



FABENS HIGH SCHOOL

HOME OF THE ELEVENTH CONSECUTIVE UIL ACADEMIC CHAMPIONS and Designated a STEM Academy by TEA

**TEA Met Standard All 2017
Campus Improvement Plan
2017– 2018**

Board of Trustees

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Mission Statement

Fabens High School will be a student centered institution of higher learning that will address and meet the needs of its students. The teacher, administrator, and staff will assure that all decisions made are based on what is best for the student, parents, teachers, and the Fabens Independent School District. Every student will be treated as an individual and will secure the opportunity to a genuine education.

Office Staff

Ruben Carrillo, Principal

Stacey Nunez, Assistant Principal

Rosa Garcia, Dean of Instruction

Pedro Gonzalez, Counselor

David Sotelo, Counselor

Veronica Rodriguez, Counselor

Jennifer Amaya, Registrar

Elisa Romero, Secretary

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Jake Belche, Athletic Director

Leroy Bates, Athletic Trainer

David Rueda, Athletic Coordinator

Vision Statement

Fabens High School will endeavor to make all efforts to get distinctions in all three STAAR designations

The Fabens ISD District Improvement Plan (DIP) is prepared in accordance with requirements of Chapter 11, Subchapter F, of the Texas Education Code, §11.252. The requirements are also contained in district policies BQ Legal and BQA Legal.

The District shall have a District Improvement Plan that is developed, evaluated, and revised annually, in accordance with District policy, by the Superintendent with the assistance of the district-level committee established under Section 11.251. The purpose of the District Improvement Plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the academic excellence indicators adopted under Section 39.051.

By statute, the District Improvement Plan is required to include the following ten Title I School Wide Components:

- Comprehensive needs assessment
- School wide reform
- Instructions by highly qualified teachers
- High quality professional development
- Strategies to attract high-quality teachers
- Transitions
- Teachers decision-making regarding assessment
- Effective and timely assistance to students
- Coordinate and integrate federal, state, and local programs

The District Educational Improvement Committee (DEIC) and the Administrative Leadership Team (ALT) are integral parts of the district improvement planning process, conducting needs assessments and evaluating activities and strategies.

In addition to meeting statutory requirements, the 2017-2018 District Improvement Plan aligns with the Board goals developed through the needs assessment process in May, June and August 2017, and adopted by the Board of Trustees in September 2017. The District Improvement Plan is data driven and results-oriented. The plan identifies specific areas of strengths and concerns in student achievement and serves as a primary guide for Campus Improvement Plans. The District Improvement Plan and Campus Improvement Plans are “living” documents that are reviewed and revised throughout the school year to address District and campus needs.

COMPREHENSIVE NEEDS ASSESSMENT

Fabens High School conducted a comprehensive needs assessment based on 2017-2017 AEIS data such as EOC performance, attendance rates, dropout rates, benchmarks and SAT/ACT data [Section 1114(b)(2)(B) of Title I of ESEA]. In addition, for regular education and for special programs, the data was disaggregated for all population groups, including male and female. Using DMAC, the District's data management system, individual student's strengths and weaknesses were identified by disaggregating EOC data by grade level, subject area, and objectives. Dean of Instruction, Rosa Garcia, and members of each department met to look at the disaggregated data as part of staff development or at department meetings. In addition principals and central office personnel met monthly in the Data room for planning. Staff development in DMAC and ICU was provided by personnel or Region XIX staff developers.

Our students overall score on the Algebra I EOC was at 92 % and we improved our scores. Our goal is to continue to improve our scores and gain a designation

Our students overall score on the Science EOC was at 90% and our main goal will be to attain an Academic Achievement Designation.

Our students overall score on the Social Studies EOC was at 91% and our main goal will be to attain an Academic Achievement Designation.

Our students overall score on the ELA EOC was at 58%. Our goal is to improve our scores by 5% .

TEXAS EDUCATION AGENCY
2017 System Safeguards - Performance and Participation Data Table
FABENS H S (071903001) - FABENS ISD

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed | ELL (Current & Monitored) | ELL (Current) |
|---|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|------------|---------------------------|---------------|
| Performance Rates | | | | | | | | | | | | |
| Reading | | | | | | | | | | | | |
| # at Approaches Grade Level Standard | 305 | - | ** | * | - | - | - | - | 304 | 10 | 62 | n/a |
| Total Tests | 539 | - | ** | * | - | - | - | - | 537 | 51 | 197 | 157 |
| % at Approaches Grade Level Standard | 57% | - | 56% | * | - | - | - | - | 57% | 20% | 31% | n/a |
| Mathematics | | | | | | | | | | | | |
| # at Approaches Grade Level Standard | 164 | - | 164 | - | - | - | - | - | 164 | 14 | 65 | n/a |
| Total Tests | 184 | - | 184 | - | - | - | - | - | 184 | 24 | 76 | 57 |
| % at Approaches Grade Level Standard | 89% | - | 89% | - | - | - | - | - | 89% | 58% | 86% | n/a |
| Writing | | | | | | | | | | | | |
| # at Approaches Grade Level Standard | - | - | - | - | - | - | - | - | - | - | - | n/a |
| Total Tests | - | - | - | - | - | - | - | - | - | - | - | - |
| % at Approaches Grade Level Standard | - | - | - | - | - | - | - | - | - | - | - | n/a |
| Science | | | | | | | | | | | | |
| # at Approaches Grade Level Standard | 188 | - | ** | * | - | - | - | - | 188 | 10 | 67 | n/a |
| Total Tests | 208 | - | ** | * | - | - | - | - | 208 | 15 | 81 | 60 |
| % at Approaches Grade Level Standard | 90% | - | 90% | * | - | - | - | - | 90% | 67% | 83% | n/a |
| Social Studies | | | | | | | | | | | | |
| # at Approaches Grade Level Standard | 187 | - | ** | * | - | - | - | - | 186 | 10 | 48 | n/a |
| Total Tests | 207 | - | ** | * | - | - | - | - | 206 | 15 | 58 | 45 |
| % at Approaches Grade Level Standard | 90% | - | 90% | * | - | - | - | - | 90% | 67% | 83% | n/a |
| Participation Rates | | | | | | | | | | | | |
| Reading: 2016-2017 Assessments | | | | | | | | | | | | |
| Number Participating | 578 | - | ** | * | - | - | - | - | 573 | 60 | n/a | 190 |
| Total Students | 590 | - | ** | * | - | - | - | - | 585 | 63 | n/a | 190 |
| Participation Rate | 98% | - | 98% | * | - | - | - | - | 98% | 95% | n/a | 100% |
| Mathematics: 2016-2016 Assessments | | | | | | | | | | | | |
| Number Participating | 195 | - | 195 | - | - | - | - | - | 195 | 24 | n/a | 67 |
| Total Students | 196 | - | 196 | - | - | - | - | - | 196 | 24 | n/a | 67 |
| Participation Rate | 99% | - | 99% | - | - | - | - | - | 99% | 100% | n/a | 100% |

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

Fabens High School will, by 2017-2018, have all students reaching high standards (100%) in Reading/ELA and Mathematics. Using STAAR Dessegregation and PBMAS data, all subgroups at Fabens High School will be at or above the proficient level in Reading and Mathematics on the State's assessment instrument.

Fabens High School will continue to meet state and federal guidelines. Using, TELPAS and other assessment instruments, Fabens High School will ensure that all LEP students will become proficient in English and will attain proficiency or better in Reading/ELA and Mathematics. We will continue implementing the Fundamental Five Framework.

All students at Fabens High School are taught by highly qualified teachers. Fabens I.S.D. has 100% of its teachers as Highly Qualified.

In accordance with ESEA, Fabens I.S.D., and campus goals, Fabens High School will train teachers in Differentiated Instruction (DI), ELP's, TEKS Resource System, , GT, Fundamental Five, Special Ed Inclusion and Intensive Care Unit (ICU) a program which holds students accountable for all their work to include sending parents a text when the student failed to turn in class work. Students are picked by life-guards (paraprofessionals) during lunch and afterschool. Teachers refer them by putting them on a list that all staff have access to.

Surveys were disseminated to all faculty, staff, and parents, including business and community representatives serving on the campus improvement committee. The results show that the climate/environment is conducive to student learning. The campus improvement plan from the 2015-16 school year was reviewed and revised based on the accomplishment of specific goals and objectives. As a result, the 2017-17 campus improvement plan reflects all of the aforementioned needs in order to improve student performance.

Fabens High School is a Title I School wide campus based on 92.00% Economically Disadvantaged students. Therefore, State Compensatory Education (SCE) funds are used to support the Title I School wide Programs.

CAMPUS DECISION-MAKING COMMITTEE

Ruben Carrillo, Chairperson

Joanne Atilano, ESL Teacher

Captain Michael Hertel, NJROTC

Sandy Flores, Math Teacher

Carol Basil, Social Studies Teacher

Julieta Banuelas, Science Teacher

Ismael Salas, CATE Teacher

Rosa Garcia, Dean of Instruction

Stacey Nunez, Assistant Principal

David Sotelo, SPED Counselor

Veronica Rodriguez, Counselor

Pedro Gonzalez, Counselor

David Rueda, Athletic Director

PARENT

Martha Alvarado

BUSINESS/COMMUNITY

Mando Baca

DISTRICT DATA ROOM COMMITTEE (ALT TEAM)

DR. DAVID JOSEPH RUEDA, ASSISTANT SUPERINTENDENT OF INSTRUCTION

DR. LOURDES SANCHEZ, DIRECTOR OF FEDERAL PROGRAMS

JORGE SAENZ, DIRECTOR OF SPECIAL PROGRAMS

RICHARD LOPEZ, FABENS ELEMENTARY PRINCIPAL

MICHELLE GONZALEZ, ODONNEL ELEMENTARY TEACHER

DR. JOE KEITH, FABENS MIDDLE SCHOOL PRINCIPAL

DR. SAMUEL HOUGHE, PRINCIPAL COTTON VALLEY EARLY COLLEGE

RUBEN CARRILLO, FABENS HIGH SCHOOL PRINCIPAL

MULTI AGENCY RESOURCE SYSTEM COMMITTEE (MARS)

DR. LOURDES SANCHEZ, DIRECTOR OF SPECIAL PROGRAM

STACEY NUNEZ, ASSISTANT PRINCIPAL FABENS HIGH SCHOOL

ALL CAMPUS COUNSELORS

EXTERNAL AGENCIES INCLUDED BASED ON NEEDS

ESEA Performance Goal 1: By 2017-2018, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup (disaggregated by race, ethnicity, gender, disability, status, migrant status, English proficiency, and economically disadvantaged), who are at or above the proficient level in reading on the State's assessment.
- 1.2 Performance indicator: The percentage of students in the aggregate and in each subgroup (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and economically disadvantaged), who are at or above the proficient level in mathematics on the State's assessment.
- 1.3 Performance indicator: The percentage of Title I schools that make yearly progress.

ESEA Performance Goal 2: All limited English proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 2.1 Performance indicator: The percentage of LEP students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 Performance indicator: The percentage of LEP students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 Performance indicator: The percentage of LEP students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

ESEA Performance Goal 3: All students will be taught by highly qualified teachers.

- 3.1 The percentage of classes being taught by "highly qualified" teachers in the aggregate and in "high-poverty" schools [as the term is defined in section 1212(h)(1)(C)(viii) of the ESEA].
- 3.2 Performance indicator: The percentage of teachers receiving high-quality professional development (as the term "professional development" is defined in section 9101 (34)).
- 3.3 Performance indicator: The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified.

