

**GOVERNORS EDUCATOR EXCELLENCE AWARD PROGRAM  
WOLFE CITY HIGH SCHOOL  
INCENTIVE PLANS**

**Program Descriptions**

Each person in each department will have a checklist that they will need to go by according to their incentive plan. These checklists will be evaluated monthly by the department head and reported to the project manager. The departmental team's incentive plans are as follows:

Math Team

The Math Department includes Jamie Williams and Betty Smith. They will work together with the art teacher, Emma Martin, as a team to meet the objectives of maintaining their current level of performance in the classroom and improve the students' understanding of each TEKS objective.

Throughout the 2006-2007 school year, the team will work together to develop students' understanding of visual interpretations of figures and data. This cross curriculum group will meet no less than 3 hours per semester to coordinate efforts in both departments. This cross curriculum team will attend 18 hours per person of staff development. Vertical teams, which include Middle School and High School math departments, will meet at least 4 times throughout the year to ensure consistency and preparedness throughout the grade levels.

The Math Department will continue efforts beyond the classroom which have been successful in the past, such as tutoring after school day for students who fail a benchmark test. Math teachers will meet for no less than 6 hours prior to the beginning of the tutorials to evaluate and plan for the most effective use of tutorial hours. The goal is to increase the cumulative TAKS scores by 2% on the 2006-2007 TAKS math tests.

Language Team

The Language Department teachers, Angela Pendleton and Edward Lee, will meet for 1 hour every 9 weeks to discuss the students' reading and writing needs and achievements. The Spanish teacher, Lara Partridge, will support the English teachers by working with the students on grammar and by reading various literary texts written by Spanish and Hispanic authors. They will conduct vertical team meetings 4 times in the year.

The Language Department will attend 18 hours of professional development that is directly linked to TAKS objectives. These will include writing strategies that pertain to the TAKS composition and evaluating the composition. Short answer questions need to be focused on. They will use last year's TAKS scores and writings to evaluate each student's needs and set up lesson plans that address those needs. They will attend professional development that addresses this objective of the test. Their goal is to increase the written composition percents and the 3 on the short answer rating by 5% rating scores cumulatively.

Accelerated Reader Program will be encouraged by allowing the students silent sustained reading at a minimum of 30 minutes per week in order to boost their reading skills. The department's goal is to maintain the reading scores on the TAKS.

#### Science Team

The Science Department, Doug Thomas and Tandee Henslee, along with the special education teacher, Ross Ivey, will work together as a team to increase the level of student performance in the classroom and to improve the students' understanding of each TEK objective.

In the 2006-2007 school year, the Science Department and the Special Education Department will work together to address needs of students that will be taking the TAKS I assessment. A minimum of 4 meetings will be used to coordinate this issue.

Vertical alignment meetings with 6th-12th grade science staff will be conducted to ensure consistency and preparedness throughout the grade levels. Each team member will meet a minimum of 6 times this school year.

The Science Department will become a member of the Science Teachers Association of Texas and will attend the state conference in November for professional development specific to their courses.

They will continue instruction efforts beyond the classroom which will include tutoring after the school day, a separate science lab for students who did not meet standards on the 10th grade science TAKS and the use of TRACKS for tutorial purposes.

With new educators on our campus, a commitment has been made to mentor these professionals. Once a week, a meeting will be held with the new science staff and their mentor to discuss issues including, but not limited to: instructional strategies, classroom management, preparing for the TAKS, and use of critical thinking skills to further prepare students for success on TAKS.

The cumulative TAKS scores for the science section of the tests for all high school students will increase by 2 percent on the 2006-2007 TAKS science tests.

#### Social Studies Team

The Social Studies Department, Rodney Swinson, Terry Massie, and Mike Smith, will continue its pursuit of improving student performance using local benchmark testing and previously released TAKS scores. The resulting data will be used in scheduling extra tutorial sessions for those students who are at risk of below-level performance. The following standards should be met for the 2006-2007 TAKS test:

-Exit Level: The percentage of all students meeting standards should be 86%.

-10th Grade: The percentage of all students meeting standards should be 85%.

The Social Studies Department will advance its understanding of subject area TEKS and TAKS objectives in an effort to improve overall student performance. This will be accomplished in the following ways:

- Attend 8 hours of professional development training at the regional education service center.
- Participate in 4 hours of curriculum development through our vertical teaming program.
- Observe colleagues in a classroom setting for no less than 4 hours per school year.

#### Career and Technology Education Team

The Career and Technology Education Department consists of Agriscience Technology teacher Johnny Pairsh, Family and Consumer Science Technology teacher Melissa Stroud, and Business Education Technology teacher Paula Fitzgerald.

They will work together to improve student performance using the following objective, quantifiable measures.

- The team will make a focused effort to improve performance in the lowest subject categorized as "District Rate" on the PBMAS report, which was Math. The District rate for this score will increase by at least 1%.

The team will participate in collaboration with faculty and staff that will contribute to improving student performance on the campus.

- The team will meet no less than 3 hours per semester. These meetings will be for departmental curriculum development and planning instructional strategies to accomplish both of the following:

(1) CTE courses articulated as Tech Prep Courses will collaborate with articulated college campus instructors to administer end-of-course tests, if applicable.

(2) CTE courses that lead to professional certification testing will be identified and developed. Development will include a combination of any of the following: instructor training and/or certification, acquisition of related student training materials, and benchmarking of student's success on any tests taken this school year.

- The team will attend no less than 12 hours of professional development for teaching Math TAKS objectives, teaching economically disadvantaged students, or teaching unmotivated students.

- Vertical teams, which include members from the CTE team and members from TAKS subject teams such as Math and English Language Arts, will meet at least 4 times during the 2006-2007 school year. These meetings will be to share lesson plans and student data across subject and grade level.