

Gatesville High School
Campus Improvement Plan
2016-2017

GATESVILLE INDEPENDENT SCHOOL DISTRICT

Shared Vision and District Goals

Goal I: Curriculum Alignment

Gatesville ISD will provide high-quality instructional programs that ensure alignment from Pre- Kindergarten through 12th grade. Moreover, academic performance and achievement will reflect excellence in learning through attainment of both high expectations and high standards.

- By June 1, 2016, the faculty and administration will have worked collaboratively to design Year-At-A- Glance documents for all four core subject areas in grades pre-kindergarten through 12th grade, which will provide a roadmap for curriculum and instruction that is coherently aligned with the TEKS.
- By August 22, 2016, students will be held to higher academic expectations and more rigorous standards through the implementation of the balanced literacy model in grades kindergarten through sixth grade, expanded dual credit course offerings, and a more coherent sequence of career and technical education (CTE) courses.

Goal II: Instructional Leadership Development

Gatesville ISD will provide essential professional learning to school leadership members to secure positive, effective, support to lead campus and district growth.

- By May 30, 2017, all campus and district administration will identify specific professional growth opportunities through the development of a capacity matrix. Once identified, a personalized growth plan will be developed for every administrator in order to ensure collective growth as a district.

Goal III: Targeted Professional Learning for Teachers

Gatesville ISD will provide high-quality professional learning opportunities that meet the individual needs of all teachers through embedded training throughout the year.

- By June 30, 2016, the faculty and staff will have engaged in quality, strategic professional development in topics such as response to intervention (RTI), literacy work stations, professional learning communities (PLCs), reader's workshop, student assessment analysis, expository writing, elementary and secondary math TEKS support, and student effort and motivation, which will improve classroom instruction as well as student learning outcomes
- By May 30, 2017, the faculty and staff will have received embedded professional development and participated in a learning expo on topics such as district and campus culture, vertical curriculum alignment, critical strategies for secondary reading, classroom management and organizational tips for new teachers, student engagement, and effective questioning strategies, which will result in high-quality learning for both veteran and less-experienced teachers.

Goal IV: Remaining Focused on a Campus Action Plan

Through the development of Campus Action Plans, Gatesville ISD will provide high-quality instructional programs that are focused on campus-specific needs assessment. Campus Action Plans will remain updated and focused on the most vital of campus initiatives.

- By September 1, 2016, all campuses will develop and/or refine their campus action plan. The campus action plan will yield one to three specific, measurable goals, that will impact student success at the campus level. Moreover, the campus action plan will be presented to board members three times a year. Lastly, campus administrators will utilize the campus action plan to guide conversations during established leadership and faculty meetings.

Goal V: Promoting a Service Culture of Compassion and Safety

Gatesville ISD will implement a culture of service across the school district and the community to create a friendly, cooperative, nurturing teaching and learning environment that is safe, attractive, and drug-free.

- By the end of September 2016, GISD employees will participate in training that reduces the number of workplace accidents and/or insures students' safety (suicide prevention/dating violence, sexual harassment).
- Students at all GISD campuses will participate in classes/assemblies that address drinking/drug abuse and bullying appropriate for their age group by the end of the 16-17 school year.

Goal VI: Financial and Operations Management:

The District will exercise fiscal responsibility to maintain financial strength while providing the resources for educational programs.

- Establish a needs assessment applicable to the 2016-2017 school year by June 1 that quantifies the funding needed to support the District's initiatives. This will be achieved by soliciting funding requests from all district departments that have been linked to specific campus goals.
- Present to the School Board by August 10 a balanced budget for the District's General Fund for the 2016- 2017 school year that both meets our obligations and provides sufficient funding in support of all of our educational programs, while allocating money towards fund balance of the previous year. At no point during the 2016-2017 school year, will GISD drop below eight months operating fund balance.

Goal VII: Facility Maintenance

Gatesville ISD will continue to upgrade and maintain attractive, safe and accessible facilities that promote sustainability through the utilization of the Huckabee Facilities Audit, performed in 2014.

- By the end of September 2016, a committee of interested stakeholders will review the District Capital Outlay document and the Huckabee Facilities Study and prioritize projects that will be completed during the 16-17 school year and the allocated 16-17 fiscal budget.
- By the end of May 2017, the District will utilize the Huckabee Facilities study to provide the framework for a Long Term Facilities Study with input from key stakeholders.

DISTRICT MISSION STATEMENT

Gatesville ISD is devoutly committed to all children in our increasingly diverse community and will demonstrate this commitment by ensuring that all our children receive a quality education in a positive, successful environment with an emphasis on the latest technology: by building a healthy self-esteem in all our children; by establishing a caring, trusting, and cooperative relationship with our parents and our community; and by hiring and retaining top-quality educators who eagerly accept the responsibility for producing high academic achievement.

DISTRICT BELIEFS

- Children come first
- Every child should have a quality educational opportunity
 - A positive school environment is necessary for success
 - A healthy self-esteem is important
- Schools must be inviting for students, parents, and the community
 - Parents must be involved
 - Schools must hire and retain top-quality personnel
- Education is a cooperative effort between school and community
 - Our schools must allow for diversity in our community
 - Our schools must be accountable
- Students and teachers must learn how to utilize the latest technology

District Goals: 1. Student Performance Department: Math

Date of Committee Approval: 9/5/16 Date of Board Approval:

Performance Objective: 1. EOC passing rate - 90%; 10% increase in Advanced Level performance (9%); 2. 5% improvement in all Reporting Categories on Algebra EOC.

Needs addressed: 1. Mastery of calculators in all math classes; 2. Concentrate only on TEKS Resource in all Math classes. 3. Address the needs of G/T students with challenging curriculum and advanced courses.

Initiatives/Strategies	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-Off Date
Tutorial for 9, 10, & 11; Meets 1 period each week for Algebra test failers and those failing a course	Math faculty	Sept.16-April 17	calculators	meeting performance objective	
Continued utilization of TEKS Resource throughout all Math courses	Webb/ Sanderson/ Street/Hale	Aug.16-May 17	TEKS Resource		
Incorporate Academic Learning Lab for struggling Math students	Porter	Aug.16-May 17	ALL		
Use of Math Concepts classes to address student needs regarding Algebra EOC	George	Aug.16-May 17	TEKS		
Continue to improve use of Calculators to increase testing	Math faculty	May 17	calculators	meeting performance objective	

proficiency

Give two common assessments for Math courses with 80% passing rate for 1st 2 grading periods	Hale	May 17	paper copier	completed tests
Math Inclusion teacher for some resource math students	Dirk	Aug. 16- May 17		EOC results/Report cards
Weekly meetings to plan for horizontal alignment	Webb/Hale	Aug. 16- May 17		minutes of meetings
Increase use of appropriate application problems in all Math classes	Math faculty	Aug. 16- May 17	TEKS meeting	performance objectives
Make EOC review part of curriculum by making Alg I responsible for EOC	Hale Math faculty	Apr. 16	worksheets copier	meeting performance objectives

District Goals: 1. Student Performance Department: English

Date of Committee Approval: 9/16/15 Date of Board Approval:

Performance Objective: 1. 85% Level II (Satisfactory) Performance on English I & II EOCs 2. All seniors will pass English I & II EOCs 3. 20% Advanced Academic Performance by 9th & 10th Grades; 10% Improvement in Reporting Categories 1 and 4 in Grades 9 & 10.

