



Campus Improvement Plan School Year: 2017-2018

AHS - JOHN B ALEXANDER HIGH SCHOOL

Principal: Ernesto Sandoval, Jr.

Assistant Principals: Eva Calcaneo, Associate Principal (9th)
Elvira C. Gaona, Magnet Dean
Eduardo Garza
Selina Gomez
Priscilla Leija
Carlos Valdez
Isabel Valdez
Michele Lopez Wendy Reyes [AC]

Mission: The mission of John B. Alexander High School is to prepare our students for the changes and challenges of the future, which belongs to them. In order to succeed in this mission, our school must provide a positive and safe climate, set high expectations, include innovative and technologically advanced instruction, measure academic effectiveness in all areas, and improve interaction amongst the home and community.

Vision: Our vision at John B. Alexander High School is to become a Blue Ribbon School.



**Campus Improvement Plan
School Year: 2017-2018**

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Committee Signatures

11/29/2017






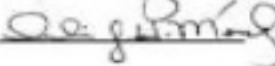
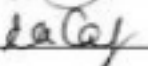
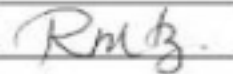
IRIS
Campus Improvement Plan
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Committee Signatures

Principal: ERNESTO SANDOVAL, JR.

SBDM COMMITTEE MEMBERS

| | |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| ERNESTO SANDOVAL, JR.  | ROBERTO "Bobby" CRUZ  |
| ELVIRA GACNA  | DELIA MENDEZ  |
| EVA CALCANEO  | EDUARDO BUSTOS _____ |
| WENDELYN REYES _____ | MARIA DALLY _____ |
| SONYA GARCIA _____ | REBECCA MARTINEZ  |



NCLB Comprehensive Needs Assessment 2017-2018

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.
- Purchase software for Reading programs.
- Incorporate writing proficiency skills across the curriculum.

Strategies :

- Purchase ED Helper online literature program to increase Reading comprehension.
- Purchase Triand on-line Reading Bank to create STAAR Practice tests for in class use or tutorials and to desegregate data to address weak objectives.
- Use Chromebooks for Reading programs such as Achieve 3000, Reading Plus, and Virtual Mind Reading to improve lexile scores.
- Collaborate with Social Studies Department by having the Social Studies Department incorporate an English Novel that corresponds to their timeline.
- Provide targeted tutorials for LEP, Sp. Ed. students, Section 504, and dyslexia and at risk populations.
- Collaborate with other departments to incorporate writing proficiency skills across the curriculum. .
- Utilize district benchmarks, CBAs , formal and informal classroom assessments to monitor students' academic progress.
- Differentiate instruction for English Language Learners to improve students' academic performance.
- Provide appropriate, individualized, intensive instruction to Sp.Ed. /Section 504 & dyslexia students to enable them to perform at comparable levels to their peers.
- Set-up spiraling vocabulary word wall to increase and reinforce vocabulary words.
- Continue with Professional Learning Communities and administering common assessments to students.
- Use web-based Noredink free version writing program to improve writing mechanics.

Data Sources :

- TAPR /Desegregate Data, Reviewed STAAR Reporting categories 1 &2, Teacher observation/input
- Teacher Common Assessments, CBA's and Benchmarks - Desegregate Data; Campus Survey



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CURRICULUM, INSTRUCTION & ASSESSMENT: MATH

Needs :

- Differentiate instruction with emphasis on ELLs, At Risk, Special Education students, and student participants in Section 504.
- Projection to increase Level III on STAAR assessment, AP Exam scores from 3 to 4 and College Readiness assessments (TSI, SAT, ACT).
- Upgrade/replace smartboards and Ipads.
- Work with counselor/counseling department to provide a prescriptive scheduling (no more than 5 SSI students per class)
- Have certified math teachers co-teach in classrooms with 10 or more SSI students.
- Replace obsolete technology and communicate needs for new equipment to those in charge, including support staff.

Strategies :

- Provide appropriate, individualized intensive instruction to Special Education/Section 504 students to enable them to perform at comparable levels to their peers.
- Differentiate instruction for English Language Learners by scaffolding instruction using sheltered instruction strategies.
- Provide Algebra 1 EOC tutorials for all students after school to increase percent of students meeting state standards.
- Use CBAs, District Benchmarks and teacher made assessments to monitor students' academic performance and adjust instruction accordingly.
- Offer a stipend for teachers willing to co-teach SSI students.
- Use and Teach Nspire calculator strategies.
- Use Total Participation Techniques to increase rigor & relevance and student engagement.
- Continue the Professional Learning Communities and administering common assessments to students.
- Provide Big Ideas in Geometry workbook to students enrolled in Geometry Class.
- Interval monitoring of students academic performance.

Data Sources :

- TAPR, Classroom Assessment Data/Result, District Benchmark and CBA Data Results
- Teacher observation/input; PLC Department meetings data, Campus Survey



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CURRICULUM, INSTRUCTION, & ASSESSMENT: SCIENCE

Needs :

Include Special Education Inclusion teachers in the Professional Learning Communities.
Incorporate a tutorial student/parent/teacher agreement for special populations.
Adhere to the ELL Plan for Success.

Strategies :

Invite special education inclusion teachers attend the weekly Professional Learning Community meetings to help service students better.
Provide appropriate, individualized, intensive instruction to Sp.Ed/Section 504 students to enable them to perform at comparable levels to their peers.
Utilize and analyze results of district benchmarks, CBAs, formal and informal classroom assessments to monitor students' academic progress and adjust instruction accordingly; use computer software programs.
Provide targeted tutorials for LEP, Sp.Ed. students, Section 504, and at risk population; monitor students' academic performance and to reach academic success in EOC assessments and subject areas.
Differentiate instruction based on students' proficiency levels using sheltered instruction strategies.
Utilize different learning styles to ensure that all learners reach academic success in EOC assessments and subject areas.
9 week monitoring to fidelity of ELL Plan for Success.

Data Sources :

TAPR, CBA Results, District Benchmarks, Teacher Assessments
Tutorial Sign In Sheets, Teacher Observations/Input, Campus Survey



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CURRICULUM, INSTRUCTION & ASSESSMENT: SOCIAL STUDIES

Needs :

Teacher consistency in content areas to develop expertise.
 Rotate teachers for tutorials to differentiate instruction.
 Greater communication within department besides the principal's requirement.
 Parental Communication -Letter to parents requiring selected students to attend tutorials.
 Balanced classes.

Strategies :

Maintain teachers in same teaching subject to create expertise in subject area.
 Work Collaboratively through PLCs by subject specialty.
 Implementation of Fundamental Five to differentiate instruction for all special populations; monitor student progress utilizing district BMs, CBAs, and teacher made assessments.
 Implement STAAR tutorials with different teachers to assist student with different needs.
 Improve communication within the department thru PLCs; Use technology applications.
 Written communication to parents of need for student to attend STAAR tutorials based on benchmark data and class grades. +
 Balance classes in Master Schedule between Fall and Spring courses.
 Have a US History Social Studies Carnival prior to EOC STAAR exam.
 Provide targeted tutorials for LEP, Sp.Ed. students, Section 504 and at risk population.
 Utilize district benchmarks, CBAs, formal and informal classroom assessments to monitor students' academic progress.
 Collaborate with English Dept. by having SS department incorporate an English historical novel that corresponds to a timeline in history.

Data Sources :

CBA Results; Benchmarks,
 TAPR, Bi-weekly PLC meetings, teacher observation/walkthroughs, Teacher Input, Campus Survey



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

Needs :

- Increase academic vocabulary, academic language, and social language.
- Increase students Lexile scores to improve reading comprehension and academic performance.
- Purchase Interactive Software such as Pearson TELL, a tablet delivered language proficiency assessment.
- Deliver lessons that incorporate all language domains – listening, speaking, reading, and writing
- Have same planning period for ESL teachers to plan and collaborate on best practices for ELLs.
- Provide ESL students course advancement opportunities.

Strategies :

- Provide opportunities in the classroom for students to interact with one another and vocalize; set up vocabulary word wall in classroom; offer oral interpretation class.
- Use new Reading Online Program Achieve 3000 to improve students' Lexile levels.
- Use sheltered instruction strategies to differentiate instruction based on student's language proficiency level.
- Use Pearson TELL (Test of English Language Learning) software as an interactive assessment to identify and diagnose proficiency levels and students' abilities and skills.
- Develop Instructional Collaborative Projects with emphasis on Reading, speaking, writing and listening.
- Incorporate same planning period for ESL teachers in Master Schedule.
- Offer credit recovery for ELL students behind on credits through Oddeyseyware.
- Use district benchmarks and CBA's, including teacher classroom assessment to monitor ELL students' progress and adjust instruction.
- Provide STAAR Tutorials to prepare ELLs for EOC and Tutoring Center for class work assistance.
- Continue partnership with CATE BIM I & II classes to assist English Dept. with writing strategies to improve ELLs EOC performance.
- Set-up spiraling vocabulary word wall to increase and reinforce vocabulary words.

Data Sources :

- TAPR, TELPAS Report, District Benchmarks, CBAs
- Tutorial Sign in Sheets, Achieve 3000 report, Teacher observation/input, Campus Survey



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

Needs :

- Promote more students taking AP TESTS
- Offer Art History and Art Appreciation classes.
- Create more awareness of dangers of Social Media through CATE classes.
- Help more students recover credits through online classes (ex. – Students who are habitually absent.)
- Collaboration between core and enrichment classes to improve students' academic performance.
- Make Odysseyware Program accessible to more students.

Strategies :

- Create a class for Social Media awareness and Parental Sessions on the dangers of social media such as Snapchat, Twitter, Instagram.
- Offer elective/vocational classes in cosmetology, plumbing, HVAC (air conditioning).
- Create an audio visual class that can record teacher uploading lessons and manage web page (flip classroom).
- Provide same planning for English I & II teachers and BIM I & II teachers.
- Collaboration between the ELA and CATE departments on instructional strategies to improve students' academic performance on EOCs.
- Monitor students academic performance.
- Upon approval, make Odysseyware Program available to students in need.

Data Sources :

2017 Accountability Summary, Texas Accountability Performance Report, Teacher Input, College Board AP Reports, Campus Survey



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CURRICULUM, INSTRUCTION & ASSESSMENT: GRADUATION RATE/DROPOUT RATE

Needs :

- Create a Bulldog mentorship that will track the students' progress towards graduation starting with the 9th grade.
- Develop a Master List of all REMIND 101 users and participants on campus.
- Create a Homeroom Session to establish positive relationships with students.
- Focus on attendance data.
- Foster supportive relationships to ease transitions from middle school to high school (incoming 9th graders).
- Establish a Teachers' Understanding Freshmen First Mentorship Program.
- Assist homebound students' dropout rate.
- Set up a computer in the hall way by the main entrance so that attendance officers can monitor more effectively tardies and absences.
- Increase attendance rates from 95% to 96%.
- Closely monitor students' attendance rate and grades and use RTI to improve students' academic performance.

Strategies :

- Establish a T.U.F.F. Style Mentorship for Teacher/Student relationship to monitor that students are on track to graduate.
- Create a Homework Center to assist students at risk of failing with homework tutoring/assistance.
- Create a Homeroom session the first 20 minutes of the day to host club meetings and get more students involved.
- Provide 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.
- Create a pilot program with the core areas to offer online instruction by having teachers video his/her lecture; provide Power Point Presentations; and assignments used to supplement instruction for students that are habitually absent; concepts covered are in general and the teacher can use these assignments for grades.

Data Sources :

TAPR, 2016-17 Campus Data Profile, TEA 2016 Accountability Rating, Graduation/Dropout Rate, Attendance Data, STAAR Tutorial Attendance, Campus Survey



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CURRICULUM, INSTRUCTION & ASSESSMENT: ADVANCED ACADEMICS

Needs :

- Greater 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.
- 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 rate and scores in both Advanced Placement and HBI for state accountability.
- Provide Chromebooks or android tablets for everyone enrolled in House Bill 1.
- More student participation in College Board AP Examinations and encourage students to strive for qualifying AP scores (3, 4, and 5)
- Provide more students with HB1 college courses, including online courses, Gold program, and dual credit classes.
- To assist student payment with AP exam.

Strategies :

- Implement the UT on RAMPS Physics Class for the Fall and Spring Semester.
- 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
- Start the Advanced curriculum in the 9th grade campus by allowing 9th graders who meet eligibility criteria to participate in AP courses.
- Make available a payment plan to students taking AP exam for those students not able to pay in lump sum.

Data Sources :

TAPR, CBA/Benchmark Data; AP College Board on Line reports ; Teacher Input, Campus Survey



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CURRICULUM, INSTRUCTION, & ASSESSMENT: SAT/ACT

Needs :

Mobile ready teacher class page

Encourage all departments to have students register on site for SAT/ACT testing (all students).

