

Honey Grove Independent School District
Honey Grove High School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Board Approval Date: November 13, 2017
Public Presentation Date: November 6, 2017

Mission Statement

Our mission is to view the changing world through the eyes of our students while preparing them with the knowledge necessary for their ultimate success!

Vision

Our vision is to provide our students with opportunities to reach their full potential as responsible members of society, exhibiting honor and integrity

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Honey Grove is a rural community in North Texas located near the Red River. Our community consist of approximately 1200 residents. The majority of our parents commute to work outside of our town.

Our district is a 2A district with an enrollment of approximately 600 students. Honey Grove High School has 190 students with a wide range of backgrounds and talents. Approximately 10% of our student population are transfer students in our high school each year. HGHS was honored with a Bronze distinction the year by the U. S. News and World Report magazine.

Our ethnic distribution is:

African American	10.1%
Hispanic	13.4%
White	69.8%
American Indian	2.8%
Asian	0.6%
Two or More Races	3.4%

Our campus also consist of 52.5% Economically Disadvantaged students and 37.4% of our students are identified as At-Risk. Our most recent mobility rate is 16.3% for our campus.

Our most recent graduation information is shown in the chart below:

Minimum H. S. Program (incl. Sp. Ed.)	7 students	19.4%
Recommended H. S. Program/DAP	29 students	80.6%

Our staff is comprised of 18 teachers and 3 aides. Thirty percent of our staff have Masters degrees, and all staff members meet the definition of highly qualified. The majority of our teachers have 20+ years of teaching experience.

Demographics Strengths

- Tutoring available for all students
- Ongoing monitoring of all students
- Highly Qualified staffing
- Relevant PD opportunities for all staff
- “In-house” training of staff to implement technology usage for individual student monitoring

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase the number of Special Education; Economically Disadvantaged; and sub-population students reaching Meets standards on state assessments. **Root Cause:** Although students are taught based on TEKS, many of them need more improvement and reinforcement of their reading ability than high school staff have been able to offer them during normal classtime therefore more students need to attend tutorial times.

Problem Statement 2: Increase the number of students reaching Masters level on state assessments. **Root Cause:** Students are satisfied with just passing.

Problem Statement 3: Insure that staff professional development is based on individual needs. **Root Cause:** Staff have not always taken advantage of the opportunities offered them.

Student Academic Achievement

Student Academic Achievement Summary

HGHS students are doing "fair" on their assessments in all areas. Benchmark testing was used to guide teachers to areas that needed to be strengthened before state testing took place this year. This past year saw HGHS receive a Distinction Designation for Academic Achievement in English Language Arts/Reading.

The RTI process was used to identify students who needed additional targeted instruction in reading. Working with these students in a very small group setting lead to growth for each of them.

One student who had been totally unsuccessful during his freshman year was tested and qualified for Special Education instruction.

Student Academic Achievement Strengths

Accountability scores for all students on state and local assessments increased this past school year.

Our senior class of 2017 had double the number of Honor graduates when compared to the class of 2016. The number of students graduating on the Distinguished plan increased considerably also.

The number of successful dual credit courses taken increased during the 2016-2017 school year also.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Continue to develop more intervention opportunities for all students **Root Cause:** Some students in all grades need intervention to be successful at the high school level. Every instructor on campus needs to conduct tutorials.

Problem Statement 2: Staff needs to be more knowledgeable with regards to individual students assessment. **Root Cause:** More time needs to spent using Eduphoria to get the most benefit from benchmarks and improving student testing results.

School Processes & Programs

School Processes & Programs Summary

Programs and processes on the high school campus are varied. Instruction is TEKS driven and analysis verified. Professional Development that is relevant, teacher driven, and requested - both "in house" and at Regional Service Centers - assists in developing all instructors to their greatest potential.

School Processes & Programs Strengths

The following is a list of strengths for School processes and programs

- TEKS driven instruction
- STAAR data is analyzed by sub-populations to guide instructional needs
- Use of the Eduphoria system
- Use of benchmark exams in core subjects
- Highly Qualified staffing
- Relevant PD opportunities for all staff
- “In-house” training of staff to implement technology usage for individual student monitoring
- Increased awareness of bullying prevention
- Use of emergency plan for building safety
- Student access to computers
- Teacher access to instructional technology
- Use of calculators in Algebra class to better prepare students for STAAR EOC testing
- Laptop computer assigned to each teacher for improved wireless access

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Documented use of TEKS in lesson plans with the inclusion of Sp. Ed. modifications **Root Cause:** A few teachers do not submit in depth lesson plans. Inclusion of Sp Ed modifications are often omitted because of time constraints.

