



**Campus Improvement Plan
School Year: 2016-2017**

AHS - JOHN B ALEXANDER HIGH SCHOOL

Principal: Ernesto Sandoval, Jr.

Assistant Principal: Elvira C. Gaona, Magnet Dean

Assistant Principal: Carlos Valdez

Assistant Principal: Eduardo J. Garza

Assistant Principal: Eva Calcaneo

Assistant Principal: Isabel Valdez

Assistant Principal: Priscilla Leija

Assistant Principal: Selina Gomez

Assistant Principal: Michele Lopez [TC] Wendy Reyes [AC]



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Committee Signatures


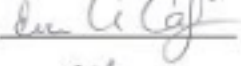

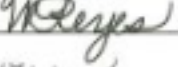


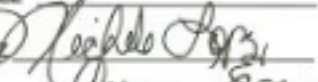
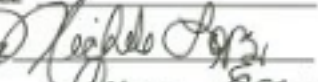
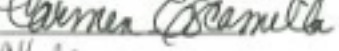

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Committee Signatures

Principal: ERNESTO SANDOVAL, JR.

SBDM COMMITTEE MEMBERS

ERNESTO SANDOVAL, JR.  EVA CALCANEO  EDUARDO BUSTOS  WENDELYN REYES  LULU AVINA 	DIANA GARCIA  MARI RODRIGUEZ  MICHELE LOPEZ  CARMEN ESCAMILLA  CARLOS VALDEZ 
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NCLB Comprehensive Needs Assessment 2016-2017

Summary of Priority Needs

AHS - JOHN B ALEXANDER HIGH SCHOOL

Chair Persons of CNA campus committees prioritize needs and recommend to SBDM Committee initiatives/strategies/activities that will meet campus needs. SBDM Committee will approve initiatives/strategies/activities that will be placed in Campus Improvement Plan

CURRICULUM, INSTRUCTION, & ASSESSMENT: (ELA/READING) ; WRITING

Needs :

- Increase reading comprehension and vocabulary through use of technology.
- Provide extra teacher support through co-teaching
- Provide remediation for all students to reach academic success in EOC assessments.
- Offer more reading classes to support English teachers and increase students' comprehension levels.
- Increase proficiency in writing across core areas.

Strategies :

- Continue to use mobile device initiative with emphasis on Achieve 3000 in Reading and STAAR Classes
- Purchase planning periods as needed so that teachers can co-teach in areas of need.
- Continue using inclusion teachers, teacher aides, co-teachers and modified instruction in English 1 and 2 classes for our Special Educational students.
- Continue using sheltered instructions strategies for ELLs.
- Incorporate more reading classes in master schedule.
- Increase exposure to persuasive and expository essay writing while integrating more revising and editing skills to increase student's ' success on the EOC.
- Utilize Gretchen Bernabe Techniques
- Use Campus Based Assessments and District Benchmarks to monitor student success and adjust instruction accordingly.
- Select a differentiated instructional strategy per month and conduct walkthroughs with the expectation to see strategies implemented in the classroom.
- Offer targeted tutorials for LEP and Sp. Ed. students.



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CURRICULUM, INSTRUCTION & ASSESSMENT: MATH

Needs :

School wide support in attendance/discipline issues.

Upgrade obsolete technology and equipment (ELMO, EIKI & INSPIRE CALCULATORS)

Teach students strategies on how to use Inspire calculator.

Continue differentiating instruction with emphasis on ELLs, At Risk, Special Education students, and student participants in Section 504.

Strategies :

Enforce attendance and discipline issues with consistency and agreement amongst the faculty and staff.

Replace obsolete technology and communicate needs for new equipment to those in charge, including support staff.

Offer STAAR Algebra 1 EOC tutorials for all students after school to increase percent of students meeting state standards.

Use Campus Based Assessments and District Benchmarks in Algebra I, Geometry, and Algebra II to gauge student comprehension levels, monitor student's performance, and adjust instruction accordingly.

Conduct Saturday sessions to teach students Inspire calculator strategies during Super Saturdays.

Do pullouts during the school year for bubble students with emphasis on calculator strategies and reinforcement of math skills.



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CURRICULUM, INSTRUCTION, & ASSESSMENT: SCIENCE

Needs :

Incorporate more technology for all subjects (IPADS/tablets in Chemistry, Physics, and electives)
Incorporate Professional Learning Communities by subject areas
Ensure teachers adhere to scope and sequence.

Strategies :

Improve technology needs by providing a scope that incorporates opportunities for all subjects or by providing actual equipment such as IPADS, tablets, computer, or interactive boards.
Start Professional Learning Communities that meet on a weekly basis by subject matter where ideas and resources can be shared with all teachers.
Use Campus Based Assessments and District Benchmarks to monitor and adjust instruction based on students' need.
Continue providing EOC tutorials for all students.
Adhere to student's IEP and modify instruction accordingly to ensure student success.
Use sheltered instructions strategies for ELLs to ensure student success.



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CURRICULUM, INSTRUCTION & ASSESSMENT: SOCIAL STUDIES

Needs :

- Acquire additional educational resources
- Increase the availability of computers or mobile devices to incorporate more technology in the classroom (Chrome Books).
- Acquire study guides for AP courses.
- Update outdated maps
- Differentiate Instruction for Ells, Sp. Ed. population, Section 504 student participants, GT, and at Risk populations.
- Use Achieve 3000 to improve reading comprehension.

Strategies :

- Purchase additional educational resources through the Social Studies Department.
- Use C.O.W.S.and B.Y.O.D. in classroom to supplement instruction with technology.
- Purchase AP study guides through Social Studies Department to increase number of students passing AP exams.
- Replace outdated maps.
- Use Campus Based Assessments and/or District Benchmarks to monitor students performance and adjust instruction accordingly based on student needs.
- Ensure teachers follow students IEP for Sp. Ed. and Section 504 plan for student participants in Sections 504; Use sheltered instructions strategies for Ells.
- Work collaboratively with librarian and campus IT personnel to develop an online project that ties in with middle school Social Studies curriculum.



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CURRICULUM, INSTRUCTION & ASSESSMENT: ELLs at Beginning & Intermediate Levels

Needs :

- Increase academic and social language.
- Increase reading comprehension and writing mechanics.
- Cluster students with content area/ESL certified teachers.
- Stronger parental accountability for student tutorial attendance.
- Instill value of education (Parental/Community Involvement).
- Provide a stimulating and learning environment using sheltered instruction strategies.
- Focus on the affective domain.
- Differentiate instruction using second language acquisition strategies across the curriculum.

Strategies :

- Continue using Achieve 3000 to improve students reading comprehension and lexile levels.
- Implement writing across curriculum on academic topics.
- Offer credit recovery courses for Recent Immigrants/Recent Arrivals during summer school.
- If possible, offer ESL classes for parents so that students and parents can support each other.
- Continue providing sheltered instruction strategies during professional development.
- Improve professional collaboration between foreign language teachers and ESL teacher to share strategies for language acquisition.
- Utilize the library to cultivate the life long love of readers.
- Continue using CBAs and benchmark data to monitor students' progress and adjust instruction accordingly depending on the students' proficiency levels.
- Establish partnership between English I and BIM I teachers and English II and BIM 2 teachers to increase the students' exposure to expository, persuasive and technical writing.
- Offer Concepts of English 1 course to recent immigrants/recent arrival students to facilitate the acquisition of language and grammar usage.



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CURRICULUM, INSTRUCTION & ASSESSMENT: ENRICHMENT CURRICULUM: (CATE, PHYSICAL EDUCATION, ROTC, FOREIGN

Needs :

- More collaboration between core and enrichment teachers.
- Need up-to date textbooks for business courses that focus on skills - ex. Accounting.
- Technology access to different subject areas.
- Expand variety of courses across CATE & other electives - example Art.
- Internet access to different subject matter textbooks
- HAVE CATE & ELA support each other b working collaboratively to improve student performance.
- Improve the academic performance of CATE Special Education and CATE ELLs.
- Maintain a rigorous PE curriculum focussed on students' health.

Strategies :

- Improve communication between core and enrichment teachers during planning.
- Research the feasibility of obtaining state grant monies to purchase up-to-date textbooks in accounting that focus on skills.
- Provide technology access in different subject areas/textbooks.
- Have Department Heads work closely with counselors/administrators when developing Master Schedule.
- CATE and ELA departments will work collaboratively on instructional strategies to improve students' performance on ELA EOCs.
- Differentiate instruction for special populations to improve academic performance for students enrolled in CATE classes.
- Adhere to Physical Education TEKS to ensure a rigorous exercise curriculum focussed on students' well being.
- Establish partnership between English I and BIM I teachers and English II and BIM II teachers to increase the students' exposure to expository, persuasive, and technical writing.



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CURRICULUM, INSTRUCTION & ASSESSMENT: GRADUATION RATE/DROPOUT REDUCTION

Needs :

- Increase the school's graduation rate.
- Make intervention programs such as PBIS, LCDC, and CIS more accessible to students.
- Improve communication with at-risk students/parents.
- Increase parental involvement and communication.
- Increase the attendance rate from 95% to 96%.
- Get truant officers to monitor daily attendance.
- Offer technology training for parents.
- Increase professional development to identify students with special needs.
- Monitor student's progress and use RTI to improve students' academic performance.

Strategies :

- Initiate dropout recovery programs.
- Participate in intervention programs so that students can graduate with their cohort.
- Refer students at risk of not graduating to counselors, PBIS, LCDC, and CIS.
- Offer credit recovery through Odysseyware as a high priority for students at risk of not graduating.
- Continue with STAAR tutorials and Super Saturdays in tested areas for students who have not met standards.
- Monitor students with severe discipline issues to ensure that they are on track for graduation and that appropriate interventions are in place.
- Continue providing incentives for perfect attendance.
- Implement attendance contracts, get parents involved, and follow through with consequences.
- Train parents on how to use the parent portal so that they can keep abreast of their son/daughter's academic progress.
- Continue with staff professional development.
- Implement RTI strategies.



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CURRICULUM, INSTRUCTION & ASSESSMENT: ADVANCED ACADEMICS

Needs :

Improve teacher accountability for teachers teaching AP classes and the number of students taking the AP exams.

Increase the number of AP courses offered in the Spring Semester.

Reinstate GPA weight for AP testing.

Increase participation in advanced academic courses and/or dual credit courses with successful completion, resulting in increased number of college credits earned.

Increase Advanced Placement participation rate and scores for State Accountability

Strategies :

Reinstate GPA weight for AP testing in increase student participation rate.

Conduct informational sessions with parents in reference to AP testing, dual credit enrollment, CLAR classes, GOLD Program, House Bill 1, Nursing and Oil & Gas.

Participate in periodic AP teacher meetings in order to provide students with AP information/resources

Encourage student participation in College Board AP Examinations and encourage students to strive for qualifying AP scores (3, 4, and 5)

Provide students with HB1 college courses, including online courses, Gold program, and dual credit classes

Incorporate TSI academies into content areas prior to TSI testing.

Pay entire AP fees for certain students taking CLAR classes.



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CURRICULUM, INSTRUCTION, & ASSESSMENT: SAT/ACT

Needs :

- Availability of better testing site to test more students.
- Promote increase awareness of SAT/ACT testing guidelines/deadlines utilizing the media, Remind 101, School Messenger.
- Encourage English Department or other content areas to have students register on site for SAT/ACT testing (all students).
- Increase student participation of SAT/ACT preparation opportunities resulting in increased average SAT/ACT scores.
- Increase SAT/ACT participation rate and scores for State Accountability

Strategies :

- Continue to provide college readiness courses and test preparation courses.
- Align core teachers to teach content area for the prep classes; math teachers for math SAT prep, English teachers for Reading/Writing SAT prep.
- Start after-school activities which focus on SAT/ACT testing strategies/skills.
- Include a Summer Program taught by core teachers in subject area included on SAT/ACT testing.
- Provide teacher incentives for those teachers who have 100% SAT/ACT registration by students.
- Continue offering PSAT classes for the top 30% of 11th graders (FALL Semester).
- Continue offering SAT classes in the Spring Semester.
- Continue offering College Readiness classes (ACT) for the next 50% of 11th graders who did not take PSAT.



