campus. Some students this occurs twice a week and for some everyday. Students schedules interfrere when tutoring is available with their specific teacher.

Credit recovery is done on students own time as there is no room for a credit recovery class in the student's schedule. The campus does not have a credit recovery teacher, this duty is assigned to a full time educator to maintain.

School Processes & Programs Strengths

All teachers are state certified.

During the last semester and this school year, the campus has been allotted a librarian, nurse, registrar, campus technology coordinator, and a library assistant.

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

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

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

CTE ECHS will have a 1:1 program with chromebooks. All teachers have a chromebook cart. Students have the ability to check out chromebooks from the library.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students do not recover credit from failed courses in a timely manner. **Root Cause:** Students do not have a credit recovery class where they can focus on regaining credit for past courses.

Perceptions

Perceptions Summary

Attendance rate for the campus on average is 95%. Due to the campus being small, the randomness of absences create a consistent average.

There very few major discipline issues that result in the removal of a student to a DAEP.

For the first graduating class, the campus had 100% of seniors graduate.

For the 2018-19 school year, all teachers and staff returned from the previous school year.

New teachers on campus are assigned a mentor to assist with the transition on campus.

Teachers here have mentioned that it is a beautiful and welcoming campus. We believe students have a great opportunity here to receive great life and employable skills. The staff at CTE ECHS promote a family feel as they know the students and are able to build relations with families.

Perceptions Strengths

Attendance rate for the campus on average is 95%. Due to the campus being small, the randomness of absences create a consistent average.

There very few major discipline issues that result in the removal of a student to a DAEP.

For the first graduating class, the campus had 100% of seniors graduate.

For the 2018-19 school year, all teachers and staff returned from the previous school year.

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

Students take pride in being a college student during their high school years. Students are trusted to take courses off campus and are successful without administration supervision.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Attendance should be at 98% or higher due to the importance of attending school and the drop rule from South Texas College courses. **Root Cause:** Students and Parents do not understand the importance of attending school everyday and the consequences of not attending.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- SAT and/or ACT assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data

- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Goals







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

Performance Objective 1: The percentage of U.S. History students who score at the Approaches Level on the STAAR assessment will be at 90%, at the Meets Level 60%, and at the Masters Level at 30% in Spring 2019.

Evaluation Data Source(s) 1: STAAR Data

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|--------------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Utilize district department-made assessments to assess student mastery of objectives and make appropriate instructional adjustments departmental/individual teacher analysis of student data teacher/student conferences regarding benchmark results</p> <p>Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments</p> | 2.4 | Principal History Teacher | Teachers will be able to monitor specific SE mastery with students throughout the year. It will allow the reteaching of SE's that are not mastered. | | | | |
| <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Utilize differentiated instruction with technology during lengthy concepts and prior to EOC Exams</p> | 2.4 | Teachers | All types of students including ELL, SPED and Eco Dis will be able to learn objectives in multiple ways. | | | | |
| <p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Utilize advisory to place students who need remediation for the U.S. History EOC</p> <p>U.S. History STAAR tutoring will be available Monday's after school.</p> | 2.4, 2.5 | Principal, Counselor, Teachers | Students who have not mastered the EOC will have enrichment prior to the EOC exam. | | | | |

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| <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>4) Utilize a variety of classroom formative assessment to measure student mastery of objectives and make appropriate instructional adjustments Exit Cards Kahoot Journal Writings Bell Ringers Graphic Organizers Content based review/assessment materials</p> | 2.4 | Teacher | It will allow teachers to continuously monitor student progress and mastery of daily objectives. | | | | |
| <p align="center">Funding Sources: Title 1, Part A - 1000.00</p> | | | | | | | |
| <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) Teacher have been through the SIOP training will implement strategies to improve EOC scores and language acquisition</p> | 2.4, 2.6 | Principal and Teachers | Students who are ELL will be able to have differentiated instruction throughout the year to master objectives. | | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>6) Supplemental materials such as maps, atlases, and other resources will be ordered as needed to support classroom instruction. -Constitution Booklets -History Alive On-line version -Scholastic - The New York Times Upfront -Jarrett Mastering the TEKS</p> | 2.4 | Principal and Teachers | Students will have access to supplemental material to enhance their learning. | | | | |
| <p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |







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

Performance Objective 2: The percentage of Biology students who score at the Approaches Level on the EOC assessment will be at 90%, at the Meets Level 60%, and at the Masters Level at 30% in Spring 2019.