Problem Statement 2: Use of classroom benchmark data to guide student achievement needs is not used to the extent it could be. **Root Cause:** Teachers need to use Eduphoria Aware to a greater extent to become more familiar with the program and it's uses.

Problem Statement 3: There is a need for improved student attendance. **Root Cause:** Incentives (money) have not been as successful, students need to have

input as to what would be a good incentive to be at school consistently.

Perceptions

Perceptions Summary

HGHS strives to develop well rounded young people who will leave high school as a functioning member of society. By building programs that are successful such as National Beta, out-standing athletic programs, and a state recognized band program, HGHS fulfills the need for engagement and positive school climate in our school and community. Development of strong family support has been an on-going effort on the campus. Students are held to high personal standards, and teachers reinforce this in their classrooms daily. Evidence of this can be found in both local and national level awards our students receive.

Perceptions Strengths

- Parent participation in extracurricular activities
- Use of the Parent Portal for student information
- Use of School Messenger system
- Syllabi provided for all classes
- Progress reports provided every three weeks
- Awareness of suicide and bullying prevention measures
- Positive attitudes and outlook exhibited by students and staff

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Consistent and timely use of the Parent Portal to allow parents to be aware of student grades **Root Cause:** Parents are still slow to use the Parent Portal on a daily or weekly basis. Some teachers do not seem to understand the importance of have updated grades in the system weekly.

Problem Statement 2: Increased parent and community participation in school sponsored events **Root Cause:** Many times the community does not know what events are taking place on the high school campus. Improved use of the downtown sign and local e-news papers is necessary.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Honey Grove High School will provide professional development and technology training to ensure a qualified staff in all areas of instruction that employ the use of a balanced, rigorous and aligned curriculum in all content areas to continuously improve student achievement for all student groups.

Performance Objective 1: Support and develop competent and will trained instructors who use technology appropriately in the classroom.

Evaluation Data Source(s) 1: Lesson Plan notations in Eduphoria Forethought showing the intent to use technology in teacher lessons documented walk-through observation of technology use in the classroom.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy PBMAS 1) Use relevant TEKS-RS training to align curriculum	1, 3, 4	Principal	Teachers will be better prepared to align the curriculum with integrated technology. Staff walk-through documentation will show an increase (at least 20%) in the use of technology in their classrooms.				
Problem Statements: Demographics 1, 2 Funding Sources: Federal TITLE 2 6200 - \$4,000.00							
PBMAS 2) Continued use of Intervention and tutorial services outside the school day for students needing assistance with state testing success.	1	Principal	Increased success on state testing				
Problem Statements: Demographics 1 Funding Sources: Federal REAP - \$0.00							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Increase the number of Special Education; Economically Disadvantaged; and sub-population students reaching Meets standards on state assessments. Root Cause 1: Although students are taught based on TEKS, many of them need more improvement and reinforcement of their reading ability than high school staff have been able to offer them during normal classtime therefore more students need to attend tutorial times.

Problem Statement 2: Increase the number of students reaching Masters level on state assessments. **Root Cause 2:** Students are satisfied with just passing.

Goal 1: Honey Grove High School will provide professional development and technology training to ensure a qualified staff in all areas of instruction that employ the use of a balanced, rigorous and aligned curriculum in all content areas to continuously improve student achievement for all student groups.

Performance Objective 2: Integrating CTE courses to support student academic success in all areas.

Evaluation Data Source(s) 2: Increase CTE course enrollment numbers.

Expand CTE course selections.