Increase student participation of SAT/ACT preparation opportunities resulting in increased average of SAT/ACT Scores.

Provide accessible technology to utilize online resources.

Get sufficient licenses and vouchers to service students.

Strategies :

Teachers will utilize impactful interactive resources to improve students' performance.

Provide additional scholarship opportunities for students.

Provide online prep resources (ACT online Prep) and strategic structured Learning Path (complete follow thru).

Communicate with parents through newsletter, Remind 101 and School Messenger testing opportunities for students.

Data Sources :

TAPR, College Board AP School Summary Report, College Board SAT College Readiness Report, 2015-16 Campus Improvement Plan, Campus Survey



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SCHOOL CONTEXT AND ORGANIZATION

Needs :

- Provide additional support for new teachers.
- Improve communication between administration and staff.
- Maintain a safe physical environment and secure outside doors.
- Promote school safety.
- Increase communication with Department chairs in development of master schedule.
- Minimize the number of students arriving late.
- Replace outdated cameras.
- Timely submission of work orders for proper school maintenance.
- Limit the number of visitors delivering lunches.
- Enforce that students' park in their assigned space and that all students have a permit.

Strategies :

- Provide mentors for new teachers, training on discipline procedures, and PLC trainings.
- Monitor and enforce that students' park in their assigned spaces and account for all parking spaces and number students' parking space.
- Increase K-9 sweeps to random weekly visits to deter students from bringing drugs to school.
- Communication through monthly calendars and Remind 101.
- Use Raptor System to screen all visitors.
- Conduct weekly tardy sweeps.
- Replace analog cameras with digital cameras.

Data Sources :

TAPR, 2015-16 Review of Campus CIP, Discipline Reports, Teacher Input/Discussion on campus needs, including Mentor support for new teachers, Campus Survey



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STUDENT ACHIEVEMENT

Needs :

- Ensure student success.
- Introduce students to their own data.
- Increased rigor and relevance.
- Increase UIL academic participation.
- Increase student participation in AP Exam.
- Differentiate instruction.
- Encourage more peer tutoring for students in need.

Strategies :

- Develop and implement an improvement plan that focusses on the weaknesses identified after data analysis (students will chart their own data).
- Provide Professional development with emphasis on increasing critical thinking skills in instruction and teacher data dives.
- Increase communication with middle school administrators during vertical alignment meetings regarding students' needs/deficiencies.
- Identify subgroups such as ELLs, Sp. Ed., GT, 504 and at risk to ensure student success.
- Provide school tutorials for EOC testing areas, core and enrichment classes.
- Provide prescriptive tutorials for LEP and Sp. Ed. Students.
- Provide community service hours for peer tutors.
- Increase incentives for students who attend tutorials – for example – extra points, homework pass, drop the lowest grade, etc.
- Have teachers analyze student data from DMAC, benchmarks, and CBA's and incorporate RTI
- Teach students the levels of rigor.
- Have students taking AP classes .

Data Sources :

TAPR, District Benchmarks, CBA's, Failure Reports, Teacher input, Campus Survey



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STAFF QUALITY AND RETENTION: (QUALIFIED EMPLOYEES)

Needs :

- Recruit well trained and qualified teachers.
- Increase the number of teachers with ESL/Bilingual Certification.
- Additional professional development in areas of need to include best practices and differentiated instruction.
- Additional technology training.
- Celebrate teachers' and student body accomplishments and provide incentives.
- Provide an effective mentoring program for new teachers.
- Have same planning periods for new teachers and mentors.
- Provide classroom safety training.

Strategies :

- Recruit and hire certified teachers in subject area being taught when vacancies occur.
- Provide Stra-tiques training to meet the needs of ELLs to new teachers.
- Recognize teachers' successes and accomplishment at monthly meetings, including perfect attendance every 9 weeks.
- Improve Mentor Program for new teachers by allowing new teacher to shadow teachers for one day.
- Professional development in Google documents and other software.

Data Sources :

TAPR, Teacher Input/Discussion; Teachers' personal experiences; Mentor Program , Campus Survey



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DEMOGRAPHICS

Needs :

- Reduce the number of at risk students.
- Improve student attendance and reduce tardies to improve the campus attendance rate.
- Increase the number of students graduating under Distinguished Level of Achievement Plan.
- Improve the number of AP exams and scores.
- Address the gaps in test scores, graduation rate, and college entrance rates for special populations.
- Outreach to recent immigrants/recent arrival parents.
- Reduce the number of students leaving to TAMIU STEM Program.
- Lower the student teacher ratio in all testing areas.
- Increase Dual enrollment and number of AP exams.
- Adhere to effective curriculum aligned to state standards and assessments that incorporates higher-order thinking.

Strategies :

- Provide STAAR EOC tutorials and tutoring center for all students (after school & Super Saturdays).
- Promote a school wide focus on English language development and consistent language support services for Recent Immigrants/Arrivals.
- Provide staff development to maintain a well-trained staff.
- Provide reading instruction that focusses on phonics, phonemic awareness, reading fluency, vocabulary and reading comprehension for recent immigrants/arrivals.
- Set-up spiraling vocabulary word wall to increase and reinforce vocabulary words in all core areas.
- Commence the Advanced Curriculum Program at the 9th grade campus to afford 9th graders that meet criteria the opportunity to partake in AP exams.
- Provide early interventions to students.
- Use teacher recommendation to increase student participation in dual enrollment classes and AP exams.

Data Sources :

TAPR, Campus Demographic Profiles, AP College Board On Line Reports; Daily Attendance Monthly Summary, Campus Survey



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SCHOOL CULTURE AND CLIMATE: (SAFE SCHOOLS)

Needs :

- Adhere to the Student Code of Conduct.
- Enforce dress code.
- Decrease the number of students in the hall way by ensuring that all students have a hall pass.
- Decrease the number of absences with repeat offenders.
- A system in place for school functions.
- Credit recovery classes.
- Be proactive and have a supportive attitude that focuses on prevention. PBIS strategies.
- Professional development on deescalating challenging behavior.
- Encourage every student to be part of a school organization.
- Communicate and share the school's vision and mission to prepare students for the changes and challenges of the future.

Strategies :

- Implement a hall pass system where the pass has the teacher's name and have security officers take note of how many times they see the teachers' name per block.
- Implement parent shadowing for students who have 5 absences or more.
- Disseminate weekly calendar to all teaching staff to improve planning and communication.
- Establish an in-house GED Program to send students that are at risk especially those struggling with attendance.
- Maintain the cafeteria clean by having students pick up their trays during lunch.
- Use intervention to deescalate students' challenging behavior to maximize learning opportunities.
- Encourage students to be courteous and respectful to teachers, security guards, and support staff.
- Be more consistent by having teachers and administrators conduct morning dress codes checks.
- School events will go through the Activity Coordinator.
- Make Oddeseyware classes available .
- PBIS strategies.
- Promote different school organization to the student body.

Data Sources :

- TAPR Report, Discipline Reports, Attendance Reports, PBIS Strategies, Campus Survey



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TECHNOLOGY

Needs :

- Parent tutorials.
- Acquire additional computer labs and mobile devices
- Maximize the use of on line course content for textbooks available on line
- To improve student performance
- Increase the use of technology in the classroom
- Additional professional development in the use of technology devices and applications.
- Provide training on content specific applications for use with IPADS, Chromebooks and computers to enhance classroom instruction.
- Communicate with students, parents, faculty, and staff.
- Access to content specific online assessments.
- Introduce concept of a “flipped classroom”.

Strategies :

- Implement and increase parent tutorials on computer programs used in the classroom setting (Edline, Google apps, & Tyler)
- Provide content specific professional development applications that can be used in the classroom to improve student performance.
- Provide teachers with professional development on the use of Google applications.
- Develop a comprehensive strategy to implement technology in core and enrichment subjects.
- Offer college level courses using teachers who have a Master's Degree.
- Utilize online student assessments.
- Use Remind 101.
- Delivering instruction online outside of the classroom and using the time in school to review key concepts and student homework.

Data Sources :

- TAPR, Teacher Observations/input, Classroom teacher inventory discussion of needs and software availability, Campus Survey



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FAMILY AND COMMUNITY INVOLVEMENT (FAMILY/PARENTAL INVOLVEMENT)

Needs :

- Increase parent utilization of Tyler Parent Portal
- Increase parent and community involvement in school-related activities.
- Raise awareness/exposure of events that are happening across campus.
- Increase technology use, including social media and classic news media, to improve family, teacher/ community relationships.

Strategies :

- Provide ongoing training for parental/student access to TYLER.
- Utilize School Messenger, Remind 101, Google accounts, email, and campus web site to reach all stake holders, including feeder campuses regarding events, performances, competitions, etc.
- Create video by Film Club for Google You tube channel to promote campus programs and feature performances.
- Publicize campus success notifications by club sponsors to media.
- Improve communication between sponsors and activity coordinator to ensure campus calendar is complete and club activities are posted and announced via multiple resources.
- Create "Bulldog" video.
- Create the "Why I like Being a Bulldog"
- Celebrate with families and school community the accomplishments of the students and staff of John B. Alexander High School.

Data Sources :

- Sign in Sheets of Parent Bulldog Night and Meet the Teacher Night and other school events; Monthly Activity Calendars/School Newsletter; Newspaper articles of school related events; Usage of Parent Portal, Campus Survey



IRIS

Campus Improvement Plan 2017-2018

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, PBMAS, STAAR EOC, LOCAL ASSESSMENTS

Long Range Goal By the year 2019, 78% of the students will reach state standard on the ELA STAAR EOC assessment.

Annual Performance Objective ELA Annual Performance Objective: State Standard 60%
 All students from 75% to 78%. ELL students from 26% to 46% Dyslexia Students from 38 % to 58 %.
 SE students from 31% to 50% Migrant Students: N/A 504 Students from 36 % to 56 %.

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|-------------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------|--------------------------------------------|--------------------|
| 1 | State Assessment, | Curriculum Assessment, System Safeguards | Accountability Process, Data Informed Instructional Placement, Focus on High Impact Strategies, Monitoring Process | Academic Performance, Learning Time Student Engagement Teacher Quality | Reading / ELA | Campus - Include Reading intervention classes in Master Schedule to improve reading comprehension and lexile scores; Purchase ED Helper online literature program to increase reading comprehension; Utilize the New Reading Online Program Achieve 3000; Have the Social Studies Department incorporate an English novel that ties in to their timeline into their curriculum; Incorporate writing proficiency skills across the curriculum; Reinforce writing mechanics by offering Creative Writing and Practical Writing classes to students in need. | 9 ETAS 1 CNA | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Master Schedule, Achieve 3000 Usage Report | |

TIA COMPONENTS - SCHOOLWIDE PROGRAM

- | | | | |
|----------|-----------------------------------|---------|-------------------------------------|
| 1 CNA | Comprehensive Needs Assessment | 6 SIPI | Strategies to Incr. Parental Inv. |
| 2 RS | Reform Strategies | 7 TRAN | Transition |
| 3 IHQT | Instruction by HQ Teachers | 8 TDMRA | Teacher Decision-Making Reg. Assmt |
| 4 HQPD | HQ Professional Development | 9 ETAS | Eff & Timely Assistance to Students |
| 5 SAHQ T | Strategies to Attract HQ Teachers | 10 CI | Coordination and Integration |

TIA COMPONENTS - TARGETED AREA

- | | | | |
|--------|------------------------------------|--------|-------------------------------------|
| 1 PR | Use Pgm Resources to meet St stdrs | 5 IHQT | Prov Instr by HQ Teachers |
| 2 SIP | Incorp into School Impr Plan | 6 HQPD | HQ Professional Develp |
| 3 EMIS | Use Effec Methods & Instr Stra | 7 SIPI | Stra to Incr Parental Invol |
| 4 REP | Coord with & supp Reg Edu Pgm | 8 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, PBMAS, STAAR EOC, LOCAL ASSESSMENTS |
| Long Range Goal By the year 2019, 78% of the students will reach state standard on the ELA STAAR EOC assessment. |
| Annual Performance Objective ELA Annual Performance Objective: State Standard 60% All students from 75% to 78%. ELL students from 26% to 46% Dyslexia Students from 38 % to 58 %. SE students from 31% to 50% Migrant Students: N/A 504 Students from 36 % to 56 %. |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|---------------|---------------|------------|--------------------------|--------------|--------------------------------------|----------------------|------------|------------------|--------------------|
|--------|---------------|---------------|------------|--------------------------|--------------|--------------------------------------|----------------------|------------|------------------|--------------------|