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SCHOOL CONTEXT AND ORGANIZATION

Needs :

- Improve communication.
- Have more teacher input when developing master schedule.
- Be supportive of new teachers having discipline/classroom management issues.
- Improve communication between administration and teachers by preparing a monthly activity calendar for all functions.
- Maintain the physical environment safe for all stake holders.
- Maximize the learning opportunities for all students in core testing area and minimize classroom interruptions.
- Promote a safe and orderly environment by ensuring that all visitors have an ID or visitor's pass.
- Increase the number of random sweeps using K-9 units.
- Ensure that all students and staff have a parking permit.
- Create a more collaborative environment between administrator and teachers when it comes to campus decisions.

Strategies :

- Have teachers meet with dept. chairs and asst. principals to seek input when developing master schedule.
- Provide classroom management training, assign mentor buddies and hold monthly mentorship meetings with new teachers.
- Prepare monthly calendar for teachers listing student activities, teacher training, and school functions.
- Monitor the physical environment and school grounds to ensure that all equipment is working properly; submit work orders as needed.
- Minimize student pullout from core classes by pulling out students during enrichment classes.
- Screen all visitors using the RAPTOR program prior to issuing visitor's pass.
- Coordinate with the K9 units to increase random drug sweeps to ensure a drug free environment for all students.
- Do more random checks for parking permits and ensure that students are parking in student's parking lot.
- Promote the advantages of on line registration through Remind 101, school messenger, and hard copy communication.
- Communicate more effectively with teachers through meetings, Remind 101 and e-mails (electronic communication).
- Seek more teacher input through PLCs.



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STUDENT ACHIEVEMENT

Needs :

- Increase the number of students participating in AP/CLAR and AP testing
- Expand common planning periods for all core areas that are assessed with STAAR EOC
- Implement PLCs for all core areas that are assessed with STAAR EOC
- Continue with vertical alignment with middle schools to ensure proper placement of students
- Increase UIL academic participation
- Continue with RTI and differentiated instruction
- Continue with after school tutorials for students in need

Strategies :

- Have teachers teaching AP classes set expectations that students must take AP test to increase participation.
- Incorporate common planning periods into the master schedule.
- Expand PLCs to all core EOC tested areas.
- Communicate with middle school administrators during vertical alignment meetings regarding students needs/deficiencies.
- Have UIL coordinator and teachers promote more student participation in UIL activities.
- Have teachers analyze student data from DMAC data, benchmarks, and CBA's and incorporate RTI as needed to ensure student success.
- Differentiate instruction based on students needs for subgroups such as ELLs, Sp. Ed., GT, and at Risk.
- Continue offering after school tutorials for EOC testing areas and core and enrichment classes.
- Place greater emphasis on prescriptive tutorials for LEP and SP. Ed. students.



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STAFF QUALITY AND RETENTION: (QUALIFIED EMPLOYEES)

Needs :

- Increase the number of teachers with ESL/Bilingual Certification.
- Promote staff development ideas that help instruction.
- Promote collaboration for teacher planning.
- Increase number of administrative walk-throughs for immediate feedback.
- Increase teacher professional development in technology on the use of Google documents.
- Provide professional development on differentiated instruction.
- Celebrate teacher's accomplishments.

Strategies :

- Provide multiple opportunities for teachers to get ESL/Bilingual Certification.
- Review strategies in the Fundamental Five to improve instructional strategies.
- Incorporate same planning period in the master schedule for teachers in tested core subject areas.
- Provide at least 8 walkthroughs during the week and give teachers immediate feedback.
- Continue with technology professional development
- Hire a consultant to provide professional development on differentiated instruction to all teachers.
- Recognize teachers successes and accomplishments at monthly meetings.



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DEMOGRAPHICS

Needs :

- Increase/Improve attendance by reducing tardies.
- Improve campus attendance rate.
- Decrease the number of students labeled at risk.
- Increase the number of students participating in Dual enrollment
- Increase the number of students graduating DAP

Strategies :

- Conduct hall sweeps after the tardy bell; have students make up time after school or through Saturday detention.
- Place students on an attendance contract and get parental involvement.
- Continue with STAAR EOC tutorials for all students.
- Differentiate instruction for different subgroups such as Sp. Ed., LEP, GT, and students participating in Section 504.
- Lower the student teacher ratio in all testing areas
- Expand Professional Learning Communities to all core areas.
- Implement the UT on Ramp Pre-Calculus Class



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SCHOOL CULTURE AND CLIMATE: (SAFE SCHOOLS)

Needs :

- Continue to decrease the number of in-school, out of school suspensions, and student discipline referrals.
- Decrease the number of STEP/JJAEP placements by being more proactive with PBIS strategies.
- Provide additional training for security guards and set expectations.
- Improve morale through improved attendance (curving truancy)
- Have perfect attendance incentives more frequently.
- Maximize academic behavior by maintaining a safe and orderly classroom environment.
- Improve communication between administration and teachers.
- Minimize the number of students leaving half-days
- Increase instructional time to 240 minutes by the end of 3rd block

Strategies :

- Continue with classroom presentations by PBIS facilitators, LCDC Counselor, and Gang facilitator to set school wide behavioral expectations for all students.
- Continue with student individual conferences with PBIS facilitator to de-escalate student confrontations resulting in STEP/DAEP placements;
- Have security guards take a more active role in monitoring and clearing the hallways and assisting teachers in removing disruptive students.
- Run attendance reports every 3 weeks and place students on attendance contract and have students fulfill requirements for Principal's Plan of Action to makeup classroom absences .
- Have perfect attendance incentives every 9 weeks instead of 18 weeks.
- Increase academic behavior by maintaining classroom instruction and safety by minimizing the removal of desks during testing/benchmarks.
- Prepare calendar in advance of school functions and activities planned by administration and activity/testing coordinator and provide teachers with weekly reminders.
- Have parents e-mail photo ID or text with ID authorizing students to leave campus.
- Change the bell schedule to reflect 240 minutes by the end of 3rd block to maximize Average Daily Attendance.



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TECHNOLOGY

Needs :

- More access to computer labs and portable computers
- Integrating technology into every classroom
- Increase use of technology equipment on a daily basis
- Increase technology use for parental involvement, online registration, Tyler, Parent Night, and Bulldog Night
- Increase teacher technology expertise and application
- Application of IPAD, Chromebook, and BYOD for instruction

Strategies :

- Increase use of Wi-Fi access points; faster internet speeds.
- Continue with professional development so that teachers have a better understanding of how to integrate technology in their lessons.
- Provide more access to online teaching materials.
- Provide access to online library software and websites such as V-Brick and Brainpop.
- Provide access to online testing NHA online and Quia.com.
- Use ED LINE in order to enhance instruction
- Continue professional development in the use of Google Documents
- Implement school wide use of REMIND 101
- Continue promoting the student usage of Nspire calculators in the Math Department.
- Expand remind 101 to in-campus organizations.



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FAMILY AND COMMUNITY INVOLVEMENT (FAMILY/PARENTAL INVOLVEMENT)

Needs :

- Need for more parental Tyler Awareness; conduct tutoring session for parents.
- Need to increase parental involvement in school events.
- Need to refine parent/teacher night.
- Increase technology use to improve parent/teacher communication.

Strategies :

- Provide parental/student access to TYLER in include training sessions.
- Utilize school messenger with phone, audio and text.
- Coordinate with feeder pattern schools to increase parental involvement.
- Create a master list of remind 101 for campus.



IRIS

Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.1 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [English/Reading/Writing]

Data Analyzed To Determine Need TAPR, AMAOs, PBMAS, STAAR EOC,

Long Range Goal By the year 2018, 83% of the students will reach state standard on the ELA STAAR EOC assessment.

Annual Performance Objective ELA Annual Performance Objective: State Standard 60%
 To increase the performance of all students on the Reading/English Language Arts STAAR EOC from 77% to 80%
 To increase the performance of all Special Education Students on the Reading/English Language Arts STAAR EOC from 41% to 60%.
 To increase the performance of all English Language Learners Students on the Reading /English Language Arts STAAR EOC from 38% to 60%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	State Assessment,	Curriculum Assessment, System Safeguards	Inclusion, Curriculum sequencing/pacing, Data informed instructional placement, Differentiation to meet needs, Ongoing monitoring of instruction by administration, Resource allocation, Accountability Processes	Academic Performance, Learning Time Student Engagement Teacher Quality	Reading / ELA	Provide multiple supports for Creative Writing & Practical Writing Classes prior to enrollment in English I or II . Provide Reading I, II, and III for low performing students to improve student comprehension and lexile scores; Promote after school and Super Saturday tutorials; Use sheltered Instruction for ELLs. Differentiate instruction based on students' need; select a differentiated instructional strategy per month and implement in the classroom; Continue integrating technology (Phase III of Chrome books) in the classroom (Eng. I & II) to improve students'	ETAS IHQT CNA	08/16/2016	08/21/2017	Master Schedule, Class Roster, student's schedule; Tutorial List;

TIA COMPONENTS - SCHOOLWIDE PROGRAM

CNA	Comprehensive Needs Assessment	SIPI	Strategies to Incr. Parental Inv.
RS	Reform Strategies	TRAN	Transition
IHQT	Instruction by HQ Teachers	TDMRA	Teacher Decision-Making Reg. Assmt
HQPD	HQ Professional Development	ETAS	Eff & Timely Assistance to Students
SAHQT	Strategies to Attract HQ Teachers	CI	Coordination and Integration

TIA COMPONENTS - TARGETED AREA

PR	Use Pgm Resources to meet St stdrs	IHQT	Prov Instr by HQ Teachers
SIP	Incorp into School Impr Plan	HQPD	HQ Professional Develp
EMIS	Use Effec Methods & Instr Stra	SIPI	Stra to Incr Parental Involv
REP	Coord with & supp Reg Edu Pgm	FSLP	Coord & Int Fed St & Loc srv & Pgms



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Goal 1.1 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [English/Reading/Writing]
Data Analyzed To Determine Need TAPR, AMAOs, PBMAS, STAAR EOC,
Long Range Goal By the year 2018, 83% of the students will reach state standard on the ELA STAAR EOC assessment.
Annual Performance Objective ELA Annual Performance Objective: State Standard 60% To increase the performance of all students on the Reading/English Language Arts STAAR EOC from 77% to 80% To increase the performance of all Special Education Students on the Reading/English Language Arts STAAR EOC from 41% to 60%. To increase the performance of all English Language Learners Students on the Reading /English Language Arts STAAR EOC from 38% to 60%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
						performance. Use TPTs strategies to improve student performance. Ensure proper class placement of Sp. Ed. & 504 students.				

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION SUMMATIVE	STATUS REPORT
1	ALL = All Students who meet criteria, SE = Special Education, ESL = English as a Second Language	Principal, Campus Administrative Team, Counselors, Reading/ELA Department Chair, Creative Writing Teacher	Teacher	Progress Reports, Report cards, Teacher Monitoring	STAAR EOC English I and II scores, Campus Based Assessments, District Benchmarks	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.1 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [English/Reading/Writing]
Data Analyzed To Determine Need TAPR, AMAOs, PBMAS, STAAR EOC,
Long Range Goal By the year 2018, 83% of the students will reach state standard on the ELA STAAR EOC assessment.
Annual Performance Objective ELA Annual Performance Objective: State Standard 60% To increase the performance of all students on the Reading/English Language Arts STAAR EOC from 77% to 80% To increase the performance of all Special Education Students on the Reading/English Language Arts STAAR EOC from 41% to 60%. To increase the performance of all English Language Learners Students on the Reading /English Language Arts STAAR EOC from 38% to 60%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	State Assessment, Completion	Curriculum Assessment, Instruction, System Safeguards, Student Support, Culture/Climate	Active learning, process/pedagogy, Project-based instruction, Technology integration, Use of technology, Extended time for learning, Academic focus,	Academic Performance, Learning Time	Reading / ELA	Implement Grammarly in English Classes; Maximize the various components of the textbook adoption in order to supplement instruction and improve student performance. Continue with PLCs; Incorporate technology into the lesson and continue with Achieve 3000.	CNA IHQT ETAS	08/16/2016	06/01/2017	Lesson Plans, Library Software Program Log in Reports, Classroom Observations, Walk-Thrus, Textbooks