Evaluation Data Source(s) 2: STAAR Data

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|---------------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Content planning to develop effective assessments, differentiated instruction, and sheltered instruction strategies that ensure students are mastering and retaining concepts.</p> | 2.4 | Principal and Teachers | Students will be able to master the material and be able to perform at the Meets/Masters Level. | | | | |
| <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Ongoing STAAR review and curriculum content review, correlated to high school science benchmark tests or CBA's each six weeks and to STAAR</p> | 2.4 | Principal and Teachers | Student mastery of the curriculum and daily objectives. | | | | |
| <p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Science tutoring and STAAR Camps as needed for students who need additional assistance (after school tutoring)</p> | 2.4 | Principal and Teachers | Students who are struggling with content will receive additional instruction and in a small group. Students will master the content. | | | | |
| Funding Sources: State Comp Ed (SCE) - 1000.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Content training provided to inclusion special education inclusion teacher to increase special education science student performance on STAAR EOC</p> | 2.4 | Principal and Inclusion Teacher | Special Education students will master daily objective and pass the EOC | | | | |

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| <p>Critical Success Factors CSF 1 CSF 6</p> <p>5) Inventory of all high school campus science department materials and equipment, and purchasing of necessary science materials identified in the current science TEKS such as chemicals, solutions, materials for demonstrations, and specimens for dissection.</p> | 2.4 | Teachers | Hands on experience will allow students to master the skills needed to be successful in Biology. | | | | |
| Funding Sources: Title 1, Part A - 5000.00 | | | | | | | |
| <p>Critical Success Factors CSF 1</p> <p>6) Implement STEM-SCOPES Biology web- based software in all Biology classes to supplement biology as well as chemistry and physics classes.</p> | 2.4 | Teachers | Enhance the learning environment. Students will be able to master daily objectives. | | | | |
| <p>Critical Success Factors CSF 1 CSF 7</p> <p>7) Implement classroom readers and vocabulary cards general ed, LEP, and SPED students such as Flippity.</p> | 2.4 | Principal and Teachers | Increase academic vocabulary for ELL and SPED Students. | | | | |
| Funding Sources: Title 1, Part A - 500.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>8) Purchase a class set of Sirius Biology EOC review books to use with Biology students. Implement these workbooks into the EOC review and purchase staff development to biology teachers Purchase and train teachers on additional physics and Chemistry curriculum resources and materials as needed, including purchasing equipment needed for STAAR.</p> | 2.4 | Principal and Teachers | Mastery of TEKS | | | | |
| Funding Sources: Title 1, Part A - 2500.00 | | | | | | | |
| <p>9) The usage of edpuzzle as a tool for students to have access to videos and assignments at any time. This helps them to review key concepts of biology.</p> | 2.4 | Teachers | Provides more opportunities for learning outside the school walls. Helps the students master objectives due to having more access to pertinent information. | | | | |
| <p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

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

Performance Objective 3: The percentage of Algebra I students who score at the Approaches Level on the EOC assessment will be at 90%, at the Meets Level 60%, and at the Masters Level at 30% in Spring 2019.

Evaluation Data Source(s) 3: STAAR Data







Summative Evaluation 3:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>1) Implement Staff Development strategies and activities which are aligned with District Curriculum by providing:</p> <p>1. Smart Board Training.</p> <p>2. TI-Calculator(s)/TI Smart-view Training- TI 84 Plus Calculators (Charging Box) & AAA batteries, also additional 30 TI NSPIRE Calculators are needed to enhance the learning process and for the purpose of testing Algebra 1 STAAR.</p> <p>3. ELPS at a Glance Training</p> <p>4. Department planning time to share SIOP, Kagan and foldable activities</p> <p>5. Technology training such as Edmodo, Google Apps, google classroom and Flipping the Classroom</p> | 2.4 | Principal and Teachers | Mastery of TEKS and higher EOC scores for all students. | | | | |