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE | EVALUATION | SUMMATIVE | STATUS REPORT |
|--------|------------|------------------------|--------------------------|-----------|------------|-----------|---------------|
|--------|------------|------------------------|--------------------------|-----------|------------|-----------|---------------|

| | | | | | | | |
|---|--------------------|----------------------------------------------------------------------------------------------------------------------------------|---------|----------------------------------------------------|----------------------------------------------------------------------------------|--|--|
| 1 | ALL = All Students | Principal, Campus Administrative Team, Counselors, Reading/ELA Department Chair, Creative Writing Teachers; ELA/Reading Teachers | Teacher | Progress Reports, Report cards, Teacher Monitoring | STAAR EOC English I and II scores, Campus Based Assessments, District Benchmarks | | |
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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, PBMAS, STAAR EOC, LOCAL ASSESSMENTS |
| Long Range Goal | By the year 2019, 78% of the students will reach state standard on the ELA STAAR EOC assessment. |
| Annual Performance Objective | ELA Annual Performance Objective: State Standard 60% All students from 75% to 78%. ELL students from 26% to 46% Dyslexia Students from 38 % to 58 %. SE students from 31% to 50% Migrant Students: N/A 504 Students from 36 % to 56 %. |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|-------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|-------------------------------------|--------------------|
| 2 | State Assessment, | Curriculum Assessment, Instruction, System Safeguards, Student Support, | Active learning, technology integration; Instructional methodologies | Academic Performance, Learning Time | Reading / ELA | District/Campus - Use Triand on-line Reading Bank to create ELA STAAR Practice tests; Incorporate the English/Reading Southern Region Ed. Program and Dixie Lee which incorporates reading/writing strategies in the CATE curriculum; Use Chromebooks to supplement instruction. Purchase licenses for Noredink Writing program to utilize in the classroom to improve writing skills. | 1 CNA 9 ETAS | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Lesson Plans/Program Usabe Reports. | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE | EVALUATION | SUMMATIVE | STATUS REPORT |
|--------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------|---------------|
| 2 | ALL = All Students, ESL = English as a Second Language, SE = Special Education | Principal, Campus Administrative Team, Reading/ELA department chair, ELA/Reading Teachers | Instructional Supplies and Materials \$1,287.75 [SCE] \$398.75 [TITLE 1] Library Books - \$15,000.00 [TITLE 1] Noredink Lincenses \$5,000 [TITLE 1] | District Benchmarks, CBA's, Progress Reports | | STAAR EOC English I and II scores, Campus Based Assessments, District Benchmarks; student's final report card grades. | |



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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, PBMAS, STAAR EOC, LOCAL ASSESSMENTS |
| Long Range Goal | By the year 2019, 78% of the students will reach state standard on the ELA STAAR EOC assessment. |
| Annual Performance Objective | ELA Annual Performance Objective: State Standard 60% All students from 75% to 78%. ELL students from 26% to 46% Dyslexia Students from 38 % to 58 %. SE students from 31% to 50% Migrant Students: N/A 504 Students from 36 % to 56 %. |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|-------------------------------|--------------------|
| 3 | State Assessment | Curriculum Assessment, Instruction, System Safeguards Student Support, | Data driven decision making, Active learning, Data driven instructional decisions, Differentiation to meet needs of special populations;, Data driven/timely/ interventions, Academic focus | Academic Performance | Reading / ELA | District/Campus -Use the new online Reading Achieve 3000 to increase reading comprehension and lexile scores; Write across the curriculum with a focus on writing mechanics. Generate diagnostic tests using Triand on-line Reading Bank to monitor students' progress; Administer CBA's and District Benchmarks to monitor students' performance in English I and II;; Co-teach in areas of need. | 1 CNA 3 IHQT | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | CBA's and District Benchmarks | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | EVALUATION | FORMATIVE | SUMMATIVE | STATUS REPORT |
|--------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------|
| 3 | ALL = All Students, ESL = English as a Second Language, SE = Special Education | Principal, Campus Administrative Team, Reading/ELA department chair, ELA/Reading Teachers | COMPUTER SUPPLIES \$ 575.00 \$ 269.50 [SCE] [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 | |



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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, PBMAS, STAAR EOC, LOCAL ASSESSMENTS |
| Long Range Goal | By the year 2019, 78% of the students will reach state standard on the ELA STAAR EOC assessment. |
| Annual Performance Objective | ELA Annual Performance Objective: State Standard 60% All students from 75% to 78%. ELL students from 26% to 46% Dyslexia Students from 38 % to 58 %. SE students from 31% to 50% Migrant Students: N/A 504 Students from 36 % to 56 % . |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|------------------|--------------------|
| 4 | State Assessment | Curriculum Assessment, Instruction, System Safeguards; Student Support | Response to Intervention; Differentiated Instruction; Curriculum sequencing/ pacing | Academic Performance | Reading / ELA | Campus - Differentiate instruction for the ELLs according to students' proficiency levels; Provide appropriate, individualized, intensive instruction to Sp. Ed/Section 504 & dyslexia students to enable them to perform at comparable levels to their peers. Provide refresher course in Strategies to meet the needs of ELLs. | 3 IHQT | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Progress Reports | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE EVALUATION | STATUS REPORT |
|--------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------|
| 4 | ESL = English as a Second Language, SE = Special Education, 504 = Section 504 | Principal, Campus Administrative Team, Reading/ELA department chair, ELA/Reading Teachers | TECHNOLOGY (SCE) \$750.00 (TITLE 1) CAMPUS WORKBOOKS \$255.50 (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 | |



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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, PBMAS, STAAR EOC, LOCAL ASSESSMENTS |
| Long Range Goal | By the year 2019, 78% of the students will reach state standard on the ELA STAAR EOC assessment. |
| Annual Performance Objective | ELA Annual Performance Objective: State Standard 60% All students from 75% to 78%. ELL students from 26% to 46% Dyslexia Students from 38 % to 58 %. SE students from 31% to 50% Migrant Students: N/A 504 Students from 36 % to 56 %. |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|-------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|-------------------------|--------------------|
| 5 | State Assessment, | 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 | Campus - Provide structured interventions throughout the school day and after school to help struggling students to include: Inclusion duties for SPED Teachers and Teacher Aides; Set up after school tutorials, lock-ins, and Super Saturdays that focus on strategies for STAAR EOC for student success Tutoring Center for homework assistance. | 1 CNA 9 ETAS | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Tutorial Sign In Sheets | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | EVALUATION | | STATUS REPORT |
|--------|--------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------|
| | | | | FORMATIVE | SUMMATIVE | |
| 5 | ALL = All Students | Principal, Campus Administrative Team, Reading/ELA department chair, ELA/Reading Teachers | EXTRA DUTY PAY \$ 2,250.00 [SCE] ; \$ 2,000.00 [TITLE 1] ; \$ 9,000 [TITLE III] ; \$ 9,000 [RTI] TRANSPORTATION \$ 750.00 [SCE] \$ 500.00 [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 | |



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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, PBMAS, STAAR EOC, LOCAL ASSESSMENTS |
| Long Range Goal | By the year 2019, 78% of the students will reach state standard on the ELA STAAR EOC assessment. |
| Annual Performance Objective | ELA Annual Performance Objective: State Standard 60% All students from 75% to 78%. ELL students from 26% to 46% Dyslexia Students from 38 % to 58 %. SE students from 31% to 50% Migrant Students: N/A 504 Students from 36 % to 56 % . |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|-------------------------|--------------------|
| 6 | State Assessment | 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 implementation | Academic Performance, Learning Time, Family / Community Support | Reading / ELA | Campus - Use instructional materials and supplies and programs to help students make real world connections in their learning experiences. Incorporate various projects such as vocabulary poster activities and journaling for lesson enhancement. Provide more exposure to persuasive and expository essays; incorporate spiraling vocabulary word walls and poster activities and co-teach as needed. | 3 IHQT | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Classroom Observations, | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | EVALUATION | | STATUS REPORT |
|--------|------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------|-------------------------------------------------|----------------------------------------------------------------------------------|---------------|
| | | | | FORMATIVE | SUMMATIVE | |
| 6 | ESL = English as a Second Language, SE = Special Education | Principal, Campus Administrative Team, , Reading/ELA department chair, ELA/Reading Teachers | Teachers | Projects, Writing Assignments, progress reports | STAAR EOC English I and II scores, Campus Based Assessments, District Benchmarks | |



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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, PBMAS, STAAR EOC, LOCAL ASSESSMENTS

Long Range Goal By the year 2019, 78% of the students will reach state standard on the ELA STAAR EOC assessment.

Annual Performance Objective ELA Annual Performance Objective: State Standard 60%
 All students from 75% to 78%. ELL students from 26% to 46% Dyslexia Students from 38 % to 58 %.
 SE students from 31% to 50% Migrant Students: N/A 504 Students from 36 % to 56 %.

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|---------------------|------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------|-------------------------------------------|--------------------|
| 7 | Student Achievement | Instruction; Curriculum Assessment System Safeguards | Rigor and Relevance, Monitoring Student Progress | Academic Performance, and Teacher Quality Instruction Learning | Reading / ELA | District - Implementation of IFP training module for teachers to effectively use in daily classroom activities. | 4 HQPD | 06/17/2017 PROJECTED COMP. DT 05/31/2018 | ERO sign in sheets; classroom observatons | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | EVALUATION | | STATUS REPORT |
|--------|--------------------------------------------------------------------------------|--------------------------------|--------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------|
| | | | | FORMATIVE | SUMMATIVE | |
| 7 | ALL = All Students, ESL = English as a Second Language, SE = Special Education | CIT Director; CIT Coordinators | Teachers | Class Assignments Essay writing Progress Reports Classroom presentations | STAAR EOC English I and II scores, Campus Based Assessments, District Benchmarks | |



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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, PBMAS, STAAR EOC, LOCAL ASSESSMENTS |
| Long Range Goal | By the year 2019, 78% of the students will reach state standard on the ELA STAAR EOC assessment. |
| Annual Performance Objective | ELA Annual Performance Objective: State Standard 60% All students from 75% to 78%. ELL students from 26% to 46% Dyslexia Students from 38 % to 58 %. SE students from 31% to 50% Migrant Students: N/A 504 Students from 36 % to 56 %. |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|---------------------|--------------------------------|------------------------|--------------------------|---------------|-----------------------------------------------------------|----------------------|----------------------------------------------------|---------------------|--------------------|
| 8 | Sped Representation | Instruction, System Safeguards | Differentiation Needs, | Academic Performance, t | Reading / ELA | District -TextHelp to Replace Kurzweil (EOC tested areas) | 8 TDMRA | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | District Benchmarks | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | EVALUATION | | STATUS REPORT |
|--------|------------------------|---------------------------------------------------------------------------------|--------------------------|----------------------------------------------------|----------------------------------------------------------------------------------|---------------|
| | | | | FORMATIVE | SUMMATIVE | |
| 8 | SE = Special Education | Special Ed. Exec. Dir., Special Ed. Dir. Sp. Ed. Coordinators, and HS Principal | Teachers | Formal and Informal assessment Student performance | STAAR EOC English I and II scores, Campus Based Assessments, District Benchmarks | |



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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, PBMAS, STAAR EOC, LOCAL ASSESSMENTS |
| Long Range Goal | By the year 2019, 78% of the students will reach state standard on the ELA STAAR EOC assessment. |
| Annual Performance Objective | ELA Annual Performance Objective: State Standard 60% All students from 75% to 78%. ELL students from 26% to 46% Dyslexia Students from 38 % to 58 %. SE students from 31% to 50% Migrant Students: N/A 504 Students from 36 % to 56 %. |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|----------------------|---------------------------------|------------------------|--------------------------|--------------|---------------------------------------------------------|----------------------|--------------------|---------------------|--------------------|
| 9 | Sp.Ed. Representaton | Data Systems, System Safeguards | Assessment Development | Academic Performance | Reading/ELA | District - Iris SpEd Student Profile (8th to 9th Grade) | 7 TRAN | 08/21/2017 | Campus Iris Reports | |
| | | | | | | | | PROJECTED COMP. DT | | |
| | | | | | | | | 05/31/2018 | | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | EVALUATION | | STATUS REPORT |
|--------|------------------------|-------------------------------------------------------------------------------------------|--------------------------|----------------------------------------|-------------------------------------------------------------------------|---------------|
| | | | | FORMATIVE | SUMMATIVE | |
| 9 | SE = Special Education | IRIS, Sp.Ed .Executive Director, Special Ed. Director, Sp.Ed. Coordinators and Principals | Teachers | Classroom assignments, EOC performance | STAAR EOC performance, District Benchmarks, CBAs, Classroom performance | |