Needs addressed: 1. Increase opportunities for testing participation and success 2. Implementation of TEKS Resource across English Dept 3. Address the needs of G/T students with challenging curriculum and advanced courses.

Initiatives/Strategies	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-Off Date
Maintain horizontal & vertical alignment	Finley	Aug. 16- May 17	Lesson plans	Dept. Meeting minutes & correspondence	
Remediate Seniors who failed Eng I & II EOCs	Shelton	Aug. 16- May 17	Released STAAR English tests Tutorials On-line program	No. of Students Passing	
Employ Writing Remediation Teachers for students who failed EOC English test	Shelton	Aug. 16- May 17	Teachers; classrooms	Improved writing scores EOC Results	
Offer PSAT/ACT	Lovejoy	Oct. 16	Order form District Level Funding	Scores and sign-up sheets	
Weekly meeting of English Department either as a whole or by courses	Street Finley	Aug. 16-	Meeting	Meeting minutes	

Increase the number of students who are prepared to take AP exams	Byrd	Apr. 17	Money	signup sheet for AP Test participation in Mock AP Exam
Incorporate Academic Learning Lab for English failures.	B. Latham	Aug. 16-	ALL	report cards
Tutorials weekly for EOC and classroom failures	English Staff	Aug. 16- May 17	TEKS	Passing rates on EOC

District Goals: 1. Student Performance

Department: Science

Date of Committee Approval: 9/5/16

Date of Board Approval:

Performance Objective: 1. 95% pass rate on Biology EOC; 2. 20% Level III (Advanced) Performance on Biology EOC; 3. 10% improvement in Reporting Category 1 & 5 on Biology EOC.

Needs addressed: Coordinate and align student preparation in 9th, 10th, and 11th grades to meet the EOC objectives 1 & 5. Create an interest in science for all grade levels. Address the needs of G/T students with challenging curriculum and advanced courses.

Initiatives/Strategies	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-Off Date
Use Science EOC review	L. Truss	Weekly	TEKS	9 th grade EOC test (locally made) aligned w/ STAAR	
Weekly meetings of Science Department as a whole or by courses	L. Truss Sanderson	Weekly	Meeting	Meeting minutes	
Systematic review of TEKS in all Science courses	Science Faculty	Aug. 16 (ongoing)	EOC/TEKS; SEs	lesson plans	
Incorporate Academic Learning Lab for Science failures.	Porter	Oct. 16	ALL	report cards	
Increase the number of students who are prepared to take AP exam	L. Truss/ Webb	Apr. 16	money	signup sheet for AP Test participation in Mock AP Exam	
Working exhaust fans in all chemical storage areas	L. Truss Webb	Fall '16	Maintenance	Fans Repaired	

Fume hoods in all Science labs	L. Truss Webb	Fall '16	Maintenance	Hoods installed
Chemical Disposal Plan for "old" materials	L. Truss Webb	Fall '16	Plan of action & resources to execute	Plan put in action
Equipment update to meet TEKS requirements	L. Truss Webb	Spring '16	Budgeted funds	Needed items obtained

District Goals: 1. Student Performance Department: Social Studies

Date of Committee Approval: 9/5/16 Date of Board Approval:

Performance Objective: 1. 95% passing rate on U.S. History EOC Exam; 2. 100% Commended Performance in AP U.S. History; 30% of students will perform at Level III (Advanced) on U.S. History EOC Exam.

Needs addressed: Narrow the focus of instruction to TEKS Resource. Regular Meetings. Horizontal alignment. Frequent use of Maps, Graphs, & Charts. Address the needs of G/T students with challenging curriculum and advanced courses.

Initiatives/Strategies	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-Off Date
Revise/edit plan of instruction using TEKS Resource		Sept. 16	TEKS Resource	Completed Scope and Sequence	
For individual classes:					
Government	Baker				
Economics	Dean				
W Geography & Pre AP W Geo	Fast				
W History & Pre AP W. History	B.Latham				
U.S. History & AP US History	J.Collins				
Administer Social Studies benchmark tests	Dean	Twice annually	TEKS	Test Results	
Weekly Department Meetings	Dean	Aug. 16	Meetings	Minutes & Sign-in	
Register all 18 yr. olds for Selective Service	Baker, Dean	Fall 16-	Forms	Completed forms	
Register all 18 yr. olds to vote	Dean, Baker	Fall 16-	Forms	Completed Voter Registration Forms	

Teachers of same subjects
will align instruction and
follow TEKS Resource

Staff
Aug. 16

Aug. 16-

IFD
VAD
YAG

Lesson Plans
Common Benchmarking

Increase the number of
students prepared to take
AP exams

J. Collins/
Webb

Apr. 16

money

sign-up sheet for AP test
participation in mock AP exam

District Goals: 1. Student Performance Department: Art

Date of Committee Approval: 9/5/16 Date of Board Approval:

Performance Objective: Each student will complete a studio project over each unit taught

Needs addressed: students self-worth & self-esteem, sense of accomplishment & productivity - higher passing rate of 90% or better with a grade of 80 - retain knowledge of the art elements, principles of design, and art criticism steps.

Initiatives/Strategies	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-Off Date
All students will memorize & use the elements of art, principles of design and art criticism steps	Bayer	Aug. 16	Multimedia	projects and tests	
All students will work with clay, making sculptures, hand built pots, and wheel thrown pottery they will use glaze and fire in kiln	Bayer	Spring 17	Clay, glaze, completed pots kiln		
Advanced art students and any other student wishing to will participate in a campus art show during open house.	Bayer	Spring 17	Multimedia	Art Show	
Promote interest in the art club	Bayer	Aug. 16	Posters Announcements	members come to art club meetings	

District Goals: 1. Student Performance

Department: Band

Date of Committee Approval: 9/5/16

Date of Board Approval:

Performance Objective: Sweepstakes/First Division performances; increase in number of ATSSB All-State students; increase number of participants in TSSEC

Needs addressed: Musical literacy and performance competency/Gifted & Talented students

Initiatives/Strategies	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-Off Date
Performance of quality literature by all performing groups (Concert, Marching, Jazz, ensembles)	Sanchez	Aug. 16- May 17	Budgeted music allotment; PML	Observed performances & ratings	
Performance at civic events and organizations as appropriate.	Sanchez	Aug. 16-	performance opportunities	Documentation of participation	
Participation in U.I.L., ATSSB, and TMEA events as applicable	Sanchez	Aug. 16- June 17	Entry fees & Entry forms & results school instruments		
Exploration and investigation of careers in music	Sanchez Oreka Bowden	Aug. 16	Online information; director experience	Student interest in music careers	

District Goals: 1. Student Performance

Department: Choir

Date of Committee Approval: 9/5/16

Date of Board Approval:

Performance Objectives: 1. Place at least 6 students in TMEA All-Region Choir 2. Place at least 8 GHS choir students in 9 & 10 Region choir 3. 75% of students entered in UIL solo/ensemble contest will earn first divisions 4. 12 students will advance to state solo/ensemble contest. 5. UIL Concert/Sightreading First Division for varsity Women's Choir.