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| <p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) 1. Follow district scope and sequence-TEKS Resource 2. Develop activities and align reviews with TEKS, EOC formatted like Spring Release test of 13, 14, 15, 16, to improve EOC scores. 3. Use the TI-Calculators/TI-Inspires to teach the math curriculum in Algebra I, Algebra 2, and Geometry, Pre-Calculus, & College Algebra</p> <p>4. Smart Board and TI-Smart View Calculator Emulators & use of Chromebooks</p> <p>5. Incorporate the use of Spanish-English Dictionaries.</p> <p>6. Edmentum Math Prep online student tutoring service for Algebra I, Geometry, Algebra II, ACT and SAT</p> <p>7. Edpuzzle Prep online videos to enhance the flow of the teaching lesson. (Upgrade to Edpuzzle Pro will benefit teachers at CTE ECHS)</p> | 2.4 | Principal and Teachers | All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC | | | | |
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| <p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>3) Instruction:</p> <ol style="list-style-type: none"> 1. Small group and individualized instruction will be provided to select ESL students 2. Computer-enhanced instructions integrating technology into all math subject areas such as Smart Boards, mini IPAD, TI-Calculators ,Imagine Math. 3. Intensive remediation services for state assessments will be provided for identified students after school and advisory Class. 4. Common appropriated Math vocabulary list will be developed (word walls) and displayed. 5. Incorporate more open-ended questions 6. Implementation of daily EOC openers addressing areas of weakness. 7. Implement the use of interactive math journal, and graphing paper. 8. Incorporate variety forms of formative assessments including the use of technology 9. Emphasize math vocabulary and content knowledge through use of Frayer Model Graphic Organizers, Journal Writing, and foldables 10. The frequent use of google classroom, edpuzzle, and curriculum pathways will be emphasize throughout the school year. | 2.4 | Principal and Teachers | All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC | | | | |
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Funding Sources: Title 1, Part A - 1000.00

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| <p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>4) Achieve growth in number of successful students by:</p> <p>1. Holding tutoring sessions for all students scoring below mastery on benchmark assessments after school or on Saturdays.</p> <p>2. The frequent use of google classroom, edpuzzle, and curriculum pathways will benefit to the rigor and the academic success of the students.</p> | 2.4 | Principal and Teachers | All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC | | | | |
| <p>Funding Sources: State Comp Ed (SCE) - 500.00</p> | | | | | | | |
| <p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

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

Performance Objective 4: The combined percentage of English I & English II students who score at the Approaches Level on the STAAR assessment will be at 90%, at the Meets Level 60%, and at the Masters Level at 30% in Spring 2019.


Evaluation Data Source(s) 4: 2019 STAAR Results

Summative Evaluation 4:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Utilize a variety of teaching methods that require advanced thinking skills, problem-solving, and close reading/analysis. -Grade-level meetings at campus and district level -Reading strategies materials -Pre-AP -Classroom Libraries -SSR -APEX Learning -Teacher-created and other available resources -Edmentum -Springboard</p> | 2.4 | Principal and Teachers | All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC | | | | |
| <p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) Required summer reading initiative for all students enrolled in Regular, Pre-AP, English courses, concurrent.</p> | 2.4 | Teachers | Enhance students' reading ability. | | | | |

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| <p>Targeted Support Strategy Critical Success Factors CSF 2</p> <p>3) Utilize benchmark assessments to assess student mastery of objectives and make appropriate instructional adjustments</p> <p>- departmental/individual teacher analysis of student data - teacher/student conferences - regarding benchmark results, essay scores</p> | 2.4 | Teachers | All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC | | | | |
| <p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments.</p> <p>- Curriculum Framework development / revision - District-level assessment expectations</p> | 2.4, 2.5, 2.6 | ELA Coordinator and Teachers | All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC | | | | |
| <p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) - employ the use of open-ended assessments (such as short answer or essay responses) to gauge student comprehension of the enduring understandings</p> <p>- guide student use and development of graphic organizers that reinforce the enduring understandings</p> | 2.4 | Teachers | All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC | | | | |
| <p>Funding Sources: Title 1, Part A - 500.00</p> | | | | | | | |
| <p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>6) Attend staff development opportunities on writing strategies for LEP students and/or SIOP District Trainings</p> | 2.4 | ELL Coordinator and Teachers | All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC | | | | |
| <p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) English EOC Advisory classes will be offered to help students re- testing STAAR or have scoring below the mastery level during benchmarks.</p> | 2.4, 2.5 | Principal, Counselor and Teachers | Students will reach the approaches level on the EOC retest. | | | | |