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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, PBMAS, STAAR EOC, LOCAL ASSESSMENTS |
| Long Range Goal | By the year 2019, 78% of the students will reach state standard on the ELA STAAR EOC assessment. |
| Annual Performance Objective | ELA Annual Performance Objective: State Standard 60% All students from 75% to 78%. ELL students from 26% to 46% Dyslexia Students from 38 % to 58 %. SE students from 31% to 50% Migrant Students: N/A 504 Students from 36 % to 56 % . |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|---------------------|-------------------------------------------------------|------------------------------------------------|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|-------------------------------------|--------------------|
| 10 | Student Achievement | Instruction, Curriculum Assessment, System Safeguards | Rigor & Relevance, Monitoring Student Progress | Academic Performance, Teacher Quality Instruction | Implementation of new SMART Notebook Cadre to integrate technology into the curriculum for state assessed subjects. | District -Implementation of new SMART Notebook Cadre to integrate technology into the curriculum for state assessed subjects. | 4 HQPD | 06/26/2017 PROJECTED COMP. DT 05/31/2018 | NCS payment forms; Scope & Sequence | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE | EVALUATION SUMMATIVE | STATUS REPORT |
|--------|--------------------------------------------------------------------------------|------------------------|--------------------------|----------------------------------------------|---------------------------------|---------------|
| 10 | ALL = All Students, ESL = English as a Second Language, SE = Special Education | CIT Director and Staff | Teachers | Technology Integration into Scope & Sequence | EOC STAAR Results; Report Cards | No Progress |



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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, PBMAS, STAAR EOC, LOCAL ASSESSMENTS |
| Long Range Goal | By the year 2019, 78% of the students will reach state standard on the ELA STAAR EOC assessment. |
| Annual Performance Objective | ELA Annual Performance Objective: State Standard 60% All students from 75% to 78%. ELL students from 26% to 46% Dyslexia Students from 38 % to 58 %. SE students from 31% to 50% Migrant Students: N/A 504 Students from 36 % to 56 % . |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|---------------------------------------|-------------------------------------------------------|---------------------------------------|--------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------|------------------|--------------------|
| 11 | State Assessment, Student Achievement | Instruction, Curriculum Assessment, System Safeguards | Student Progress, Homework Assistance | Academic Performance | Reading/ELA | Campus - Provide library extended hours on Wednesdays until 6:00 pm to provide Students with access to library resources and computers; to provide homework tutoring and assistance to students as needed. | 9 ETAS | 08/21/2017 | Sign in Sheets | |
| | | | | | | | | PROJECTED COMP. DT | | |
| | | | | | | | | 05/31/2018 | | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | EVALUATION | | STATUS REPORT |
|--------|--------------------|---------------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------------------------------------|---------------------------------------------------|---------------|
| | | | | FORMATIVE | SUMMATIVE | |
| 11 | ALL = All Students | Principal, Campus Administrative Team, , Reading/ELA department chair, ELA/Reading Teachers | Teachers, Academic Coordinator | Completion of homework assignments; Number of students staying for tutorials | Progress Reports, Report Card Grades, EOC results | No Progress |



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| 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, PBMAS, STAAR EOC |
| Long Range Goal By the year 2019, 95% of the students will reach state standard for Math STAAR EOC state assessment. |
| Annual Performance Objective Math Annual Performance Objective: State Standard 60% All students from 92% to 95% All ELL students from 74% to 77%. 504 Students from 63% to 70%. All SE students from 64% to 67% Migrant students: N/A |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|-------------------|-----------------------------------------------------|----------------------------------------------------------|---------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|------------------------|--------------------|
| 1 | State Assessment, | Curriculum Assessment, Instruction, Student Support | Active learning, Technology integration, Academic focus, | Academic Performance, Learning Time, Student engagement | Math [Algebra 1] | Campus - Use and teach NSPIRE calculator strategies; ; Reinforce NSPIRE calculator strategies during Super Saturdays; Use Total Participation Techniques to engage students in academic learning. Increase rigor and relevance during instruction. | 1 CNA | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Classroom Observations | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE EVALUATION | 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 | |



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| 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, PBMAS, STAAR EOC |
| Long Range Goal By the year 2019, 95% of the students will reach state standard for Math STAAR EOC state assessment. |
| Annual Performance Objective Math Annual Performance Objective: State Standard 60% All students from 92% to 95% All ELL students from 74% to 77%. 504 Students from 63% to 70%. All SE students from 64% to 67% Migrant students: N/A |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------|------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------|------------------|--------------------|
| 2 | State Assessment | Curriculum Assessment, Instruction, Student Support, | Active learning, Rigor and relevance, Technology integration, , Academic focus | Academic Performance, Learning Time Student engagement Attendance | Math | Campus -Purchase Big Ideas in Geometry workbooks and measure student growth; Monitor students' academic performance by using campus based assessments, district benchmarks and CBAs. Provide student remediation thru re-teach and makeup work. | 3 IHQT 10 CI | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Failure Report | |

| 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 \$ 575.00 [SCE] \$ 269.50 [TITLE 1] TECHNOLOGY \$750.00 [SCE] \$255.50 [TITLE 1] 1] CAMPUS WORKBOOK \$ 5,700.00 [TITLE 1] | Assignments, quizzes/tests, projects, progress reports | STAAR EOC in Algebra 1 results, Campus Based Assessments, District Benchmarks | |



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| 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, PBMAS, STAAR EOC |
| Long Range Goal | By the year 2019, 95% of the students will reach state standard for Math STAAR EOC state assessment. |
| Annual Performance Objective | Math Annual Performance Objective: State Standard 60% All students from 92% to 95% All ELL students from 74% to 77%. 504 Students from 63% to 70%. All SE students from 64% to 67% Migrant students: N/A |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------|------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|------------------|--------------------|
| 3 | State Assessment | Curriculum Assessment, Instruction, Student Support, | Student Growth; Formal & Informal Assessments; Progress Monitoring. | Academic Performance, Learning Time Attendance; Student engagement | Math | Campus -Apply sheltered instruction strategies when delivering instruction. Scaffold instruction based on the students' language proficiency levels. Provide appropriate individualized intensive instruction to Special Education Students; Provide small group and/or individualized instruction. | 9 ETAS | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Progress Reports | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE | STATUS REPORT |
|--------|------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------|
| 3 | ESL = English as a Second Language, SE = Special Education | Principal, Campus Administrative Team, Math Department Chair, Math Teachers | INSTRUCTIONAL SUPPLIES:\$1,287.75 \$ 398.75 [TITLE I] | Formal and informal assessments;, progress reports, teacher observations | STAAR EOC in Algebra 1 results, Campus Based Assessments, District Benchmarks | |



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| 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, PBMAS, STAAR EOC |
| Long Range Goal By the year 2019, 95% of the students will reach state standard for Math STAAR EOC state assessment. |
| Annual Performance Objective Math Annual Performance Objective: State Standard 60% All students from 92% to 95% All ELL students from 74% to 77%. 504 Students from 63% to 70%. All SE students from 64% to 67% Migrant students: N/A |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------|-----------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|----------------------------|--------------------|
| 4 | State Assessment | Curriculum Assessment, Instruction, Student Support | Student growth, Student support in areas of need; Extended time for learning | Academic Performance, Increase Learning Time, Student Success | Math | Campus -Promote after school tutorials and Super Saturdays to increase the number of students meeting EOC standards and the number of students getting a Level III. Provide homework assistance in the tutoring center for students who are struggling; Provide after school transportation for students who stay for tutorials; Have teachers co-teach as needed. | 9 ETAS | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Tutorial Attendance Sheets | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE | STATUS REPORT |
|--------|--------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------|
| 4 | ALL = All Students | Principal, Campus Administrative Team, Math Department Chair, Math Teachers, Students, and Parents/Guardians | EXTRA DUTY PAY \$2,250.00 [SCE]; \$2,000.0 [TITLE I] ; \$ [TITLE III], \$ [RTI] TRANSPORTATION \$750.00 [SCE] \$ 500.00 [TITLE I] | Completion of homework assignments and projects, Formal and informal classroom assignments. | STAAR EOC in Algebra 1 results, Campus Based Assessments, District Benchmarks | |



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| 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, PBMAS, STAAR EOC |
| Long Range Goal | By the year 2019, 95% of the students will reach state standard for Math STAAR EOC state assessment. |
| Annual Performance Objective | Math Annual Performance Objective: State Standard 60% All students from 92% to 95% All ELL students from 74% to 77%. 504 Students from 63% to 70%. All SE students from 64% to 67% Migrant students: N/A |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|---------------------------------------|------------------------------|---------------------------------------|--------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------|------------------|--------------------|
| 5 | State Assessment, Student Achievement | Student Support, Instruction | Student Progress, Homework Assistance | Academic Performance | Math | Campus -Provide library extended hours on Wednesdays until 6:00 pm to provide students with access to library resources and computers; to provide homework tutoring and assistance to students as needed. | 9 ETAS | 08/21/2017 | Sign In Sheets | |
| | | | | | | | | PROJECTED COMP. DT | | |
| | | | | | | | | 05/31/2018 | | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE | EVALUATION | SUMMATIVE | STATUS REPORT |
|--------|--------------------|-----------------------------------------------------------------------------|--------------------------------|-------------------------------------------------------------------------------|-------------------------------|--------------------|---------------|
| 5 | ALL = All Students | Principal, Campus Administrative Team, Math Department Chair, Math Teachers | Teachers, Academic Coordinator | Completion of home work assignments; Number of students staying for tutorials | Progress Reports, Report Card | Grades EOC results | No Progress |



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| 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, PBMAS, STAAR EOC, |
| Long Range Goal By the year 2019, 98% of the students will reach state standard for Science STAAR EOC state assessment. |
| Annual Performance Objective Biology Annual Performance Objective: State Standard 60% All students from 95% to 98%. All ELL students from 75% to 78% 504 Students from 74% to 77%. All SE students from 65% to 68%. Migrant students: N/A |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------|-------------------------------------|--------------------------------------------------------------------|-------------------------------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|---------------------------|--------------------|
| 1 | State Assessment | Curriculum, Assessment; Instruction | Progress monitoring; student centered instruction; Differentiation | Academic Performance; Learning Time | Science | Campus - Use district benchmark, CBA, and teacher made assessments to monitor students academic progress and adjust instruction accordingly to master objectives. Provide student centered instruction with hands on projects and activities using research based learning programs that increase the amount and quality of learning time. Integrate computer applications into the scope and sequence. | 2 RS | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | District and CBA results. | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE EVALUATION | 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 | |



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| 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, PBMAS, STAAR EOC, |
| Long Range Goal By the year 2019, 98% of the students will reach state standard for Science STAAR EOC state assessment. |
| Annual Performance Objective Biology Annual Performance Objective: State Standard 60% All students from 95% to 98%. All ELL students from 75% to 78% 504 Students from 74% to 77%. All SE students from 65% to 68%. Migrant students: N/A |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------|-------------------------------------------------------|---------------------------------------------------------------|-------------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|------------------|--------------------|
| 2 | State Assessment | Curriculum, Assessment & Instruction, Student Support | Differentiation to meet needs, Monitor Instruction, Inclusion | Academic Performance, Learning Time | Science | Campus -Provide appropriate, individualized, intensive instruction to Sp. Ed./Section 504 students to enable them to perform at comparable levels to their peers; Invite special education inclusion teachers to attend weekly PLC meetings to help service students better. | 1 CNA 3 IHQT | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Progress Reports | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE | STATUS REPORT |
|--------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------------|----------------------------------------------------------|---------------|
| 2 | SE = Special Education, 504 = Section 504 | Principal, Campus Administrative Team, Academic Coordinator, Science Department Chair, Science Teachers | Teachers | Progress reports; teacher observations | STAAR EOC, Campus Based Assessments, District Benchmarks | |



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| 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, PBMAS, STAAR EOC, |
| Long Range Goal | By the year 2019, 98% of the students will reach state standard for Science STAAR EOC state assessment. |
| Annual Performance Objective | Biology Annual Performance Objective: State Standard 60% All students from 95% to 98%. All ELL students from 75% to 78% 504 Students from 74% to 77%. All SE students from 65% to 68%. Migrant students: N/A |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|---------------------------------------|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|-------------------------|--------------------|
| 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 | Campus -Provide after school tutorials, Super Saturdays, and access to the tutoring center to students in need; Provide targeted tutorials for LEP, Sp. Ed. students, Section 504 and at risk population; Identify students to participate in Pull-Out-Program prior to EOC to provide additional remediation prior to testing. | 9 ETAS | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Tutorial sign in Sheets | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | EVALUATION | | STATUS REPORT |
|--------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------------|
| | | | | FORMATIVE | SUMMATIVE | |
| 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 \$2,250.00 [SCE]; \$2,000.00[TITLE 1]; \$ [TITLE III]; \$ [AI] TRANSPORTATION \$ 750.00 [SCE] \$ 500.00 [TITLE 1] | Class Syllabus, Roster, Assignments, teacher observations, progress reports, progress monitoring. | STAAR EOC, Campus Based Assessments, District Benchmarks | |