Needs addressed: Musical literacy and performance competency/Gifted & Talented students

Initiatives/Strategies	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-off Date
Develop a method for all Choir levels for drilling intervals to secure sight reading skills	Ament Sparkman	Aug. 16	textbooks music	Observed and adjudicated performances	
Prepare & enter students in UIL Solo Ensemble contest	Ament Sparkman	Jan. 17	textbooks music	entry forms	
Plan and take a spring trip to perform as an opening act for a show	Ament Sparkman	Mar. 17	Fund-Raiser	performances or other venue performances	
Produce a Spaghetti & Song Dinner annually	Ament Sparkman	Dec. 16	Food costumes	Performance	

District Goals: 1. Student Performance

Department: LOTE

Date of Committee Approval: 9/5/16

Date of Board Approval:

Performance Objective: Demonstrated mastery of Spanish I, II, III, & IV TEKS through various authentic means of assessment

Needs addressed: 1. To help students improve communication in Spanish by reading, writing, listening, and speaking. 2. To coordinate instruction between Jr High Spanish and High School Spanish 1.

<u>Initiatives/Strategies Responsible</u>	<u>Person</u>	<u>Time Line</u>	<u>Resources</u>	<u>Evidence of Accomplishment</u>	<u>Sign-Off Date</u>
Use the LOTE TEKS as guides to instruction	Frazier Inman Valenzuela	May 17	tests	Demonstrated mastery of Student expectations	
Students will learn songs and attend various events and festivals as a field trip for Cultural Club	Frazier Inman Valenzuela	May 17	internet CD	written quizzes/singing songs from memory	
Develop new assessment tools for Spanish/French I, II, & III	Frazier Inman Valenzuela	May 17	textbook	Newly created test	
Coordinate Planning and Instruction across courses	Frazier Inman Valenzuela	Fall 16	Eduphoria	Documentation and Observation	

District Goals: 1. Student Performance

Department: FCS

Date of Committee Approval: 9/5/16

Date of Board Approval:

Performance Objectives: 1. Increase FCCLA Membership by 100%. 2. Students will produce 2 written assignments per 6 weeks to increase EOC performance. 3. All students will complete a 2 hours of volunteer work per semester. 4. 100% of students will master 70% of the TEKS.

Needs addressed: To get students involved in volunteerism, to update curriculum resources, and to teach healthy lifestyles

Initiatives/Strategies	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-Off Date
All students will produce written compositions to increase EOC performance	Hitt Alexander	Aug. 16- May 17	paper pencil	completed assignments	
All students will complete a project in one of the six areas of study during the year	Hitt Alexander	Aug. 16- May 17	Eval.	Forms completed evaluation forms	
Incorporate lessons on measurements that relate to Math TEKS within each subject	Hitt Alexander	Aug. 16- May 17	textbooks & workbooks	completed assignments	

District Goals: 1. Student Performance Department: CTE

Date of Committee Approval: 9/5/16 Date of Board Approval:

Performance Objective: 5% increase in CTE enrollment; 5% increase in CTE students receiving funding

Needs addressed: Effective course sequencing for CTE funding; Increased opportunity for articulated courses; Sp.Ed/CTE passing

Initiatives/Strategies	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-Off Date
Provide vocational and technical education programs to all eligible students	Webb/ CTE Faculty	Aug. 16-	CTE Curriculum	CTE enrollment figures	
Conduct a comprehensive needs assessment and an overall program evaluation to determine areas of strength and weaknesses and determine the size, scope, quality, and effectiveness of CTE programs	Webb/ CTE Faculty	May 17	Enrollment	Report on needs	
Utilize the local advisory council in an annual review and update of instructional objectives to ensure relevance to current business/industry practices	CTE Faculty	May 17	Meeting	Sign-in and minutes	
Integrate CTE and academic programs	Webb/ Street/Sanderson	Aug. 16-	Walkthroughs	Walkthrough documentation	
Encourage students to pursue a coherent sequence of courses	Counselors/ CTE Faculty	Ongoing	Graduation Plans	Graduation Plans	

Ensure CTE students have a four year plan showing the coherent sequence they are pursuing	Lovejoy/ Pearce/	Sept. 16	Graduation Plans	Graduation Plans
Continue to recruit and retain highly qualified CTE staff	Webb/ Worthington	Ongoing	Notices/ SchoolSpring	Personnel employed
Increase CTE programs that lead students to receiving professional-level license and/or certification	Webb/ Worthington	Ongoing	CTC/Temple College	Certifications obtained
Utilize SBDM to align programs with community business needs	Webb CTE Faculty	Oct. 15- April 16	Meetings	Sign-in and minutes

District Goals: 1. Student Performance

Department: Construction

Date of Committee Approval: 9/5/16

Date of Board Approval:

Performance Objective: Each student will identify lumber and basic framing tools. All students will pass the safety test. There will be no accidents in the shop. Students will construct a small project.

Needs addressed: Shop Safety and basic measurement

Initiatives/Strategies	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-off date
Teach a shop and tool Safety course	Buster	Sept. 16	videos handouts Textbooks	Passing grades on safety course	
Basic measurement taught to each student (standard & metric)	Buster	Sept. 16	tapes rulers text	students can measure & cut to 1/16 th inch	
Encourage students to build a personal project	Buster	May 17	own lumber	completed project	
Encourage students to join Skills USA	Buster	Dec. 16	Skills USA dues	number of members	
Teach each student basic carpentry skills	Buster	Aug. 16-17	text video	completed project	
Students will work on group projects	Buster	Ongoing	lumber tools	complete projects to specs.	
Material identification	Buster	Ongoing	lumber	identification tests	

size and variety

Project material list	Buster	Dec. 16	Plans Price lists	layout a cut sheet
School and Community projects as appropriate Activity acct. funding	Buster	Ongoing	Requests; School/	completed projects
Community/school project observation	Buster	As available	Bus; projects	documented visits

District Goals: 1. Student Performance Department: Agriculture

Date of Committee Approval: 9/5/16 Date of Board Approval:

Performance Objective: 1. Zero safety problems in shop setting. 2. Computerized record keeping for 9-12 Ag students. 3. Students will participate in career and leadership activities through increased membership in FFA

Needs addressed: 1. Shop Safety, more efficient record keeping, adding more Ag classes which lead to certifications

Initiatives/Strategies	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-Off Date
9-12 th grade students will have computerized record books	A. Latham	May 17	Ag. Exp. Tracker	completed computerized record books	
Every student will have an Ag-related project	K. Phillips A. Latham	May 17	Record Book	completed computerized record book	
Encourage student to participate in Ag activities & contests	K. Phillips A. Latham	May 17	meetings contests	minutes and banners	
All students will practice safety procedures in the shop	K. Phillips A. Latham	May 17	safety test	no injuries	
Elect FFA officers and hold monthly meetings	K. Phillips A. Latham	May 17	hold activity during act. period	checklist	
Encourage FFA members to apply for individual awards	K. Phillips A. Latham	May 17	applications	checklist	

District Goals: 1. Student Performance Department: Welding

Date of Committee Approval: 9/5/16 Date of Board Approval:

Performance Objective: Get 4 students AWS certified; each student will do a project for district contest

Needs addressed: 1. Certification; 2. Employability

Initiatives/Strategies	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-Off Date
Teach AWS curriculum	Long	Aug. 16-	AWS Curriculum	lesson plans	
Work toward increasing number of students who gain certification	Long	Ongoing	Instructor certification	Certified students	
School and Community projects as appropriate Activity acct. Funding	Long	Ongoing	Requests; School/	completed projects	
Encourage students to join Skills USA	Long	Nov. 16	Skills USA dues	number of members	

District Goals: 1. Student Performance

Department: Technology

Date of Committee Approval: 9/5/16

Date of Board Approval:

Performance Objective: 1. Demonstrated mastery of TEKS objectives and student expectations; 2. 100% of all animation, graphic design students will achieve a minimum of a 70% passing grade on a comprehensive final project/exam assignment.