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| <p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>8) Develop classroom libraries as it related to the content teacher. Students will have access to books/resources to read in class.</p> | 2.4 | Principal | Enhance reading abilities and develop choices for students to read. | | | | |
| Funding Sources: Title 1, Part A - 2000.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>9) Implementation of the UT OnRamps program for Junior and Senior students who are not TSI complete or not have successfully passed English 1 and/or English 2 EOC</p> | 2.4 | Principal, Counselor and Teachers | <p>All students including ELL and SPED will master the TEKS and score at the MEETS/MASTERS level on EOC.</p> <p>Increase the level of TSI Readiness</p> <p>Increase the ACT scores for Juniors and Seniors.</p> | | | | |
| <p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>10) Utilize the Springboard PreAP curriculum for all pre AP English 1 and English 2 students.</p> | 2.4, 2.5 | Teachers ELA Coordinator | <p>Pre AP students will experience an enhancement thier critical thinking ability.</p> <p>Increase the ACT/SAT writing and reading scores for juniors and seniors.</p> | | | | |
| <p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>11) Building Vocabulary Curriculum: A weekly lesson on 20 vocabulary words that are organized around a common root word.</p> | 2.4, 2.5, 2.6 | Teacher ELA Coordinator | <p>Increase student understanding of written text, their ability to negotiate the meaning of unkown vocabulary words in texts.</p> <p>Increase level of TSI readiness in reading and writing.</p> <p>Increase ovarall scores for Meets and Masters levels in English 1 and English 2 EOC.</p> | | | | |
| Funding Sources: Title 1, Part A - 500.00 | | | | | | | |
| <p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>12) Use electronic dictionaries regularly in the classroom for reading and writing to improve vocabulary understanding and word choice.</p> | 2.4, 2.6 | Teacher ELA Coordinator | <p>Increase student understanding of written text, their ability to negotiate the meaning of unkown vocabulary words in texts.</p> <p>Increase level of TSI readiness in reading and writing.</p> <p>Increase ovarall scores for Meets and Masters levels in English 1 and English 2 EOC.</p> | | | | |
| Funding Sources: Title 1, Part A - 1000.00 | | | | | | | |
| <p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>13) Utilize the Sirius English I and English II curriculum to prepare for and review for EOC testing.</p> | 2.4, 2.5, 2.6 | English Teachers, ELA Coordinator, Principal | Enhance every student's exposure to the EOC testing format and testing objectives. Increase English I and English II scores for Meets and Masters levels in EOC. | | | | |
| Funding Sources: Title 1, Part A - 2000.00 | | | | | | | |

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| Targeted Support Strategy Critical Success Factors CSF 1 | 2.4, 2.6 | Teacher Principal | Audio enhanced reading will improve comprehension, especially, but not only for EL, SPED, dyslexic and students with other learning disabilities. | | | | |
| 14) Implement audio book technology (headphones) for reading assistance and improvement with all students. | Funding Sources: Title 1, Part A - 500.00 | | | | | | |
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Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, engaging, and innovative program that develop college and service ready leaders.

Performance Objective 5: All students will be provided with a high quality education through effective instruction and be prepared for a post secondary education. Campus will have a 100 for CCMR.

Evaluation Data Source(s) 5: CCMR Component of Domain 1

Summative Evaluation 5:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|-------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) TSI prep classes will be offered to all students in an effort to increase scores on college entrance exams. Bridge class will be offered during the summer. A TSI prep curriculum will be used for the course. TSI units will be purchased for students to utilize when testing at no charge to them.</p> | 2.4, 2.5 | Principal and Teachers | Increase the number of College Ready students | | | | |
| Funding Sources: State Comp Ed (SCE) - 1000.00 | | | | | | | |
| <p>Critical Success Factors CSF 6</p> <p>2) STC individual meetings will be held with all students to ensure college readiness and eligibility.</p> | 2.5 | Principal and Counselor | Increase the number of College Ready students | | | | |
| <p>Critical Success Factors CSF 1</p> <p>3) Students will be enrolled in career pathway classes offered by STC. This will include classes taught during the school day, after school, or summer.</p> | 2.5 | Principal and Counselor | Students will be college ready and graduate with an Associates Degree. | | | | |
| Funding Sources: State High School Allotment - 300000.00 | | | | | | | |
| <p>Critical Success Factors CSF 1</p> <p>4) Materials to support STAAR preparation will be provided as needed to math, English, science and Social studies teachers.</p> | 2.4, 2.6 | Principal | Students will score at the Meets/Masters level on EOC exams. | | | | |
| Funding Sources: Title 1, Part A - 10000.00 | | | | | | | |