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
2	ALL = All Students SE = Special Education ESL = English as a Second Language	Principal, Campus Administrative Team, Reading/ELA department chair, ELA/Reading Teachers	Instructional Supplies and Materials \$1,263.25[SCE] \$1,411.00 [TITLE 1] Library Books - \$5,000 [TITLE 1]	CBA's, Benchmarks, Progress Reports	STAAR EOC English I and II scores, Campus Based Assessments, District Benchmarks; student's final report card grades.	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal	1.1 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [English/Reading/Writing]
Data Analyzed To Determine Need	TAPR, AMAOs, PBMAS, STAAR EOC,
Long Range Goal	By the year 2018, 83% of the students will reach state standard on the ELA STAAR EOC assessment.
Annual Performance Objective	<p>ELA Annual Performance Objective: State Standard 60%</p> <p>To increase the performance of all students on the Reading/English Language Arts STAAR EOC from 77% to 80%</p> <p>To increase the performance of all Special Education Students on the Reading/English Language Arts STAAR EOC from 41% to 60%.</p> <p>To increase the performance of all English Language Learners Students on the Reading /English Language Arts STAAR EOC from 38% to 60%.</p>

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
3	State Assessment	Curriculum Assessment, Instruction, System Safeguards Student Support, Culture/Climate	Assessment development, Data driven decision making, Active learning, Data driven instructional decisions, Differentiation to meet needs, Data driven/timely/targeted supports, Academic focus	Academic Performance	Reading / ELA	Use Achieve 3000 to increase reading comprehension and lexile scores; Write across the curriculum with a focus on writing mechanics. Generate diagnostic tests to monitor students' progress; . Implement CBA's and District Benchmarks to monitor students' performance in English I, II, and III; Have Middle and High School ELA teachers collaborate in staff development and implement staff development strategies to improve student performance; Co-teach in areas of need.	CNA ETAS IHQT	08/16/2016	06/01/2017	Lesson Plans, Classroom Tests, Walk-Thrus, sitting charts, CBA's, District Benchmarks Achieve 3000 Usage reports

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
3	ALL = All Students SE = Special Education ESL = English as a Second Language	Principal, Campus Administrative Team, Reading/ELA department chair, ELA/Reading Teachers	COMPUTER SUPPLIES \$375.00 [SCE] \$250.00 [TITLE] 1]	Data Reports created by software, teacher generated reports on class breakdown, sitting charts for grouping; DMAC reports	STAAR EOC English I and II scores, Campus Based Assessments, District Benchmarks, School Report Cards	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.1 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [English/Reading/Writing]
Data Analyzed To Determine Need TAPR, AMAOs, PBMAS, STAAR EOC,
Long Range Goal By the year 2018, 83% of the students will reach state standard on the ELA STAAR EOC assessment.
Annual Performance Objective ELA Annual Performance Objective: State Standard 60% To increase the performance of all students on the Reading/English Language Arts STAAR EOC from 77% to 80% To increase the performance of all Special Education Students on the Reading/English Language Arts STAAR EOC from 41% to 60%. To increase the performance of all English Language Learners Students on the Reading /English Language Arts STAAR EOC from 38% to 60%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
4	Completion, State Assessment	Curriculum Assessment, Instruction, System Safeguards; Student Support	Response to Intervention; Differentiated Instruction; Curriculum sequencing/pacing, Data driven decision making, Formative assessment to guide instruction, Active learning, Effective intervention strategies, Academic focus	Academic Performance	Reading / ELA	Use differentiated instruction to meet the needs of special populations; use diagnostic tests to determine students' performance levels and address the needs of the students accordingly.	CNA HQPD IHQT	08/16/2016	06/01/2017	Classroom Observations, Program Reports, Walk-Thrus, PLC Evidence

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
4	ALL = All Students SE = Special Education ESL = English as a Second Language	Principal, Campus Administrative Team, Reading/ELA department chair, ELA/Reading Teachers	TECHNOLOGY AND COMPUTER SUPPLIES \$750.00 CAMPUS WORKBOOKS \$22,881.75 (SCE)	STAAR EOC released tests Teacher Generated Tests Textbook software generated Tests Progress Reports	STAAR EOC English I and II scores, Campus Based Assessments, District Benchmarks	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.1 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [English/Reading/Writing]
Data Analyzed To Determine Need TAPR, AMAOs, PBMAS, STAAR EOC,
Long Range Goal By the year 2018, 83% of the students will reach state standard on the ELA STAAR EOC assessment.
Annual Performance Objective ELA Annual Performance Objective: State Standard 60% To increase the performance of all students on the Reading/English Language Arts STAAR EOC from 77% to 80% To increase the performance of all Special Education Students on the Reading/English Language Arts STAAR EOC from 41% to 60%. To increase the performance of all English Language Learners Students on the Reading /English Language Arts STAAR EOC from 38% to 60%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
5	State Assessment, Completion, Graduation, SPED Representation	Curriculum Assessment, Instruction, System Safeguards; Rigor, Relevance	Collaborative planning Differentiation to meet needs, Resource allocation, Extended time for learning, Accountability Processes; Sheltered Instruction	Academic Performance, Learning Time, Teacher Quality	Reading / ELA	Implement structured interventions throughout the school day and after school to help struggling students to excel such as: 1. Inclusion duties for SPED Teachers and Teacher Aides. 2. Set up after school tutorials, lock-ins, and Super Saturdays that focus on strategies for STAAR EOC for student success [offer incentives] 3. Establish a Tutoring Center for student tutoring on classroom assignments/homework.	CNA IHQT ETAS	08/16/2016	06/01/2017	Classroom Observations, Walk-Thrus, Lesson Plans, Use of Library, Use of Technology.

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
5	SE = Special Education, ESL = English as a Second Language	Principal, Campus Administrative Team, Reading/ELA department chair, ELA/Reading Teachers	EXTRA DUTY PAY \$2,000.00 [SCE] ; \$2,000.00 [TITLE 1] ; \$326.00 [TITLE III] ; \$1,000.00 [RTI] TRANSPORTATION \$750.00 [SCE] \$750.00 [TITLE 1]	STAAR EOC released tests Teacher Generated Tests Textbook software generated Tests Progress Reports	STAAR EOC English I and II scores, Campus Based Assessments, District Benchmarks	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.1 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [English/Reading/Writing]
Data Analyzed To Determine Need TAPR, AMAOs, PBMAS, STAAR EOC,
Long Range Goal By the year 2018, 83% of the students will reach state standard on the ELA STAAR EOC assessment.
Annual Performance Objective ELA Annual Performance Objective: State Standard 60% To increase the performance of all students on the Reading/English Language Arts STAAR EOC from 77% to 80% To increase the performance of all Special Education Students on the Reading/English Language Arts STAAR EOC from 41% to 60%. To increase the performance of all English Language Learners Students on the Reading /English Language Arts STAAR EOC from 38% to 60%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
6	State Assessment, Graduation, SPED Representation	Curriculum Assessment, Instruction, Student Support, System Safeguards	Curriculum sequencing/ pacing, Active learning, Ongoing monitoring of instruction by administration, Project-based instruction, Use of technology, Monitoring of implementationAc countability Processes	Academic Performance, Learning Time, Family / Community Support	Reading / ELA	Utilize various supplies and programs to help students make real world connections in their learning. Incorporate various projects such as vocabulary poster activities and journaling for lesson enhancement.	ETAS IHQT	08/16/2016	06/01/2017	Classroom Observations, Classroom Projects, Lesson Plans, Walk-thrus, Community Involvement

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
6	ESL = English as a Second Language, SE = Special Education	Principal, Campus Administrative Team, Communities in School Representative, Reading/ELA department chair, ELA/Reading Teachers	Teachers	Available resources, Projects, Writing Assignments, TELPAS practice test, progress reports	STAAR EOC English I and II scores, Campus Based Assessments, District Benchmarks	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.1 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [English/Reading/Writing]
Data Analyzed To Determine Need TAPR, AMAOs, PBMAS, STAAR EOC,
Long Range Goal By the year 2018, 83% of the students will reach state standard on the ELA STAAR EOC assessment.
Annual Performance Objective ELA Annual Performance Objective: State Standard 60% To increase the performance of all students on the Reading/English Language Arts STAAR EOC from 77% to 80% To increase the performance of all Special Education Students on the Reading/English Language Arts STAAR EOC from 41% to 60%. To increase the performance of all English Language Learners Students on the Reading /English Language Arts STAAR EOC from 38% to 60%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
7	State Assessment	Instruction; System Safeguards	Active Learning, Differentiation to Meet Needs, Rigorous and Relevant	Academic Performance, Learning Time	Reading / ELA	Exposure to persuasive and expository essays; incorporate Vocabulary Poster Activities for lesson enhancement; co-teaching	ETAS IHQT	08/16/2016	06/01/2017	Lesson Plans, Classroom Observations, Walk-thrus

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
7	ALL = All Students SE = Special Education ESL = English as a Second Language	Principal, Campus Administrative Team, Reading/ELA department chair, ELA/Reading Teachers	Teachers	Class Assignments Essay writing Progress Reports Classroom presentations	STAAR EOC English I and II scores, Campus Based Assessments, District Benchmarks	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.1 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [English/Reading/Writing]
Data Analyzed To Determine Need TAPR, AMAOs, PBMAS, STAAR EOC,
Long Range Goal By the year 2018, 83% of the students will reach state standard on the ELA STAAR EOC assessment.
Annual Performance Objective ELA Annual Performance Objective: State Standard 60% To increase the performance of all students on the Reading/English Language Arts STAAR EOC from 77% to 80% To increase the performance of all Special Education Students on the Reading/English Language Arts STAAR EOC from 41% to 60%. To increase the performance of all English Language Learners Students on the Reading /English Language Arts STAAR EOC from 38% to 60%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
8	State Assessment	Instruction, System Safeguards	Active Learning, Differentiation to Meet Needs, Rigorous and Relevant Instruction	Academic Performance, Learning Time, Teacher Quality; student engagement	Reading / ELA	Implement required readings for all grade levels. Students will be required to read two novels per class. Assess reading comprehension through formative assessments; enhance instruction through the use of Chrome Books technology.	ETAS IHQT TDMRA	08/16/2016	06/01/2017	Lesson Plans, Classroom Observations, Teacher Syllabus, Teacher Class page, Novels, Projects on Novels

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
8	ALL = All Students SE = Special Education ESL = English as a Second Language	Principal, Campus Administrative Team, Reading/ELA department chair, ELA/Reading Teachers	Teachers	Class Assignments, Class Quizzes/Tests, Pieces for Reading, progress reports	STAAR EOC English I and II scores, Campus Based Assessments, District Benchmarks	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.2 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [Math]
Data Analyzed To Determine Need TAPR, AMAOs, PBMAS, STAAR EOC
Long Range Goal By the year 2018, 95% of the students will meet reach state standard for Math STAAR EOC state assessment.
Annual Performance Objective Math Annual Performance Objective: State Standard 60% Increase the performance of all students on the Algebra I STAAR EOC from 91% to 94% Increase the performance of all Special Education Students on the Algebra I STAAR EOC from 61% to 64% Increase the performance of all English Language Learners on the Algebra I STAAR EOC from 72% to 75%

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	State Assessment, SPED and ELL Representation	Curriculum Assessment, Instruction, Culture/Climate, Parent/Community	Integrated/interdisciplinary, Active learning, Differentiation to meet needs, Resource allocation, Technology integration, Use of technology, Academic focus, Relationships, Community involvement,	Academic Performance, Learning Time, Attendance, Inspire calculator strategies	Math [Algebra 1]	Integrate technology using NSPIRE calculators; monitor student attendance and get more parental involvement; Conduct Saturday classes to teach calculator strategies; Differentiate instruction based on students needs. Use TPTs strategies to improve student performance. Ensure proper class placement of Sp. Ed. & 504 students.	CNA IHQT ETAS	08/16/2016	06/01/2017	Classroom Observations, Walk-thrus, , Evaluation Time on Mobile Device

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
1	ALL = All Students	Principal, Campus Administrative Team, Academic Coordinator, Math Department Chair	Teachers	Calculator Use/Mastery of objectives, Lessons, Assignments, Projects	STAAR EOC in Algebra 1 results, Campus Based Assessments, District Benchmarks	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.2 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [Math]
Data Analyzed To Determine Need TAPR, AMAOs, PBMAS, STAAR EOC
Long Range Goal By the year 2018, 95% of the students will meet reach state standard for Math STAAR EOC state assessment.
Annual Performance Objective Math Annual Performance Objective: State Standard 60% Increase the performance of all students on the Algebra I STAAR EOC from 91% to 94% Increase the performance of all Special Education Students on the Algebra I STAAR EOC from 61% to 64% Increase the performance of all English Language Learners on the Algebra I STAAR EOC from 72% to 75%