Needs addressed: 1. increase success percentage level in problem solving skills

Initiatives/Strategies	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-Off Date
Teach required software as it aligns with TEKS	Lemons	May 16	software inFocus	final projects textbook	
The students will emphasize design, content delivery, purpose, and audience in each assignment	Lemons	Aug. 16- May 17	software textbook inFocus	completed assignments and projects	
School and Community projects as appropriate funding	Lemons Mabry	Ongoing	Requests; School/Act. acct.	completed projects	
Apply a variety of applications including, but not limited to, word processing, database, spreadsheet, telecommunications, draw, paint, and utility programs to create technology products	Lemons	Aug. 16- May 17	software textbooks InFocus	Completed assignments and projects	

District Goals: 1. Student Performance Department: Sp. Ed.

Date of Committee Approval: 9/5/16 Date of Board Approval:

Performance Objective: Every student will meet learning objectives set forth in their ARD committee meeting. At least 70% of the students will pass EOC as assigned.

Needs addressed: Student mastery of TEKS/Student Objectives for grade level; Sp. Ed./CTE course passing rates

Initiatives/Strategies	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-Off Date
Teach the TEKS to the greatest extent possible in Modified Math and English courses	All Resource Teachers	May 17	TEKS	Observations & Walkthroughs	
Have regular Sp. Ed. meetings to coordinate instruction	Williams/ Mendoza	Aug. 16-	Library/ Conference Rooms	Meeting minutes	
Test students on EOC for their grade level; Accommodated/Modified tests as appropriate	Williams/ Teachers	Aug. 16-	previous Testing info and teacher input	ARD minutes	
Coordination of Special Ed. program w/General Ed. through Counselors	Williams/ Lovejoy/ Pearce	Aug. 16-	Counselors/ teachers/ master schedule	Meshing of courses	
ALL will be a reinforcing center for instruction. Academic Learning Lab (ALL) will serve special ed. and regular	Diserens Porter	Aug. 16-	ALL	Failure rates, IEP	

education students according to their program.

Hold ARD for any Sp. Ed. students who fails 2 six weeks in a row	Williams Lovejoy Pearce	Aug. 16- April 17	failure reports	ARD Minutes
Provide training for both General Ed. and Special Ed. Staff for implementation of student modifications and accommodations	S. Webb/ R. Pruitt	Sept. 16- May 17	ESC training enrollment; campus meetings	Workshop participation; meeting attendance
Provide a comprehensive, EOC aligned academic program through the Life Skills	Mendoza/ R. Pruitt/ Principals	Aug. 16- May 17	Walkthroughs/ Observations	Documentation of implementation
Use of tracking teachers to monitor progress of Sp. Ed. students	Special Education faculty & staff	Aug. 16- May 17	Email, personal contact with teachers & students	Documentation of records
Serve HS students with below 70 avg. through ALL Teachers	Diserens Porter	Oct.16-	ALL	Student grades
Inclusion of Special Ed. students to the greatest extent possible	Webb Williams Resource staff	Aug. 16-	Course sections	Class counts by Sp. Ed./Gen. Ed.

District Goals: 1. Student Performance Department: 504

Date of Committee Approval: 9/5/16 Date of Board Approval:

District Goals: 1. Student Performance

Performance Objective: 1. No 504 student will be retained; All 504 accommodations are being met in classrooms

Needs addressed: 1. Making sure that students are tracked and all required meetings are held.

Initiatives/Strategies	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-Off Date
Make sure that teachers have lists of 504 students and accommodations	Williams Pearce Lovejoy	Sept. 16	504 List	Lists given to teachers	
Have at least one yearly meeting for each 504 student	Williams Pearce/Lovejoy	May 17	Personnel	504 meeting minutes	
Call a meeting of all the teachers of any 504 students that are not succeeding academically, socially, or behaviorally in school	Williams Pearce/Lovejoy	Aug. 16-	Personnel	Meeting notes	
Utilize ALL to support and reinforce learning for 504 students who are struggling academically	Porter Diserens	Sept. 16-	ALL	Record of visits; grades	

District Goals: 1. Student Performance Department: At-Risk

Date of Committee Approval: 9/5/16 Date of Board Approval:

Performance Objectives: Demonstrated gains by ELL/At-Risk/Economically Disadvantaged students

Needs Addressed: Improvement of specific subgroups identified by data analysis

Strategies/Initiatives	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-off Date
Serve HS students with below 70 avg. in 2 or more subjects through ALL	Webb Porter Diserens	Oct.16-	ALL	Student grades	
Serve pregnant students and parents through parenting programs	T. Cummings S. Lovejoy K. Pearce/Williams	On-going	PRS program	Documentation of services	
Serve ELL students through an accelerated program to acquire proficiency in the English language	T. Dowdy	Aug.16- May 17	ESL program	Language skills demonstrated	
Provide accelerated, intensive program for At-Risk students failing EOC through tutoring, computer-assisted instruction, specialized reading/math classes, etc.	Webb	Aug. 16-	Edgenuity Tutorials Math Concepts English Concepts	Improved EOC scores	
Provide program for students in AEP, expelled, on parole, probation and previous drop-outs	Webb Williams Lovejoy/Pearce	Aug. 16-	Edgenuity Homebound	HS completion rates	

<p>Compile a report that compares EOC data of students at risk of dropping out of school and all other district students</p>	<p>Lovejoy Pearce</p>	<p>May 17</p>	<p>Aware; EOC scores</p>	<p>Report</p>
<p>Compile a report that compares high school completion between students of risk of dropping out of school and all other district students</p>	<p>Lovejoy Pearce</p>	<p>May 17</p>	<p>Accountability Reports Attendance</p>	<p>Report</p>
<p>Provide research-based staff development designed to assist students at-risk of dropping out of school for professional/paraprofessional staff with input from staff</p>	<p>Webb Williams</p>	<p>Aug. 16-</p>	<p>ESC 12 District funds</p>	<p>Enrollment in training</p>

District Goals: 1. Student Performance Department: ESL

Date of Committee Approval: 9/5/16 Date of Board Approval:

Performance Objective: 1. Every ESL Student will graduate from high school

Needs addressed: 1. Communications between teachers and ESL staff and students. Staff Development for Regular Ed teachers on the purpose of ESL and ways to works with ESL students in the classroom.