Fabens ISD Board Goals:

1. Provide quality educational options for all student populations
2. Establish educational expectations that challenge all students to achieve
3. Seek alternative funding and financing to provide more programs to more students.

Campus Goal 1:

All student groups taking the STAAR English language arts (ELA) I &II, Algebra I, US History and Biology tests will meet or exceed the 2017-2018 Performance Standards. All students in 9th, 10th, and 11th grade will have an increased awareness of EOC requirements to prepare for EOC Assessments.

Objective 1.0: All student groups by the end of May 2018 will have met or exceeded the 2017 state performance standards in STAAR English language arts (ELA) I &II, Algebra I, US History and Biology tests.

| | | | | | |
|---|---|-----------------------------|--|--|--|
| TITLE 1 School-Wide Components | 1. Comprehensive Needs Assessment (CNA) | 2. Is it School-Wide Reform | 3. Instruction by Highly Qualified Teachers | 4. High Quality Professional Development | 5. Strategies to Attract High-Quality Teachers |
| | 6. Parental Involvement | 7. Transition | 8. Teacher Decision-Making Regarding Assessments | 9. Effective and Timely Assistance to Students | 10. Coordinate & Integrate federal, State & Local Programs |

| STRATEGIES Reading | COMPONENTS | PERSONS RESPONSIBLE | RESOURCE | FORMATIVE EVALUATION | TIME LINES | SUMMATIVE EVALUATION |
|---|---|---|---|---|---|---|
| Objective 1.1 Disaggregate EOC data in Reading for all students and focus on objectives below 70% mastery. | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Principals Campus Committee Lang. Arts Teachers | Faculty and department meetings DMAC | Work sessions – documentations Lesson plans Nine Weeks exams Benchmark tests | August 2017 January 2017 Every Nine Weeks | Benchmark Dec 2017 EOC Scores 2017 Progress toward ESEA goals and performance indicators |
| Continue Staff Development TEKS and Continue Staff Development on EOC requirements | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input checked="" type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input checked="" type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Dean of Instruction | Local, SCE | Workshop requests Sign-in sheets | August 2017 January 2017 Calendar 2017 | Increased knowledge of EOC requirements |
| EOC Essays (Most Juniors and all Sophomores and Freshmen will write their essays in English classes and/or Practical & Technical Writing). Consultants and English teachers will grade the papers in front of the students and will let them know what they scored and how they can improve their scores. | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input checked="" type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Dean of Instruction English Teachers | Released time for teachers | Students’ sign-in sheets Lower EOC failure rate | Sept 2017 October 2017 November 2017 | Increased awareness of scoring rubrics by attending training and better understanding of interpreting rubric. Better writing samples (students) Increase Awareness of EOC requirements |

| | | | | | | |
|--|--|---|---|---|------------------------------------|---|
| | | | | | | |
| EOC pullout program for Juniors, Sophomores and Freshmen and Senior Retesters. | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Counselors | Assigned time for instruction | Lower EOC failure rate | October 2017 February 2018 | Increase EOC passing rate by 10% More students on Recommended graduation plan |
| Summer School • A+ Curriculum • Classroom Instruction | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Counselors Administration Summer School Teachers | OEY, Local Funds, Title I | More intensive instruction | June 2017 | Recovered credits, more students on grade level. Compliance with AYP under NCLB. |
| After school and before school tutoring. Mandatory tutoring after each Nine Weeks. Board Policy EHBC and ICU Graduation Room during lunch. | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Counselors Dean of Instruction | Title I 9 th Period | Lower EOC failure rate Documentation from Dean of Instruction & Department Heads | September 2017 Every Nine Weeks | Reduce Semester failures Increase # students on grade level |
| EOC prep in 9 th and 10 th core classes and intervention classes | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | General Funds SCE, FTE .5 EOC Materials | Teachers' Lesson Plans Lower STAAR failure rate | August 2017 | Lower EOC failure rate Increase EOC awareness |
| Prepare all students for college readiness according to HB 5 requirements continue with College Preparatory Course English. | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | Scheduled Time Classroom | Lesson Plans Department Meetings Walkthroughs | September 2017 Every Nine Weeks | Lower EOC failure rate, Lower failure rate Increase % of graduates. Align curriculum with Middle School. |
| Lesson delivery on the Fundamental Five to improve scores | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | Scheduled Time Classroom | Lesson Plans Department Meetings Walkthroughs | September 2017 Every Nine Weeks | Lower EOC failure rate, Lower failure rate |

| Continue Reading Strategies | | | | | | |
|---|---|--|---|---|---|---|
| A+ Curriculum during and after school in LABS B124 and B131 | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Counselors A+ Staff | General Funds Title I Scheduled Time | Focus on Mastery of Reading TEKS and lower failure rates. | Every Nine Weeks | More students on grade level. More students on Recommended Graduation Plan Increased Graduation Rates |
| Continue with Dyslexia Program using Lexia Curriculum | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Counselors Staff | General funds Master schedule FTE .25 | Focus on Reading Lower EOC failures increased EOC awareness | August 2017 Every Nine Weeks as needed | Students reading on grade level Fewer failures in subject areas |
| Continue Management of Reading/Writing/Math Lab (B131) Ensure that instructional program includes Reading objectives in grades not tested by state assessment. | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Staff | General Funds Title I A+ Curriculum | Logs for Attendance Lesson Plans | August 2017 Every Nine Weeks | Lower EOC failure rate Students reading on grade level. |
| Read 180 for ESL. DynEd for ESL | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Dean Of Instruction Staff | General funds | Logs for Attendance Lesson Plans | August 2017 Every Nine Weeks | Lower EOC failure rate among ESL students; Increased EOC awareness |
| Purchase individual student copies of Novels used in Eng I through Eng IV classes | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Dept Head Dean of Instruction | Title I Classroom time TEKS Resource System | Allowing students to have individual copies and to read novels using classroom and outside time Lesson Plans | August 2017 Every Nine Weeks | Improved EOC Reading scores Lower EOC failure rate Increase EOC awareness |
| Benchmark EOC/STAAR for 9 th and 10 th grade and some 11 th graders. Semester Exam Exemption Incentive | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Dept Heads, Staff | Scheduled Time | Lesson Plans Lower EOC failure rate | Dec 2017 | Improved Reading Scores Lower EOC failure rate Increase EOC awareness. |

| | | | | | | |
|---|--|--|-----------------------------|---|------------------------------------|---|
| | | | | | | |
| EOC formatted Nine Weeks and semester exams for 9 th and 10 th and 11 th graders | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Dept Heads, Staff | Scheduled Time | Lesson Plans | August 2017 Each Nine Weeks | Lower EOC failure rate Increased EOC awareness |
| Continue Curriculum Collaborative Program (TEKS Resource Center Vertical Alignment Documents.) | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | Scheduled Time Classroom | Lesson Plans Department Meetings Walkthroughs | September 2017 Every Nine Weeks | Lower EOC failure rate, Lower failure rate Increase % of graduates. Align curriculum with Middle School. |
| Continue utilization of Smart Boards | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration, Staff | Technology Funds | Lesson Plans, Walkthroughs | Oct 2017 Every Nine Weeks | Increased student performance through technology |
| Continue implementation of Tier 1, II and III strategies for RTI | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration | Posters, allotted time | Posting of Posters | Aug 2017 | Increased student performance |
| Continue use of 3D lab | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input checked="" type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration, Staff | Technology Funds | Lesson Plans, Walkthroughs | Oct 2017 Nine Weeks | Lower EOC failure rate, Lower failure rate. Increase % of graduates attending College by preparing students for college readiness |
| Prepare all students for college readiness according to HB 5 requirements to include creation of cohorts for STEM Academy | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | Scheduled Time Classroom | Lesson Plans Department Meetings Walkthroughs | September 2017 Every Nine Weeks | Lower EOC failure rate, Lower failure rate. Increase % of graduates. |

Objective 1.2

Disaggregate EOC data in Math for all students and focus on objectives below 70% mastery.

| | | | | | |
|---|---|-----------------------------|--|--|--|
| TITLE 1 School-Wide Components | 1. Comprehensive Needs Assessment (CNA) | 2. Is it School-Wide Reform | 3. Instruction by Highly Qualified Teachers | 4. High Quality Professional Development | 5. Strategies to Attract High-Quality Teachers |
| | 6. Parental Involvement | 7. Transition | 8. Teacher Decision-Making Regarding Assessments | 9. Effective and Timely Assistance to Students | 10. Coordinate & Integrate federal, State & Local Programs |

| STRATEGIES Math | COMPONENTS | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION | TIME LINES | SUMMATIVE EVALUATION |
|---|---|--|---|--|---|--|
| Disaggregate EOC data in Math for all students and focus on objectives below 70% mastery. | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Campus Committee Math Teachers Counselors | Faculty Meetings Department Meetings Scheduled Time | Work Sessions (Agendas, sign-in sheets, minutes) Lesson plans Six-weeks exams Benchmark Tests | August 2017 Every Nine Weeks Dec 2017 EOC test dates | Increased EOC Math scores Progress toward ESEA goals and performance indicators |
| Offer Staff Development for EOC Algebra I, | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input checked="" type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration | Title I Scheduled time | Increase EOC scores | August 2017 | Increase EOC scores |
| Continue Staff Development in TEKS and TEKS Resource System | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input checked="" type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Dean of Instruction Department Heads | General Funds | Lower STAAR failure rate | August 2017 | Increased knowledge of EOC |
| Continuation of Algebra I intervention courses for Freshmen and other students who have not passed Algebra I EOC. | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> | Dean of Instruction Counselors & Staff | Title I General Funds Scheduled Time | Lower EOC failure rate. Increase EOC awareness | Oct 2017 Feb 2017 | Lower failure rate, more students on grade level. Increased EOC awareness |

| | | | | | | |
|--|--|---|--|---|---------------------------------------|--|
| | 5. <input type="checkbox"/> 10. <input type="checkbox"/> | | | | | |
| After school and before school tutoring Mandatory Tutoring after school every Nine Weeks, and ICU Graduation Room during lunch and after school. Board Policy EHBC | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Staff | Title I, Scheduled time – 9 th Period | Lower EOC failure rate Lower Failure rate | August 2017 Every Nine Weeks | Lower EOC failure rate Lower Failure Rate |
| EOC prep in 9 th and 10 th grade classes. Continue Algebra I EOC Intervention for Freshmen, and Sophomores . | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Counselors Department Heads | General Funds Master schedule | Lower EOC failure rate Dean of Instruction’s memos & minutes of Dept. Heads meetings Teacher Lesson Plans | August 2017 Every Nine Weeks | Lower EOC failure rate. Increased EOC awareness. |
| Continue Math Models Curriculum as a new course under foundation program | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration, Staff | Master Schedule | Increase EOC scores | August 2017 Every Nine Weeks | Increased EOC scores. |
| Continue using Ms. May’s strategies. | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input checked="" type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration, Staff | Staff Development | Teacher Lesson Plans | August 2017 Every Nine Weeks | Increase knowledge of Alg I EOC requirements |
| Lesson delivery on the Fundamental Five to improve scores | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | Scheduled Time Classroom | Lesson Plans Department Meetings Walkthroughs | September 2017 Every Nine Weeks | Lower EOC failure rate, Lower failure rate |