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	State Assessment	Curriculum Assessment, Instruction, Student Support, Culture/Climate	Alignment- TEKS vertical horizontal, Active learning, Rigor and relevant, Technology integration, Use of technology, Academic focus, High expectations	Academic Performance, Learning Time Student engagement Attendance	Math	Teach calculator strategies for NSPIRE, and CAS NSPIRE systems; Common planning period for Alg. 1 teachers; Professional Learning communities.	ETAS IHQT	08/16/2016	06/01/2017	Lesson Plans, Classroom Observations, Walk-Thrus, Test generated test/quizzes

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION SUMMATIVE	STATUS REPORT
2	ALL = All Students	Principal, Campus Administrative Team, Math Department Chair, Math Teachers	COMPUTER SUPPLIES \$375.00 [SCE] \$250.00 [TITLE 1] TECHNOLOGY SUPPLIES \$750.00 [SCE] CAMPUS WORKBOOK \$22,881.75 [SCE]	Assignments, quizzes/tests, projects, progress reports	STAAR EOC in Algebra 1 results, Campus Based Assessments, District Benchmarks	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.2 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [Math]
Data Analyzed To Determine Need TAPR, AMAOs, PBMAS, STAAR EOC
Long Range Goal By the year 2018, 95% of the students will meet reach state standard for Math STAAR EOC state assessment.
Annual Performance Objective Math Annual Performance Objective: State Standard 60% Increase the performance of all students on the Algebra I STAAR EOC from 91% to 94% Increase the performance of all Special Education Students on the Algebra I STAAR EOC from 61% to 64% Increase the performance of all English Language Learners on the Algebra I STAAR EOC from 72% to 75%

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
3	State Assessment	Curriculum Assessment, Instruction, Student Support, Culture/Climate	Formative assessment to guide instruction, Monitoring/evaluation of quality, Resource allocation, Extended time for learning, Academic focus,	Academic Performance, Learning Time Attendance; Student engagement	Math	Monitor attendance; parental involvement; differentiated instruction. Use test generators, vocabulary poster activities/journaling activities to enhance students' performance.	CNA IHQT ETAS	08/16/2016	06/01/2017	Classroom Observations, Use of Technology Records; Students' projects and activities

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
3	ALL = All Students	Principal, Campus Administrative Team, Math Department Chair, Math Teachers	INSTRUCTIONAL SUPPLIES: \$1,263.25 [SCE] \$1,411.00 [TITLE 1] Library Books \$5,000.00 [TITLE 1]	Data Reports, Generated Tests results, progress reports, teacher observations	STAAR EOC in Algebra 1 results, Campus Based Assessments, District Benchmarks	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.2 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [Math]
Data Analyzed To Determine Need TAPR, AMAOs, PBMAS, STAAR EOC
Long Range Goal By the year 2018, 95% of the students will meet reach state standard for Math STAAR EOC state assessment.
Annual Performance Objective Math Annual Performance Objective: State Standard 60% Increase the performance of all students on the Algebra I STAAR EOC from 91% to 94% Increase the performance of all Special Education Students on the Algebra I STAAR EOC from 61% to 64% Increase the performance of all English Language Learners on the Algebra I STAAR EOC from 72% to 75%

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
4	State Assessment	Curriculum Assessment, Instruction, Student Support,	Improve students performance by targeting students' strengths ad weaknesses. Learner centered instruction; Data driven instructional decisions, Data driven/timely/targeted supports Extended time for learning	Academic Performance, Family / Community Support Learning Time	Math	Implement teacher - co-teaching in struggling classrooms; continue with after school tutorials and Super Saturdays; Hold sessions for calculator strategies on Super Saturdays; Establish a Tutoring Center for student tutorial on classroom assignments/homework. Focus on differentiated instruction to meet students' individual needs; monitor attendance and implement RTI. Provide transportation for after school tutorials.	CNA ETAS IHQT	08/16/2016	06/01/2017	Classroom Observations, Walk-thrus, DMAC reports, Lesson Plans, BM's, CBA's reports, Tutorial Flyers, Tutorial packets

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
4	ALL = All Students	Principal, Campus Administrative Team, Math Department Chair, Math Teachers, Students, and Parents/Guardians	EXTRA DUTY PAY \$2,000.00 [SCE]; \$2000.00 [TITLE I]; \$326.00 [TITLE III], \$1000.00 [RTI] TRANSPORTATION \$750.00 [SCE] \$750.00 [TITLE I]	Class assignments, projects, teacher generated tests/quizzes, tutorial plan of agendas	STAAR EOC in Algebra 1 results, Campus Based Assessments, District Benchmarks	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.3 - Campus Goal# 1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: SCIENCE
Data Analyzed To Determine Need TAPR, AMAOs, PBMAS, STAAR EOC,
Long Range Goal By the year 2018, 98% of the students will reach state standard for Science STAAR EOC state assessment.
Annual Performance Objective Biology Annual Performance Objective: State Standard 60% Increase the performance of all students on the Biology STAAR EOC from 95% to 98% Increase the performance of all Special Education Students on the Biology STAAR EOC from 67% to 70% Increase the performance of all English Language Learners on the Biology STAAR EOC from 80% to 83%

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	State Assessment	Curriculum, Instruction, & Assessment, Student Support, Culture/Climate	Incorporate technology into scope & sequence; Differentiate instruction based on student needs; ,Student centered instruction;	Teacher Quality, Academic Performance	Science	Utilize new technology applications for simulated labs and classroom instruction. Use Scientific Minds, tablets, Brainpop and other online resources that will engage students and improve STAAR EOC performance; Utilize scientific calculator strategies; Implement the latest technology available for science classes; Focus on PLCs, rigor and relevance, and differentiated instruction. Ensure proper placement of Sp. Ed. and 504 students.	ETAS IHQT CNA	08/16/2016	06/01/2017	Incorporating technology applications into lessons, walk-throughs, student use, teacher use

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
1	ALL = All Students	Principal, Campus Administrative Team, Academic Coordinator, Science Department Chair, Science Teachers	Teachers	Assignments , tests , presentations, progress reports	STAAR EOC, Campus Based Assessments, District Benchmarks		No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.3 - Campus Goal# 1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: SCIENCE
Data Analyzed To Determine Need TAPR, AMAOs, PBMAS, STAAR EOC,
Long Range Goal By the year 2018, 98% of the students will reach state standard for Science STAAR EOC state assessment.
Annual Performance Objective Biology Annual Performance Objective: State Standard 60% Increase the performance of all students on the Biology STAAR EOC from 95% to 98% Increase the performance of all Special Education Students on the Biology STAAR EOC from 67% to 70% Increase the performance of all English Language Learners on the Biology STAAR EOC from 80% to 83%

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	State Assessment	Curriculum, Assessment & Instruction, Student Support,	Differentiation to meet needs, Monitor Instruction' Resource allocation, Technology integration.	Academic Performance, Learning Time	Science	Integrate technology applications into lessons; Incorporate technology into scope and sequence; Use differentiated instruction to meet student needs. Continue with STAAR tutorials, Super Saturdays and RTI. Focus on rigor and relevance in the lesson.	CNA ETAS IHQT	08/16/2016	06/01/2017	lesson plans, Observations, Teacher class page Walk-throughs, iPad/tablet Usage

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
2	ALL = All Students	Principal, Campus Administrative Team, Academic Coordinator, Science Department Chair, Science Teachers	Teachers	iPad Use, iPad programs, TABLET use and TABLET Programs logs; Progress reports, teacher observations	STAAR EOC, Campus Based Assessments, District Benchmarks	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.3 - Campus Goal# 1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: SCIENCE
Data Analyzed To Determine Need TAPR, AMAOs, PBMAS, STAAR EOC,
Long Range Goal By the year 2018, 98% of the students will reach state standard for Science STAAR EOC state assessment.
Annual Performance Objective Biology Annual Performance Objective: State Standard 60% Increase the performance of all students on the Biology STAAR EOC from 95% to 98% Increase the performance of all Special Education Students on the Biology STAAR EOC from 67% to 70% Increase the performance of all English Language Learners on the Biology STAAR EOC from 80% to 83%

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
3	State Assessment, SPED Representation	Curriculum, Assessment & Instruction, Student Support	Targeted Instruction focuses on students needs; Formative assessment to guide instruction, Placing students in appropriate classes; adherence to IEP	Academic Performance, Learning Time	Science	Monitor students performance and start early interventions; Mandatory attendance for STAAR tutorials and Super Saturdays; Establish a Tutoring Center for student tutoring on classroom assignments/homework. Pull out program prior to EOC to prepare students for testing; monitor daily attendance to minimize absences.	CNA IHQT ETAS	08/16/2016	06/01/2017	Master Schedule, Class Roster, Student Schedule, Teacher Schedule Absence Reports Tutorial Attendance Report

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
3	ALL = All Students who meet criteria, SE = Special Education, ESL = English as a Second Language	Principal, Campus Administrative Team, Counselors, Science Department Chairs, Science Teachers	EXTRA DUTY PAY \$2000.00 [SCE]; \$2000.00 [TITLE 1]; \$326.00 [TITLE III]; \$1000.00 [RTI] TRANSPORTATION \$750.00 [SCE] \$750.00 [TITLE 1]	Class Syllabus, Roster, Assignments, teacher observations, progress reports, progress monitoring.	STAAR EOC, Campus Based Assessments, District Benchmarks		No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal	1.3 - Campus Goal# 1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: SCIENCE
Data Analyzed To Determine Need	TAPR, AMAOs, PBMAS, STAAR EOC,
Long Range Goal	By the year 2018, 98% of the students will reach state standard for Science STAAR EOC state assessment.
Annual Performance Objective	Biology Annual Performance Objective: State Standard 60% Increase the performance of all students on the Biology STAAR EOC from 95% to 98% Increase the performance of all Special Education Students on the Biology STAAR EOC from 67% to 70% Increase the performance of all English Language Learners on the Biology STAAR EOC from 80% to 83%

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
4	State Assessment	Curriculum, Instruction & Assessment Culture/Climate	Active learning, Differentiation to meet needs, Questioning strategies to guide instruction, Resource allocation, Rigor and relevant, Technology integration, Use of technology, Academic focus	Academic Performance, Learning Time, Teacher Quality, Maximizing Learning opportunities, Daily attendance, student engagement	Science	Differentiated instruction based on students needs; Integrate technology in the classroom; conduct lab activities; vocabulary poster activities, and journaling in order to extend lessons. Use TPTs strategies to improve student engagement and performance.	CNA IHQT ETAS	08/16/2016	08/21/2017	Participation Lab Reports Walk-Thrus Classroom Observations, Student Projects

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
4	ALL = All Students	Principal, Campus Administrative Team, Academic Coordinator, Science Department Chair, Science Teachers	TECHNOLOGY SUPPLIES \$750.00 [SCE] COMPUTER SUPPLIES \$375.00 [SCE] \$250.00 [TITLE 1] INSTRUCTIONAL SUPPLIES \$1,263.25 [SCE] \$1,411.00 [TITLE 1] CAMPUS WORKBOOK \$22,881.75 [SCE] Library Books - \$5,000 [TITLE 1]	Technology Use, Internet, SmartBoard Progress Reports, Student projects, Teacher observations; progress monitoring	STAAR EOC, Campus Based Assessments, District Benchmarks	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.4 - Campus Goal # 1: Student Achievement: Provide consistent quality instruction for all students resulting in improved student achievement: (Social Studies)
Data Analyzed To Determine Need TAPR, AMAOs, PBMAS, STAAR EOC
Long Range Goal By the year 2018, all students 97% of the students will reach state standard for Social Studies STAAR EOC state assessment.
Annual Performance Objective Social Studies Annual Performance Objective: State Standard 60% Increase the performance of all students on the United States History STAAR EOC from 92% to 95% Increase the performance of all Special Education Students on the United States History STAAR EOC from 38% to 60% Increase the performance of all English Language Learners on the United States History STAAR EOC from 78 % to 81%