Improve state testing results in the area of writing.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 1) Students will be engaged in writing activities across the CTE curriculum.	1, 3, 9	Principal	Use of class projects, journal writing, etc. in hands-on projects in CTE classrooms. 90% passing rate for projects in the CTE classrooms and shop areas. Writing scores will improve on state assessments by 10%				
				Problem Statements: Student Academic Achievement 1			
PBMAS Critical Success Factors CSF 1 CSF 2 2) Students will be engaged in practical uses of mathematics in the CTE curriculum.	1, 3	Principal	Demonstrated mastery of the use of practical mathematics used in hand-on shop activities in CTE classrooms. 100% passing rate for advanced mathematics courses taught through the CTE curriculum.				
				Problem Statements: Student Academic Achievement 1			
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 3) Students will be engaged in writing activities and practical uses of mathematics in the CTE curriculum.	1, 9	Principal CTE teachers	Use of class projects, journal writing, etc. in hands-on projects in CTE classrooms will increase student achievement on state testing. 100% passing rate for advanced mathematics courses taught through the CTE curriculum.				
				Problem Statements: Student Academic Achievement 1			
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 1: Continue to develop more intervention opportunities for all students **Root Cause 1:** Some students in all grades need intervention to be successful at the high school level. Every instructor on campus needs to conduct tutorials.

Goal 2: Honey Grove High School administration will support district efforts to attract and retain highly qualified employees for all positions.

Performance Objective 1: Provide training and testing opportunities when needed to assure a HQ staff at Honey Grove High School.













Evaluation Data Source(s) 1: Usage of TEKS-RS for lesson planning

Professional Development workshop requests are honored to encourage and improve the quality of instruction provided by classroom teachers.

Walk-through evaluation and documentation of quality teaching in the classroom.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 2</p> <p>1) Provide TEKS-RS training and update refresher sessions for all staff.</p> <p>Reinforce successful strategies for working with special student populations such as at-risk, special education, economically disadvantaged, gifted and other special student populations.</p>	2	Tammy Mariani, Principal	<p>Consistent use in Eduphoria Forethought program.</p> <p>Efficient usage of planning time and appropriate scope and sequence.</p> <p>Staff evaluation questions in the area of technology usage and planning will indicate satisfaction with the learning/work environment.</p> <p>Retention of successful teachers.</p> <p>Less than a 5% turnover rate for HS staff.</p>				
				<p>Problem Statements: Demographics 3</p> <p>Funding Sources: Federal TITLE 2 6200 - \$0.00</p>			
<p>System Safeguard Strategy PBMAS</p> <p>2) Reinforce successful strategies for working with special student populations such as at-risk, special education, economically disadvantaged, gifted and other special students populations.</p>		Tammy Mariani, Principal	<p>Retention of successful teachers.</p> <p>Less than a 5% turnover rate for HS staff.</p>				
				<p>Problem Statements: Demographics 3</p> <p>Funding Sources: State COMP 24/30 - \$0.00, Federal TITLE 1 6100 - \$100.00</p>			

3) Teachers are encouraged to attend relevant technology based workshops during the school year.	2, 4	Principal	Documented increase in the use of technology in lesson plans. Teachers share information learned with their cohorts upon return from a conference or training.				
	Problem Statements: Demographics 3 Funding Sources: Federal TITLE 2 6200 - \$4,000.00						
4) Core subject teachers will complete sheltered instructor status for working with ELL students in their classrooms.	2, 3	Principal	Better instruction for ELL learners resulting in more successful state testing results.				
	Problem Statements: Demographics 1, 3 Funding Sources: Federal TITLE 2 6200 - \$4,000.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Increase the number of Special Education; Economically Disadvantaged; and sub-population students reaching Meets standards on state assessments. Root Cause 1: Although students are taught based on TEKS, many of them need more improvement and reinforcement of their reading ability than high school staff have been able to offer them during normal classtime therefore more students need to attend tutorial times.
Problem Statement 3: Insure that staff professional development is based on individual needs. Root Cause 3: Staff have not always taken advantage of the opportunities offered them.

Goal 2: Honey Grove High School administration will support district efforts to attract and retain highly qualified employees for all positions.

Performance Objective 2: Provide an atmosphere of mentoring support for persons new to the profession and district.