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|---|--|-------------------------|--|--|--|--|--|
| Critical Success Factors CSF 1 5) General consumable supplies to support classroom instruction of the TEKS will be ordered for teachers. General supplies include, but are not limited to paper, folders, scissors, markers, glue, paint, poster boards. | 2.4, 2.6 | Principal | Students will score at the Meets/Masters level on EOC exams. | | | | |
| | Funding Sources: State Comp Ed (SCE) - 5000.00 | | | | | | |
| Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 6) Teachers will have access to Chromebook carts for students to access during class time to facilitate learning in the classroom as it relates to the EOC exams | 2.4, 2.6 | Principal and Teachers | Students will score at the Meets/Masters level on EOC exams. | | | | |
| | Funding Sources: Title 1, Part A - 2500.00 | | | | | | |
| Critical Success Factors CSF 1 CSF 7 7) Teachers will have access to smart boards, projectors, & smart tablets in order to utilize technology to enhance student learning in the classroom to enhance STAAR results. | 2.4 | Principal and Teachers. | Students will score at the Meets/Masters level on EOC exams. | | | | |
| | Funding Sources: Title 1, Part A - 5000.00 | | | | | | |
| Critical Success Factors CSF 1 CSF 2 CSF 4 8) Saturday School will be provided for tutoring and/or enrichment of TSI. | 2.4, 2.6 | Principal and Teachers | Increase the number of College Ready students | | | | |
| | Funding Sources: State Comp Ed (SCE) - 2000.00 | | | | | | |
| | | | | | | | |

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

Performance Objective 6: Closing the gaps (target subgroups)

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

Summative Evaluation 6:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 1) Attend staff development opportunities on strategies for ELL students such as SIOP | 2.4, 2.6 | Principal and Teachers | Increase student performance in course and EOC | | | | |
| Critical Success Factors CSF 1 CSF 4 2) ELL students will be placed in English Advisory Class for additional time with their English Teacher. | 2.4, 2.6 | Principal, Counselor and Teacher | Mastery of the English language, Successful completion of ELA and reach the Approaches Level on EOC exams | | | | |
| Critical Success Factors CSF 1 3) Purchase electronic bilingual dictionaries for ELL students to be checked out and used in class. | 2.6 | Administration, Campus Technology Coordinator, Librarian, English Teachers. | | | | | |
| Funding Sources: State Bilingual/ESL - 1000.00 | | | | | | | |
| Critical Success Factors CSF 1 4) Hire STAAR Mentors to assist with At-Risk students within the English Language Arts classes. | 2.4, 2.6 | Principal | | | | | |
| Funding Sources: State Comp Ed (SCE) - 11365.00 | | | | | | | |
| | | | | | | | |







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

Performance Objective 7: By the end of the 2018-2019 school year, the percentage of Special Education students who score at the approaches level on STAAR EOC tests in high school will be 60%.

Evaluation Data Source(s) 7: Accountability Reports

Summative Evaluation 7:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Utilize benchmark assessments to assess student mastery of objectives and make appropriate instructional adjustments. Departmental & individual teachers analysis of student data. Teacher/student conferences regarding benchmark results, essay scores. Utilize a variety of classroom assessments to assess student mastery of objectives and make appropriate instructional adjustments and teaching methods.</p> | | Principal, Inclusion teacher and Teachers | Increase in student mastery and obtain the scale score for the approaches level. | | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) Utilize technology in the classroom Utilize varies teaching styles and strategies and curriculum to assess students in mastery of objectives -Co-Teaching -Team teaching -Inclusion -During & after reading strategies -Peer reading strategies TEKS Resource Curriculum -Classroom libraries -Teacher-created & other available resources</p> | | Principal, Inclusion teacher and Teachers | Increase in student mastery and obtain the scale score for the approaches level. | | | | |
| <p>Funding Sources: State Special Education - 500.00</p> | | | | | | | |