| Continue Math Strategies | | | | | | |
|---|---|---|--|---|------------------------------------|---|
| A+ Curriculum during & after school | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Counselors Staff | Title I General Funds Scheduled time | Lower drop out rate More students on grade level More students graduating | August 2017 Every Nine Weeks | More students on grade level More students on Recommended Graduation Plan |
| Continue management of Reading/Writing for problem solving | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Staff | Scheduled time | Lower EOC failure rate Better core subject grades | August 2017 Every Nine Weeks | Lower EOC failure Rate More students on grade level |
| Administer Benchmark EOC to 9 th , 10 th , 11 th Semester Exam Exemption Incentive | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean Of Instruction Staff | Scheduled Time | Lower EOC failure rate Lesson Plans | Dec 2017 | Lower EOC failure rate |
| EOC Objectives in Nine Weeks and Semester Exams, EOC formatted exams | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Staff | Scheduled Time | Lesson Plans Nine Weeks and Semester Exams | August 2017 Every Nine Weeks | Lower EOC failure rate. Increased EOC awareness. |
| Implementation of Math Camp. Students will attend a math camp and discuss EOC formatted questions and provide Test Taking Strategies. | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Staff Central Office | Scheduled time | Increase EOC scores | Jan 2017 April 2017 | Increased EOC scores |
| Continue Curriculum Collaborative Program (TEKS Resource System Vertical Alignment Documents) and work with unit assessments. Continue Staff Development in TEKS Resource System | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | Scheduled Time Classroom | Lesson Plans Department Meetings Walkthroughs | August 2017 Every Nine Weeks | Lower EOC failure rate, lower failure rate Increase % of graduates |

| | | | | | | |
|--|---|---|-------------------------------------|---|---------------------------------|---|
| | | | | | | |
| Continue utilization of Smart Boards | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration, Staff | Technology Funds | Lesson Plans Walkthroughs | Aug 2017 Every Nine Weeks | Increased Student Performance |
| Continue implementation of Tier I, II, III strategies for RTI | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration | Posters, Allotted time Lesson Plans | Posting of Posters | Aug 2017 Every Nine Weeks | Increased Student Performance |
| Addition of 3D lab | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration, Staff | Technology Funds | Lesson Plans, Walkthroughs | Oct 2017 Every Nine Weeks | Increased student performance through technology |
| Continue to Acquire TI Inspire calculators | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Math Department | Classroom | Lesson Plans. Walkthroughs | Aug 2017 Every Six Weeks | Increased student Performance through technology |
| Prepare all students for college readiness according to HB 5 requirements add College Preparatory Course Math and add the Math lab component | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | Scheduled Time Classroom | Lesson Plans Department Meetings Walkthroughs | September 2017 Every Nine Weeks | Lower EOC failure rate, Lower failure rate. Increase % of graduates attending College |
| Prepare all students for college readiness according to HB 5 requirements to include creation of cohorts for STEM Academy | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | Scheduled Time Classroom | Lesson Plans Department Meetings Walkthroughs | September 2017 Every Nine Weeks | Lower EOC failure rate, Lower failure rate. Increase % of graduates. |

Objective 1.3

Disaggregate EOC data in **Writing** for all students and focus on objectives below 70% mastery. Administrative Team meet with department to plan curriculum English I & II curriculum

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|---|---|-----------------------------|--|--|--|
| TITLE 1 School-Wide Components | 1. Comprehensive Needs Assessment (CNA) | 2. Is it School-Wide Reform | 3. Instruction by Highly Qualified Teachers | 4. High Quality Professional Development | 5. Strategies to Attract High-Quality Teachers |
| | 6. Parental Involvement | 7. Transition | 8. Teacher Decision-Making Regarding Assessments | 9. Effective and Timely Assistance to Students | 10. Coordinate & Integrate federal, State & Local Programs |

| STRATEGIES | COMPONENTS | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION | TIME LINES | SUMMATIVE EVALUATION |
|---|---|--|--|--|---|---|
| Strategies listed below will be implemented to fulfill objective 1.3 | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Campus Committee Language Arts teachers | Faculty meetings Department meetings DMAC | Work sessions (agendas, sign-in sheets, minutes) Lesson plans Six-weeks exams Benchmark Tests | August 2017 Every Nine Weeks EOC test dates | Progress toward ESEA goals and performance indicators |
| Offer Staff Development in EOC requirements. | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration | Title I | Increase knowledge in EOC awareness | August 2017 | Increased EOC scores improve scores above safeguards |
| Continue Staff development on TEKS, DMAC and TEKS Resource System | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Dean of Instruction Administration | General Funds Title I Region XIX | Sign-in sheets Region 19 Workshop requests | August 2017 Every Nine Weeks | Increased knowledge of STAAR specifications and requirements |
| EOC essays (Sophomores and Freshmen will write their EOC essays in English I & II classes). Consultants and English teachers will grade the papers in front of the students and will let them | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Dean of Instruction English Teachers | Released time for teachers SCE Funds for Consultant | Students' sign-in sheets Increase knowledge of scoring rubrics | Sept 2017 Oct 2017 January 2018 | Increased awareness of scoring rubrics. Better writing samples (students) Increased EOC scores |

| | | | | | | |
|--|---|---|---|--|---------------------------------|--|
| know what they scored and how they can improve their scores. | | | | | | |
| EOC pullout program for Sophomores, Freshmen and Juniors who have not passed the Eng. I and/or II ELA. | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Counselors | Assigned time for instruction | Lower EOC failure rate | October 2017 February 2017 | Lower EOC failure Increase scores above safeguards |
| Summer School A+ Lab Classroom Instruction | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Counselors Administrators Summer School | OEY, Title I SCE | Lower EOC failure rate Credit recovery | June 2017 | Recovered credits, more students on grade level |
| After school and before school tutoring, ICU Graduation Room during lunch and after school Mandatory Tutoring (Board Policy EHBC) | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Counselors Dean of Instruction | Title I SCE General Funds 9 th Period | More intensive instruction Lower EOC failure rate Documentation from Dean of Instruction & Department Heads Master Schedule | August 2017 Every Nine Weeks | Lower EOC failure rate Reduce Semester failures Increase number of students on grade level |
| EOC Prep in Core Classes and Unit Assessments | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Counselors, Dept Heads | General Funds EOC Materials | Teachers' Lesson Plans Lower EOC failure rate | August 2017 Every Nine Weeks | Lower EOC failure rate, more students passing core subjects. |

| Continue Writing Strategies | | | | | | |
|--|---|---|---|--|------------------------------------|---|
| A+ Curriculum during and after school | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Counselors A+ Staff | Title I General Funds Scheduled Time SEC | Focus on Mastery of Writing TEKS and lower failure rates. | August 2017 Every Nine Weeks | Fewer failures in Eng. classes Lower EOC failure rate |
| Continue Management of Reading/Writing/Math Lab Ensure that instructional program includes Writing objectives in grades not tested by state assessment. | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Staff | General Funds Title I SCE | Lower EOC failure Rates | August 2017 Every Nine Weeks | Fewer failure in Core classes |
| Administer ELA Benchmark tests in grades 9 th , 10 th , 11 th . EOC 9 th and 10 th . to address all populations To include SPED, LEP, and Migrant. Semester Exam Exemption Incentive | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Staff | Scheduled Time | Lower EOC failure rate Lesson Plans | Dec 2017 | Lower EOC failure rate. Increase scores above safeguards |
| EOC Objectives in Nine Weeks and Semester Exams. EOC formatted exams | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Staff | Scheduled Time | Lower EOC failure rate | August 2017 Every Nine Weeks | Lower EOC failure rate Increase scores above safeguards |
| Continue implement Curriculum Collaborative Program (TEKS Resource Vertical Alignment Documents) | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | Scheduled Time Classroom | Lesson Plans Dept Meetings Walkthroughs | Aug 2017 Every Nine Weeks | Lower EOC failure rate, Lower failure rate. Increase % of graduates. |
| Continue utilization of Smart Boards | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> | Administration, Staff | Technology Funds | Lesson Plans Walkthroughs | Aug 2017 Every Nine Weeks | Increased Student Performance |

| | | | | | | |
|---|---|---|-----------------------------|---|------------------------------------|---|
| | 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | | | | | |
| Continue implementation of Tier I, II, III strategies for RTI | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration | Posters, Allotted time | Posting of Posters | Aug 2017 Every Nine Weeks | Increased Student Performance |
| Addition of 3D lab | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration, Staff | Technology Funds | Lesson Plans, Walkthroughs | Oct 2017 Every Nine Weeks | Increased student performance through technology |
| Prepare all students for college readiness according to HB 5 requirements add College Preparatory Course English | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | Scheduled Time Classroom | Lesson Plans Department Meetings Walkthroughs | September 2017 Every Nine Weeks | Lower EOC failure rate, Lower failure rate. Increase % of graduates attending College |
| Use PEG Writing (Project Essay Grade) | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | Scheduled Time Classroom | Lesson Plans Department Meetings Walkthroughs | September 2017 Every Nine Weeks | Lower EOC failure rate, Lower failure rate. Increase % of graduates attending College |
| Prepare all students for college readiness according to HB 5 requirements to include creation of cohorts for STEM Academy | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | Scheduled Time Classroom | Lesson Plans Department Meetings Walkthroughs | September 2017 Every Nine Weeks | Lower EOC failure rate, Lower failure rate. Increase % of graduates. |
| Lesson delivery on the Fundamental Five to improve scores | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | Scheduled Time Classroom | Lesson Plans Department Meetings Walkthroughs | September 2017 Every Nine Weeks | Lower EOC failure rate, Lower failure rate |