Initiatives/Strategies	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-Off Date
Provide several periods of intensive training in English for each ESL Student	T. Dowdy	Jan. 17	Room instructional materials	Class rolls	
Contact Reg Ed teachers to monitor ESL students mastery of TEKS in the classroom	T. Dowdy	Sept. 16-	Notebook; Classroom contacts	Completed contact notebook	
Hold yearly LPAC Meetings	T. Dowdy	May 17	Meeting	LPAC minutes	
Give teachers handouts from TEA for ESL strategies	T. Dowdy	Oct. 16	Bulletins	teacher packets	

District Goals: 1. Student Performance Department: Migrant

Date of Committee Approval: 9/5/16 Date of Board Approval:

Performance Objective: 1. No migrant student will be retained

Needs addressed: 1. Communications with teachers about work expectations

Initiatives/Strategies	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-Off Date
Make teachers aware of Migrant students and of their Migrant status	Webb	May 17	Migrant list	Minutes of staff meetings	
Update migrant student list for PEIMS and other district personnel	D. Baize Migrant Coord.	Aug. 16-	Migrant list	Updated information	
Refer migrant families and students for educational support and support agencies	Lovejoy Pearce Migrant Coord.	Aug. 16-	Registration information	Log	
Maintain a log of activities	Migrant Coord.	Aug. 16-		Log	

District Goals: 1. Student Performance Department: Attendance/Drop Outs & Completion Rate

Date of Committee Approval: 9/5/16 Date of Board Approval:

Performance Objective: Attendance and Completion Rates will show continued increases

Needs addressed: Completion rate; Attendance percentages

Initiatives/Strategies	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-Off Date
Closely track attendance daily; file charges for non-attendance when necessary	L. Pruitt	Aug. 16-	telephone daily attendance lists	acceptable attendance and completion rates	
Track leavers closely to ensure they are not dropouts	Braziel Webb Street Sanderson	Aug. 16- attendance rpts.		telephone; completion rate	
Continue to hold GED classes on-site to help completion rate	Huntley Beil Maxwell	Fall 16	GED classes	GED roll sheets	
Use Edgenuity as a dropout recovery program	Webb Street Pearce Browder	Aug. 16-	Budgeted money	transcripts; graduates	

STAFF RETENTION/TEACHER MORALE

District Goals: 2. Staff Retention/Teacher Morale Department: Highly Qualified Staff

Date of Committee Approval: 9/5/16

Date of Board Approval:

Performance Objectives: 1. 100% of core area teachers will be highly qualified 2. 100% of instructional paraprofessionals will meet the highly qualified standard. 3. 100% of new hires will meet highly qualified status. 4. NCLB indicator 3.1: the percentage of classes being taught by highly qualified teachers in the aggregate and in high-poverty schools will be 100%. 5. NCLB indicator 3.2: The percentage of teachers receiving highly qualified professional development will be 100%. 6. NCLB indicator 3.3: The percentage of instructional paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are highly qualified will be 100%.

Needs Addressed: Attracting & retaining Highly Qualified teachers for the district and campus.

Initiatives/Strategies	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-Off Date
Recruit highly qualified personnel by posting vacancies at multiple sites	Webb Worthington	Aug. 16-	vacancy notices	All staff highly qualified	
Improve on the mentoring system to retain highly qualified staff	Webb	Aug. 16-	returning faculty members	High retention rate	
Hornet Café	Alexander	Oct. 16- Lab	Culinary Arts	Events scheduled	
Analyze records to insure that all teachers	Webb Worthington	Aug. 16	records	all staff highly qualified	

and paraprofessionals meet
Highly Qualified standards

Require paraprofessionals
who are not Highly Qualified
to complete training

Webb

May 17

personnel
files
staff development
funds

All staff high qualified by
the end of school

Staff travel and
professional devel-
opment opportunities

Webb
Worthington

Aug. 16-

ESC 12
Prof. Dev.
funding

Trainings completed

FACILITIES-MAINTAIN & IMPROVE

District Goals: 3. Facilities-Maintain & Improve Department: School-wide

Date of Committee Approval: 9/5/16

Date of Board Approval:

Performance Objective: Maintenance of existing facilities and long-range planning for future growth and needs; improvement of facilities and procedures to increase student safety and security

Needs addressed: Renovation/rejuvenation of current facilities and equipment to meet needs of campus

Initiatives/Strategies	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-Off Date
Improve/increase security camera system Technology Dept.	Webb T. Williams	Summer '17/ TBD	District Funding Maintenance Dept.	Install additional cameras & upgrade current equipment	
Staff vigilance on entrance & door monitoring	Webb/Staff T. Williams	Aug. 16-	Staff efforts & monitoring	Doors and entrances locked as appropriate	
Science laboratory upgrades	Webb Science Dept. Staff; Central Office staff	TBD	District Funding	Upgraded lab facilities in all Science rooms	
Regular maintenance of current building	Webb T. Williams B. Reeder	Aug. 16-	Custodial and maintenance personnel; work Orders	Completed work orders and campus requests	

PARENT COMMUNICATION AND COMMUNITY INVOLVEMENT

District Goals: 4. Parent Communication and Community Involvement Department: School-wide

Date of Committee Approval: 9/5/16

Date of Board Approval:

Performance Objective: Record and monitor communication methods utilized by staff and parents to gauge effectiveness of communication and involvement

Needs addressed: Parental involvement and improved parent communication; Cost-effective credit courses

Initiatives/Strategies	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-Off Date
Assist juniors and seniors with college classes online & local Central Texas College	Lovejoy Worthington Webb/Pearce	Aug. 16 & Jan. 17	Comp Ed	Completion of Classes	
Open House	Webb Street Sanderson	Nov. 17, 2016	School Facility	Sign-in Sheets	
Increase parent communication opportunities through Edlio, Parent Portal, and School Messenger	Central/ HS Staff	Aug. 16-	Technology tools	Documented/recorded usage	
Community Service Class to other campuses and community facilities	Hitt S. Davis Webb	Aug. 16- May 17	Community and campus settings	Documentation of participation	
Notification of school-related matters via School Messenger	Webb Sanderson Street	Sept. 16- May 17	School Messenger	Reports sent out via School Messenger	

Report cards delivered to students and mailed home	Webb Baize	Oct. 16-	Gradebook program TXEIS program	Report cards
Veteran's Day Program	Webb Bruton	Nov. 11, 2016	Stadium/Sound system/ Ft. Hood Adopted Units	Program occurrence
Sports Events, Plays, Concerts, Banquets	Webb Street Sanderson Sponsors	Aug. 16-	Stadiums Auditorium Cafeteria	Event occurrences & community attendance
Food for Families	Bruton Webb	Nov. 10	Care Center	Student Council involvement
Art/C.A. Soup Supper	Bayer Sugg/Wynn	Nov. 17	Culinary Arts Lab	Event Occurrence
Schoolmessenger	Webb/street Sanderson	Ongoing	SM Website	Event Occurrence

SCHOOL SAFETY & STUDENT HEALTH

District Goals: 5. School Safety and Student Health Department: School Safety

Date of Committee Approval: 9/5/16

Date of Board Approval:

Performance Objective: At least 9 documented fire/disaster drills for the year; reduction in positive drug tests

Needs addressed: Practice safety procedures so that we can act properly when an emergency arises; Safety Audit needs

Initiatives/Strategies	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-Off Date
Go over fire/disaster procedures with teachers so they can respond properly to drills	Sanderson	Aug. 16	teacher handbook	Documentation	
Monthly fire drills; at least two disaster/lockdown drills per year	Webb	Sept. 16-	Bell System	Record of drills	
Make sure each staff member has a copy of the Emergency Procedures Booklet and Emergency Exit Charts	Sanderson	Aug. 16	copier paper	Sign-off sheet	
Make sure that all students in extracurricular activities are registered for drug testing	Webb Klima Toker	Sept. 16	drug policy consent form	Completed consent forms	
SHAC	Staff/ Community	Aug. 16-	Meetings	Minutes of Meetings	
Door Locks	Webb	May 17	money	Installation	

District Goals: **5. School Safety and Student Health**

Department: **School Safety**

Date of Committee Approval: 9/5/16

Date of Board Approval:

Performance Objective: **Reduced number of fights and drug occurrences; demonstrated improvement in student fitness**

Needs addressed: **Violence/bullying reduction and educational climate improvement; fitness improvement**

Initiatives/Strategies	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-Off Date
Improve/increase security camera system	Webb D. Hamilton	Summer '17/ TBD	District Funding Maintenance Dept.	Install additional cameras & upgrade current equipment	
Have a standing \$100 reward of any information on threats	Webb	Aug. 16-	Activity Fund	Payment for tips	
Use data from School Safety Audit to increase security and student safety	Webb	Sept. 16-	School Safety Audit	Documentation of occurrences	
Physical Education classes focused on lifetime fitness	Phillips	Aug. 16-	P.E. curriculum Fitnessgram	Measured & tested results	

District Goals: 5. School Safety and Student Health Department: School Safety

Date of Committee Approval: 9/5/16

Date of Board Approval:

Performance Objective: Reduced number of educational disruption occurrences

Needs addressed: Violence/bullying reduction and educational climate improvement

Initiatives/Strategies	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-Off Date
Act quickly when bullying/intimidation occurs. use counseling & consequences; Bullying reports to Counselor	Webb Sanderson Street Counselors	Aug. 16-	discipline records Bullying Log Sheets Documentation of	Reduced incidents of bullying	
On-campus Cyberbullying via phone, Facebook, text, etc. with school device addressed upon occurrence when it disrupts instructional climate	Webb Street Sanderson	Aug. 16-	Bullying logs; Documentation printed off web pages	Reduced incidents of bullying	
Suicide threats will be acted upon when found credible by standard criteria	Webb Street Sanderson	Aug. 16-	Report documentation Parent notification	Reduced suicide threat reports	

FINANCE/BUDGET

District Goal: 6. Finance/Budget

Department: School-Wide

Date of Committee Approval: 9/5/16

Date of Board Approval:

Performance Objectives: Manage the campus budget and resources in a responsible manner that supports the mission of the district

Needs addressed: Campus supplies, equipment, and materials; Staff salaries and staff/student travel and participation

Initiative/Strategies	Person Responsible	Time Line	Resources	Evidence of Accomplishment	Sign-Off Date:
Implementation and use of district's on-line requisition system	Webb D. Frazier Allison	On-going	On-line forms	Use of forms	
Management of budget account balances by department and program	Webb Allison	Aug. 16- May 17	Budget print-out & TXEIS program	Maintenance of proper account balances	
Conduct Comprehensive Needs Assessment to identify areas where funding is needed and could be spent in an efficacious manner	Webb	Spring 17	Faculty/ Staff input	CNA document	

Total for High School Carl Perkins: \$14,874.25

Total SCE Funds for High School: \$213,495.00

HIGH SCHOOL SITE-BASED COMMITTEE 2016-2017

Guy Dean _____

Robbie Finley _____

Bonnie Latham _____

Lana Frazier _____

Misty Speer _____

Shane Webb _____

Bobby Hodges (Community Representative) _____

Brett Anderson (Parent Representative) _____

Lee Jaynes (Business Representative) _____

Rhett Gore (Student Representative) _____

Gatesville High School
2016 – 2017 Action Plan

Campus: High School

PLC: Math

Area (content) of Goal: Math

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal: To create a culture of continuous improvement for all students through effective instructional practices	
How will the goal be measured (Formative and Summative)? Formative: correlate daily lessons, work and quizzes to IFD unit understandings in TEKS Resource System Summative: common unit assessments that follow performance assessments items in unit IFD's	
Evidence: Formative: measurement of progress with daily grades Summative: unit assessment results	
Action Required: -PLC meetings for math teachers -carefully following YAG -re-teaching/re-testing	Time-line for each action: -weekly
Resources Required: -TEKS Resource System YAG's and IFD's -Common Assessments -Teacher made resources	

Campus: High School

PLC: Math

Area (content) of Goal: Math

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal: Increase literacy skills for all students by creating meaningful reading and writing opportunities.

How will the goal be measured (Formative and Summative)?

Formative: weekly inclusion of IFD Unit Understanding questions in daily work

Summative: Inclusion of understanding questions on each unit test

Evidence:

Action Required:

Adding writing to tests and daily assignments

Time-line for each action:

-weekly

Resources Required:

-TEKS Resource System IFD unit understanding questions

Campus: High School

PLC: English

Area (content) of Goal:English

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal: To create a culture of continuous improvement for all students through effective instructional practices	
Instructional Strategy Focus: Group grade-level TEKS by instructional method; teacher-student collaboration; teacher modelling; spiraling curriculum; focus on increasing rigor	
How will the goal be measured (Formative and Summative)?	
<u>Formative</u>	
*align grade-level lesson plans	
*tests, quizzes, writing process in stages, daily assignments	
*follow our YAAG	
*common assessments	
<u>Summative</u>	
*unit assessments	
*essays of length	
*benchmark tests	
*EOC/ACT/PSAT/TSI/AP tests	
Evidence:	
<u>Formative</u> : increase passing % as a whole grade level as well as each student	
<u>summative</u> : scores from testing; growth	
Action Required:	Time-line for each action:
*create common assessments in AWARE	* each grading period
*increase rigor; reteach; spiral; student interventions	*as needed
Resources Required:	
*relevant trainings; mentor teachers; Lead4Ward data	

Campus: High School

PLC: English

Area (content) of Goal: English

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal: Increase Literacy Skills for All Students	
How will the goal be measured (Formative and Summative)?	
<u>Formative</u>	
*close reading practices/strategies	
*tests, quizzes, reading comprehension assignments	
*follow YAAG	
*common assessments	
*write about what students read	
<u>Summative</u>	
*unit assessments	
*EOC	
Evidence:	
*Identify evidence from text; explain the connection (the how and the why)	
Action Required:	Time-line for each action:
*read from different genres; make inferences; make connections across genres; word study	*each grading period *as needed
Resources Required:	
*strategies for answering short answer questions; techniques for annotating and making inferences	

Campus: HS

PLC: Science

Area (content) of Goal: Science

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal: *Creating a culture of continuous improvement for all students through effective instructional practices.*

Instructional Strategy Focus and 1st Grading Period Reflection:

Strategy Focus – Cooperative Learning

1st Grading period reflection – We will discuss during PLC times and present what has been working and what hasn't worked in our coop learning.