| | | | | | | | |
|--|-----|---|--|--|--|--|--|
| <p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>3) Employ the use of open-ended formative assessments (such as short answer or essay responses) to gauge student comprehension of the content being taught. Guide students to use graphic organizers to develop thought process.</p> | | Principal, Inclusion teacher and Teachers | Increase in student mastery and obtain the scale score for the approaches level. | | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>4) Allow students to access curriculum or content through the use of assistive technology to include computers, laptops, headphones, Etc. (Special Education teacher will have materials available in google classrooms)</p> | 2.4 | Principal and teachers | Increase in student mastery and obtain the scale score for the approaches level. | | | | |
| Funding Sources: State Special Education - 1650.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>5) Provide supplementary instructional materials for students and staff to allow for implementation of student achievement such as Sirius EOC Supplemental Materials</p> | | Principal, Inclusion teacher and teachers | Increase in student mastery and obtain the scale score for the approaches level. | | | | |
| Funding Sources: State Special Education - 1000.00 | | | | | | | |
| <p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

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

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

Evaluation Data Source(s) 8: Benchmark and EOC Scores
 Evidence of increase in blended learning strategies via classroom walkthroughs
 Sign-in sheets for Technology Staff Development and Professional Growth Meetings with District CTC's

Summative Evaluation 8:


| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|-----------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Critical Success Factors CSF 1 CSF 6 CSF 7 1) Staff will attend technology training offered by the district or by other entities. Teachers will utilize their training with their students. | | Principal | Mastery of curriculum utilizing technology and flipping the classroom. | | | | |
| Funding Sources: General Fund - 0.00 | | | | | | | |
| | | | | | | | |

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

Performance Objective 9: 11th and 12th grade students will take college academic courses to fulfill their Associates Degree. Courses will be from South Texas College or from the University of Texas OnRamps program.

Evaluation Data Source(s) 9: Grades from South Texas College and from University of Texas Student Schedules

Summative Evaluation 9:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Campus will purchase college textbooks for academic courses for South Texas College courses.</p> | 2.4 | Administration | Students will receive dual credit for high school courses and receive college credit. | | | | |
| Funding Sources: State High School Allotment - 15000.00 | | | | | | | |
| <p>Critical Success Factors CSF 1</p> <p>2) Campus will purchase additional chromebooks for students who are enrolled in STC academic courses to check out a chromebook to complete assignments.</p> | | Administration, Campus Technology Coordinator, Librarian | | | | | |
| Funding Sources: Title 1, Part A - 7500.00 | | | | | | | |
| <p>Critical Success Factors CSF 1</p> <p>3) Counselor will assist with ACT & SAT registration for 11th and 12th grade students. Study material will be provided if current materials that are available are not successful for students prior to testing.</p> | | Counselor, Administration | Increase ACT & SAT Performance | | | | |
| Funding Sources: State High School Allotment - 3000.00 | | | | | | | |
| <p>Critical Success Factors CSF 1</p> <p>4) Campus will provide college academic courses at CTE ECHS for student to enroll.</p> | 2.4 | Principal and Counselor | Students will graduate with an Associate's Degree. | | | | |
| Funding Sources: State High School Allotment - 60000.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 6</p> <p>5) Employ a library aide to assist students with research for their STC academic courses.</p> | 2.4, 2.6 | Principal, Library Aide | Assist students with academic research at the college level courses. Students with assistance will have a better overall experience with STC Academic courses. | | | | |
| Funding Sources: State Comp Ed (SCE) - 25437.00 | | | | | | | |
|  | | | | | | | |


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

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

Evaluation Data Source(s) 1: Technology Inventory

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Critical Success Factors CSF 1 CSF 4 1) All students will have the ability to checkout a chromebook for academic learning. | | Principal | Students will have access to curriculum or the ability to research/write at any given time. Increase in student mastery and obtain the scale score for the Meets/Masters level. | | | | |
| | Funding Sources: Title 1, Part A - 10000.00 | | | | | | |
| Critical Success Factors CSF 1 2) Library and computer lab will have computers to be utilized by classes as well being designated areas to print for students. | | Principal and teachers | Students will be able to research and create projects with the lead of a teacher. Increase in student mastery for the content. | | | | |
| | Funding Sources: Title 1, Part A - 0.00 | | | | | | |
| Critical Success Factors CSF 1 3) There will be multiple sources of technology such as document cameras, smartboards, projectors, chromebooks and/or computers in the classroom for teachers to utilize for their lessons. | | Principal and teachers | Increase in student mastery and obtain the scale score for the approaches level. | | | | |
| | Funding Sources: Title 1, Part A - 5000.00 | | | | | | |
| Critical Success Factors CSF 1 4) All classrooms will have a laser printer to provide access to students to print their assignments. | | Principal and teachers | Enhance students ability to print necessary materials for content mastery. | | | | |
| | Funding Sources: Title 1, Part A - 2000.00 | | | | | | |