Objective 1.4

Disaggregate Science data and focus on objectives below 80% mastery:

| | | | | | |
|---|---|-----------------------------|--|--|--|
| TITLE 1 School-Wide Components | 1. Comprehensive Needs Assessment (CNA) | 2. Is it School-Wide Reform | 3. Instruction by Highly Qualified Teachers | 4. High Quality Professional Development | 5. Strategies to Attract High-Quality Teachers |
| | 6. Parental Involvement | 7. Transition | 8. Teacher Decision-Making Regarding Assessments | 9. Effective and Timely Assistance to Students | 10. Coordinate & Integrate federal, State & Local Programs |

| STRATEGIES Science | COMPONENTS | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION | TIME LINES | SUMMATIVE EVALUATION |
|--|---|---|---|--|---------------------------------|--|
| Disaggregate <u>Science</u> EOC data and focus on objectives below 80%. | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Campus Committee Head of dept. Science teachers | Region 19 ESC Objective training DMAC Department meetings | Lesson plans Six-weeks exams Benchmark Tests | Aug 2017 Every Nine Weeks | Increased knowledge of EOC Science . |
| Continue Staff development on TEKS, DMAC, Teks Resource System | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Dean of Instruction | Title I General Funds Region 19 ESC | Increased knowledge of Science EOC | August 2017 | Increased knowledge of Science EOC scores to earn a distinction. |
| Prepare students for state assessment in EOC Science | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction | Master schedule Title I General Funds, SCE Science Starters | Increased knowledge of Science EOC | August 2017 Every Nine Weeks | Scores indicative of a Campus with earned distinction |
| EOC Prep in core classes Ensure that instructional program includes science objectives in grades not tested by state assessment | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input checked="" type="checkbox"/> | Dean of Instruction Department Heads Staff | General Funds, SCE EOC Materials | Dean of Instruction Memos & Minutes of Dept. Heads meetings Teachers' Lesson Plans | August 2017 Every Nine Weeks | Instruction for scores indicative of a campus with earned distinction. |

| | | | | | | |
|--|--|---|---|--|----------------------------------|---|
| Vertically and horizontally align objective expectations by grade level (EOC). Develop chart that indicates vertical alignment at a glance. | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Dean of Instruction Administration | All Teachers All Programs Region XIX ESC TEKS Resource System | Curriculum alignment meetings Pre-Assessments Lesson plans | Monthly Fall 2017 Weekly | EOC results Progress toward ESEA goals and performance indicators |
| Administer EOC Benchmark to 9 th and 10, 11 th Semester Exam Exemption Incentive and Continue mini benchmarks. | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Staff | Scheduled Time | Lesson Plans Increased knowledge of Science EOC objectives | Dec 2017 | Increased knowledge of Science EOC objectives |
| Mandatory Tutoring (Board Policy EHBC) Mandatory tutoring for students attaining EOC Minimum scores | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Staff | Scheduled time 9 th Period | Lower EOC failure rate | Sept 2017 Every Nine Weeks | Lower EOC failure rate |
| Partnership with MSP (Region XIX) | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Staff | Scheduled time Called meetings Region XIX, UTEP | Increased knowledge of Science EOC objectives | August 2017 | Lower EOC failure rate |
| Pullout program for Biology students. Pulled out of class, meet individually with staff. Application of test taking strategies for EOC. | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Staff | Scheduled time | Increase knowledge of EOC objectives | Oct 2017 April 2017 | Lower EOC failure rate |
| Continue with Curriculum Collaborative Program (TEKS Resource System Vertical Alignment Documents and use Unit Assessments). | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input checked="" type="checkbox"/> | Administration Dean of Instruction Dept Heads | Scheduled Time Classroom Region XIX | Lesson Plans Dept Meetings Walkthroughs | Sept 2017 Every Nine Weeks | Lower EOC failure rate, lower failure rate Increase % of grads. |

| | | | | | | |
|---|---|-----------------------|--|--------------------------------------|---|---|
| Offer Staff Development on EOC requirements. | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration | Title I | Increase EOC requirements. | Sept 2017 | Increased EOC awareness |
| Continue utilization of Smart Boards | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input checked="" type="checkbox"/> | Administration, Staff | Technology Funds | Lesson Plans Walkthroughs | Aug 2017 Every Nine Weeks | Increased Student Performance |
| Continue implementation of Tier I, II, III strategies for RTI | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration | Posters, Allotted time | Posting of Posters Lesson Plans | Aug 2017 Every Nine Weeks | Increased Student Performance |
| A+ during and after school | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration | Scheduled time Title I | Sign in sheets, attendance rosters | Sept 2017 Every Nine Weeks | Increased EOC scores, Increased student performance |
| In School pullout with certified teachers | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration | Released time, Scheduled time with subs covering | Attendance rosters, Sign in sheets | Oct 2017 April 2017 | Increased EOC scores. Increase EOC awareness |
| Continue Biology Intervention classes. | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration | Master Schedule | Increase knowledge of course content | August 2017 Every Nine Weeks Every Nine Weeks | Increased EOC scores |

| | | | | | | |
|--|---|---|-----------------------------|---|---------------------------------------|--|
| Prepare all students for college readiness according to HB 5 requirements by increasing the number of Pre-AP and AP courses to include Physics and Environmental Science | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | Scheduled Time Classroom | Lesson Plans Department Meetings Walkthroughs | September 2017 Every Nine Weeks | Lower EOC failure rate, Lower failure rate. Increase % of graduates. |
| Addition of 3D lab | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration, Staff | Technology Funds | Lesson Plans, Walkthroughs | Oct 2017 Every Nine Weeks | Increased student performance through technology |
| Continuation of Pharmacy Tech Class, Medical Microbiology, AP Biology, Dual Credit Classes, CoET | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instructions Staff | Scheduled Time Classroom | Lesson Plans Department Meetings Walkthrough | Aug 2017 Every Nine Weeks | Increase student performance through college readiness |
| Prepare all students for college readiness according to HB 5 requirements to include creation of cohorts for STEM Academy | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | Scheduled Time Classroom | Lesson Plans Department Meetings Walkthroughs | September 2017 Every Nine Weeks | Lower EOC failure rate, Lower failure rate. Increase % of graduates. |
| Lesson delivery on the Fundamental Five to improve scores | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | Scheduled Time Classroom | Lesson Plans Department Meetings Walkthroughs | September 2017 Every Nine Weeks | Lower EOC failure rate, Lower failure rate |

Objective 1.5

Disaggregate Social Studies EOC data and focus on objectives below 70%

| | | | | | |
|---|---|-----------------------------|--|--|--|
| TITLE 1 School-Wide Components | 1. Comprehensive Needs Assessment (CNA) | 2. Is it School-Wide Reform | 3. Instruction by Highly Qualified Teachers | 4. High Quality Professional Development | 5. Strategies to Attract High-Quality Teachers |
| | 6. Parental Involvement | 7. Transition | 8. Teacher Decision-Making Regarding Assessments | 9. Effective and Timely Assistance to Students | 10. Coordinate & Integrate federal, State & Local Programs |

| STRATEGIES Social Studies | COMPONENTS | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION | TIME LINES | SUMMATIVE EVALUATION |
|---|---|--|--|--|---------------------------------|--|
| Disaggregate <u>Social Studies</u> EOC data and focus on objectives below 70% mastery. | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Campus Committee Social Studies Department Head Social Studies teachers | Region 19 ESC DMAC Department meetings | Lesson plans Six-weeks exams Teachers Lesson Plans Benchmark Tests | Aug 2017 Every Nine Weeks | Increased knowledge of EOC Social Studies Increase scores above safeguards Knowledge base for better scores. |
| Prepare students for state assessment in EOC US History. | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction | Master Schedule Title I, SCE General Funds | Increased knowledge of Social Studies | August 2017 Every Nine Weeks | Scores indicative of a Campus with all three distinctions earned |
| Continue Staff Development on TEKS, DMAC, SIOP and TEKS Resource System. | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Dean of Instruction | Region XIX ESC Scheduled Meetings | Increased knowledge of Social Studies EOC | August 2017 Every Nine Weeks | Increased knowledge of Social Studies EOC |
| EOC Prep in Core Classes Ensure that instructional program includes Social Studies objectives in grades not tested by state assessment | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Dean of Instruction Department Heads Staff | General Funds EOC materials | Dean of Instruction memos and minutes of Dept. Heads meeting Teachers' Lesson Plans | August 2017 Every Nine Weeks | Instruction for scores indicative of a TEA distinctive campus Increase scores above safeguards |

| | | | | | | |
|--|---|---|--|--|------------------------------------|--|
| Vertically and horizontally align objective expectations by grade level (TEKS /EOC). Develop chart that indicates vertical alignment at a glance and use Unit Assessments. | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Dean of Instruction Administration Department Head Staff | All Teachers All Programs Region XIX ESC Scheduled meetings | Curriculum alignment meetings Pre-Assessments Lesson plans | Monthly Fall 2017 | EOC results Progress toward ESEA goals and performance indicators |
| Use grade –level TEKS as a scope and sequence along with grade-level EOC objectives to vertically align the curriculum and for vertical teaming. | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Dean of Dept. Heads | Master Schedule | Benchmark tests | EOC test dates | Increased knowledge of Social Studies EOC |
| Administer Benchmark EOC for grade 9 and 10 EOC World Geography, World History and U.S. History to address all populations to include SPED, LEP, and Migrant. Semester Exam Exemption Incentive | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Dept Head, Staff | Scheduled Time | Lesson Plans Increased knowledge of SS EOC | Dec 2017 | Lower EOC failure rate. Increase scores above safeguards |
| Mandatory Tutoring – Board Policy EHBC Mandatory tutoring for students attaining Minimum in EOC and use ICU Graduation Room during lunch and afterschool | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Staff | Title I, 9 th period | Lower EOC failure rate. Increase SS passing rate | August 2017 Every Nine Weeks | Lower EOC failure rate Lower failure rate |
| Continue to implement Curriculum Collaborative Program (TEKS Resource System Vertical Alignment Documents) | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Dept Heads | Scheduled Time Classroom | Lesson Plans Dept Meetings Walkthroughs | Aug 2017 Every Nine Weeks | Lower EOC failure rate, lower failure rate Increase # of graduates |
| Offer Staff Development for EOC requirements. | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration | Title 1, SCE | Increase EOC knowledge | Aug 2017 | Increased EOC awareness. |

| | | | | | | |
|---|---|---|--|---|------------------------------------|---|
| Continue utilization of Smart Boards | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration, Staff | Technology Funds | Lesson Plans, Walkthroughs | Aug 2017 Every Nine Weeks | Increased student performance |
| Continue implementation of Tier I, II, III strategies for RTI | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration | Posters, allotted time | Posting of Posters Lesson Plans | Aug 2017 Every Nine Weeks | Increased student Performance |
| Continue Pullout Program | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Dean of Instruction Administration, Staff | Scheduled time | Lower EOC rate Increase EOC awareness | Oct 2017 April 2017 | Lower EOC Failure rate, more students on grade level Increased EOC awareness |
| Prepare all students for college readiness according to HB 5 requirements | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | Scheduled Time Classroom | Lesson Plans Department Meetings Walkthroughs | September 2017 Every Nine Weeks | Lower EOC failure rate, Lower failure rate. Increase # of graduates. |
| Continue use of 3D lab | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration, Staff | Technology Funds | Lesson Plans, Walkthroughs | Oct 2017 Every Nine Weeks | Increased student performance through technology |
| Addition of AP World History and AP Human Geography classes and AP US History | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Dean of Instruction Counselors & Staff | Title I General Funds Scheduled Time | Lower EOC failure rate. Increase EOC awareness | Oct 2017 Feb 2017 | Lower failure rate, more students on grade level. Increased EOC awareness |

| | | | | | | |
|---|---|---|-----------------------------|---|---------------------------------------|--|
| Prepare all students for college readiness according to HB 5 requirements to include creation of cohorts for STEM Academy | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | Scheduled Time Classroom | Lesson Plans Department Meetings Walkthroughs | September 2017 Every Nine Weeks | Lower EOC failure rate, Lower failure rate. Increase % of graduates. |
| Lesson delivery on the Fundamental Five to improve scores | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | Scheduled Time Classroom | Lesson Plans Department Meetings Walkthroughs | September 2017 Every Nine Weeks | Lower EOC failure rate, Lower failure rate |