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	State Assessment	Curriculum Assessment, Instruction System Safeguards	Active Learning Technology Integration, Use of Technology Differentiation to Meet Needs, Rigorous and Relevant, PLCs	Academic Performance, Learning Time, Teacher Quality, Quality Data	Social Studies	Differentiated instruction to improve student performance. Use HP tablets to augment classroom instruction. Use technology such as BLACK BOARD/ED LINE class page, Remind 101, BYOD, for student/teacher/parent communication and instruction enhancement; work collaboratively with librarian and campus IT personnel to develop an online project that ties in with middle school Social Studies curriculum. Use TPTs strategies to improve student engagement and performance. Ensure proper placement of Sp. Ed. & 504 students.	CNA IHQT ETAS HQPD	08/16/2016	06/01/2017	Classroom Observations, Lesson Plans, Walk-Thrus, Classroom Projects, Discussion Posts, Homework Drop boxes, Lab Calendar Sign Up



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.4 - Campus Goal # 1: Student Achievement: Provide consistent quality instruction for all students resulting in improved student achievement: (Social Studies)
Data Analyzed To Determine Need TAPR, AMAOs, PBMAS, STAAR EOC
Long Range Goal By the year 2018, all students 97% of the students will reach state standard for Social Studies STAAR EOC state assessment.
Annual Performance Objective Social Studies Annual Performance Objective: State Standard 60% Increase the performance of all students on the United States History STAAR EOC from 92% to 95% Increase the performance of all Special Education Students on the United States History STAAR EOC from 38% to 60% Increase the performance of all English Language Learners on the United States History STAAR EOC from 78 % to 81%

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
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INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
1	ALL = All Students SE=Special Education	Principal, Campus Administrative Team, Academic Coordinator, Testing Coordinator, Social Studies Department Chair, Social Studies Teachers	TECHNOLOGY SUPPLIES: \$750.00 [SCE] COMPUTER SUPPLIES: \$250.00 [TITLE 1] CAMPUS WORKBOOK \$22,881.75 [SCE]	Teacher Observations, Progress Reports, Discussion posts, and Report Card Grades		STAAR End Of Course, Campus Based Assessments, Benchmarks	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal	1.4 - Campus Goal # 1: Student Achievement: Provide consistent quality instruction for all students resulting in improved student achievement: (Social Studies)
Data Analyzed To Determine Need	TAPR, AMAOs, PBMAS, STAAR EOC
Long Range Goal	By the year 2018, all students 97% of the students will reach state standard for Social Studies STAAR EOC state assessment.
Annual Performance Objective	<p>Social Studies Annual Performance Objective: State Standard 60%</p> <p>Increase the performance of all students on the United States History STAAR EOC from 92% to 95%</p> <p>Increase the performance of all Special Education Students on the United States History STAAR EOC from 38% to 60%</p> <p>Increase the performance of all English Language Learners on the United States History STAAR EOC from 78 % to 81%</p>

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	State Assessment	Instruction, System Safeguards, Student Support, Culture Climate,	Data driven decision making, Data drive/timely/target ed supports, effective intervention strategies, academic focus,	Academic Performance, Quality Data, Learning Time, Teacher Quality, Maximizing Learning Opportunities	Social Studies	Utilize data information while planning lessons so that subgroups such as SPED, and ELLs are prioritized. Desegregate information provided by DMAC and IRIS to help differentiate instruction. Provide PD on effective differentiation. Provide immediate feedback to students; have targeted tutorial pullouts.	CNA IHQT ETAS	08/16/2016	06/01/2017	Classroom Observations, Progress Reports, DMAC, Destiny log in, Lesson Plans, IRIS Reports

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION SUMMATIVE	STATUS REPORT
2	ESL = English as a Second Language, SE = Special Education, ED = Economically Disadvantage	Principal, Campus Administrative Team, Academic Coordinator, Testing Coordinator, Social Studies Department Chair, Social Studies Teachers	COMPUTER SUPPLIES \$375.00 State Assessment [SCE]	Classroom performance; Group/Individual presentations, Power Point Presentations, Analytical /Evaluative Reports, Multimedia, Teacher Observations, Progress Reports Grades, and Report Card	STAAR End Of Course, Campus Based Assessments, Benchmarks, Final report card course average.	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.4 - Campus Goal # 1: Student Achievement: Provide consistent quality instruction for all students resulting in improved student achievement: (Social Studies)
Data Analyzed To Determine Need TAPR, AMAOs, PBMAS, STAAR EOC
Long Range Goal By the year 2018, all students 97% of the students will reach state standard for Social Studies STAAR EOC state assessment.
Annual Performance Objective Social Studies Annual Performance Objective: State Standard 60% Increase the performance of all students on the United States History STAAR EOC from 92% to 95% Increase the performance of all Special Education Students on the United States History STAAR EOC from 38% to 60% Increase the performance of all English Language Learners on the United States History STAAR EOC from 78 % to 81%

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
3	State Assessment	Curriculum Assessment, System Safeguards Instruction, Parent/Community	Curriculum sequencing/pacing, Formative assessment to guide, resource allocation, Specific/timely feedback, High expectations	Academic Performance, Learning Time, student engagement	Social Studies	Teacher monitor student performance, improved parental involvement; STAAR after school tutorials; Establish a Tutoring Center for student tutoring on classroom assignments/homework; classroom remediation.	IHQT ETAS	08/16/2016	06/01/2017	Classroom Observations, Progress Reports, Report Cards, Teacher Generated exams, TEA Online Released Exams, Phone logs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
3	ALL = All Students SE = Special Education	Principal, Campus Administrative Team, Academic Coordinator, Testing Coordinator, Social Studies Department Chair, Social Studies Teachers	INSTRUCTIONAL SUPPLIES \$1,263.25 [SCE]; \$1,411.00 [TITLE 1] EXTRA DUTY PAY \$2,000.00 [SCE] \$2,000.00 [TITLE 1]; \$326.00 [TITLE III]; \$1,000.00 [RTI] TRANSPORTATION 750.00 [SCE] LIBRARY BOOKS \$5,000 [TITLE 1]	Grades, Pre/Post Tests, Teacher observations	STAAR End Of Course, Campus Based Assessments, Benchmarks, Final Report Card Grade	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.4 - Campus Goal # 1: Student Achievement: Provide consistent quality instruction for all students resulting in improved student achievement: (Social Studies)
Data Analyzed To Determine Need TAPR, AMAOs, PBMAS, STAAR EOC
Long Range Goal By the year 2018, all students 97% of the students will reach state standard for Social Studies STAAR EOC state assessment.
Annual Performance Objective Social Studies Annual Performance Objective: State Standard 60% Increase the performance of all students on the United States History STAAR EOC from 92% to 95% Increase the performance of all Special Education Students on the United States History STAAR EOC from 38% to 60% Increase the performance of all English Language Learners on the United States History STAAR EOC from 78 % to 81%

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
4	State Assessment	Curriculum Assessment, System Safeguards, Instruction, Culture/Climate	Sequencing/ pacing, Active learning, Collaborative planning, Rigor and relevant, High expectations, Academic focus,	Academic Performance, Learning Time, Teacher Quality	Social Studies	Implement essay writing and journaling in all classes so that students become effective writers. Use vocabulary poster activities in the hall to emphasize major points; Use technology in the classroom. Work collaboratively with librarian and campus IT personnel to develop an online project that ties in with middle school social studies curriculum.	ETAS IHQT	08/16/2016	06/01/2017	Lesson Plans, Classroom Observations, Classroom Assessments, Classroom Discussion, Cornell Note Models, Teacher Generated Assessments, Essays

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
4	ALL = All Students SE = Special Education	Principal, Campus Administrative Team, Academic Coordinator, Testing Coordinator, Social Studies Department Chair, Social Studies Teachers	Teachers	Teacher Observations, Progress Reports, and Report Card Grades	STAAR End Of Course, Campus Based Assessments, Benchmarks, Final Report Card Grade	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal	1.5 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievements: [ELL]
Data Analyzed To Determine Need	TAPR, AMAOs, PBMAS, STAAR EOC, TELPAS results,
Long Range Goal	By the year 2018, 55 % of ELL students will reach state standard in all STAAR EOC testing areas and will advance at least one proficiency level on TELPAS Assessment..
Annual Performance Objective	Increase the TELPAS proficiency level results for all ELL students to the state required 50% for AMAO 1. AMAO 1: Increase AMAO 1 Progress from 46.9 percent to 50.0% for All LEP Students AMAO 2: Years 1-4 Target 16%: Maintain Attainment at 26.9% or higher; AMAO 2 Attainment (5+ years) Target 30%: Maintain attainment 40.4% or higher.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	State Assessment	Curriculum Assessment & Instruction Student Support, Climate/Culture Parent/Community	Monitoring student's academic progress. , , Effective intervention strategies, Sheltered instruction; differentiated instruction based proficiency levels.	Monitoring Student Progress, Academic Performance, Teacher Quality, Family / Community Support	All Content Areas	Implement phase III of Strategies training; Recongize students through Bilingual Education Scholar Award; Use sheltered instruction strategies commensurate with students' language proficiency; ensure proper student placement in classes; Utilize mini Ipad to enhance instruction; Mentor ELL students through administration and counselors; Focus on the affective domain.	ETAS IHQT	08/16/2016	06/01/2017	Counseling Sessions, Failure Reports, Student Schedule; documentation log.

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
1	ESL = English as a Second Language	Principal, Campus Administrative Team, LPAC Administrator, Counselor, Teachers, and Parents	Administration, Counselors, Teachers	Grade Failure reports, counselor and administrator's log	Number of students meeting standard for STAAR EOC; No. of students advancing from one proficiency level to the next and number of students reaching attainment.	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.5 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievements: [ELL]
Data Analyzed To Determine Need TAPR, AMAOs, PBMAS, STAAR EOC, TELPAS results,
Long Range Goal By the year 2018, 55 % of ELL students will reach state standard in all STAAR EOC testing areas and will advance at least one proficiency level on TELPAS Assessment..
Annual Performance Objective Increase the TELPAS proficiency level results for all ELL students to the state required 50% for AMAO 1. AMAO 1: Increase AMAO 1 Progress from 46.9 percent to 50.0% for All LEP Students AMAO 2: Years 1-4 Target 16%: Maintain Attainment at 26.9% or higher; AMAO 2 Attainment (5+ years) Target 30%: Maintain attainment 40.4% or higher.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	State Assessment	Curriculum, Assessment, & Instruction, Student Support, Climate/Culture	Curriculum sequencing/pacing, Active learning, Differentiation to meet needs, Use of technology, Effective intervention strategies, academic focus, Positive behavior support	Academic Performance, Learning Time	All Content Areas	Utilize Language Acquisition Strategies and Graphic Organizers to show relationships. Use Achieve 3000 to improve reading comprehension and Lexile scores; Emphasize rigor and relevance. Place recent immigrants/arrivals on newly created class - Concepts of English.	CNA IHQT ETAS	08/16/2016	06/01/2017	Lesson Plans, Technology Usage, Master Schedule. Achieve 3000 Report

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
2	ESL = English as a Second Language	Principal, Campus Administrative Team, LPAC Administrator, Academic Coordinator, ESL Teachers	4 FTE's stipend totaling \$3,200.00 [BILINGUAL]	Daily Assignments, Progress Reports, and Quizzes/Tests	STAAR EOC, Campus Based Assessments, District Benchmark's, TELPAS, LAS Links scores	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.5 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievements: [ELL]
Data Analyzed To Determine Need TAPR, AMAOs, PBMAS, STAAR EOC, TELPAS results,
Long Range Goal By the year 2018, 55 % of ELL students will reach state standard in all STAAR EOC testing areas and will advance at least one proficiency level on TELPAS Assessment..
Annual Performance Objective Increase the TELPAS proficiency level results for all ELL students to the state required 50% for AMAO 1. AMAO 1: Increase AMAO 1 Progress from 46.9 percent to 50.0% for All LEP Students AMAO 2: Years 1-4 Target 16%: Maintain Attainment at 26.9% or higher; AMAO 2 Attainment (5+ years) Target 30%: Maintain attainment 40.4% or higher.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
3	State Assessment	Curriculum, Assessment, & Instruction, Student Support	Active learning, Differentiation based on proficiency levels; Effective intervention strategies, academic focus, Positive behavior support	Academic Performance, Student engagement; Targeted instruction	All Content Areas	Utilize prescriptive plans and after school tutorials in order to best serve the ELL population.	CNA IHQT ETAS	08/16/2016	06/01/2017	After school Tutorial sign in sheets; differentiated instruction in the classroom.