| | | | | | | | |
|---|----------|--|---|--|--|--|--|
| <p>Critical Success Factors CSF 1 CSF 4</p> <p>5) A campus technology coordinator will be on campus to assist At-Risk students with technology applications as it relates to google classrooms, or supplemental online programs such as APEX</p> | 2.5, 2.6 | Principal, Campus Technology Coordinator | Increase academic success when using technology applications. | | | | |
| Funding Sources: State Comp Ed (SCE) - 74633.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>6) A LVN will be provided to students to ensure proper health and hygiene. LVN will assist with keeping student healthy and attending school</p> | 2.5, 2.6 | Principal, LVN | Improved attendance and academic achievement with at risk students. | | | | |
| Funding Sources: State Comp Ed (SCE) - 19663.00 | | | | | | | |
|  | | | | | | | |

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

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

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

Summative Evaluation 1:


| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Critical Success Factors CSF 5 CSF 6 1) Hold parent meetings for Senior Night, and Financial Night. School Festivals | 3.1, 3.2 | Principal, Social Worker, and Counselor. | Increase parental support for students success. | | | | |
| Funding Sources: State Comp Ed (SCE) - 0.00 | | | | | | | |
| Critical Success Factors CSF 5 CSF 6 2) Campus Social Worker will attend appropriate training, workshops, and conferences to learn new strategies and laws as it relates to community involvement especially with parents. Social Worker will meet with parents of at-risk students who are have attendance issues and are at risk of failing classes. | 3.1, 3.2 | Principal and Social Worker | Increase parental support and services. Increase attendance for At-Risk students and passing rates. | | | | |
| Funding Sources: State Comp Ed (SCE) - 55781.00 | | | | | | | |
|  | | | | | | | |

Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT-High-Quality, researched based training development and support for all employees.

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

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

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|----------|-------------------------------------|-----------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Critical Success Factors CSF 7 1) Communicate and work with district Human Resource Office to ensure all teachers are highly qualified. | | Principal & Human Resource Director | Student Academic growth. | | | | |
|  | | | | | | | |

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

Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 6 | 1 | Attend staff development opportunities on strategies for ELL students such as SIOP |
| 1 | 7 | 3 | Employ the use of open-ended formative assessments (such as short answer or essay responses) to gauge student comprehension of the content being taught. Guide students to use graphic organizers to develop thought process. |

State Compensatory

Budget for CTE Early College High School:

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

Personnel for CTE Early College High School:

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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

August 15th & September 5th of 2018

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan was developed with input from the SBDM committee and department heads.

2.2: Regular monitoring and revision

The campus improvement plan was board approved on November 12, 2018.

The campus improvement plan is discussed and revised during SBDM meetings.

2.3: Available to parents and community in an understandable format and language

Campus Improvement Plan is posted on the school website and a copy can be found in the front office. If translation is required, the campus translator is Ms. Echavarria in the front office of CTE Early College High School.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Marco Zamora, Principal

Yvonne Olivarez, Social Worker

Ms. Campos, Parent

Campus Funding Summary

| State Career and Technical | | | | | |
|------------------------------------|-----------|----------|--|--------------|---------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$125,948.00 |
| +/- Difference | | | | | \$125,948.00 |
| State Gifted and Talented (G/T) | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$340.00 |
| +/- Difference | | | | | \$340.00 |
| State Special Education | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 7 | 2 | Reading Books for Class Library | | \$500.00 |
| 1 | 7 | 4 | Chromebooks | | \$1,000.00 |
| 1 | 7 | 4 | Headphones | | \$150.00 |
| 1 | 7 | 4 | Chromebook charging station | | \$500.00 |
| 1 | 7 | 5 | Supplemental EOC Materials | | \$1,000.00 |
| Sub-Total | | | | | \$3,150.00 |
| Budgeted Fund Source Amount | | | | | \$4,000.00 |
| +/- Difference | | | | | \$850.00 |
| State Comp Ed (SCE) | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 3 | Tutoring Afterschool/Saturdays as needed | | \$1,000.00 |
| 1 | 3 | 4 | Tutoring After school/Saturdays as needed. | | \$500.00 |