Objective 1.6

Integrate Bilingual/ESL methodology into regular classroom instruction

| | | | | | |
|---|---|-----------------------------|--|--|--|
| TITLE 1 School-Wide Components | 1. Comprehensive Needs Assessment (CNA) | 2. Is it School-Wide Reform | 3. Instruction by Highly Qualified Teachers | 4. High Quality Professional Development | 5. Strategies to Attract High-Quality Teachers |
| | 6. Parental Involvement | 7. Transition | 8. Teacher Decision-Making Regarding Assessments | 9. Effective and Timely Assistance to Students | 10. Coordinate & Integrate federal, State & Local Programs |

| STRATEGIES ESL | COMPONENTS | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION | TIME LINES | SUMMATIVE EVALUATION |
|--|---|---|---|--|---|--|
| Integrate Bilingual/ <u>ESL</u> methodology into regular classroom instruction LPAC will meet and monitor student progress every Nine Weeks. ESL staff will monitor student progress in all content areas every three weeks and plan intervention strategies. | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Bilingual/ESL Director Administration ESL Teachers Administration ESL Staff Administration ESL Staff | Staff development LPAC Committee ELPS All Teachers State Mandates Tech Writing | Training sessions (agendas/minutes/sign-in-sheets) Lesson Plans Progress Forms Parent permission and denial forms with benefits | Fall 2017 Weekly Every three weeks August 2017 | EOC results Bilingual/ESL Chart of Expectations Lower Failure Rate Improve PBMAS rating Bilingual/ESL Annual Evaluation Report |

| | | | | | | |
|--|--|---|--|---|---|--|
| <p>Continue with Reading Program using Read 180, and Dyn Ed for Newcomers program.</p> <p>Continuation of SIOP Training Continue ELPS in all classes Continue Differentiated Instruction (DI) in all classes to decrease drop out of ELLs</p> <p>Implement A+ in classroom</p> <p>Use of ELPS Flipcharts to address AMAOs.</p> | | <p>Administration</p> <p>Administration</p> <p>Administration</p> | <p>Reading Improvement</p> <p>Read 180, Open Book Dyn Ed, A+</p> <p>ELPS Training</p> <p>Bilingual/ESL funds</p> | <p>Increased Reading Levels</p> <p>Lower failure rate</p> | <p>Every Nine Weeks</p> <p>August 2017 Every Nine Weeks</p> | <p>Increase scores above safeguards</p> <p>Student Annual Review</p> <p>TELPAS results</p> <p>Progress toward ESEA goal and performance indicators</p> |
| <p>Mandatory Tutoring – Board Policy EHBC Use of ICU Graduation Room during lunch and after school</p> | <p>1. <input type="checkbox"/> 6. <input type="checkbox"/></p> <p>2. <input type="checkbox"/> 7. <input type="checkbox"/></p> <p>3. <input type="checkbox"/> 8. <input type="checkbox"/></p> <p>4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/></p> <p>5. <input type="checkbox"/> 10. <input type="checkbox"/></p> | <p>Administration Dean of Instruction Staff</p> | <p>Title I General Funds 9th period</p> | <p>Lower failure rate</p> | <p>Sept 2017 Every Nine Weeks</p> | <p>Lower failure rate</p> |
| <p>Continue utilization of Smart Boards</p> | <p>1. <input type="checkbox"/> 6. <input type="checkbox"/></p> <p>2. <input checked="" type="checkbox"/> 7. <input type="checkbox"/></p> <p>3. <input type="checkbox"/> 8. <input type="checkbox"/></p> <p>4. <input checked="" type="checkbox"/> 9. <input type="checkbox"/></p> <p>5. <input type="checkbox"/> 10. <input checked="" type="checkbox"/></p> | <p>Administration, staff</p> | <p>Technology funds, CATE</p> | <p>Lesson Plans Walkthroughs</p> | <p>Aug 2017 Every Nine Weeks Every Nine Weeks</p> | <p>Increased student performance Increase scores above safeguards</p> |
| <p>Continue implementation of Tier I, II, III strategies for RTI</p> | <p>1. <input type="checkbox"/> 6. <input type="checkbox"/></p> <p>2. <input type="checkbox"/> 7. <input type="checkbox"/></p> <p>3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/></p> <p>4. <input type="checkbox"/> 9. <input type="checkbox"/></p> <p>5. <input type="checkbox"/> 10. <input type="checkbox"/></p> | <p>Administration</p> | <p>Posters, allotted time</p> | <p>Posting of posters</p> | <p>Aug 2017 Every Nine Weeks</p> | <p>Increased student performance</p> |
| <p>Continue pullout programs in core subject areas</p> | <p>1. <input type="checkbox"/> 6. <input type="checkbox"/></p> | <p>Administration, staff</p> | <p>Allotted time</p> | <p>Progress reports</p> | <p>Oct 2017 Jan 2017</p> | <p>Increased student performance Increase</p> |

| | | | | | | |
|---|---|---------------------------------------|------------------------------------|---------------------------------------|------------------------------|---|
| | 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | | | | April 2017 | scores above safeguards |
| TELPAS (Texas English Language Proficiency Assessment) training for core subject teachers | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration , ELA staff | Allotted time Staff development | Writing Samples Training | August 2017 | Increased student performance through PBMAS |
| Model Teaching | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Dean of Instruction | Scheduled time | Progress Reports, Lesson Plans | August 2017 Scheduled | Increased student performance |
| Conduct Walkthroughs using T-TESS as the evaluation instrument | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration | Scheduled time, Lockouts | T-TESS available for teachers to view | Aug 2017 Every Nine Weeks | Increased student performance |
| Set up Parent/teacher conferences to ensure student progress and use of ICU to text parents when they are missing work. | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Staff | Scheduled time | Teacher plans, documentation | August 2017 As needed | Increased student performance. Students on grade level |
| Monitor EOC passing rates compare to state standards In Reading/Writing Administer Benchmark Assessment in core subject areas to include EOC/STAAR especially Reading and Writing | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction | Scheduled time | Increased EOC scores | Feb. 2018 April 2018 | Increased student performance Increase scores above safeguards Increase Benchmark Test |

| | | | | | | |
|---|---|---|-----------------------------|---|---------------------------------------|--|
| Prepare all students for college readiness according to HB 5 requirements to include creation of cohorts for STEM Academy | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | Scheduled Time Classroom | Lesson Plans Department Meetings Walkthroughs | September 2017 Every Nine Weeks | Lower EOC failure rate, Lower failure rate. Increase % of graduates. |
| Continue us of 3D lab | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration, Staff | Technology Funds | Lesson Plans, Walkthroughs | Oct 2017 Every Nine Weeks | Increased student performance through technology |
| Lesson delivery on the Fundamental Five to improve scores | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | Scheduled Time Classroom | Lesson Plans Department Meetings Walkthroughs | September 2017 Every Nine Weeks | Lower EOC failure rate, Lower failure rate |

| | | | | | |
|---|---|-----------------------------|--|--|--|
| TITLE 1 School-Wide Components | 1. Comprehensive Needs Assessment (CNA) | 2. Is it School-Wide Reform | 3. Instruction by Highly Qualified Teachers | 4. High Quality Professional Development | 5. Strategies to Attract High-Quality Teachers |
| | 6. Parental Involvement | 7. Transition | 8. Teacher Decision-Making Regarding Assessments | 9. Effective and Timely Assistance to Students | 10. Coordinate & Integrate federal, State & Local Programs |

Objective 1.7

Continue implementing the G/T program.

| STRATEGIES G/T | COMPONENTS | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION | TIME LINES | SUMMATIVE EVALUATION |
|---|---|---------------------------------------|-----------------------------|---|---------------|--|
| Continue implementing the <u>G/T</u> program. | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input checked="" type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> | Administration Dean of Instruction | G/T funds Region XIX ESC | Curriculum update meetings (agendas/minutes/sign-in-sheet) | Monthly | EOC results G/T Chart of Expectations |

| | | | | | | |
|---|--|---|--|--|---|--|
| <ul style="list-style-type: none"> • Update G/T curriculum • Provide G/T staff development <ol style="list-style-type: none"> 1. 30 hour training 2. 6-hour update training • Provide effective information and communication to all parents regarding the G/T program. • Dept Career Field Trips per/dept • Job Shadowing • Internships • STEM Cohort • Survey GT students as a needs assessment • Provide for Educational field trips to Medical Center, Court House, etc. • Provide out of County travel • Continue EMT Program • Continue Pharmacy Certification • Implement Independent Studies class • Continue Research and Design classes • Use of IPADS in the classroom | <p>4. <input checked="" type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input checked="" type="checkbox"/></p> | <p>G/T Coordinator G/T District Coordinator Dept Chairs GT Coordinator</p> | <p>G/T Selection Committee Central Office Personnel Scheduled time, Online IPADS</p> | <p>Nomination/identification documentation Staff development calendar Staff development training (agendas/minutes/sign-in-sheet) PEIMS data Power Point Presentations Library presentations by Independent Studies students</p> | <p>Fall 2017 Spring 2018 As scheduled As scheduled</p> | <p>PAS Report (GT) G/T Annual Evaluation Report Progress toward ESEA goals and performance indicators Progress toward ESEA Goals and performance indicators</p> |
|---|--|---|--|--|---|--|

| | | | | | | |
|--|--|--|--------------------------------------|--|---|---|
| <ul style="list-style-type: none"> • Increase the number of LEP students identified as GT) <ul style="list-style-type: none"> • Implement G/T nomination and identification strategies to ensure that LEP students have equal access to G/T services • Test in native language • Non-Verbal tests <p>Increase Percentage of 9th through 12th grade students identified as G/T who are enrolled in Pre-AP and AP classes with AP scores of 3+ or 4+ on AP examinations)</p> <ul style="list-style-type: none"> • Increase the number of G/T students taking AP exams • Increase the number of G/T students scoring 4's or 5' | | | | | | |
| <p>Lesson delivery on the Fundamental Five to improve scores</p> | <p>1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/></p> | <p>Administration Dean of Instruction Department Heads</p> | <p>Scheduled Time Classroom</p> | <p>Lesson Plans Department Meetings Walkthroughs</p> | <p>September 2017 Every Nine Weeks</p> | <p>Lower EOC failure rate, Lower failure rate</p> |

Objective 1.8

Provide quality CATE program:

| TITLE 1 School-Wide Components | 1. Comprehensive Needs Assessment (CNA) | 2. Is it School-Wide Reform | 3. Instruction by Highly Qualified Teachers | 4. High Quality Professional Development | 5. Strategies to Attract High-Quality Teachers | |
|---|--|------------------------------------|---|--|--|--|
| | 6. Parental Involvement | 7. Transition | 8. Teacher Decision-Making Regarding Assessments | 9. Effective and Timely Assistance to Students | 10. Coordinate & Integrate federal, State & Local Programs | |
| STRATEGIES CATE | COMPONENTS | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION | TIME LINES | SUMMATIVE EVALUATION |
| Provide quality <u>CATE</u> program: <ul style="list-style-type: none"> • Career Pathways for college-bound and vocationally bound students. • Increase vocational course offerings • Make CCTE available for afternoon classes • Develop CATE course offering handbook • Offer Trade and Industry classes • Promote Health Science Classes • Articulated Courses • Continue EMT class • Increase Business Education Courses • Career Information & Knowledge <ul style="list-style-type: none"> ○ Nutrition ○ Career Investigation ○ Job Shadowing ○ Guest Speakers ○ Career Field Trips | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration CATE Dept. Chair | State CATE Funds Carl Perkins Grant Counselor CATE Dept. Tech Prep Center for Career and Technology Education (CCTE) General funds | Master Schedule Career Plans | August 2017 Every Nine Weeks | EOC Results CATE Chart of Expectations CATE Annual evaluation report Faculty, Student, Parent Surveys PAS Report (CATE) Increased participation in CCTE classes available to FHS students |