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
3	ESL = English as a Second Language	Principal, Campus Administrative Team, LPAC Administrator, Academic Coordinator, ESL Teachers	Computer Supplies \$1,000.00 [BILINGUAL] SUPPLIES AND MATERIALS \$3,338.00 [BILINGUAL] TRANSPORTATION \$1,500.00 [BILINGUAL] Technology Equipment \$1,000.00 [BILINGUAL]	Daily Assignments, Progress Reports, and Quizzes/Tests; oral presentations	STAAR EOC, Campus Based Assessments, District Benchmark's, TELPAS, LAS Links results, Report card grades	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.6 - Campus Goal #1: Student Achievement: Provide consistent quality instruction to all students, resulting in improved student achievement: PEP PROGRAM
Data Analyzed To Determine Need TAPR
Long Range Goal By the year 2018, 100% of all students enrolled in the Pregnancy, Education, and Parenting (PEP) Program will graduate with their respective class;
Annual Performance Objective To maintain the dropout rate at 0% for pregnant and/or parenting students by providing programs that will decrease the dropout rate and increase the graduation/completion rate.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	Completion, Graduation	Instruction, Student Support, Climate/Culture Family/Community	Collaborative planning, Extended time for learning, Academic focus, Inviting/respectful climate, Relationships, Parent/community support	Academic Performance, Learning Time, Family / Community Support	All Content Areas	Identify pregnant/parenting teens and provide access to academic credits.	ETAS HQPD SIPI	08/16/2016	06/01/2017	PEP Program Rosters, PEP Program records; Graduation Rates; Dropout Rates

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
1	AR = At Risk	Campus Counselor, PEP Case Manager, and PEP Coordinatoar	SCE \$ pending Odysseyware and Principals	Actual Enrollment in Program	Course/Credits Completed	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.6 - Campus Goal #1: Student Achievement: Provide consistent quality instruction to all students, resulting in improved student achievement: PEP PROGRAM
Data Analyzed To Determine Need TAPR
Long Range Goal By the year 2018, 100% of all students enrolled in the Pregnancy, Education, and Parenting (PEP) Program will graduate with their respective class;
Annual Performance Objective To maintain the dropout rate at 0% for pregnant and/or parenting students by providing programs that will decrease the dropout rate and increase the graduation/completion rate.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	Completion, Graduation	Instruction, Student Support, Climate/Culture Family/Community	Collaborative planning, Resource allocation, Effective intervention strategies, Inviting/respectful climate, Relationships, Parent/community support	Academic Performance, Learning Time, Family / Community Support	All Content Areas	Provide individual, group, and career counseling and job readiness training.	ETAS IHQT	08/16/2016	06/01/2017	PEP Program Rosters, PEP Program records

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
2	AR = At Risk	Campus Counselor, PEP Case Manager and PEP Coordinator	CATE, Campus Counselors, Teachers, and Parents	Four Year Plan	Overall student performance rate will increase during the 2016/2017 school year.		No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.6 - Campus Goal #1: Student Achievement: Provide consistent quality instruction to all students, resulting in improved student achievement: PEP PROGRAM
Data Analyzed To Determine Need TAPR
Long Range Goal By the year 2018, 100% of all students enrolled in the Pregnancy, Education, and Parenting (PEP) Program will graduate with their respective class;
Annual Performance Objective To maintain the dropout rate at 0% for pregnant and/or parenting students by providing programs that will decrease the dropout rate and increase the graduation/completion rate.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
3	Completion, Graduation	Instruction, Student Support, Climate/Culture Family/Community	Differentiation to meet needs, Resource allocation, Effective intervention strategies, Inviting/respectful climate, Parent/community support	Academic Performance, Learning Time, Family / Community Support	All Content Areas	Provide childcare for the students' children at a childcare facility in close proximity to the campus or their home.	ETAS	08/16/2016	06/01/2017	PEP Program Rosters, PEP Program records

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
3	AR = At Risk	PEP Coordinator , PEP Case Manager, and PEP Secretary	LC, State (CCS), and Restricted Funds	Attendance Rates	Overall student performance will increase during the 2016/2017 school year		No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.6 - Campus Goal #1: Student Achievement: Provide consistent quality instruction to all students, resulting in improved student achievement: PEP PROGRAM
Data Analyzed To Determine Need TAPR
Long Range Goal By the year 2018, 100% of all students enrolled in the Pregnancy, Education, and Parenting (PEP) Program will graduate with their respective class;
Annual Performance Objective To maintain the dropout rate at 0% for pregnant and/or parenting students by providing programs that will decrease the dropout rate and increase the graduation/completion rate.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
4	Completion, Graduation	Student Support, Climate/Culture	Effective intervention strategies, Extended time for learning, Academic focus, Inviting/respectful climate	Academic Performance, Learning Time, Family / Community Support	All Content Areas	Coordinate transportation schedule for students and children of students to and from the campus to ensure attendance in programs.	ETAS	08/16/2016	06/01/2017	PEP Program Rosters, PEP Program records, Bus Request

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
4	AR = At Risk	UISD Director of Transportation and Staff, PEP Coordinator, PEP Case Manager, and PEP Secretary	Federal and LC Agencies	Routes and Attendance	Retention of students		No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.6 - Campus Goal #1: Student Achievement: Provide consistent quality instruction to all students, resulting in improved student achievement: PEP PROGRAM
Data Analyzed To Determine Need TAPR
Long Range Goal By the year 2018, 100% of all students enrolled in the Pregnancy, Education, and Parenting (PEP) Program will graduate with their respective class;
Annual Performance Objective To maintain the dropout rate at 0% for pregnant and/or parenting students by providing programs that will decrease the dropout rate and increase the graduation/completion rate.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
5	Completion, Graduation	Instruction, Student Support, Climate/Culture Family/Community	Collaborative planning, Resource allocation, Effective intervention strategies, Academic focus, Relationships, Parent/community support	Academic Performance, Learning Time, Family / Community Support	All Content Areas	Provide information to qualifying students regarding case management services to include: Medicaid , WIC, CCS, Food Stamps, TANF, Housing, OAG, CLHD, NFP, BCFS, and Prenatal and Postnatal Health Care Providers	ETAS	08/16/2016	06/01/2017	PEP Program Rosters, PEP Program records

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
5	AR = At Risk	PEP Coordinator and PEP Case Manager	Federal, State, and LC Agencies	Number of students who apply for assistance	Increased graduation rates		No Progress



IRIS

Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.6 - Campus Goal #1: Student Achievement: Provide consistent quality instruction to all students, resulting in improved student achievement: PEP PROGRAM
Data Analyzed To Determine Need TAPR
Long Range Goal By the year 2018, 100% of all students enrolled in the Pregnancy, Education, and Parenting (PEP) Program will graduate with their respective class;
Annual Performance Objective To maintain the dropout rate at 0% for pregnant and/or parenting students by providing programs that will decrease the dropout rate and increase the graduation/completion rate.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
6	Completion, Graduation	Instruction, Student Support, Climate/Culture Family/Community	Resource allocation, Effective intervention strategies, Extended time for learning, Academic focus, Inviting/respectful climate, Parent/community support	Academic Performance, Learning Time, Family / Community Support	All Content Areas	Parenting instruction related to knowledge and skills in child development, parenting, and home and family living may be offered through one of the following: Preparation for Parenting, Child Development, Personal and Family Development, Ready-Set-Teach, and Individual/Group Parenting Sessions	ETAS	08/16/2016	06/01/2017	PEP Program Rosters, PEP Program records, course sign in sheets, flyers

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
6	AR = At Risk	PEP Coordinator, PEP Case Manager, Compensatory Education Home Instruction Teachers, Director of Career and Technology, and High School Principals	LC/Classroom teachers	Enrollment	Successful completion of courses.		No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.6 - Campus Goal #1: Student Achievement: Provide consistent quality instruction to all students, resulting in improved student achievement: PEP PROGRAM
Data Analyzed To Determine Need TAPR
Long Range Goal By the year 2018, 100% of all students enrolled in the Pregnancy, Education, and Parenting (PEP) Program will graduate with their respective class;
Annual Performance Objective To maintain the dropout rate at 0% for pregnant and/or parenting students by providing programs that will decrease the dropout rate and increase the graduation/completion rate.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
7	Completion, Graduation	Instruction, Student Support, Climate/Culture Family/Community	Differentiation to meet needs, Effective intervention strategies, Academic focus, Inviting/respectful climate, Parent/community support	Academic Performance, Learning Time, Family / Community Support	All Content Areas	Provide two- four hours of Compensatory Education Home Instruction (CEHI) and two hours of Pregnancy Related Services (PRS) for special education students on a weekly basis during prenatal and/or postnatal periods as determined by their physician	ETAS IHQT	08/16/2016	06/01/2017	PEP Program Rosters, PEP Program records, course sign in sheets, flyers

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
7	AR = At Risk	Campus Principal, PEP Coordinator, PEP Case Manager , and Special Education Director	Compensatory Education Home Instruction (CEHI) Teachers, Special Education Homebound Teachers, Classroom Teachers	Review student files for Pregnancy Related Services (PRS) and Compensatory Education Home Instruction (CEHI) participants	Completion of high school courses required for graduation, Pregnancy Related Services weighted funding of 2.41	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.7 - Campus Goal # 1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: Participation of SAT/ACT preparation opportunities resulting in increased average SAT/ACT scores.

Data Analyzed To Determine Need AP Exam Reports, College Readiness, Collegeboard Reports, Texas Education Agency State Accountability Results

Long Range Goal By the year 2018, our campus will increase the number of participants and the mean score for standardized tests: SAT/ACT.

Annual Performance Objective Increase SAT/ACT Participation from 69% to 72% (2016)
Increase SAT/ACT Performance from 21% to 24% (2016)

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	SAT	Instruction, Student Support, Culture / Climate	Data informed instructional placement, Resource allocation, Rigor and relevant, Academic focus, High expectations	Quality Data Academic Performance Learning Time	Advanced Academics	Offer PSAT classes to the top 30% of the Junior class in the Fall Semester; offer SAT classes for the students that roll over to the Spring Semester.	ETAS CNA IHQT	08/16/2016	06/01/2017	PSAT, SAT, & prep classes offered; Report indicating the number of students testing SAT, and PSAT. PSAT and SAT Score results

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
1	ALL = All Students	Principal, Campus Administrative Team, Counselors, SAT/college readiness teachers	Teachers	Class assignments and projects, student performance	Final results provided by College board with regards to our campus's SAT participation & performance and rates.	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.7 - Campus Goal # 1: Student Achievement: Provide consistent quality instruction for al students, resulting in improved student achievement: Participation of SAT/ACT preparation opportunities resulting in increased average SAT/ACT scores.
Data Analyzed To Determine Need AP Exam Reports, College Readiness, Colledgeboard Reports, Texas Education Agency State Accountability Results
Long Range Goal By the year 2018, our campus will increase the number of participants and the mean score for standardized tests: SAT/ACT.
Annual Performance Objective Increase SAT/ACT Participation from 69% to 72% (2016) Increase SAT/ACT Performance from 21% to 24% (2016)

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	ACT	Instruction, Climate/Culture, Student Support	Data informed instructional placement, Resource allocation, Rigor and relevant, Academic focus, High expectations	Academic Performance, Quality Data	Advanced Academics	Use ACT Prep courses for test preparation for junior students that fall in the next 50% after the top 30%.	CNA ETAS IHQT	08/16/2016	06/01/2017	Number of College Readiness classes offered. Number of students who take ACT Test.