Evaluation Data Source(s) 2: Individual meeting data
T-TESS documentation

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 2 CSF 7</p> <p>1) Implement a new teacher mentoring process for teachers new to the campus.</p>		Principal	<p>Retention of teachers new to the campus will be at the 95% level.</p> <p>Less than a 5% turnover rate for HS staff other than retirement vacancies.</p> <p>Positive end of year campus evaluations by teachers new to the campus.</p>				
<p>Problem Statements: Demographics 3</p> <p>Funding Sources: Federal TITLE 2 6100 - \$0.00</p>							
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: Insure that staff professional development is based on individual needs. Root Cause 3: Staff have not always taken advantage of the opportunities offered them.</p>

Goal 3: Honey Grove High School administration will support a positive and safe working environment for all employees and students.



















Performance Objective 1: Safety and security measures will be in place to maintain the safety of all students by the use of policies, technology and continuing education.

Evaluation Data Source(s) 1: Demonstrated staff awareness

- Record of drills conducted
- Duty schedules
- Observation of secure environment
- Video records

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Evaluate and update Student Handbook & Code of Conduct, Crisis Management Plan.</p>		Principal	<p>An orderly educational environment in the building at all times.</p> <p>Reduced number of referrals based on clarity of campus expectations.</p> <p>Orderly practice drills monthly throughout the year illustrating that staff and students are prepared to respond in a variety of emergency situations.</p>				
<p>2) Students will attend assemblies by grade level during the first week of school to review student handbook information and expectations for the campus.</p>		Principal	<p>Decreased number of discipline referrals from the previous year.</p> <p>Improved school climate.</p>				

<p align="center">Critical Success Factors CSF 6</p> <p>3) HS Staff will actively monitor students in classrooms, hallways, and before and after school.</p> <p>Visitors to campus must enter through front doors and are required to gain permission to enter campus.</p>		Principal	<p>Discipline records indicating a decreased number of incidents</p> <p>Quiet and orderly hallways</p> <p>TAPR reporting documentation from the state</p> <p>Reduced number of discipline referrals</p> <p>Secure campus environment</p> <p>Improved school security</p> <p>Documented entrance to the school</p>				
<p>4) All classroom doors are locked at all times, exterior doors are unlocked during passing periods only.</p>		All campus staff	<p>Observation of secure classroom environments</p> <p>Improved school security</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>5) Continue use of the random drug testing program.</p>		Principal	<p>Documented test results</p> <p>Removal of driving on campus for any student driver who test positive for drug usage.</p> <p>Continued community support for the program</p>				
<p>6) Teacher CPR and Defibrillator Training</p>		District Nurse	<p>100% of staff trained</p> <p>Safe environment with medical reassurance in the event of an emergency</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Honey Grove High School administration will support a positive and safe working environment for all employees and students.







Performance Objective 2: Provide students and staff with information to recognize, and respond appropriately to bullying on our campus.

Evaluation Data Source(s) 2: Personnel certificates of completion of training

Student reporting of bullying behavior records

Discipline records

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) All high school staff, including support personnel, will complete bullying prevention and intervention training.</p>	2	Tammy Mariani, Principal	<p>Staff will have certificates to document training.</p> <p>Observation of a safe school climate.</p> <p>Documentation of reports filed and dealt with by administration.</p> <p>Decreased number of incidents.</p>	✓	✓	✓	
<p>Problem Statements: Demographics 3</p> <p>Funding Sources: Federal TITLE 2 6200 - \$4,000.00</p>							
<p>2) Educate each student on how to recognize each of the different forms of bullying and how to report such behaviors.</p>		Tammy Mariani, Principal	<p>Increased number of student reports</p> <p>Decreased number of incidents.</p>	✓	✓	✓	
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:







Demographics
<p>Problem Statement 3: Insure that staff professional development is based on individual needs. Root Cause 3: Staff have not always taken advantage of the opportunities offered them.</p>

Goal 3: Honey Grove High School administration will support a positive and safe working environment for all employees and students.

Performance Objective 3: Provide students and staff with information to recognize the need for early mental health intervention, suicide prevention and post-intervention; and violence prevention and intervention.