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|---|---|--|--|----------------------------------|---------------------------------|-------------------------------|
| * Offer Research and Design class Continue AHEC Prograj CPR Certificate | | | | | | |
| Monitor program to make sure PEIMS data matches receipt of Carl Perkins funds <ul style="list-style-type: none"> Submit all federal and state financial reports in a timely manner. | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Central Office PEIMS Specialist Campus PEIMS Clerk | PEIMS Data | CATE PAS ratings | May 2017 | CATE annual evaluation report |
| Mandatory tutoring – Board Policy EHBC | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean Of Instruction Staff | Title I funds General funds 9 th period | Lower CATE failure rate | Sept 2017 Every Nine Weeks | Lower CATE failure rate |
| Continue HOSA activities | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration, Staff | Scheduled time | Sign in sheets | August 2017 As scheduled | Increased student performance |
| Continue utilization of Smart Boards and up to date software and hardware to meet today's industry standards. | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration, Staff | CATE funds | Lesson Plans Walkthroughs | Aug 2017 Every Nine Weeks | Increased student performance |
| Continue implementation of Tier I, II, III strategies for RTI | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration | Posters, allotted time | Posting of posters | Aug 2017 Every Nine Weeks | Increased student performance |
| Continue use of Apple Laptops and IPADs in the curriculum | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> | Dept Head Administration | CATE | Purchase orders, Lesson plans | August 2017 Every Nine Weeks | Increased student performance |

| | | | | | | |
|---|--|---|-----------------------------|---|------------------------------------|--|
| | 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | | | | | |
| Monitor Master schedule to balance the number of males taking nontraditional female courses | 1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Counselors | CATE | Master schedule | Every Semester | Balanced Schedule |
| Lesson delivery on the Fundamental Five to improve scores | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | Scheduled Time Classroom | Lesson Plans Department Meetings Walkthroughs | September 2017 Every Nine Weeks | Lower EOC failure rate, Lower failure rate |

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|---|---|-----------------------------|--|--|--|
| TITLE 1 School-Wide Components | 1. Comprehensive Needs Assessment (CNA) | 2. Is it School-Wide Reform | 3. Instruction by Highly Qualified Teachers | 4. High Quality Professional Development | 5. Strategies to Attract High-Quality Teachers |
| | 6. Parental Involvement | 7. Transition | 8. Teacher Decision-Making Regarding Assessments | 9. Effective and Timely Assistance to Students | 10. Coordinate & Integrate federal, State & Local Programs |

Objective 1.9

Address the needs of **At-risk** students:

| STRATEGIES At-Risk Students | COMPONENTS | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION | TIME LINES | SUMMATIVE EVALUATION |
|---|--|--|--|---|---|--|
| <p>Address the needs of At-risk students:</p> <ul style="list-style-type: none"> • Staff development (training, substitutes, and travel) • Enrichment opportunities • ESL services and lab • Extended library hours/aide • Community services (Pregnancy-related services and school-age parents) • Computer-assisted instruction (A +) • Math strategies, including Ms. Mays • Language Arts strategies • Student Leadership class • Counseling • School leadership and administration • Additional supplies • Contracted services • Planning/Teaming for at-risk students • Tutorials • Extended Day | <p>1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/></p> | <p>Administration A+ Coordinator Dean of Instruction Counselors</p> | <p>SCE FTEs 20.9 Region XIX ESC Teachers Para-professionals SCE FTE 1.0 Title I, Part A funds Title II, Part A funds OEY funds Local funds SCE Supplies and Materials Travel –Students Travel –Staff Misc Costs Instructional Resources Community Service Tutoring Guidance/Counseling Go Center Scheduled time</p> | <p>Staff development calendar (agendas/minutes/sign-in sheets) Programmatic assessments (computer labs) Credit accrual Master schedules (tutorials, ESL, other supplemental classes) Mastery charts Lesson plans Counselors’ logs Purchase orders/invoices Benchmark tests</p> | <p>As scheduled Weekly Semester 6 weeks Weekly Daily Dec 2017</p> | <p>EOC results At-Risk Chart of Expectations Disparity between student performance of regular ed. students and at-risk students Disparity in High School Completion Rate between At-Risk students and all other students Progress toward ESEA goals and performance indicators Increase or decrease in FTEs vs At-Risk students/Economically Disadvantaged students Personal Graduation Plan</p> |

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|--|---|---|-----------------------------|--|--|---|
| <ul style="list-style-type: none"> • Special Ed CMC • Optional Extended Year • NHS Tutorials • Dyn Ed • Intervention classes for STAAR EOC • Personal Graduation Plan • ISS/DAEP • Continue REAL Mentoring Program with Border Patrol <p>Implementation of ICU during lunch and afterschool.</p> <p>Establish Mentoring Program with teachers mentoring students.</p> <p>Establish Teen Pregnancy Intervention Program</p> | | Administration Attendance Clerk Instructional Aide | | Recovered Credits Reduction in Failure Rates College Awareness Lower failure rate Keep students on track | Aug 2017 Every Six Week | Final PEIMS report Increase % of graduates Lower failure rate Students on Grade level PBMAS |
| Lesson delivery on the Fundamental Five to improve scores | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | Scheduled Time Classroom | Lesson Plans Department Meetings Walkthroughs | September 2017 Every Nine Weeks | Lower EOC failure rate, Lower failure rate |

Objective 1.101

Provide special education update training in the Comprehensive Analysis Process (CAP and identify needs in special education based on the 5 CAP components

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|---|---|-----------------------------|--|--|--|
| TITLE 1 School-Wide Components | 1. Comprehensive Needs Assessment (CNA) | 2. Is it School-Wide Reform | 3. Instruction by Highly Qualified Teachers | 4. High Quality Professional Development | 5. Strategies to Attract High-Quality Teachers |
| | 6. Parental Involvement | 7. Transition | 8. Teacher Decision-Making Regarding Assessments | 9. Effective and Timely Assistance to Students | 10. Coordinate & Integrate federal, State & Local Programs |

| | | | | | | |
|---|---|--|---|--|--|---|
| Continue dyslexia and 504 services in accordance with district policy, District Dyslexia Plan, and 504 plan | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration 504 Coordinator | Teachers Special Ed. Dept TAT. | Referrals Campus Schedules | Per occurrence August 2017 | STAAR results TPRI |
| Offer EOC/STAAR requirements training to all staff. Provide Staff Development for all Special Education teachers in the field of Goal Setting and Inclusion. | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Special Ed teachers | Scheduled time. Conference periods | Increase knowledge of EOC/STAAR requirements | August 2017 | Increased EOC awareness Increase scores above safeguards |
| Provide update training for all teachers in identification of students with dyslexia and related disorders. | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Special Education Director | 504 Committee | Lesson plans with modifications/Acco mmodations Progress reports/Report Cards Benchmark tests | Weekly 6 weeks EOC test dates | Dyslexia Chart Expectations Training certificates Progress toward ESEA goals and performance indicators |
| Continue Vocational Academic Program (VAP) | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration/Staff Special Ed Director | Master Schedule General Funds Special Ed Funds | Lesson Plans Field trip request | August 2017 Every Nine Weeks | Increased student participation Increased Community participation |
| Administer Benchmark Assessment in core subject areas to include EOC/STAAR especially Social Studies, Writing | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Staff | Scheduled time | Lesson plans | Dec 2017 | Increased knowledge in EOC objectives |
| Mandatory Tutoring – Board Policy EHBC Mandatory tutoring for students scoring minimum on EOC | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Staff | Title I Special Ed funds 9 th Period | Lower failure rate | Sept 2017 Every Nine Weeks | Lower failure rate |

| | | | | | | |
|--|---|---|---|---|--|--|
| Ensure that campus is in compliance with 1% Exemption rate as determined by AYP under NCLB | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration ARD Committee Staff | Scheduled time ARD Committee meetings STAAR | Compliance with NCLB laws and Special Education Laws | August 2017 All Year | ARD Committee high expectations |
| Continue Read 180 Program, Open Book and A+ | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Staff | Scheduled time | Classroom Scheduled time | August 2017 Every Nine Weeks | Lower EOC failure rate |
| Continue Herman Method Dyslexia Program | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Staff | Scheduled time | Lesson Plans Lab sign in sheets | August 2017 Every Nine Weeks | Lower EOC failure rate |
| Continue utilization of Smart Boards | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration, Staff | Technology Funds | Lesson Plans Walkthroughs | Aug 2017 Every Nine Weeks | Increased student performance |
| Continue implementation of Tier I, II, III strategies for RTI | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration | Posters, Allotted time | Posting of posters | Aug 2017 Every Nine Weeks | Increased student performance |
| Lesson delivery on the Fundamental Five to improve scores | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | Scheduled Time Classroom | Lesson Plans Department Meetings Walkthroughs | September 2017 Every Nine Weeks | Lower EOC failure rate, Lower failure rate |

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|---|---|-----------------------------|--|--|--|
| TITLE 1 School-Wide Components | 1. Comprehensive Needs Assessment (CNA) | 2. Is it School-Wide Reform | 3. Instruction by Highly Qualified Teachers | 4. High Quality Professional Development | 5. Strategies to Attract High-Quality Teachers |
| | 6. Parental Involvement | 7. Transition | 8. Teacher Decision-Making Regarding Assessments | 9. Effective and Timely Assistance to Students | 10. Coordinate & Integrate federal, State & Local Programs |

| STRATEGIES Migrant | COMPONENTS | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION | TIME LINES | SUMMATIVE EVALUATION |
|--|---|--|---|--|---|--|
| <p>Objective 1.102 Provide quality services to Migrant students.</p> <ul style="list-style-type: none"> • Identification • Support Services <ul style="list-style-type: none"> ○ Nurse ○ Counselor ○ Parent Advisory Council (PAC) ○ Training (Seven Areas of Focus) ○ Social Worker ○ Coordination between district and campuses to meet the state requirement, <i>Seven Areas of Focus</i> <ul style="list-style-type: none"> ▪ Parent Involvement ▪ ID & R ▪ NGS ▪ Graduation enhancement ▪ Early childhood ▪ Migrant Services Coordinator ▪ Secondary credit accrual <p>Monitor EOC passing rates compare to state standards</p> <ul style="list-style-type: none"> ○ In Reading/Writing/Social Studies/Math/Science ○ Administer Benchmark | <p>1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input checked="" type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/></p> | <p>Administration Migrant Coordinator Teachers</p> | <p>Region XIX ESC Title I, Part C funds (Migrant) Title II, Part A Laptops</p> | <p>Student registration Progress reports Report cards ID and R logs NGS Reports Migrant Survey STAAR test Results Benchmark results</p> | <p>Per occurrence 3 weeks 6 weeks Weekly 6 weeks Semester</p> | <p>Promotion/Retention rate (Migrant students) NGS Reports Credit accrual Migrant Survey Migrant Education Annual Evaluation Report Increased student performance Increase scores above safeguards Increase Benchmark Test</p> |