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| 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, PBMAS, STAAR EOC, |
| Long Range Goal | By the year 2019, 98% of the students will reach state standard for Science STAAR EOC state assessment. |
| Annual Performance Objective | Biology Annual Performance Objective: State Standard 60% All students from 95% to 98%. All ELL students from 75% to 78% 504 Students from 74% to 77%. All SE students from 65% to 68%. Migrant students: N/A |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------|--------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|------------------|--------------------|
| 4 | State Assessment | Curriculum, Instruction & Assessment | Active learning, Differentiation to meet needs, Rigor and relevance, Technology integration | Academic Performance, Learning Time, Maximizing Learning opportunities, student engagement | Science | Campus - Adhere to ELL Plan for Success and differentiate instruction based on students' proficiency levels using sheltered instruction strategies; Incorporate technology applications into scope and sequence. | 9 ETAS | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Progress Reports | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | EVALUATION | | STATUS REPORT |
|--------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------|
| | | | | FORMATIVE | SUMMATIVE | |
| 4 | ALL = All Students, ESL = English as a Second Language | Principal, Campus Administrative Team, Academic Coordinator, Science Department Chair, Science Teachers | TECHNOLOGY \$750.00 [SCE] \$255.50 [TITLE 1] COMPUTER SUPPLIES \$575.00 [SCE] \$269.50 [TITLE 1] INSTRUCTIONAL SUPPLIES: \$ 1,287.75 [SCE] \$398.75[TITLE 1] | Progress Reports, Student projects, Teacher observations; progress monitoring | STAAR EOC, Campus Based Assessments, District Benchmarks; Report Cards; local/state credits earned toward graduation | |



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| 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, PBMAS, STAAR EOC, |
| Long Range Goal | By the year 2019, 98% of the students will reach state standard for Science STAAR EOC state assessment. |
| Annual Performance Objective | Biology Annual Performance Objective: State Standard 60% All students from 95% to 98%. All ELL students from 75% to 78% 504 Students from 74% to 77%. All SE students from 65% to 68%. Migrant students: N/A |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|---------------------------------------|------------------------------|---------------------------------------|--------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------|------------------|--------------------|
| 5 | State Assessment, Student Achievement | Student Support, Instruction | Student Progress, Homework Assistance | Academic Performance | Science | Campus - Provide library extended hours on Wednesdays until 6:00 pm to provide students with access to library resources and computers; to provide homework tutoring and assistance to students as needed. | 9 ETAS | 08/21/2017 | Sign In Sheets | |
| | | | | | | | | PROJECTED COMP. DT | | |
| | | | | | | | | 05/31/2018 | | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | EVALUATION | | STATUS REPORT |
|--------|--------------------|-----------------------------------------------------------------------------------|--------------------------------|------------------------------------------------------------------------------|---------------------------------------------------|---------------|
| | | | | FORMATIVE | SUMMATIVE | |
| 5 | ALL = All Students | Principal, Campus Administrative Team, Science Department Chair, Science Teachers | Teachers, Academic Coordinator | Completion of homework assignments, Number of students staying for tutorials | Progress Reports, Report Card Grades, EOC results | No Progress |



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| 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 2019, 99% 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% All students from 96% to 99%. All ELL students from 88% to 91%. 504 Students from 91% to 94%. All SE students from 59% to 62% Migrant students: N/A |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------|------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|----------------------------------|--------------------|
| 1 | State Assessment | Curriculum Assessment, Instruction System Safeguards | Active Learning Technology Integration, Communication | Academic Performance, Learning Time, Teacher Quality, Quality Data | Social Studies | Campus - Purchase SIRIUS US History EOC Workbook to prepare students for EOC; Improve communication within the Department thru PLCs. Incorporate technology software applications into the curriculum; Focus on rigor and relevance and student engagement. | 1 CNA | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | PLC sign in sheets; Lesson Plans | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | EVALUATION | | STATUS REPORT |
|--------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------|---------------|
| | | | | FORMATIVE | SUMMATIVE | |
| 1 | ALL = All Students | Principal, Campus Administrative Team, Academic Coordinator, Testing Coordinator, Social Studies Department Chair, Social Studies Teachers | TECHNOLOGY \$750.00 [SCE] 255.50 [TITLE 1] COMPUTER SUPPLIES: \$269.50 [TITLE 1] CAMPUS WORKBOOK \$ \$2,105.00 [TITLE 1] | Teacher Observations, Progress Reports, and Report Card Grades | STAAR End Of Course, Campus Based Assessments, Benchmarks | |



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| 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 2019, 99% 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% All students from 96% to 99%. All ELL students from 88% to 91%. 504 Students from 91% to 94%. All SE students from 59% to 62% Migrant students: N/A |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------|-------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|-----------------------|--------------------|
| 2 | State Assessment | Instruction, Student Support, System Safeguards | Teacher collaboration; Progress monitoring; instructional/academic focus | Academic Performance, Quality Data, Learning Time, Teacher Quality, Maximizing Learning Opportunities | Social Studies | Campus - Improve instruction through PLCs; Develop teacher expertise in subject area; Monitor student progress using District benchmarks, CBAs, and teacher made assessments; Use professional development strategies such as the Fundamental Five to improve instruction delivery. | 4 HQPD | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Benchmark/CBA results | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE EVALUATION | STATUS REPORT |
|--------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------|
| 2 | ALL = All Students | Principal, Campus Administrative Team, Academic Coordinator, Testing Coordinator, Social Studies Department Chair, Social Studies Teachers | COMPUTER SUPPLIES \$575.00 SCE] | Classroom performance; Group/Individual presentations, Teacher Observations, Progress Reports, Grades | STAAR End Of Course, Campus Based Assessments, Benchmarks, Final report card course average. | |



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| 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 2019, 99% 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% All students from 96% to 99%. All ELL students from 88% to 91%. 504 Students from 91% to 94%. All SE students from 59% to 62% Migrant students: N/A |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------|-----------------------------------------------------------------------------------------|-------------------------------------------|---------------------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|-------------------------|--------------------|
| 3 | State Assessment | Curriculum Assessment, Instruction, Student Support Parent/Community, System Safeguards | Student support; timely student feedback, | Academic Performance, Learning Time, student engagement | Social Studies | Campus - Assign different teacher to STAAR tutorials to provide students with different learning strategies; Provide targeted tutorials for ELLs, Sp.Ed./504, and at risk populations; provide classroom assistance to students through tutoring center Communicate to parents the needs of students to attend STAAR tutorials based on benchmark data and class grades. | 9 ETAS | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Tutorial Sign In Sheets | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE EVALUATION | STATUS REPORT |
|--------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------|---------------|
| 3 | ALL = All Students, ESL = English as a Second Language, SE = Special Education | Principal, Campus Administrative Team, Academic Coordinator, Testing Coordinator, Social Studies Department Chair, Social Studies Teachers | INSTRUCTIONAL SUPPLIES \$1,287.75 [SCE]; \$398.75 [TITLE 1] EXTRA DUTY PAY \$2,250.00 [SCE] \$2,000.00 [TITLE 1]; \$ [TITLE III]; \$ [AI] TRANSPORTATION \$750.00 [SCE] TRANSPORTATION \$500.00 [TITLE 1] | Grades, Pre/Post Tests, Teacher observations | STAAR End Of Course, Campus Based Assessments, Benchmarks/CBas, Final Report Card Grade | |



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| 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 2019, 99% 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% All students from 96% to 99%. All ELL students from 88% to 91%. 504 Students from 91% to 94%. All SE students from 59% to 62% Migrant students: N/A |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------|------------------|--------------------|
| 4 | State Assessment | Curriculum Assessment, Instruction, Student Support, System Safeguards | Sequencing/ pacing, Active learning, Collaborative planning, Rigor and relevance, High expectations, Academic focus, | Academic Performance, Learning Time, Teacher Quality | Social Studies | Campus - Collaboration between the Social Studies Dept. and English Dept. to have SS teachers incorporate an English Historical novel into their curriculum that corresponds to a time-line in history; use vocabulary activities and writing strategies to improve student performance. Incorporate technology into the curriculum. | 3 IHQT | 08/21/2017 | Lesson Plans | |
| | | | | | | | PROJECTED COMP. DT | 05/31/2018 | | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE EVALUATION | STATUS REPORT |
|--------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------------------------------------|------------------------------------------------------------------------------------|---------------|
| 4 | ALL = All Students | 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 | |



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| 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 2019, 99% 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% All students from 96% to 99%. All ELL students from 88% to 91%. 504 Students from 91% to 94%. All SE students from 59% to 62% Migrant students: N/A |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|---------------------------------------|------------------------------|---------------------------------------|--------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------|------------------|--------------------|
| 5 | State Assessment, Student Achievement | Student Support, Instruction | Student Progress, Homework Assistance | Academic Performance | Social Studies | Campus - Provide library extended hours on Wednesdays until 6:00 pm to provide students with access to library resources and computers; to provide homework tutoring and assistance to students as needed. | 9 ETAS | 08/21/2017 | Sign In Sheets | |
| | | | | | | | | PROJECTED COMP. DT | | |
| | | | | | | | | 05/31/2018 | | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | EVALUATION | | STATUS REPORT |
|--------|--------------------|-------------------------------------------------------------------------------------------------|--------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------|---------------|
| | | | | FORMATIVE | SUMMATIVE | |
| 5 | ALL = All Students | Principal, Campus Administrative Team, Social Studies Department Chair, Social Studies Teachers | Teachers, Academic Coordinator | Completion of Homework assignments; Number of students staying for tutorials. | Progress Reports, Report Card Grades, EOC results | No Progress |



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Campus Improvement Plan 2017-2018

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, ,PBMAS, STAAR EOC, TELPAS results,

Long Range Goal By the year 2019, 46% of ELL students will reach state standard for all STAAR EOC state assessment and 65% will advance at least one proficiency level on TELPAS.

Annual Performance Objective To increase the percentage of ELL students progressing one proficiency level from 62% to 65% and ELL students with 1-4 years in U.S. schools attaining Advanced High from 37% to 40% and ELL students with 5+ years in U.S. schools attaining Advanced High from 53% to 55%.

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------|------------------|--------------------|
| 1 | State Assessment | Curriculum Assessment & Instruction Student Support, | Monitoring student's academic progress. , , Effective intervention strategies, Sheltered instruction; differentiated instruction based on proficiency levels. | Monitoring Student Progress, Academic Performance | All Content Areas | Campus - Provide opportunities in the classroom for students to interact with one another and vocalize; set up spiraling vocabulary word walls; use sheltered instruction strategies to differentiate instruction based on students' language proficiency levels; Develop instructional Collaborative Projects with emphasis on reading, speaking, writing, and listening; Use district BMs, CBAs and teacher assessments to monitor students' progress and scaffold instruction. | 9 ETAS | 08/21/2017 | Lesson Plans | |
| | | | | | | | | PROJECTED COMP. DT | | |
| | | | | | | | | 05/31/2018 | | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE EVALUATION | STATUS REPORT |
|--------|------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| 1 | ESL = English as a Second Language | Principal, Campus Administrative Team, LPAC Administrator, Counselor, Teachers, and Parents | Administration, Counselors, Teachers | Progress Reports; Grade Failure reports; District BMs and CBAs. | 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. | |



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| 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, ,PBMAS, STAAR EOC, TELPAS results, |
| Long Range Goal By the year 2019, 46% of ELL students will reach state standard for all STAAR EOC state assessment and 65% will advance at least one proficiency level on TELPAS. |
| Annual Performance Objective To increase the percentage of ELL students progressing one proficiency level from 62% to 65% and ELL students with 1-4 years in U.S. schools attaining Advanced High from 37% to 40% and ELL students with 5+ years in U.S. schools attaining Advanced High from 53% to 55%. |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT | | |
|-----------------------|------------------|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------|--|--|
| 2 | State Assessment | Curriculum, Assessment, & Instruction, Student Support, | Curriculum sequencing/ pacing, Active learning, Differentiation to meet needs, Use of technology, Effective intervention strategies, academic focus, | Academic Performance, Learning Time | All Content Areas | Campus -Incorporate same planning period for ESL teachers to effectively plan lessons; Focus on reading comprehension and effective writing strategies that enable students to be successful; | 3 IHQT | 08/21/2017 | Lesson Plans, | | | |
| | | | | | | | | <table border="1" style="margin: auto;"> <tr><td style="text-align: center;">PROJECTED COMP. DT</td></tr> <tr><td style="text-align: center;">05/31/2018</td></tr> </table> | PROJECTED COMP. DT | 05/31/2018 | | |
| PROJECTED COMP. DT | | | | | | | | | | | | |
| 05/31/2018 | | | | | | | | | | | | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE | STATUS REPORT |
|--------|------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------|---------------|
| 2 | ESL = English as a Second Language | Principal, Campus Administrative Team, LPAC Administrator, Academic Coordinator, ESL Teachers | 4 FTE's stipend totaling \$3,900.00 [BILINGUAL] | Daily Assignments, Progress Reports, and Quizzes/Tests | STAAR EOC, Campus Based Assessments, District Benchmark's, TELPAS, LAS Links levels | |