How will the goal be measured (Formative and Summative)?

Formative Job assignments/roles to students for accountability during group work.

Summative Grading of projects or presentations of group work.
Include some select project material on unit tests.

Evidence:

Formative Increase in class participation within groups and between groups.

Summative Improvement seen on scores of quizzes and unit tests.

Action Required:

Using group work of 2-4 people, students will have roles to complete during group assignments as the teacher acts as a facilitator. Teachers will evaluate a minimum of 3 activities per grading period.

Time-line for each action:

First quarter 2016-17 (8 weeks)

Resources Required:

Marzano's 9.....

Lead4Ward Instruct Strats

Trainings – local and region 12

Teachers helping teachers

Campus: HS

PLC: Science

Area (content) of Goal: Science

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal: *Increase Literacy Skills for All Students*

How will the goal be measured (Formative and Summative)?

Formative: Teacher will act as facilitator/moderator as students discuss their answers to the questions from a science current topic-related reading passage. Teacher can clear up any misconceptions, and can give affirmation for correct responses.

Summative: Material from the reading passages can be used on quizzes and within unit assessments.

Evidence:

Comprehension of article content will be evident through class discussion of the reading passage content, and how the students answered the questions. How students answer questions on quizzes and unit assessments will also provide evidence.

Action Required:

Students will read one science article per unit of study, write out questions and question answers in lab notebooks/notebook paper, and discuss answers with teacher and classmates.

Time-line for each action:

One science current topic-related reading passage per each unit of instruction, which will likely be 2-3 times per grading period depending upon length of units.

Resources Required:

Textbook reading passages with questions found within the units.

Reading passages outside of the textbook that are subject-specific (if needed).

Campus: High School

PLC: Social Studies

Area (content) of Goal: Social Studies

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal: Develop a learning culture through effective instructional practices that lead to increased mastery for all students.	
How will the goal be measured (Formative and Summative)? Using continual collaboration with fellow teachers on implementation of questioning students orally, along with traditional assessment practices, and reinforcement of key vocabulary.	
Evidence: We will measure student learning through daily grades, six week tests, benchmarks, and finally EOC; to not only improve the low performing students, but to advance all levels of student success.	
Action Required: Student mastery Test creation	Time-line for each action: Ongoing Bi-weekly
Resources Required: Time Materials	

Campus: High School

PLC: Social Studies

Area (content) of Goal: Social Studies

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal: Increase literacy skills for all students by creating meaningful reading and writing opportunities.	
How will the goal be measured (Formative and Summative)?	
Current Events	Short Answer
Projects	Essays
Introduce articles and note taking skills	
Evidence:	
Student identify the 5-W's (who, what, where, when, why)	
GUMPS (grammar, usage ,mechanics, punctuation, and spelling)	
APE format (Answer question, prove answer with text evidence. Explain how text evidence answers question)	
Action Required:	Time-line for each action:
Rubrics	1. Week prior to assigning
Project sheets	
Resources Required:	
Time	
Online/ mag./newspapers	
Library	

Campus: High School

PLC: LOTE

Area (content) of Goal: LOTE

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal: Creating a culture of continuous improvement for all students through effective instructional practices.	
Instructional Strategy Focus and 1 st Grading Period Reflection: <u>Create a concrete connection to the value of learning a foreign language by using facts and real data to back this up.</u>	
How will the goal be measured (Formative and Summative)?	
<u>Formative</u> : Using polls, thumbs up/thumbs down, questionnaire, before and after daily warm-ups <u>Summative</u> : Unit test – Justify answers with evidence	
Evidence:	
<u>Formative</u> : Simulated scenarios/conversations <u>Summative</u> : Provide speaking opportunities	
Action Required:	Time-line for each action:
Find resources showing the value of foreign language Create assessments	Continuously as needed Once a grading period
Resources Required:	
Videos Books Project Plans	

Campus: High School

PLC: LOTE

Area (content) of Goal: LOTE

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal: Increase literacy for All Students.	
How will the goal be measured (Formative and Summative)?	
Formative <ul style="list-style-type: none">● Journal Entries● Daily warm-up	
Summative <ul style="list-style-type: none">● Book Report● Unit Tests	
Evidence: Correct Application, Answering Questions	
Action Required: Read books Creating assessments	Time-line for each action: 3 times a year, not first grading period
Resources Required: Books and copies	

Campus: High School

PLC: Fine Arts

Area (content) of Goal: Band

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal: Creating a culture of continuous improvement for all students through effective instructional practices.

Instructional Strategy Focus: Students will strive to build their instrumental proficiency as well as repertoire in multiple genres of music.

How will the goal be measured (Formative and Summative)?

Formative: Individual assessment by performance of skills via recording on charms/ small group assessment by performance of skills

Summative: Performance in rehearsal and concerts and solo performances

Evidence:

Formative: Individual playing accuracy improvement through rhythm and pitches throughout the year; individual contribution of intonation and balance improvement throughout the year.

Summative: Quality of individual contributions to overall tone quality and accuracy in performances for communities and contests.

Action Required:

Systematic sight-reading curriculum
Systematic rehearsal for realization of all skills required to present the intended style of the piece.

Time-line for each action:

Weekly assessment
Marching Performances/ Winter Concerts/ Spring Concerts
UIL solo and Ensemble competition February/ UIL Concert and Sight Reading Competition in April

Resources Required:

Workshops that focus on instrumental ensemble techniques including tone/ balance/ articulation/ texture/ proper method materials for students to read and play.

Thorough knowledge of UIL performance criteria in concert and sight reading.

Campus: High School PLC: Fine Arts Area (content) of Goal: CHOIR

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

<p><u>Specific Goal:</u> Choir students will experience an aesthetic experience in performance of quality choral literature by incorporating vocal techniques and skills taught in concerts in October, December, and April.</p> <p>Creating a culture of continuous improvement for all students through effective instructional practices.</p> <p><u>Instructional Strategy Focus and 1st Grading Period Reflection:</u> Students will daily build in a continuous cycle of performance the skills necessary to realize a choral composition as intended by the composer.</p>	
<p>How will the goal be measured (Formative and Summative)?</p> <p><u>Formative:</u> individual assessment by performance of skills/small group assessment by performance of skills/individual written assessments</p> <p><u>Summative:</u> Performance in rehearsal and concerts...solo performance...individual written</p>	
<p>Evidence:</p> <p><u>Formative:</u> individual singing accuracy improvement throughout year; individual contribution of tone and pitch quality improvement throughout year</p> <p><u>Summative:</u> Quality of individual contributions to overall tone quality and accuracy in concerts both local and in contest.</p>	
<p>Action Required:</p> <p>systematic sight-reading curriculum</p> <p>systematic rehearsal for realization of all skills required to present quality performance of a composer's work</p>	<p>Time-line for each action:</p> <p>weekly assessment</p> <p>all/winter/spring concerts</p> <p>solo and ensemble competition February /UIL competition April</p>
<p>Resources Required:</p> <p>workshops that focus on choral techniques including tone/balance/diction/musicality</p> <p>quality materials for students to read and sing</p> <p>thorough knowledge of UIL performance criteria in concert and sight reading</p>	

Campus: _High School

PLC: Fine Arts

Area (content) of Goal: ART

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal: Art Students prepare for future life skills by preparing a portfolio, research art careers, and complete art projects using The Elements Of Art and The Principles Of Design.