Evaluation Data Source(s) 3: Personnel certificates of completion of training
Student reporting of negative behavior records

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) All high school staff, including support personnel, will complete suicide prevention and post-intervention, early mental health intervention, and violence prevention and intervention training.</p>	2	Principal	<p>Staff will have certificates to document training.</p> <p>Observation of a safe school climate.</p> <p>Documentation of reports filed and dealt with by administration.</p> <p>Decreased number of incidents.</p>	✓	✓	✓	
<p>Problem Statements: Demographics 3</p> <p>Funding Sources: Federal TITLE 2 6200 - \$4,000.00</p>							
<p>Critical Success Factors CSF 6</p> <p>2) Educate each of our students to the warning signs of suicide ideation and how to report such behaviors.</p>		Principal	<p>Increased number of student reports</p> <p>Deceased number of incidents.</p>	✓	✓	✓	
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 3: Insure that staff professional development is based on individual needs. Root Cause 3: Staff have not always taken advantage of the opportunities offered them.</p>

Goal 4: Honey Grove High School staff will communicate with all stakeholders on a regular basis.

Performance Objective 1: Communication with parents will be increased.

- Evaluation Data Source(s) 1:** Web Page
 Individual Fitness Gram reports
 Auto-dial phone reports
 Principal call logs
 Parent Portal
 Grade Reports

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Students will participate in the "Fitness Gram" program. Results of this fitness assessment to be made available to parents.</p>		Boys AD Girls AD	<p>More student and parent awareness of physical fitness.</p> <p>Positive comparison of student fitness from one year to the next.</p>				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 5</p> <p>2) All students will be given a grade report every 3 weeks for every class.</p>		All Staff	<p>Grade reports resulting in more informed parents.</p> <p>10% fewer students with failing averages</p>				
<p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 5</p> <p>3) Use of electronic telephone call with student absences and principal calls when appropriate.</p>		Principal	Improvement in attendance % from 95% to 96%.				

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Updated &integrated Campus Web page; additional use of faculty web pages, blogs, podcasts, message boards and classroom interaction.</p>		All Staff	<p>Updated information provided weekly.</p> <p>More informed parents and community members.</p> <p>20% more activity on the high school web page.</p> <p>Increased parent participation in high school activities.</p>				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>5) Use of the Noviance program for every student to provide system wide integration of CTE and core class course work and student success during high school. Parent component is a major portion of this program.</p>	6	Counselor/Principal	<p>Strong involvement of parents as they and the school staff work to give students the best possible preparation for success after high school.</p>				
<p align="center"> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Performance Objective 1 Problem Statements:










Perceptions
<p>Problem Statement 1: Consistent and timely use of the Parent Portal to allow parents to be aware of student grades Root Cause 1: Parents are still slow to use the Parent Portal on a daily or weekly basis. Some teachers do not seem to understand the importance of have updated grades in the system weekly.</p>

Goal 4: Honey Grove High School staff will communicate with all stakeholders on a regular basis.

Performance Objective 2: Parental involvement will be increased.

Evaluation Data Source(s) 2: Weekly tracking reports using gradebook program
Principal call logs

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Critical Success Factors CSF 1 CSF 5 1) Use of parent portal so that parents have consistently updated grade reports on their students progress.		Principal	Improved parent support for completing assignments and turning them in on a timely basis. Increased parent awareness of their student's classroom success.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Use relevant TEKS-RS training to align curriculum
1	2	1	Students will be engaged in writing activities across the CTE curriculum.
1	2	3	Students will be engaged in writing activities and practical uses of mathematics in the CTE curriculum.
2	1	1	Provide TEKS-RS training and update refresher sessions for all staff. Reinforce successful strategies for working with special student populations such as at-risk, special education, economically disadvantaged, gifted and other special student populations.
2	1	2	Reinforce successful strategies for working with special student populations such as at-risk, special education, economically disadvantaged, gifted and other special students populations.
4	1	2	All students will be given a grade report every 3 weeks for every class.

Campus Funding Summary

State SPED 23					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
State CTE 22					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
State GT 21					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
State COMP 24/30					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
State ESI 25					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
State HS 31					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
Federal TITLE 1 6100					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$100.00
Sub-Total					\$100.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$-90.00
Federal TITLE 2 6100					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
Federal TITLE 2 6200					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$4,000.00
2	1	1			\$0.00
2	1	3			\$4,000.00
2	1	4			\$4,000.00

3	2	1			\$4,000.00
3	3	1			\$4,000.00
Sub-Total					\$20,000.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$-19,990.00
Federal REAP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
Federal TITLE 3					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
Federal TITLE IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5			\$10,000.00
Sub-Total					\$10,000.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$-9,990.00
Grand Total					\$30,100.00