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| 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, ,PBMAS, STAAR EOC, TELPAS results, |
| Long Range Goal By the year 2019, 46% of ELL students will reach state standard for all STAAR EOC state assessment and 65% will advance at least one proficiency level on TELPAS. |
| Annual Performance Objective To increase the percentage of ELL students progressing one proficiency level from 62% to 65% and ELL students with 1-4 years in U.S. schools attaining Advanced High from 37% to 40% and ELL students with 5+ years in U.S. schools attaining Advanced High from 53% to 55%. |

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|--------|------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|---------------------------|--------------------|
| 3 | State Assessment | Curriculum, Assessment, & Instruction, Student Support | Active learning, Differentiation based on proficiency levels; Effective intervention strategies, academic focus, | Academic Performance, Learning Time | All Content Areas | Campus - Use new Reading Online Program Achieve 3000 to improve students' lexile levels; Provide STAAR tutorials to prepare students for EOC and Tutoring Center for class work assistance; Provide immediate interventions as needed. | 9 ETAS | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Achieve 3000 Usage Report | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE | EVALUATION | SUMMATIVE | STATUS REPORT |
|--------|------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------|---------------|
| 3 | ESL = English as a Second Language | Principal, Campus Administrative Team, LPAC Administrator, Academic Coordinator, ESL Teachers | Computer Supplies \$1,030.00 [BILINGUAL] SUPPLIES AND MATERIALS \$ 3,826.00 [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 Levels, Report card grades | | |



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| 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, ,PBMAS, STAAR EOC, TELPAS results, |
| Long Range Goal By the year 2019, 46% of ELL students will reach state standard for all STAAR EOC state assessment and 65% will advance at least one proficiency level on TELPAS. |
| Annual Performance Objective To increase the percentage of ELL students progressing one proficiency level from 62% to 65% and ELL students with 1-4 years in U.S. schools attaining Advanced High from 37% to 40% and ELL students with 5+ years in U.S. schools attaining Advanced High from 53% to 55%. |

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|--------|------------------|-----------------------------------------------------|---------------------------------------------------------------|------------------------------------------------------|---------------|--------------------------------------------------------|----------------------|----------------------------------------------------|----------------------------|--------------------|
| 4 | State Assessment | Instruction, Curriculum Assessment, Student Support | Targeted Professional Development Monitoring Student Progress | Academic Performance, Teacher Quality, Learning Time | Reading / ELA | District - Implement the TELPAS On-line Probes (TOPs). | 9 ETAS | 09/01/2017 PROJECTED COMP. DT 05/31/2018 | Data Reports per six weeks | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE | EVALUATION | SUMMATIVE | STATUS REPORT |
|--------|------------------------------------|------------------------------------------------------------|--------------------------|----------------------------------------|-----------------|-----------|---------------|
| 4 | ESL = English as a Second Language | Bil. Director, HS LAPICS; HS Principals, SPED, Tech Coord. | Title III | Student progress; teacher observation; | TELPAS results. | | No Progress |



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| 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, ,PBMAS, STAAR EOC, TELPAS results, |
| Long Range Goal By the year 2019, 46% of ELL students will reach state standard for all STAAR EOC state assessment and 65% will advance at least one proficiency level on TELPAS. |
| Annual Performance Objective To increase the percentage of ELL students progressing one proficiency level from 62% to 65% and ELL students with 1-4 years in U.S. schools attaining Advanced High from 37% to 40% and ELL students with 5+ years in U.S. schools attaining Advanced High from 53% to 55%. |

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|--------|------------------|-----------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|-----------------------------------|--------------------|
| 5 | State Assessment | Instruction, Curriculum Assessment, Student Support | Targeted Professional development Monitoring Student Progress | Academic Performance, Teacher Quality, Learning Time | Reading / ELA | District - Implement the ESL Supplemental Reading SMART Program for NEWCOMERS at the HS | 4 HQPD 9 ETAS | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | ESL Reading SMART Program Reports | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE | EVALUATION | SUMMATIVE | STATUS REPORT |
|--------|------------------------------------|---------------------------------------------------------------------------------|--------------------------|--------------------------------------------|-----------------|-----------|---------------|
| 5 | ESL = English as a Second Language | Bil. Dept. Directors, HS LAPICS; Principal, Asst. Principals, teachers assigned | Title III | Classroom observations Student Progress | EOC Performance | | No Progress |



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| 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, ,PBMAS, STAAR EOC, TELPAS results, |
| Long Range Goal By the year 2019, 46% of ELL students will reach state standard for all STAAR EOC state assessment and 65% will advance at least one proficiency level on TELPAS. |
| Annual Performance Objective To increase the percentage of ELL students progressing one proficiency level from 62% to 65% and ELL students with 1-4 years in U.S. schools attaining Advanced High from 37% to 40% and ELL students with 5+ years in U.S. schools attaining Advanced High from 53% to 55%. |

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|--------|---------------|---------------------------------------------------------|-----------------------------|------------------------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|----------------------------------------------------------|--------------------|
| 6 | Graduation | Instruction, Curriculum and Assessment, Student Support | Monitoring Student Progress | Academic Performance, Teacher Quality, Learning Time | Foreign Language | District -CADRES will be created for Spanish and French scope and sequence for new adoption; equivalent proficiency assessments created to increase the % of AP scholars. Foreign Language Teachers will receive Chromebooks to facilitate instruction. | 8 TDMRA 3 IHQT | 06/12/2017 PROJECTED COMP. DT 05/31/2018 | Extras Duty Pay Documentation, Scope and Sequence; Exams | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE | STATUS REPORT |
|--------|--------------------|-----------------------------------------------------------------|--------------------------|--------------------------------|------------------------------------------------------------------------------|---------------|
| 6 | ALL = All Students | Bil. Dept. Director, HS LAPICS, HS Principals, Asst. Principals | Administration, Teachers | Proficiency Assessment Results | Number of students taking AP exams and receiving the AP scholar distinction. | No Progress |



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| 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, ,PBMAS, STAAR EOC, TELPAS results, |
| Long Range Goal By the year 2019, 46% of ELL students will reach state standard for all STAAR EOC state assessment and 65% will advance at least one proficiency level on TELPAS. |
| Annual Performance Objective To increase the percentage of ELL students progressing one proficiency level from 62% to 65% and ELL students with 1-4 years in U.S. schools attaining Advanced High from 37% to 40% and ELL students with 5+ years in U.S. schools attaining Advanced High from 53% to 55%. |

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|--------|------------------|-------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|-------------------|--------------------|
| 7 | State Assessment | Instruction, Curriculum & Assessment, Student Support | Targeted Professional Development; Monitoring Student Progress | Academic Performance, Teacher Quality, Learning Time | All content areas | District - Implement the Texas GATEWAY on-line courses by TEA PHASE 1: For ESL certified Secondary Teachers Implementing the ELPs. | 3 IHQT | 06/12/2017 PROJECTED COMP. DT 05/31/2018 | ERO sign in sheet | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE EVALUATION | STATUS REPORT |
|--------|------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------|---------------|
| 7 | ESL = English as a Second Language | Bil. Dept. HS LAPICS, HS Principal/Asst. Principals. Director of Professional Development | ESL certified teachers https://www.texascourses.org/dashboard | Teacher progress toward course completion; Student progress | Course completion. STAAR EOC student performance. | No Progress |



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| 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, ,PBMAS, STAAR EOC, TELPAS results, |
| Long Range Goal By the year 2019, 46% of ELL students will reach state standard for all STAAR EOC state assessment and 65% will advance at least one proficiency level on TELPAS. |
| Annual Performance Objective To increase the percentage of ELL students progressing one proficiency level from 62% to 65% and ELL students with 1-4 years in U.S. schools attaining Advanced High from 37% to 40% and ELL students with 5+ years in U.S. schools attaining Advanced High from 53% to 55%. |

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|--------|------------------|-----------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------|---------------|------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|-----------------------------|--------------------|
| 8 | State Assessment | Instruction, Curriculum Assessment, Student Support | Targeted Professional Development, Monitoring Student Progress | Academic Performance, Teacher Quality, Learning Time | Reading / ELA | District - Provide Professional Development to 9th-12th grade teachers of ELLs (ELITE KIT for ELLs). | 4 HQPD | 08/21/2017 PROJECTED COMP. DT 08/31/2017 | ERO Sign-in-Sheets, Agendas | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE | EVALUATION | SUMMATIVE | STATUS REPORT |
|--------|------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------|---------------------------------|-------------------|----------------------------------------------------------------|---------------|
| 8 | ESL = English as a Second Language | Bilingual Dept. Director, LAPICS HS, HS Principal/Asst. Principals, Director of Professional Development | Title III | Teacher completion of training. | Student progress. | Completion of Teacher Training. STAAR EOC student performance. | No Progress |



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| 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 2019, 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. |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------------|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------|--------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|---------------------------------------------------------------------------|--------------------|
| 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 | District - Identify pregnant/parenting teens and provide access to academic credits; | 9 ETAS 6 SIPI | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | PEP Program Rosters, PEP Program records; Graduation Rates; Dropout Rates | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE EVALUATION | STATUS REPORT |
|--------|--------------|----------------------------------------------------------|-------------------------------------------|------------------------------|--------------------------|---------------|
| 1 | AR = At Risk | Campus Counselor, PEP Case Manager, and PEP Coordinatoor | SCE \$ pending Odysseyware and Principals | Actual Enrollment in Program | Course/Credits Completed | |



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| 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 2019, 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. |

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|--------|------------------------|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------|-------------------------------------------------------------|----------------------|----------------------------------------------------|------------------------------------------|--------------------|
| 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 | District - Provide individual, group, and career counseling | 9 ETAS 3 IHQT | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | 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 2017/2018 school year. | | |



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| 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 2019, 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. |

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|--------|------------------------|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|------------------------------------------|--------------------|
| 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 | District -Provide childcare for the students' children at a childcare facility in close proximity to the campus or their home. | 9 ETAS | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | 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 2017/2018 school year | | |



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| 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 2019, 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. |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------------|----------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|-------------------------------------------------------|--------------------|
| 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 | District -Coordinate transportation schedule for students and children of students to and from the campus to ensure attendance in programs. | 9 ETAS | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | 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 | |



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| 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 2019, 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. |

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|--------|------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|------------------------------------------|--------------------|
| 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 | District -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 | 9 ETAS | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | 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 | |



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| Data Analyzed To Determine Need TAPR |
| Long Range Goal By the year 2019, 100% of all students enrolled in the Pregnancy, Education, and Parenting (PEP) Program will graduate with their respective class; |
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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 | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|-------------------------------------------------------------------------|--------------------|
| 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 | District -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 | 9 ETAS | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | 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. | | |



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| 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 2019, 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. |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|-------------------------------------------------------------------------|--------------------|
| 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 | District -Provide 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 | 9 ETAS 3 IHQT | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | 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 | |



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| 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, Collegeboard Reports, Texas Education Agency State Accountability Results |
| Long Range Goal By the year 2019, JBAHS will increase the number of participants and the mean score for standardized tests: SAT/ACT. |
| Annual Performance Objective Increase SAT/ACT participation from 63% to 66%. To Increase the SAT ELA Performance from 928 to 950. SAT-ACT- To increase the number of students taking the SAT/ACT from 63% tp 66%. To increase the Avg. SAT score from 1406 to 1450. |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|---------------|-------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|---------------------------------------|--------------------|
| 1 | SAT/ACT | Instruction, Student Support, | Data informed Instructional Placement, Resource allocation, Rigor and relevance, Academic focus, High expectations | Academic Performance Learning Time | Advanced Academics | Campus - Increase the number of students taking PSAT classes and ACT Prep courses; Make students aware of testing dates by having teachers and counselors promote SAT/ACT testing; Increase student participation and performance in SAT and ACT testing. | 3 IHQT | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Master Schedule SAT/ACT Registrations | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE | STATUS REPORT |
|--------|--------------------|-----------------------------------------------------------------------------------|--------------------------|-----------------------------------------------------|-----------------------------------------|---------------|
| 1 | ALL = All Students | Principal, Campus Administrative Team, Counselors, SAT/college readiness teachers | Teachers | Class assignments and projects, student performance | Score Report provided by College board. | |



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| 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, Collegeboard Reports, Texas Education Agency State Accountability Results |
| Long Range Goal By the year 2019, JBAHS will increase the number of participants and the mean score for standardized tests: SAT/ACT. |
| Annual Performance Objective Increase SAT/ACT participation from 63% to 66%. To Increase the SAT ELA Performance from 928 to 950. SAT-ACT- To increase the number of students taking the SAT/ACT from 63% tp 66%. To increase the Avg. SAT score from 1406 to 1450. |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|---------------|------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|-------------------------------|--------------------|
| 2 | SAT/ACT | Instruction, Student Support | Data informed instructional placement, Resource allocation, Rigor and relevant, Academic focus, High expectations | Academic Performance, Learning Time | Advanced Academics | Campus -Provide technology hardware to utilize online resources; Provide impactful interactive resources to improve students' performance on the SAT/ACT college entrance exam. Provide on line resources for the College Readiness Classes. | 3 IHQT | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Sat/ACT College Board Results | |

| 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 participation & performance rates. | |



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| 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 2019, JBAHS 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 | Increase AP Examination Participation in ELA from 10.4% to 13.4 % Increase AP Examination Participation in Mathematics from 4.5% to 7.5 % Increase AP Examination Participation in Science from 5.2% to 8.2% Increase AP Examination Participation in Social Studies from 10.8 % to 13.8 % | Increase AP Examination Performance in ELA from 30.6% to 33.6% Increase AP Examination Performance in Mathematics 60.3% to 63.3% Increase AP Examination Performance in Science from 20.9% to 23.9% Increase AP Examination Performance in Social Studies from 19.4% to 22.4% |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|--------------------|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|---------------------------------------|--------------------|
| 1 | Advanced Placement | Instruction, Student Support, Parents / Community | Collaborative planning, Data informed instructional placement, Resource allocation, Rigor and relevance, High expectations | Academic Performance | For most AP Tested courses | Campus - 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 to increase student participation in AP testing. | 2 RS | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Sign in Sheets/Agenda Class Roster | |

| 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 , on-line resources, and preparation materials to attain qualifying AP Scores. | AP Exam | | AP Exam results provided by College board | |



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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 2019, JBAHS 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.