Creating a culture of continuous improvement for all students through effective instructional practices.

Instructional Strategy Focus: Students will be introduced to different art careers and will prepare art pieces that will be categorized in their Portfolio Log. The Portfolio Log and a writing of what Art Career they would pursue will be the grading period reflection.

How will the goal be measured (Formative and Summative)?

Formative Group Activities, assignments, check students understanding of assignments and Artwork

Summative Rubric, Portfolio, Completed Projects, Presentations, Completed Artwork

Evidence: The Students completed Art Work.

Formative Sketchbooks, Daily Activities,

Summative Rubric, Portfolio, Completed Project

Action Required:

Daily Assessments

Time-line for each action:

Continuous As Needed

Resources Required:

Book, Internet, Art Materials

Campus: __ High School

PLC: Fine Arts

Area (content) of Goal: ART

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal: The students will study artists and write in their sketchbooks along with a drawing representing the artist.

Increase Literacy Skills for All Students

How will the goal be measured (Formative and Summative)?

Formative - Group Activities, Assignments, Research, Check For Understanding

Summative - Portfolio, Rubric, Completed Projects

Evidence: Students composition in Sketchbook.

Action Required:

Student writing opportunities reflect the art lesson plans.

Time-line for each action:

Grading Period

Resources Required: Book, Internet, Sketchbooks

Campus: __ High School

PLC: CTE

Area (content) of Goal: FCS

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal: Creating a culture of continuous improvement for all students through effective instructional practices. Instructional Strategy Focus and 1 st Grading Period Reflection: Students will focus on summarizing and notetaking skills. Also, they will have opportunities to share responses and interact with other students.	
How will the goal be measured (Formative and Summative)? <u>Formative</u> Quizzes and assignments. Writing assignments should reflect knowledge of key concepts. <u>Summative</u> Unit Assessments, Chapter tests	
Evidence: <u>Formative</u> "Can students read a passage and identify key elements and summarize? Can they share their responses with others in professional, respectful manner?" <u>Summative</u>	
Action Required: Teach, train and execute Re-teaching when necessary	Time-line for each action: Minimum of one assignment that requires these skills every three weeks.
Resources Required: Engaging and relevant reading materials. (i.e. Choices Magazine)	

Campus: ___ High School

PLC: CTE

Area (content) of Goal: FCS

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal: Increase Literacy Skills for All Students	
How will the goal be measured (Formative and Summative)?	
<u>Formative</u> Reading assignments with pre and post questions that check for understanding. Sometimes, verbal responses will be acceptable.	
<u>Summative</u> Unit assessments	
Evidence: "Can the student explain the concept in writing?"	
Action Required: Enhanced vocabulary may be needed. Re-teaching or clarification	Time-line for each action: Each three weeks at least one reading and writing opportunity.
Resources Required: Choices Magazine	

Campus: High School

PLC: CTE

Area (content) of Goal: Speech

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal: Creating a culture of continuous improvement for all students through effective instructional practices.	
Instructional Strategy Focus: Students will focus on summarizing and notetaking skills. Also, they will have opportunities to share responses and interact with other students.	
How will the goal be measured (Formative and Summative)?	
<u>Formative</u> Quizzes and assignments. Writing assignments, group activities, bell ringers, daily worksheets, group presentations	
<u>Summative</u> Presentations, Unit Assessments, Chapter tests	
Evidence: powerpoints/Google Slides, outlines	
<u>Formative</u> "Can students read a passage and identify key elements and summarize? Can they share their responses with others in professional, respectful manner?"	
<u>Summative</u> Presentations, chapter assessment	
Action Required: Teach, train and execute Re-teaching when necessary, writing outlines, research	Time-line for each action: Minimum of one assignment that requires these skills every week.
Resources Required: Book, Internet, powerpoint/Google slides	

Campus: High School

PLC: CTE

Area (content) of Goal: Speech

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal: Increase Literacy Skills for All Students	
How will the goal be measured (Formative and Summative)?	
<u>Formative</u> Bell ringers, journaling, writing current events and presenting them in class, writing outlines and researching for speeches	
<u>Summative</u> Reviewing their writing assignments (bell ringers/journals), final speeches with outline and slides submitted	
Evidence: "Can the student explain the concept in writing and also during their speeches?"	
Action Required: Enhanced vocabulary may be needed. Re-teaching or clarification	Time-line for each action: Each week at least one reading and writing opportunity.
Resources Required: Computers, Google slides/powerpoint, Internet, outlines, notecards	

Campus: High School

PLC: CTE

Area (content) of Goal: Welding

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal: Creating a culture of continuous improvement for all students through effective instructional practices.	
Instructional Strategy Focus:	
How will the goal be measured (Formative and Summative)?	
<u>Formative</u> Through guided practice and hands on training.	
<u>Summative</u> Grading their objectives and certifications and guiding them on each step.	
Evidence:	
<u>Formative</u> Record keeping on each student.	
<u>Summative</u> Certification papers are given to each student that passes. All welding objectives are graded weekly.	
Action Required: Have students set goals for each welding position throughout the year.	Time-line for each action: Test students that are ready at the end of each semester. By code a welder can only take two test if they fail they must have six months of training before retest.
Resources Required: Testing material, training material and proper training for each test so it is by code.	

Campus: High School

PLC: CTE

Area (content) of Goal: Welding

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal: Increase Literacy Skills for All Students	
How will the goal be measured (Formative and Summative)?	
<u>Formative</u> Reading, Writing and hands on training. Job resumes and what is expected of them in todays industry.	
<u>Summative</u> Reading MSDS sheets, Welding objectives and certifications	
Evidence: Record keeping, Grading their welding objectives and grading them on projects.	
Action Required: Learn to build projects and function as if they were in a job setting.	Time-line for each action: At the end of each semester. This will depend on the student and their ability.
Resources Required: All of the shop equipment and keeping up with all the new technology in today's industry.	

Campus: HS

PLC: CTE

Area (content) of Goal: Graphic Design

Lanelle Hopson-Lemons

Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

SMART Goal (Specific, Measurable, Achievable, Results focused, Time-bound)

Specific Goal: Creating a culture of continuous improvement for all students through effective instructional practices.

Instructional Strategy Focus and 1st Grading Period Reflection: Students will focus on summarizing using learned vocabulary and daily journal entries.

How will the goal be measured (Formative and Summative)?

Formative: Writing assignments should reflect knowledge of vocab and proper grammar.

Summative: Journal and Daily Grades

Evidence:

Formative

Can students read a key passage on class material and summarize? Can they share their responses with others in professional, respectful manner in chats on Google Classroom?

Summative

Action Required:

Teach, train and execute
Re-teaching when necessary

Time-line for each action:

Minimum of 1 assignment that requires these skills every 3 weeks.