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
2	ALL = All Students	Principal, Campus Administrative Team, Counselors, College Readiness Teachers	Teachers	Class assignments and projects, student performance	Final results provided by College board with regards to our campus's ACT participation & performance rates.	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal	1.8 - Campus Goal # 1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: Increase participation in advanced academic courses with successful completion of AP Exams with qualifying scores of 3 or above and/or completion of college dual credit courses. [Advanced Academics]								
Data Analyzed To Determine Need	AP Exam Reports, Collegeboard Results								
Long Range Goal	By the year 2018, the campus will increase the participation rate in the AP Classes and increase the rate of students meeting qualifying scores [attaining a 3,4,or 5] for AP exams.								
Annual Performance Objective	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Increase AP Examination Participation in ELA from 10% to 13%</td> <td style="width: 50%;">Increase AP Examination Performance in ELA from 24% to 27%</td> </tr> <tr> <td>Increase AP Examination Participation in Mathematics from 2% to 5%</td> <td>Increase AP Examination Performance in Mathematics 54% to 57%</td> </tr> <tr> <td>Increase AP Examination Participation in Science from 4% to 7%</td> <td>Increase AP Examination Performance in Science from 30% to 33%</td> </tr> <tr> <td>Increase AP Examination Participation in Social Studies from 16% to 19%</td> <td>Increase AP Examination Performance in Social Studies from 18% to 21%</td> </tr> </table>	Increase AP Examination Participation in ELA from 10% to 13%	Increase AP Examination Performance in ELA from 24% to 27%	Increase AP Examination Participation in Mathematics from 2% to 5%	Increase AP Examination Performance in Mathematics 54% to 57%	Increase AP Examination Participation in Science from 4% to 7%	Increase AP Examination Performance in Science from 30% to 33%	Increase AP Examination Participation in Social Studies from 16% to 19%	Increase AP Examination Performance in Social Studies from 18% to 21%
Increase AP Examination Participation in ELA from 10% to 13%	Increase AP Examination Performance in ELA from 24% to 27%								
Increase AP Examination Participation in Mathematics from 2% to 5%	Increase AP Examination Performance in Mathematics 54% to 57%								
Increase AP Examination Participation in Science from 4% to 7%	Increase AP Examination Performance in Science from 30% to 33%								
Increase AP Examination Participation in Social Studies from 16% to 19%	Increase AP Examination Performance in Social Studies from 18% to 21%								

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	Advanced Placement	Instruction, Student Support, Climate/Culture	Collaborative planning, Data informed instructional placement, Resource allocation, Rigor and relevant, Effective intervention strategies, High expectations	Academic Performance	For most AP Tested courses	Increase the number of AP CLAR/Trailer courses in the Spring 2017 semester in order to increase participation and performance rates; Promote AP testing early in the Spring Semester. Offer to pay for entire AP exam for students that complete CLAR courses.	RS	08/16/2016	06/01/2017	Master Schedule, walkthroughs, AP Exam Results, student schedules, class rosters

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION SUMMATIVE	STATUS REPORT
1	AP Students	Principal, AP Coordinator, Campus Administrative Team, Counselors, AP Teachers.	Advanced Placement trained teachers will utilize AP books and preparation materials to attain qualifying AP Scores.	AP Exam	AP Exam results provided by College board	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.8 - Campus Goal # 1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: Increase participation in advanced academic courses with successful completion of AP Exams with qualifying scores of 3 or above and/or completion of college dual credit courses. [Advanced Academics]

Data Analyzed To Determine Need AP Exam Reports, Collegeboard Results

Long Range Goal By the year 2018, the campus will increase the participation rate in the AP Classes and increase the rate of students meeting qualifying scores [attaining a 3,4,or 5] for AP exams.

<p>Annual Performance Objective Increase AP Examination Participation in ELA from 10% to 13%</p> <p>Increase AP Examination Participation in Mathematics from 2% to 5%</p> <p>Increase AP Examination Participation in Science from 4% to 7%</p> <p>Increase AP Examination Participation in Social Studies from 16% to 19%</p>	<p>Increase AP Examination Performance in ELA from 24% to 27%</p> <p>Increase AP Examination Performance in Mathematics 54% to 57%</p> <p>Increase AP Examination Performance in Science from 30% to 33%</p> <p>Increase AP Examination Performance in Social Studies from 18% to 21%</p>
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INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	Completion	Curriculum Assessment, Instruction, Student Support, Climate/Culture	Data driven decision making, Monitoring/evaluation of curriculum implementation, Resource allocation, Use of technology, Extended time for learning, Academic focus, High expectations	Academic Performance, Learning Time, Student commitment and engagement	Advanced Academics	Commence the On Ramps UT Dual Enrollment Pre-Cal class; Increase participation in dual enrollment; Provide students with HB1 college via Gold Program; offer TSI Academies/class to 10th graders prior to TSI Testing; offer college TSI prep class for seniors; increase numbers in the Oil/Gas Classes and LCC Nursing Program.	IHQT ETAS	08/16/2016	06/01/2017	Master Schedule, Class Observations, Transcripts Students taking AP Tests

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
2	ALL = All Students	Principal, AP Coordinator, Campus Administrative Team, Counselors, AP Teachers.	Teachers	Teacher observation and assessments	Reports Cards, AP Test Results, AP Reports from College Board	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal	1.9 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [Enrichment Curriculum (CATE, PE, ART, FOREIGN LANGUAGE, YEARBOOK, ROTC)]
Data Analyzed To Determine Need	Number of Career and Technology Education students who obtained industry-recognized certification during 2016-17; PEIMS report identifying Tech Prep Students, Campus Profile
Long Range Goal	By the year 2018, opportunities will be provided for Career and Technology Education students to gain entry-level employment in a high-skill, high-wage job; to have students students enroll in post secondary level institutions of higher learning to continue their education.
Annual Performance Objective	To increase the number of students who participate in Career & Technology Education in order to achieve industry-recognized certification

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	Completion, Graduation	Instruction	Monitoring /evaluation of curriculum, implementation, Collaborative planning, Differentiation to meet needs, Instructional leadership, Resource allocation, Academic focus,	Academic Performance, Learning Time	Enrichment Curriculum (CATE)	Ensure coherent sequence of courses at the Oil and GAS Academy; Expand the opportunities for MOUS certification with regards to MS Office components; focus on the course sequence for endorsements. Introduce new Green Engineering Program by offering a new course - Concepts of Engineering and Technology .	ETAS IHQT	08/16/2016	06/01/2017	Master Schedule, Student Enrollment and Course Completion Reports.

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
1	ALL = All Students	Principal, Campus Administrative Team, Counselors, CTE Teachers	Teachers	Class projects, class lecture. progression through courses; progress reports	Report Cards, Progression through program courses.	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal	1.9 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [Enrichment Curriculum (CATE, PE, ART, FOREIGN LANGUAGE, YEARBOOK, ROTC)]
Data Analyzed To Determine Need	Number of Career and Technology Education students who obtained industry-recognized certification during 2016-17; PEIMS report identifying Tech Prep Students, Campus Profile
Long Range Goal	By the year 2018, opportunities will be provided for Career and Technology Education students to gain entry-level employment in a high-skill, high-wage job; to have students students enroll in post secondary level institutions of higher learning to continue their education.
Annual Performance Objective	To increase the number of students who participate in Career & Technology Education in order to achieve industry-recognized certification

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	Completion, Graduation	Instruction, Culture/Climate Parent/Community	Collaborative planning, Data informed instructional placement, Differentiation to meet needs, Resource allocation, Student centered /empowered, High expectations, Community involvement	Academic Performance, Learning Time	Enrichment Curriculum (CATE)	Initiate the On Ramps UT Dual Enrollment Program for Pre-Calculus' Promote enrollment of the LCC nursing program, Dual Enrollment, and Gold Program; Provide ample opportunities for students to be college ready; Incorporate a review section for the Nursing Program prior to students taking their license exam; Offer a new class (Law Enforcement II) to allow students to obtain certification as a 911 operator.	ETAS IHQT	08/16/2016	06/01/2017	Innovative course application, Master Schedule

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
2	All 12th Grade Students	Principal, Campus Administrative Team, 12th Grade Seniors	Teachers	Class syllabus, projects, and assignments	Report Cards, Progression through the program courses.	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal	1.9 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [Enrichment Curriculum (CATE, PE, ART, FOREIGN LANGUAGE, YEARBOOK, ROTC)]
Data Analyzed To Determine Need	Number of Career and Technology Education students who obtained industry-recognized certification during 2016-17; PEIMS report identifying Tech Prep Students, Campus Profile
Long Range Goal	By the year 2018, opportunities will be provided for Career and Technology Education students to gain entry-level employment in a high-skill, high-wage job; to have students students enroll in post secondary level institutions of higher learning to continue their education.
Annual Performance Objective	To increase the number of students who participate in Career & Technology Education in order to achieve industry-recognized certification

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
3	Graduation, Completion	Instruction, Student Support, Culture/Climate Parent/Community	Active learning, Resource allocation, Self-directed engaged students, Use of technology, Extended time for learning, High expectations, Community involvement	Academic Performance	Enrichment Curriculum (CATE)	Use CTE presentation for program recruitment. Contact parents of CTE students' progress towards the 80% needed for the DAP measure (class of 2017) thereafter, meet student needs regarding HB endorsement pathways (STEM, Business & Industry, Arts & Humanities, Public Services, and Multi-Disciplinary). Increase community service through student certification via VITA program.	ETAS IHQT	08/16/2016	06/01/2017	Walk-thrus, Classroom Observations, Classroom, Participation, Projects, Student success rate, Assessments

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
3	ALL = All Students	Principal, Campus Administrative Team, Counselors, CTE Teachers	CATE DUES \$3,500.00 (CATE) STUDENT TRANSPORTATION \$3,500.00(CATE) STUDENT TRAVEL \$21,374.00 (CATE) SUPPLIES & MATERIALS \$28,000.00 (CATE) MIS.CONTRACTED SERVICES \$2,500.00 (CATE)	Tutorials, and Practices, Library records and usage, DAP measure reports	E-Chalk reports, STAAR EOC results STar Chart		No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal	1.9 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [Enrichment Curriculum (CATE, PE, ART, FOREIGN LANGUAGE, YEARBOOK, ROTC)]
Data Analyzed To Determine Need	Number of Career and Technology Education students who obtained industry-recognized certification during 2016-17; PEIMS report identifying Tech Prep Students, Campus Profile
Long Range Goal	By the year 2018, opportunities will be provided for Career and Technology Education students to gain entry-level employment in a high-skill, high-wage job; to have students students enroll in post secondary level institutions of higher learning to continue their education.
Annual Performance Objective	To increase the number of students who participate in Career & Technology Education in order to achieve industry-recognized certification

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
4	Graduation, Completion	Curriculum Assessment, Instruction, Student Support, Culture/Climate	Daily monitoring of student progress, Active learning, Resource allocation, Extended time for learning, Academic focus	Extended Learning Opportunities, Academic Performance	Enrichment Curriculum (CATE)	Continue to promote more UIL student participation. Continue to improve UIL technology and classroom technology activities that allow students to connect to real life experiences.	ETAS IHQT	08/16/2016	06/01/2017	Classroom observations, Walk-thrus, Technology Use; STar Chart

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE	EVALUATION	SUMMATIVE	STATUS REPORT
4	ALL = All Students	Principal, Campus Administrative Team, Counselors, CATE Department Chair, CATE Teachers	<u>COMPUTER SUPPLIES \$5,000.00 (CATE)</u> <u>MIS. OPERATING COSTS \$29,280.00 (CATE)</u>	DATA Report CTE Sign-in Sheets CTE Presenters	CTE Student enrollment and student participation; UIL participation; Teachers will submit grade of student receiving an articulated measure; MOUS Certification rates; Endorsement pathways.		No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal	1.9 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [Enrichment Curriculum (CATE, PE, ART, FOREIGN LANGUAGE, YEARBOOK, ROTC)]
Data Analyzed To Determine Need	Number of Career and Technology Education students who obtained industry-recognized certification during 2016-17; PEIMS report identifying Tech Prep Students, Campus Profile
Long Range Goal	By the year 2018, opportunities will be provided for Career and Technology Education students to gain entry-level employment in a high-skill, high-wage job; to have students students enroll in post secondary level institutions of higher learning to continue their education.
Annual Performance Objective	To increase the number of students who participate in Career & Technology Education in order to achieve industry-recognized certification

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
5	State Assessment	Curriculum Assessment	Daily Monitoring of Student Progress, Monitoring of Implementation (PD)	Academic Performance	Physical Education	Administer Fitness Gram during the Fall Semester in order to comply with STATE and FEDERAL laws; Promote a healthy lifestyle for all students.	IHQ	08/16/2016	06/01/2017	Fitness GRAM teacher logs

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION	STATUS REPORT
5	ALL = All Students	Principal, Campus Administrative Team, Physical Education Teachers	Teachers	Mile Test Sit ups Curl Ups	Final Results for Fitness GRAM Test	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.9A - Campus Goal #1: Student Achievement:: Provide consistent quality instruction to all students, resulting in a reduction of the dropout rate and and increase in the school's graduation rate.
Data Analyzed To Determine Need TAPR
Long Range Goal By the year 2018, 97.5% percent of students enrolled at John B. Alexander High School will graduate. By the year 2018, the dropout rate will decrease to 0.4%.
Annual Performance Objective Increase the graduation rate from 96.8% to 97%. Decrease the dropout rate from 0.6% to 0.5%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	Dropout Completion Graduation	Instruction, Student Support, Culture / Climate, Parents / Community	Collaborative planning, Extended time for learning, Academic focus, Inviting/ respectful climate; Relationships, Parent/ community Support.	Academic Performance, Learning time, Family/Community Support	Dropout Reduction	Monitor Student Attendance; Principal's Plan of Action, Attendance contract	ETAS IHQT	08/16/2016	06/01/2017	Attendance Contracts, Principal's Plan of Action Attendance Rates