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| <p>Annual Performance Objective</p> <ul style="list-style-type: none"> Increase AP Examination Participation in ELA from 10.4% to 13.4 % Increase AP Examination Participation in Mathematics from 4.5% to 7.5 % Increase AP Examination Participation in Science from 5.2% to 8.2% Increase AP Examination Participation in Social Studies from 10.8 % to 13.8 % | <ul style="list-style-type: none"> Increase AP Examination Performance in ELA from 30.6% to 33.6% Increase AP Examination Performance in Mathematics 60.3% to 63.3% Increase AP Examination Performance in Science from 20.9% to 23.9% Increase AP Examination Performance in Social Studies from 19.4% to 22.4% |
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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 | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|--------------------|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------|-------------------------------------|--------------------|
| 2 | Advanced Placement | Curriculum Assessment, Instruction, Student Support, | Monitoring/evaluation of curriculum implementation, Resource allocation, Use of technology, Academic focus, High expectations | Academic Performance, Learning Time, Student commitment and engagement | Advanced Academics | Campus -Commence the On Ramps UT Dual Enrollment Physics class; Provide students with HB1 college courses, including online courses, Gold Program, and dual credit classes. Make AP courses, CLARS, and AP exams available to freshmen who meet criteria. | 3 IHQT | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Class Rosters AP Testing Rosters | |

| 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; | |



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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 2019, JBAHS 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.

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| <p>Annual Performance Objective Increase AP Examination Participation in ELA from 10.4% to 13.4 % Increase AP Examination Participation in Mathematics from 4.5% to 7.5 % Increase AP Examination Participation in Science from 5.2% to 8.2% Increase AP Examination Participation in Social Studies from 10.8 % to 13.8 %</p> | <p>Increase AP Examination Performance in ELA from 30.6% to 33.6% Increase AP Examination Performance in Mathematics 60.3% to 63.3% Increase AP Examination Performance in Science from 20.9% to 23.9% Increase AP Examination Performance in Social Studies from 19.4% to 22.4%</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 | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|--------------------|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|--------------------|----------------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------|----------------------------------------|--------------------|
| 3 | Advanced Placement | Curriculum Assessment, Instruction, Student Support | Monitoring/ evaluation of curriculum implementation, Resource allocation, Use of technology, Academic focus, high expectations | Academic Performance, Learning Time, Student commitment and engagement | Advanced Academics | Campus - Commence an Advanced Academic Curriculum Program at the 9th grade campus for 50 students. | 3 IHQT 9 ETAS | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Class Rosters Program Enrollment | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | EVALUATION | | STATUS REPORT |
|--------|----------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------------------------|--------------------------------------------------------------|--------------------|
| | | | | FORMATIVE | SUMMATIVE | |
| 3 | Students that meet qualifying criteria | Principal, Asso. Principal, AP Coordinator, Campus Administrative Team, Counselors, AP Teachers | Teachers | Teacher observations; formal and informal assessments | Report Cards, AP Test Results, AP Reports from College Board | No Progress |



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| Goal 1.9 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [Enrichment Curriculum - CATE;PE |
| 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 2019, 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 enrollment 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 and Technology Education who achieve industry-recognized certifications from 92.8% to 95.8%. |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|--------------------------------------------------------------------|--------------------|
| 1 | Completion, Graduation | Instruction, Student Support | Monitoring /evaluation of curriculum, implementation, Collaborative planning, Differentiation to meet needs, Instructional leadership, Resource allocation, Academic focus, | Academic Performance, Learning Time | Enrichment Curriculum (CATE) | Campus - Ensure coherent sequence of courses for endorsement pathways. Expand the opportunities for MOUS certification with regards to MS Office components; | 3 IHQT | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Master Schedule, Student Enrollment and Course Completion Reports. | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE EVALUATION | STATUS REPORT |
|--------|--------------------|-----------------------------------------------------------------|--------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------|
| 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; number of certifications. | |



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| Goal | 1.9 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [Enrichment Curriculum - CATE;PE |
| 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 2019, 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 enrollment 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 and Technology Education who achieve industry-recognized certifications from 92.8% to 95.8%. |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------|------------------------------------------------|--------------------|
| 2 | Completion, Graduation | Instruction, Student Support, Curriculum Assessment | 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 | Campus - Initiate the On Ramps UT Dual Enrollment Program for Physics. Provide new courses such as AP Human Geography, AP Micro Economics and AP Computer Principles; Make Odysseyware Programs accessible to more students. | 3 IHQT | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Innovative course application, Master Schedule | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE EVALUATION | STATUS REPORT |
|--------|--------------------|-----------------------------------------------------------|--------------------------|-------------------------------------------|--------------------------------------------------------|---------------|
| 2 | ALL = All Students | Principal, Campus Administrative Team, 12th Grade Seniors | Teachers | Class syllabus, projects, and assignments | Report Cards, Progression through the program courses. | |



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| Goal | 1.9 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [Enrichment Curriculum - CATE;PE |
| 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 2019, 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 enrollment 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 and Technology Education who achieve industry-recognized certifications from 92.8% to 95.8%. |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------------|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|-----------------------------------------------------------|--------------------|
| 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) | Campus - Continue to meet student needs regarding HB endorsement pathways by offering more courses(STEM, Business & Industry, Arts & Humanities, Public Services, and Multi- Disciplinary). Increase community service through student certification via VITA program. | 9 ETAS 3 IHQT | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Classroom Observations, scheduling, Projects, Assessments | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | EVALUATION | | STATUS REPORT |
|--------|--------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------|---------------|
| | | | | FORMATIVE | SUMMATIVE | |
| 3 | ALL = All Students | Principal, Campus Administrative Team, Counselors, CTE Teachers | CATE DUES \$ 3,500 (CATE) STUDENT TRANSPORTATION \$3,500 (CATE) STUDENT TRAVEL \$ 21,374 (CATE) SUPPLIES & MATERIALS \$ 28,000 (CATE) MIS.CONTRACTED SERVICES \$2,500 (CATE) | Tutorials and Practices,WayFind survey Report ; Formal and informal assessments | E-Chalk reports, STAAR EOC results Wayfind Chart, Report Cards | |



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| Goal 1.9 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [Enrichment Curriculum - CATE;PE |
| 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 2019, 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 enrollment 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 and Technology Education who achieve industry-recognized certifications from 92.8% to 95.8%. |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|---------------------------------------------------------------------------|--------------------|
| 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) | Campus - Promote more UIL student participation. Continue to improve UIL technology and classroom technology activities that allow students to connect to real life experiences. | 9 ETAS 3 IHQT | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Classroom observations, Walk-thrus, Technology Use; WayFind Survey Report | |

| 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 (CATE)</u> <u>MIS. OPERATING COSTS \$ 29,280 (CATE)</u> | Percent of students participating in UIL Classroom formal and informal assessments | CTE Student enrollment and student participation; UIL participation; Teachers will submit grade of student receiving an articulated measure; MOUS Certification rates; Endorsement pathways. | |



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| Goal 1.9 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [Enrichment Curriculum - CATE;PE |
| 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 2019, 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 enrollment 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 and Technology Education who achieve industry-recognized certifications from 92.8% to 95.8%. |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------|-----------------------|-------------------------------------------------------------------------|--------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|---------------------------|--------------------|
| 5 | State Assessment | Curriculum Assessment | Daily Monitoring of Student Progress, Monitoring of Implementation (PD) | Academic Performance | Physical Education | Campus - Administer Fitness Gram during the Fall Semester in order to comply with STATE and FEDERAL laws; Promote a healthy lifestyle for all students. | 3 IHQT | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Fitness GRAM teacher logs | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE | EVALUATION | SUMMATIVE | STATUS REPORT |
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| 5 | ALL = All Students | Principal, Campus Administrative Team, Physical Education Teachers | Teachers | Mile Test Sit ups Curl Ups | | Final Results for Fitness GRAM Test | |



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| Goal | 1.9 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [Enrichment Curriculum - CATE;PE |
| 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 2019, 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 enrollment 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 and Technology Education who achieve industry-recognized certifications from 92.8% to 95.8%. |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|--------------------|-----------------------------------------------------|-----------------------------------|---------------------------------|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|------------------|--------------------|
| 6 | State Assessment | Instruction, Curriculum Assessment, Student Support | Targeted Professional Development | Teacher Quality | Enrichment Curriculum (CATE) | Campus - Provide training to teachers on how to create an audio visual class that can record teacher uploading lessons and manage web page therefore allowing students that are absent to view lessons on-line. | 3 IHQT 4 HQPD | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Sign in Sheets | |
| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE | EVALUATION | SUMMATIVE | STATUS REPORT | | | |
| 6 | ALL = All Students | Principal, Assistant Principal, Campus | Teachers | Formal and Informal assessments | EOC results; final class grades | No Progress | | | | |



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| Goal 1.9 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [Enrichment Curriculum - CATE;PE |
| 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 2019, 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 enrollment 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 and Technology Education who achieve industry-recognized certifications from 92.8% to 95.8%. |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------|-----------------------------------------------------|-----------------------------------|--------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|------------------|--------------------|
| 7 | State Assessment | Instruction, Curriculum Assessment, Student Support | Targeted Professional Development | Teacher Quality | Enrichment Curriculum (CATE) | District - Implement the CTE Teaching to Lead Initiative to CTE staff to engage diverse student populations in technical academic and 21st century knowledge and skills. | 3 IHQT 4 HQPD | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Sign in Sheets | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE EVALUATION | STATUS REPORT |
|--------|--------------------|-----------------------------------------------------------------------------------|--------------------------|---------------------------------|---------------------------------|---------------|
| 7 | ALL = All Students | CTE Director, CTE Coordinator, Dept. Chairs, Principal, CATE Campus Administrator | Teachers | Formal and Informal Assessments | EOC results; final class grades | No Progress |



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Campus Improvement Plan 2017-2018

AHS - JOHN B ALEXANDER HIGH SCHOOL

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| Goal 1.9 - Campus Goal #1: Student Achievement: Provide consistent quality instruction for all students, resulting in improved student achievement: [Enrichment Curriculum - CATE;PE |
| 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 2019, 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 enrollment 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 and Technology Education who achieve industry-recognized certifications from 92.8% to 95.8%. |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------|-----------------------------------------------------|-----------------------------------|---------------------------------------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|------------------|--------------------|
| 8 | State Assessment | Instruction, Curriculum Assessment, Student Support | Targeted Professional Development | Teacher Quality Targeted Professional Development | Enrichment Curriculum (CATE) | District - Provide PBL Academy Phase I professional development in Fall 2017 to CTE lead teachers who will in turn train CTE teachers at respective campuses Spring of 2018 and beyond. | 3 IHQT 4 HQPD | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Sign In Sheets | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE EVALUATION | STATUS REPORT |
|--------|--------------------|---------------------------------------------------------------------|--------------------------|---------------------------------|---------------------------------|---------------|
| 8 | ALL = All Students | CTE Director, CTE Coordinator, Department Chairs, Lead CTE Teachers | Teachers | Formal and Informal Assessments | EOC results; final class grades | No Progress |



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| 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 2019, 98 % percent of students enrolled at John B. Alexander High School will graduate. By the year 2019, the dropout rate will decrease to 0.4%. |
| Annual Performance Objective Increase the graduation rate from 97.6 % to 98 %. Decrease the dropout rate from .4 % to .3 %. |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|-------------------------------|-----------------------------------------------------|------------------------------------------------------------------------|--------------------------------------|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|----------------------------------------------------------------------|--------------------|
| 1 | Dropout Completion Graduation | Instruction, Student Support, Curriculum Assessment | Collaborative planning, Academic focus, Monitoring of student progress | Academic Performance, Learning time, | Dropout Reduction | Campus - Establish a Teachers' Understanding Freshman First Mentorship Program to monitor students' academic performance and absences; Monitor tardies and absences on a daily basis; provide immediate interventions/RTI as needed. | 9 ETAS 1 CNA | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | 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, Truant Officers | Campus counselors, Teachers, School Administrators | Attendance Rates, Attendance Contracts Principal's Plan of Action | Overall students' attendance rate/report card grades | |



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| 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 2019, 98 % percent of students enrolled at John B. Alexander High School will graduate. By the year 2019, the dropout rate will decrease to 0.4%. |
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|--------|-----------------------|-----------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|---------------------------------------------|--------------------|
| 2 | Completion Graduation | Instruction, Student Support, Curriculum Assessment | Collaborative planning, Academic focus, inviting/respectful , climate Student monitoring | Academic Performance, Learning Time, | Graduation Rate | Campus - Establish mentorship program for teacher/student relationship to monitor that students are on track to graduate; Provide immediate interventions and offer credit recovery through Odysseyware; Encourage students who are at risk of failing to attend tutoring center for assistance/STAAR tutorials. | 9 ETAS 1 CNA | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Odysseyware Roster; tutorial sign in sheets | |

| 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 Graduation Plan | Overall graduation rate increase during the 2017/18 school year. | |



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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 2019, 98 % percent of students enrolled at John B. Alexander High School will graduate.
By the year 2019, the dropout rate will decrease to 0.4%.