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|--|---|---|--|---|--|---|
| <p>Assessment in core subject areas to include EOC/STAAR especially</p> <ul style="list-style-type: none"> ○ Social Studies, Writing ○ Benchmark Testing <p>Disaggregation at end of Semester</p> | | | | | | |
| <p>Continue to integrate technology into classroom instruction:</p> <p>Staff development based on CNA</p> <ul style="list-style-type: none"> • Integration of technology into instructional program across the curriculum (all subjects/all grade levels) • Provide computer literacy for parents • Diverse library software to support reading program • Internet availability to staff • Equipment, maintenance, software upgrades • Student assignments include technology • Computerized TEKS access • A-Plus Learning • Read 180 • Mobile Lab (Wireless) • DynEd • IPADSs • Elmos, Document Cameras, Smart Board | <p>1. <input type="checkbox"/> 6. <input checked="" type="checkbox"/></p> <p>2. <input type="checkbox"/> 7. <input type="checkbox"/></p> <p>3. <input type="checkbox"/> 8. <input type="checkbox"/></p> <p>4. <input checked="" type="checkbox"/> 9. <input type="checkbox"/></p> <p>5. <input type="checkbox"/> 10. <input type="checkbox"/></p> | <p>Administration</p> <p>Dean Of Instruction</p> <p>Technology Facilitator</p> <p>Migrant Coordinator</p> | <p>Title II, Part D</p> <p>Region XIX ESC</p> <p>Lexia Program</p> <p>Read 180</p> <p>DynEd</p> <p>A+</p> <p>Laptops</p> <p>DMAC</p> | <p>Staff development calendar (agendas/minutes/ Sign-in sheets)</p> <p>Lesson plans</p> <p>Principal observations</p> <p>Programmatic assessments</p> <p>LPAC minutes</p> | <p>August 2017</p> <p>Every Nine Weeks</p> <p>Every Nine Weeks</p> <p>August 2017 Every Nine Weeks</p> | <p>EOC results</p> <p>Personnel Records</p> <ul style="list-style-type: none"> ○ Teacher Competencies ○ Certificates <p>Increased student performance and Mastery of TEKS</p> |
| <p>Lesson delivery on the Fundamental</p> <p>Five to improve scores</p> | <p>1. <input type="checkbox"/> 6. <input type="checkbox"/></p> <p>2. <input type="checkbox"/> 7. <input type="checkbox"/></p> <p>3. <input type="checkbox"/> 8. <input type="checkbox"/></p> <p>4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/></p> <p>5. <input type="checkbox"/> 10. <input type="checkbox"/></p> | <p>Administration</p> <p>Dean of Instruction</p> <p>Department Heads</p> | <p>Scheduled Time</p> <p>Classroom</p> | <p>Lesson Plans</p> <p>Department Meetings</p> <p>Walkthroughs</p> | <p>September 2017</p> <p>Every Nine Weeks</p> | <p>Lower EOC failure rate, Lower failure rate</p> |

| STRATEGIES Recruit/Retain Highly Qualified Teachers | COMPONENTS | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION | TIME LINES | SUMMATIVE EVALUATION |
|--|--|---|--|---|----------------------------------|--|
| <p>Objective 1.103 <u>Recruit and retain highly qualified teachers</u></p> <ul style="list-style-type: none"> • Stipends • Quality staff development • Incentives • Sign-on bonus • Retention Bonus • Met Standard two years in a row • Distinctions in ELA 2017 • Distinctions in Math 2017 • Distinctions Top 25% Closing Performance Gaps2017 • Distinctions in Top 25% Student Progress2017 • Continue to Encourage regular ed. Teachers to certify in ESL • Small Teacher to Student Ratio • UIL Academic District Champions nine consecutive years in a roll <p>Paraprofessionals will become qualified in accordance with ESEA Goal 3, Performance Indicator 3.3 by the year 2017-17</p> <ul style="list-style-type: none"> • Local Assessment • College Courses | <p>1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input checked="" type="checkbox"/> 10. <input type="checkbox"/></p> | <p>Personnel Director Administration</p> | <p>Program Directors Region XIX ESC Finance Director</p> | <p>Recruitment logs Staff development calendar (agendas/minutes/sign-in sheets) Budget Paraprofessional Growth Plan (ESEA 3.3)</p> | <p>Fall 2017 Spring 2018</p> | <p>EOC results Personnel records Paraprofessional certificates/transcripts</p> |
| <p>Provide transition activities from Middle School to High School.</p> <ul style="list-style-type: none"> • Fish Camp | <p>1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/></p> | <p>Administration Staff</p> | <p>Counselors</p> | <p>Orientation sessions Counselors' logs</p> | <p>Spring 2018</p> | <p>Student achievement</p> |

| | | | | | | |
|---|---|----------------|---|---|---------------------|--|
| <ul style="list-style-type: none"> • Counseling • Orientation sessions • Campus visitation • ROTC Orientation • HB 5 Endorsement Orientation • Incoming Freshman EXPO | 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | | Teachers at transition levels/grades Organizations Counselors | Notification/ communications | | Academic Excellence Indicator System (AEIS) data Progress toward ESEA goals and objectives |
| Continue to involve teachers in assessment decisions and/or the use of assessment data. <ul style="list-style-type: none"> • Disaggregation and use of test data (DMAC) • TEKS Resource System • Training in the interpretation of test data (DMAC) • RPTE, ELPS, DI And EOC Training • LPAC and TELPAS training • G/T Selection Committee training | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input checked="" type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration | Region XIX ESC Teachers Title I, Part A funds Bilingual Director DMAC | Committee meetings Faculty meetings Staff development calendar (agendas, minutes, sign-in sheets) | Throughout the year | Personnel records <ul style="list-style-type: none"> ○ Certificates ○ Training hours ○ Transcripts Progress toward ESEA Goal 3. |

ESEA Performance Goal 4: All students will graduate from high school.

4.1 Performance Indicator: The percentage of students who graduate from high school, with a regular diploma disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data

Performance Target: Performance targets as defined by the TEA, effective July 1, 2012 for the 2017-2018 school year.

Campus Goal 2

- Student attendance will continue to meet or exceed the 94% state standard for attendance.
- The campus dropout rate will continue to meet the state standard of 1% or less.
- The campus completion rate will meet or exceed the state standard

Objective 2:

For the 2017-17school year:

2.1 The student attendance rate will improve from by 3% in the year 2017-2018

2.2 The campus dropout rate will remain at 1.0% or less in the year 2017-2018.

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|---|---|-----------------------------|--|--|--|
| TITLE 1 School-Wide Components | 1. Comprehensive Needs Assessment (CNA) | 2. Is it School-Wide Reform | 3. Instruction by Highly Qualified Teachers | 4. High Quality Professional Development | 5. Strategies to Attract High-Quality Teachers |
| | 6. Parental Involvement | 7. Transition | 8. Teacher Decision-Making Regarding Assessments | 9. Effective and Timely Assistance to Students | 10. Coordinate & Integrate federal, State & Local Programs |

| STRATEGIES Graduation | COMPONENTS | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION | TIME LINES | SUMMATIVE EVALUATION |
|--|--|---|--|---|--|---|
| Objective 2.1, 2.2 Monitor attendance on a daily basis. <ul style="list-style-type: none"> ○ Parent notification <ul style="list-style-type: none"> ○ Telephone calls ○ Letters ○ Computerized attendance reports ○ Counseling ○ Home visits ○ Attendance contests ○ Court referrals | 1. <input checked="" type="checkbox"/> 6. <input checked="" type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Attendance Officer Attendance Clerk Staff | Attendance clerk | Attendance reports ADA reports | Daily Monthly Scheduled | Attendance rate Dropout rate |
| Provide dropout prevention and recovery through the following: <ul style="list-style-type: none"> ○ Counseling services ○ Pregnancy-related services <ul style="list-style-type: none"> ○ Parenting and Paternity Awareness (P.A.P.A.) curriculum ○ Services for school-age parents ○ Saturday school ○ After-school mentoring ○ A+ Learning ○ Instructional Aides ○ Hire College tutors | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Counselors Dean of Instruction Administration Administration Certified teacher Instructional aides College tutors | PEP Grant Counselor Nurse Health Teacher Title I General Funds | Withdrawal tracking records Counselor's log Scheduled class Scheduled time Principal contacts for locating leavers Recover Drop outs Develop PGPs for all at-risk students Recover credits | Per occurrence Daily Master schedule Weekly or per occurrence August 2017 Master Schedule Aug 2017 As scheduled | Decrease Dropout rate Decrease Pregnancy Rate Leaver reports Increased Attendance Increase # of graduates |
| Increase the percent of students taking the SAT/ACT from 47.6% to 70%. Increase the percent of students scoring above the criterion on the SAT/ACT from 0% to 10%. (SAT criterion: (1210) (ACT criterion: (24) <ul style="list-style-type: none"> ○ High school is an ACT and SAT testing center ○ SAT/ACT software | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Counselors | Counselor Librarian High School Testing Center HS Allotment PSAT (SAT) | SAT/ACT registration Programmatic assessments (software) Results of ACT or SAT exams Scheduled time | Fall 2017 Spring 2018 Monthly Spring 2017 | Higher SAT/ACT results Increase number of students taking either ACT or SAT exams |

| | | | | | | |
|---|--|--|---|---|---|---|
| <p>available in computer labs and library.</p> <ul style="list-style-type: none"> ○ Pay for tests through waivers. ○ SAT prep classes after school ○ Include Sophomores in PSAT testing ○ Pay for SAT, ACT and PSAT exams ○ Boot Camp SAT ○ PSAT Webinar | | | <p>PLAN (ACT)</p> <p>Grant money</p> | | <p>Oct 2017</p> | |
| <p>Inform juniors and seniors that top 10% of graduating class receives automatic admission to most state colleges and universities.</p> | <p>1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/></p> <p>2. <input type="checkbox"/> 7. <input type="checkbox"/></p> <p>3. <input type="checkbox"/> 8. <input type="checkbox"/></p> <p>4. <input type="checkbox"/> 9. <input type="checkbox"/></p> <p>5. <input type="checkbox"/> 10. <input type="checkbox"/></p> | <p>High School Counselors Administration Senior Class Sponsor</p> | <p>Posters Letters Valedictorian/ Salutatorian criteria</p> | <p>Letters to parents Orientation sessions (agenda, sign-in sheets, minutes)</p> | <p>Fall 2017 Spring 2018</p> | <p>Graduation ranking College admissions records TEA report</p> |
| <p>Increase the number of students in the Recommended High School program, the number taking AP classes, the number of students scoring 3+ or 4+ on AP exams, and the number pursuing and achieving the Distinguished Program Seal. Continue signing up students for at least one endorsement</p> <p>Continue to offer Dual Credit Courses through El Paso Community College</p> <p>Increase the number of courses available to include Pre Calculus and Calculus</p> <p>Increase the number of juniors taking the PSAT toward qualifying as National Merit Scholars.</p> | <p>1. <input type="checkbox"/> 6. <input type="checkbox"/></p> <p>2. <input type="checkbox"/> 7. <input type="checkbox"/></p> <p>3. <input type="checkbox"/> 8. <input type="checkbox"/></p> <p>4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/></p> <p>5. <input type="checkbox"/> 10. <input type="checkbox"/></p> | <p>Administration Dean of Instruction Counselors Staff</p> <p>Administration</p> <p>Counselors</p> | <p>Counselor</p> <p>El Paso Community College transcripts Registrar records</p> <p>Valedictorian/ Salutatorian criteria</p> <p>Scheduled time</p> | <p>Graduation Plans</p> <p>AP Exam results Transcripts</p> <p>Student Registration logs</p> | <p>August 2017</p> <p>Fall 2017 Spring 2018</p> | <p>Student transcripts (G/T students scoring 3+ or 4+ on AP exams)</p> <p>Increased Dual Credit enrollment to include Pre Cal and Calculus</p> <p>Increased number of students taking PSAT</p> <p>Ensure students are signed up for Endorsements</p> |

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|---|---|---|--------------------------------|---|---------------------------------------|--|
| Allow sophomores to take PSAT | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Counselors | Registration Scheduled time | Registration logs | October 2017 | Increased awareness of PSAT and SAT exams |
| Lesson delivery on the Fundamental Five to improve scores | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Dean of Instruction Department Heads | Scheduled Time Classroom | Lesson Plans Department Meetings Walkthroughs | September 2017 Every Nine Weeks | Lower EOC failure rate, Lower failure rate |

ESEA Performance Goal 5: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

5.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

Performance Target: Performance targets as defined by the TEA, effective July 1, 2017 for the 2017-2018 school year.