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
1	AR = At Risk	Campus Counselor,	Campus counselors, Teachers, Parents, School Administrators	Attendance Rates, Attendance Contracts Principal's Plan of Action	Overall students' attendance	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 1.9A - Campus Goal #1: Student Achievement:: Provide consistent quality instruction to all students, resulting in a reduction of the dropout rate and and increase in the school's graduation rate.
Data Analyzed To Determine Need TAPR
Long Range Goal By the year 2018, 97.5% percent of students enrolled at John B. Alexander High School will graduate. By the year 2018, the dropout rate will decrease to 0.4%.
Annual Performance Objective Increase the graduation rate from 96.8% to 97%. Decrease the dropout rate from 0.6% to 0.5%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	Completion Graduation	Instruction, Student Support Climate/Culture/Family/Community	Collaborative planning, Extended time for learning, Academic focus, inviting/respectful, climate Relationships Parent/Community support	Academic Performance, Learning Time, Family/Community Support	Graduation Rate	Provide access to credit recovery during Summer School and through Odysseyware.	ETAS IHQT	08/16/2016	06/01/2017	Odysseyware Roster

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
2	AR = At Risk	Campus Counselor, Teachers	Campus Counselors, Teachers, Administrators, Parents	Four Year Plan	Overall graduation rate will increase during the 2016/17 school year.	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 2 - Campus Goal #2: A Safe and Nurturing Environment: Provide a safe, nurturing, positive, and secure learning environment for students and staff. [Safe Schools]
Data Analyzed To Determine Need Tyler Discipline Report of Campus Referrals
Long Range Goal By the year 2018, alternative placement and expulsion discipline referrals will be reduced to 1% of the student population
Annual Performance Objective To reduce campus discipline referrals by 3%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	Discipline	Discipline Culture / Climate	Academic Focus High Expectations Inviting / Respectful Climate	School Climate, Family / Community Support	Safe Schools	Continue using PBIS coordinator, gang facilitator, and LCDC counselor to de-escalate student situations; Continue using PBIS strategies to promote a safe environment and decrease discipline referrals; set students' behavioral expectations; have administrators and staff be more visible during passing periods.	ETAS	08/16/2016	06/01/2017	Master Schedule, Class Roster, Classroom Observation, Walk-thoughts; # of discipline referrals

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
1	ALL = All Students	Principal, Campus Administrative Team, Counselors, High School 101 Teachers	Administration	Class Rosters, Progress Reports, Class Presentations; Discipline Referrals	Report Cards; Tyler Discipline Reports	No Progress



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Campus Improvement Plan 2016-2017

AHS - JOHN B ALEXANDER HIGH SCHOOL

Goal 2 - Campus Goal #2: A Safe and Nurturing Environment: Provide a safe, nurturing, positive, and secure learning environment for students and staff. [Safe Schools]
Data Analyzed To Determine Need Tyler Discipline Report of Campus Referrals
Long Range Goal By the year 2018, alternative placement and expulsion discipline referrals will be reduced to 1% of the student population
Annual Performance Objective To reduce campus discipline referrals by 3%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	Discipline	Discipline Culture / Climate	Academic Focus Inviting / Respectful Climate Safe and Orderly School with Effective Discipline Management	School Climate Family / Community Support	Safe Schools	Communities in School will work with students to decrease the number of discipline referrals by targeting the behavioral problem by conferencing with students on a one to one basis, monitoring attendance, and providing incentives to parents to attend monthly meetings.	SIPI ETAS	08/16/2016	06/01/2017	Number of Student Conferences, Sign In Sheets, CIS Program Records, Attendance Records

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
2	AR = At Risk	CIS Site Coordinator	CIS Site Coordinator, school counselor, administration	Progress Reports, Discipline Referrals, Attendance reports	Report Cards, Discipline Reports	No Progress



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Goal 3 - Campus Goal #3: Family Involvement and Community Engagement: Promote community partnership and parent involvement. [Parental Involvement]
Data Analyzed To Determine Need Campus based parental activities sign-in rosters
Long Range Goal By the year 2018, 94% of all students will be represented at parent activities.
Annual Performance Objective To increase the percentage of students represented at campus based parental activities from 89% to 91%.

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	Information	Parents / Community	Community involvement, Parent/community organizations, Parent/community support, Parent involvement	Family / Community Support	Parent Involvement	Recruit Parent Volunteers; Use Remind 101 and School Messenger to improve parental communication, participation and involvement during school functions and student related activities; Provide parental/student access to Tyler; Coordinate with feeder schools to increase parental involvement.	SIPI	08/16/2016	06/01/2017	Monthly Meeting flyers, Parent sign in sheets, Agendas from Meetings. School Messenger and web site, Remind 101, Parent Portal, Progress Reports

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
1	ALL = All Students, Parental Community, School Community Members	Principal, Campus Administrative Team, Counselors, Academic Coordinator, Testing Coordinator.	TITLE 1- PARENTAL INVOLVEMENT SUPPLIES \$780.00 TITLE 1-TRANSPORTATION \$2,000.00	Parental attendance at meetings and school functions such as Bulldog night, Meet the Teacher Night, Freshman Orientation, Breakfast with the Principal and other monthly activities/meetings.	Percentage of parents attending school sponsored activities, events, and school informational meetings; Percent of parent volunteers.	No Progress



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Goal 4 - Campus Goal # 4: Human Capital: To ensure employee recruitment, development, support and retain effective teachers, principals, and other instructional staff: [Qualified employees]
Data Analyzed To Determine Need Certification
Long Range Goal By the year 2018, all students will be taught by highly qualified teachers.
Annual Performance Objective To maintain the percentage of highly qualified teachers at 100%

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
1	State Assessment	Curriculum Assessment, Instruction, Student Support, Climate/Culture Parent/Community	Monitoring/evaluation of curriculum implementation, Collaborative planning, Targeted professional development [pd] with support, High expectations, Professional learning communities	Academic Performance, Teacher Quality	All Content Areas	Establish a Campus Curriculum Advisory Committee to review curriculum and make recommendation; Conduct professional development at the campus level; Implement strategies learned in the classroom to maximize students' learning opportunities; Use Remind 101, E-mail, and department meetings to improve communication. Use TPTs strategies in the classrooms.	IHQT HQPD	08/16/2016	06/01/2017	Consultant Professional Development; Classroom instruction delivery showing differentiated instruction; Lesson Plans

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
1	AR = At Risk ESL = English as a Second Language G/T = Gifted and Talented SE = Special Education 504 = Section 504 Mig = Migrant ED = Economically Disadvantage	Principal, Campus Administrative Team, Teachers	Teachers, Administrators, Attendance Office	Consultant Work Teacher Lesson Plan Students' academic performance Progress Reports	Staar EOC Results Report Card grades Course work credits earned	No Progress



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Data Analyzed To Determine Need Certification
Long Range Goal By the year 2018, all students will be taught by highly qualified teachers.
Annual Performance Objective To maintain the percentage of highly qualified teachers at 100%

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
2	Completion	Student Support, Parents / Community	Specific/timely feed back, Data driven/timely/targeted supports, Academic Focus	Academic Performance, Teacher Quality	All Content Areas	Continue teacher planning and collaboration during planning conferences; continue PLCs in all core areas to identify curriculum strengths and weaknesses; Offer relevant professional development. Continue with T-TESS training and Teacher goal setting to improve teacher performance in the classroom. Have Middle School and High School ELA teachers collaborate in staff development to improve student performance.	HQPD	08/16/2016	06/01/2017	PLC's meetings; Teacher meetings during conferences; RTi documentation

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
2	Teachers	Principal, Campus Administration Team	Administration and Teachers	District provided ADOBE Connect, Failure Reports, Administrator generated checklist; Progress monitoring	Decrease number of referrals to Special Education by implementing proper RTI procedures, Report Cards, Teacher Planning and Collaboration	No Progress



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Data Analyzed To Determine Need Certification
Long Range Goal By the year 2018, all students will be taught by highly qualified teachers.
Annual Performance Objective To maintain the percentage of highly qualified teachers at 100%

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
3	Completion	Instruction	Data Driven Instructional Decisions, Resource Allocation	Academic Performance, Teacher Quality	All Content Areas	Continue having the Academic Coordinator plan and coordinate support services for students at risk of failing; continue having the testing coordinator plan and coordinate all state assessment logistics to include accommodations for special populations; Continue employing 5 highly qualified teachers, 3 computer lab aides and 1 instructional teacher aide; Offer teachers the resources to be successful.	CI	08/16/2016	06/01/2017	Master schedule, teacher assignments, class rosters, lab usage, instructional usage, other duties as assigned

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	FORMATIVE EVALUATION	SUMMATIVE	STATUS REPORT
3	ALL = All Students	Principal, Campus Administration Team, Counselors, Department Chairs, Teacher, Faculty and Staff	Salaries: 7 FTE's \$283,447.39 [SCE] 3 FTE's \$240,370.00 [TITLE 1]	On going instruction will be done with these highly qualified employees in place; Students' performance on progress reports; teacher observations	STAAR EOC, Report cards	No Progress



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Goal	4 - Campus Goal # 4: Human Capital: To ensure employee recruitment, development, support and retain effective teachers, principals, and other instructional staff: [Qualified employees]
Data Analyzed To Determine Need	Certification
Long Range Goal	By the year 2018, all students will be taught by highly qualified teachers.
Annual Performance Objective	To maintain the percentage of highly qualified teachers at 100%

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
4	State Assessment	Instruction	Collaborative Planning, Active Learning Resource Allocation	Academic Performance, Teacher Quality, Leadership Effectiveness	All Content Areas	Continue with technology training sessions during the school year to keep current with Google Applications, Chrome books, GMAIL, and BLACKBOARD/ED LINE implementation.	HQPD	08/16/2016	06/01/2017	Teacher sign in sheets, Meeting Agendas, Technology Usage Reports

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION		STATUS REPORT
				FORMATIVE	SUMMATIVE	
4	ALL = All Students	Principal, Campus Administration Team, Counselors, Department Chairs, Teacher, Faculty and Staff	Teachers, Librarian, Administration, District Coordinators	Ongoing opportunities for learning and collaboration via the PLC's and Technology	End of the year progress with the number of teachers who incorporate technology beyond the basic functions in the classroom	No Progress



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Data Analyzed To Determine Need Certification
Long Range Goal By the year 2018, all students will be taught by highly qualified teachers.
Annual Performance Objective To maintain the percentage of highly qualified teachers at 100%

INIT #	AREA TARGETED	MAJOR SYSTEMS	COMPONENTS	CRITICAL SUCCESS FACTORS	CONTENT AREA	STRATEGIES, INITIATIVES AND REDESIGN	TIA COMP SCHOOL WIDE	START DATE	PROJECTED COMP. DT	EVIDENCE OF IMPLEMENTATION
5	State Assessment	Instruction	Collaborative Planning, Active Learning Resource Allocation	Academic Performance, Teacher Quality, Learning Time	All Content Areas	Provide teachers with professional development training on differentiating instruction and TPTs techniques/strategies. Incorporate philosophy from Total Participation Techniques by Persida & William Himmele. Continue with Professional Learning Communities development and staff development sessions. Provide professional development on effective ELL strategies to be used in the classroom.	HQPD	08/16/2016	06/01/2017	Teacher sign in sheets, Meeting Agendas, PLC Agendas, Teacher lesson plans

INIT #	POPULATION	PERSON (S) RESPONSIBLE	RESOURCES BUDGET / HUMAN	EVALUATION	STATUS REPORT	
				FORMATIVE	SUMMATIVE	
5	ALL = All Students	Principal, Campus Administration Team,, Department Chairs, Teacher	Professional Development Consultants \$5,000.00 TITLE 1 Professional Development Supplies \$5,000.00 TITLE 1	Teachers' observations; student performance; progress reports; Instruction differentiation reflected in lesson plans; improved teacher motivation.	STAAR EOC, Report cards	No Progress