| | | | | | |
|------------------------------------|------------------|-----------------|---|---------------------|---------------|
| 1 | 5 | 1 | TSI Units | | \$1,000.00 |
| 1 | 5 | 5 | | | \$5,000.00 |
| 1 | 5 | 8 | | | \$2,000.00 |
| 1 | 6 | 4 | | | \$11,365.00 |
| 1 | 9 | 5 | | | \$25,437.00 |
| 2 | 1 | 5 | Campus Technology Coordinator | | \$74,633.00 |
| 2 | 1 | 6 | | | \$19,663.00 |
| 3 | 1 | 1 | Materials for presentations and food for parents. | | \$0.00 |
| 3 | 1 | 2 | Social Worker | | \$55,781.00 |
| Sub-Total | | | | | \$196,379.00 |
| Budgeted Fund Source Amount | | | | | \$197,844.00 |
| +/- Difference | | | | | \$1,465.00 |
| State Bilingual/ESL | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 6 | 3 | Electronic Dictionaries | | \$1,000.00 |
| Sub-Total | | | | | \$1,000.00 |
| Budgeted Fund Source Amount | | | | | \$2,000.00 |
| +/- Difference | | | | | \$1,000.00 |
| State High School Allotment | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 5 | 3 | STC Adjuncts | | \$300,000.00 |
| 1 | 9 | 1 | College Textbooks | | \$15,000.00 |
| 1 | 9 | 3 | | | \$3,000.00 |
| 1 | 9 | 4 | STC Adjuncts | | \$60,000.00 |
| Sub-Total | | | | | \$378,000.00 |
| Budgeted Fund Source Amount | | | | | \$525,000.00 |
| +/- Difference | | | | | \$147,000.00 |
| Title 1, Part A | | | | | |

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------------------------------------|-----------|----------|---|--------------|--------------|
| 1 | 1 | 4 | EOC supplemental Materials for formative assessments | | \$1,000.00 |
| 1 | 1 | 6 | | | \$1,000.00 |
| 1 | 2 | 5 | Science lab materials such as chemicals, solutions, animals for dissection. | | \$5,000.00 |
| 1 | 2 | 7 | Vocabulary Cards specific to the Biology EOC | | \$500.00 |
| 1 | 2 | 8 | Sirius EOC Workbooks | | \$2,500.00 |
| 1 | 3 | 3 | Purchase Vocabulary Cards specific to the Algebra 1 EOC | | \$500.00 |
| 1 | 3 | 3 | EOC Bell Ringers/Formative Assessment Questions | | \$500.00 |
| 1 | 4 | 5 | EOC English 1 & II Questioning Stems | | \$500.00 |
| 1 | 4 | 8 | | | \$2,000.00 |
| 1 | 4 | 11 | Vocabulary Cards specific to the English 1 and 2 EOC | | \$500.00 |
| 1 | 4 | 12 | Electronic Dictionaries | | \$1,000.00 |
| 1 | 4 | 13 | Sirius Workbooks | | \$2,000.00 |
| 1 | 4 | 14 | Headphones | | \$500.00 |
| 1 | 5 | 4 | EOC Workbooks | | \$10,000.00 |
| 1 | 5 | 6 | Chromebooks | | \$2,500.00 |
| 1 | 5 | 7 | | | \$5,000.00 |
| 1 | 9 | 2 | | | \$7,500.00 |
| 2 | 1 | 1 | Chromebooks | | \$10,000.00 |
| 2 | 1 | 2 | Computers and Printers | | \$0.00 |
| 2 | 1 | 3 | Chromebooks/Computers | | \$3,000.00 |
| 2 | 1 | 3 | Document Cameras | | \$2,000.00 |
| 2 | 1 | 4 | Printers and toner | | \$2,000.00 |
| Sub-Total | | | | | \$59,500.00 |
| Budgeted Fund Source Amount | | | | | \$110,080.00 |
| +/- Difference | | | | | \$50,580.00 |

| | |
|--|---------------------------------|
| | Grand Total \$638,029.00 |
|--|---------------------------------|