Campus Goal 3:

- Provide a safe and orderly school climate, conducive to learning.

Objective 3:

- 3.1 Continue with the Crisis Management Plan
Continue to use the Emergency Operations Plan as required by Senate Bill 11
- 3.2 Continue using the Discipline Intervention Program A101
- 3.3 Discipline referrals will decrease from 120 in 2017 to 100 in 2017. Discipline referrals include truancy and dress code violations
- 3.4 Tobacco, Alcohol, and Drug (TAOD) offenses will decrease from 2 in 2017 to 0 in 2017.
- 3.5 Incidents of violence will decrease from 0 in 2017 to 0 in 2017

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| TITLE 1 School-Wide Components | 1. Comprehensive Needs Assessment (CNA) | 2. Is it School-Wide Reform | 3. Instruction by Highly Qualified Teachers | 4. High Quality Professional Development | 5. Strategies to Attract High-Quality Teachers |
| | 6. Parental Involvement | 7. Transition | 8. Teacher Decision-Making Regarding Assessments | 9. Effective and Timely Assistance to Students | 10. Coordinate & Integrate federal, State & Local Programs |

| STRATEGIES Safe & Drug Free School | COMPONENTS | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION | TIME LINES | SUMMATIVE EVALUATION |
|--|--|---|--|--|--|--|
| <p>Objectives 3.1, 3.2, 3.3, 3.4, 3.5 Continue to implement the district crisis management plan including:</p> <ul style="list-style-type: none"> ○ Suicide prevention ○ Violence prevention ○ Conflict resolution ○ Bullying ○ Cyberbullying <p>Continue Lock down procedures for emergency situations.</p> <p>Continue the use of the Emergency Operations Plan required by Senate Bill 11</p> | <p>1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input checked="" type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/></p> | <p>Administration</p> <p>Counselor</p> <p>Crisis Management Team</p> <p>Emergency Operations Plan Team</p> | <p>Faculty and staff</p> <p>Nurse</p> <p>Decision-making committee</p> <p>Title IV funds</p> <p>Scheduled meetings</p> | <p>Crisis Calendar of Events</p> <ul style="list-style-type: none"> ○ Crisis drills/ Emergency drills ○ Safety checklists ○ Meetings or Crisis Management Team and Emergency Operations Plan Team | <p>Monthly</p> | <p>Title IV Annual Evaluation Report</p> <p>PEIMS 425 Report</p> <p>Gun-free Report</p> <p>Teams meetings' minutes</p> |
| <p>Continue to implement drug-free curriculum and reduce campus drug offenses.</p> <ul style="list-style-type: none"> ○ Red Ribbon Week ○ Staff development ○ Random walk-throughs (FISD Security) ○ Crime Stoppers Program ○ Canine Program ○ DEAD Day ○ Guest Speakers ○ Theatre Arts class ○ Student Leadership class ○ Health Fair | <p>1. <input type="checkbox"/> 6. <input checked="" type="checkbox"/> 2. <input checked="" type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/></p> | <p>Drug-free Coordinator</p> <p>Administration</p> <p>Counselors</p> <p>FISD Security</p> <p>Student Council</p> <p>Staff</p> | <p>Counselor</p> <p>Health teachers</p> <p>FISD Security</p> <p>Region XIX ESC</p> <p>Staff</p> | <p>Lesson plans</p> <p>Calendar of events</p> <p>Drug-related offenses</p> | <p>Weekly</p> <p>As scheduled</p> <p>6 weeks</p> | <p>Title IV Annual Evaluation Report</p> <p>PEIMS 425 Report</p> |

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|---|--|---|---|---|---|---|
| <p>Continue to implement discipline management plan.</p> <ul style="list-style-type: none"> ○ District guidelines ○ Parent communications ○ A101 ○ ISS ○ DAEP ○ Special Education needs <ul style="list-style-type: none"> ○ IEP ○ Behavior Intervention Plan ○ Teacher Assistance Team ○ Peer mediation ○ After-school mentoring ○ Teen Anger Program ○ Crime Stoppers Program ○ Hire DPS troopers to patrol school ○ Alternatives to removing students from classrooms ○ Visible administrators and teachers in halls, before and after school, during lunch, and class changes ○ Consistent enforcement of Student Code of Conduct ○ Reward positive student behavior. <ul style="list-style-type: none"> ○ Newsletters ○ End-of-Year Awards Programs ○ Project Celebration | <p>1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input checked="" type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input checked="" type="checkbox"/> 10. <input type="checkbox"/></p> | <p>Administration</p> <p>A101 trained professionals</p> <p>Special Ed. Director</p> <p>DAEP Committee</p> <p>Administration</p> <p>Administration</p> <p>Counselors</p> | <p>Teachers</p> <p>SCE</p> <p>FTE 1.0</p> <p>Title 1</p> <p>General Funds</p> <p>ARD Committee</p> <p>District diagnostician Special Ed. Funds</p> <p>General funds Title IV</p> | <p>Discipline referrals</p> <p>Individual student ARD meetings</p> <p>Discipline Reports</p> <p>ISS Assignments</p> <p>Positive Recognition</p> <p>DAEP Assignments</p> <p>Positive Recognition</p> | <p>Weekly</p> <p>As scheduled</p> <p>Monthly</p> <p>Weekly</p> <p>Weekly</p> <p>End of Nine Weeks and End of Year</p> | <p>Title IV Annual Evaluation Report</p> <p>PEIMS 425 Report</p> <p>Teacher Surveys</p> <p>Ratio of regular ed. in-school and out-of-school suspensions to special ed. in-school and out-of-school suspensions</p> <p>Number of students receiving positive behavior awards</p> |
|---|--|---|---|---|---|---|

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|---|--|--|--|--|---|---|
| <p>Implement a Comprehensive Guidance Plan aligned with the State Plan.</p> <ul style="list-style-type: none"> ○ Character Education ○ Decision making ○ Self-esteem ○ Private and group counseling ○ Scholarship acquisition ○ Testing ○ Career awareness ○ Peer Mediation ○ College/University Information ○ Technical School Information ○ Guest Speakers ○ College Recruiters ○ Armed Forces Recruiters <p>Implement TBSI Non-Violence Crisis Prevention strategies</p> <p>Career Day (Invite Colleges and Universities as well as Armed Forces) Invite Local school districts</p> | <p>1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/></p> | <p>Administration Counselors</p> <p>Administration Core Group Counselors</p> | <p>Teachers Counselors Title IV funds CATE funds</p> <p>TBSI Core Group Scheduled time</p> | <p>Calendar of Events Counselors' logs Testing schedule</p> <p>Training Time</p> <p>Increased Awareness in Career choices after HS</p> | <p>Monthly Daily/Weekly Semester Throughout the year</p> <p>August 2017 through September 2017 October 2017</p> | <p>Title IV Annual Evaluation Report PEIMS 425 Report Scholarships awarded Increased Self-Esteem</p> <p>Increased Non-Violence Crisis Intervention strategies Decrease violence in the school Increased awareness in college requirements</p> |
| <p>Continue with implementation of TBSI Non-Violence Crisis Prevention strategies. Train staff "Texas School Safety Conference."</p> | <p>1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/></p> | <p>Administration Core Group</p> | <p>TBSI Core group</p> | <p>Training Time</p> | <p>August 2017 As scheduled</p> | <p>Increased non-violence crisis intervention strategies. Decrease violence in the school.</p> |
| <p>Train staff members in CPI (Crisis Prevention Institute) program</p> | <p>1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input checked="" type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/></p> | <p>Administration Special Education Director</p> | <p>Certified Instructors</p> | <p>Training time</p> | <p>August 2017 As scheduled</p> | <p>More staff trained in non-violent crisis intervention</p> |

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|---|---|---|------------------------------|--|-------------|---|
| Inform students, staff and community members of the Surveillance cameras throughout the schools | 1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration, Security, Counselors, staff | Posted signs, letters, memos | Recovery of items, reduced violence acts | August 2017 | Decrease in student violence or violence related activities |
|---|---|---|------------------------------|--|-------------|---|

Goal 4: Increase parent and community involvement.

Objective: Increase the number of parent and community participants in each of the following:

4.1 Parent Volunteers **4.2** Open House attendees **4.3** Increase attendance at special programs meetings by 10%

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| TITLE 1 School-Wide Components | 1. Comprehensive Needs Assessment (CNA) | 2. Is it School-Wide Reform | 3. Instruction by Highly Qualified Teachers | 4. High Quality Professional Development | 5. Strategies to Attract High-Quality Teachers |
| | 6. Parental Involvement | 7. Transition | 8. Teacher Decision-Making Regarding Assessments | 9. Effective and Timely Assistance to Students | 10. Coordinate & Integrate federal, State & Local Programs |

| STRATEGIES | COMPONENTS | PERSONS RESPONSIBLE | RESOURCES | FORMATIVE EVALUATION | TIME LINES | SUMMATIVE EVALUATION |
|---|---|--|--|--|--|---|
| Parental Involvement | | | | | | |
| Objectives 4.1, 4.2, 4.3 Provide opportunities for increased parent and community involvement: <ul style="list-style-type: none"> ○ Campus decision-making committee meetings ○ Parent communications <ul style="list-style-type: none"> ○ District and Campus Newsletters ○ Calendar of Events ○ Parent/Teacher Night ○ Parent | 1. <input type="checkbox"/> 6. <input checked="" type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/> | Administration Counselors Teachers Administration | Counselor Community Partnerships General Funds (Function 61) Title I funds District and campus marquees District and campus websites Guest speakers Meeting Time | Meetings (agendas, sign-in sheets, minutes) Volunteer log Parent class rosters District/campus publications Coordinated efforts Report card pick-up Telephone logs Sign in Sheets | Monthly Daily 6 weeks Scheduled Time As called Posted on Marquee Parent flyers | Parent/Community Involvement Rate Parent Surveys Sign In Sheets Increased Parent Awareness Increased Parental involvement |

Recruitment
Program

- Open Houses (Fall and Spring)
- Instructional classes for parents
- Teacher contacts

Telephone, Conferences

Mail, Report card pick-up

- Coordinated efforts by school, community, and local agencies
- Parent Surveys
- Homecoming Parade
- Parent Orientation sessions
- School-Parent Compacts
- Federal programs planning sessions
- Interpreters
- Communications in parents' native language
- Music, art, and theatre programs
- Computer Technology classes
- HOSA Vital Signs class
- Community online
- ICU text parents when work is missing
- Web page has a parent portal for

parents to
communicate with
teachers and to
check grades and
attendance
*TV's in
community
businesses
announce the
school's activities
monthly.