Annual Performance Objective Increase the graduation rate from 97.6 % to 98 %.
Decrease the dropout rate from .4 % to .3 %.

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|------------------------|-----------------------------|----------------------------|-----------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------------|------------------|--------------------|
| 3 | Completion, Graduation | Discipline, Student Support | School climate; monitoring | Academic Performance, Learning Time, School Climate | Graduate Rate | Campus - Monitor students with severe discipline issues to ensure that they are on track for graduation and ensure that appropriate interventions are in place. | 1 CNA | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Monitoring Logs | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | EVALUATION | | STATUS REPORT |
|--------|--------------|---------------------------------------------|------------------------------------------------------|---------------------------|-----------------|---------------|
| | | | | FORMATIVE | SUMMATIVE | |
| 3 | AR = At Risk | School Administrators, Teachers, Counselors | Campus Counselors, Teachers, Administrators, Parents | Four Year Graduation Plan | Graduation Rate | No Progress |



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| 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 2019, alternative placement and expulsion discipline referrals shall be reduced to 1% of the student population |
| Annual Performance Objective To reduce campus discipline referrals by 10%. |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|---------------|-------------------------------------|-------------------------------------------------------------------------|--------------------------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------|
| 1 | Discipline | Discipline Culture / Climate | Academic Focus High Expectations Inviting / Respectful Climate | School Climate, Family / Community Support | Safe Schools | Campus -Promote positive behavior to the student body through PBIS. Use PBIS coordinator, gang facilitator, and LCDC counselor to de-escalate aggressive behavior; Use PBIS strategies to promote a safe environment and decrease discipline referrals; Have administrators and staff be more visible during passing periods. | 9 ETAS | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Master Schedule, Class Roster, Classroom Observation, Walk-thoughts; # of discipline referrals | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE EVALUATION | STATUS REPORT |
|--------|--------------------|---------------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------|----------------------------------------|---------------|
| 1 | ALL = All Students | Principal, Campus Administrative Team, Counselors | Administration, PBIS Facilitator, Counselors | Class Rosters, Progress Reports, Class Presentations; Discipline Referrals | Report Cards; Tyler Discipline Reports | |



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| 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 2019, alternative placement and expulsion discipline referrals shall be reduced to 1% of the student population |
| Annual Performance Objective To reduce campus discipline referrals by 10%. |

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|--------|---------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------|
| 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 | Campus -Communities in School will provide student interventions to decrease the number of discipline referrals such as conferencing, monitoring attendance, and providing incentives to parents to attend monthly meetings. | 6 SIPI 9 ETAS | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | 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 | | |



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| 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] |
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| Long Range Goal By the year 2019, alternative placement and expulsion discipline referrals shall be reduced to 1% of the student population |
| Annual Performance Objective To reduce campus discipline referrals by 10%. |

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|--------|---------------|---------------|----------------|--------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|-----------------------------------------|--------------------|
| 3 | Discipline | Discipline | DAEP, ISS, OSS | Learning Time | Safe Schools | Campus - Provide counseling, positive reinforcement and get parental involvement for students with discipline problems to reduce the amount of DAEP placements, ISS, and OSS thus increasing learning time. | 9 ETAS 1 CNA | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Documentation of interventions provided | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | EVALUATION | STATUS REPORT |
|--------|--------------|----------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------|
| | | | | FORMATIVE SUMMATIVE | |
| 3 | AR = At Risk | Counselors, Gang facilitators, PBIS Coordinator, Administratoi | PBIS Coordinator, Gang Facilitator, LCDC Counselor, Counselors, Administration | Progress Reports, Discipline Referrals, Attendance reports Report Cards, Discipline Reports | No Progress |



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| 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] |
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|--------|---------------|---------------|-------------------------------|-------------------------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------|-----------------------------------|--------------------|
| 4 | Discipline | Discipline | Campus/Classroom Expectations | School Climate, Learning Time | Safe Schools | Campus - Minimize the number of students in the hallway by requiring that students have a hall pass and by conducting tardy sweeps; Promote student safety by having teachers/support staff stand in the hallway during passing periods; ; Set expectations for cafeteria behavior by having students pick up their trays and dispose in the trash can. | 1 CNA | 08/21/2017 | Observations; Dresscode referrals | |
| | | | | | | | | PROJECTED COMP. DT | | |
| | | | | | | | | 05/31/2018 | | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE EVALUATION | STATUS REPORT |
|--------|--------------|----------------------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------|----------------------------------|---------------|
| 4 | AR = At Risk | Principal, Assistant Principals, Counselors, Teachers, Support Staff | Principals, Assistant Principals, Counselors, Teachers, Support Staff | Progress Reports, Discipline Referrals, Attendance reports | Report Cards, Discipline Reports | No Progress |



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| 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] |
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|--------|-------------------------------------|---------------------------------------------|-----------------------------------------|----------------------------------------------------------------|--------------|----------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|----------------------------|--------------------|
| 5 | Discipline, Curriculum & Instructon | Discipline, Instructon, Culture and Climate | Data-Driven Decision- Making Monitoring | School Climate, Student/Parent Support & Prevention Strategies | Safe Schools | District - Conduct Truancy and Attendance awareness sessions for students and parents. | 6 SIPI 9 ETAS | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Parent Sign In Sheets; PSA | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE | EVALUATION | SUMMATIVE | STATUS REPORT |
|--------|--------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------|--------------------|----------------------------------|-----------|---------------|
| 5 | ALL = All Students | Director for Admissions, Attendance/Dropout Recovery, Attendance Office Clerks, Principal | Truant Officers, Campus Administration, Attendance Clerks | Attendance reports | Report Cards, Attendance 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 2019, 93% 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 90% to 93%. |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|-------------------|------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 1 | Parent Engagement | Parents / Community Representation | Community involvement, Parent/community organizations, Parent/community support, Parent involvement | Family / Community Support | Parental Involvement | Campus - Improve communication with parents by utilizing School Messenger, Remind 101, Google accounts, email, and campus website to communicate with parents and community members, including communication with feeder campuses. | 6 SIPI | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | 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 at 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. | | |



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|--------|-------------------|------------------------------------|-------------------------------------------|----------------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------|------------------|--------------------|
| 2 | Parent Engagement | Parents / Community Representation | Parent Involvement, Community Involvement | Family / Community Support | Parent Involvement | Campus - Provide ongoing training for parents to access Tyler to view students academic performance and monitor student progress | 6 SIPI | 08/21/2017 | Sign In Sheets | |
| | | | | | | | | PROJECTED COMP. DT | | |
| | | | | | | | | 05/31/2018 | | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE | EVALUATION | SUMMATIVE | STATUS REPORT |
|--------|--------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------|--------------------------------------------|-----------|---------------|
| 2 | ALL = All Students | Principal, Campus Administrative Team, Academic Coordinator, Counselors, Testing Coordinator, Registrar | Parents, Teachers, Counselors, Administrators, Registrar | Number of parents attending meeting | Number of parents attending parent meeting | | |



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| Data Analyzed To Determine Need Campus based parental activities sign-in rosters |
| Long Range Goal By the year 2019, 93% of all students will be represented at parent activities. |
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|--------|-------------------|------------------------------------|-------------------------------------------|----------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------|------------------|--------------------|
| 3 | Parent Engagement | Parents / Community Representation | Parent Involvement, Community Involvement | Family / Community Support | Parental/Community Involvement | Campus - Celebrate the school's accomplishments by releasing information to the news media on a timely basis; Announce school organization activities to the community thru multiple resources; Study the feasibility of creating a video by the FILM Club for Google You tube channel to promote campus programs and feature performances. | 6 SIPI | 08/21/2017 | News Releases | |
| | | | | | | | | PROJECTED COMP. DT 05/31/2018 | | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE EVALUATION | STATUS REPORT |
|--------|--------------------|-------------------------------------------------------------|------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------|---------------|
| 3 | ALL = All Students | Principal, Campus Administrative Team, Activity Coordinator | Teachers, Club Sponsor Organizations, Administrators | Electronic and written communication by the news media and newspapers | Increased school publicity and communication with the community | No Progress |



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|--------|-------------------|------------------------------------|-------------------|-------------------------------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|-------------------------------------------|--------------------|
| 4 | Parent Engagement | Parents / Community Representation | Parent Engagement | Family Community Engagement/Support | Parent Involvement | District - Research the possibility of creating a Parent College, working with community members to provide course offerings to parents that include Continuing Education and possible Technical Skills Trainings | 6 SIPI | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Agendas of minutes with community members | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE EVALUATION | STATUS REPORT |
|--------|--------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------|---------------------------------------------------------------|---------------|
| 4 | ALL = All Students | Federal & State Programs Executive Director, Parent Involvement Liaison, LCC Continuing Ed. Coordinator | Federal & State Programs Executive Director, Parent Involvement Liaison, LCC Continuing Ed. Coordinator | Agendas of minutes with community members. | Recommendations made toward the creation of a Parent College. | No Progress |



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|--------|-------------------|---------------------------------|-------------------|-------------------------------------|--------------------|-------------------------------------------------------------------------|----------------------|--------------------|------------------|--------------------|
| 5 | Parent Engagement | Parent/community Representation | Parent Engagement | Family Community Engagement/Support | Parent Involvement | District - Develop a video to promote parent volunteerism at the campus | 6 SIPI | 07/03/2017 | Video Creation | |
| | | | | | | | | PROJECTED COMP. DT | | |
| | | | | | | | | 05/31/2018 | | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE | EVALUATION | SUMMATIVE | STATUS REPORT |
|--------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|---------------------------------------------------|-----------|---------------|
| 5 | ALL = All Students | Federal and State Program Executive Director, Parental Involvement Liaison. Principal, Campus Involvement contacts, Family Service Coordinator & LCC Cont. Ed. Coord. | Federal and State Program Executive Director, Parental Involvement Liaison. Principal, Campus Involvement contacts, Family Service Coordinator & LCC Cont. Ed. Coord. | Creation of video to increase parent volunteerism | Increase in parent volunteers at the campus level | | No Progress |



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|--------|-------------------|---------------------------------|-------------------|-------------------------------------|--------------------|--------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|--------------------------------------------------------|--------------------|
| 6 | Parent Engagement | Parent/Community Representation | Parent Engagement | Family Community Engagement/Support | Parent Involvement | District -Offer Technology Literacy to parents in the evenings at two locations (north & south). | 6 SIPI | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Creation of literacy classes in the evening to parents | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE EVALUATION | STATUS REPORT |
|--------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------------------------------------------------------------------------------------|---------------|
| 6 | ALL = All Students | Federal and State Program Executive Director, Parental Involvement Liaison, Principal, Campus Involvement Contacts, Family Service Coordinator & LCC Cont. Ed. Coordinator | Federal and State Program Executive Director, Parental Involvement Liaison, Principal, Campus Involvement Contacts, Family Service Coordinator & LCC Cont. Ed. Coordinator | Development of Technology Literacy classes | Establishment of Technology Literacy classes and the number of parents participating | 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 2019, 93% 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 90% to 93%. |

| INIT # | AREA TARGETED | MAJOR SYSTEMS | COMPONENTS | CRITICAL SUCCESS FACTORS | CONTENT AREA | STRATEGIES, INITIATIVES AND REDESIGN | TIA COMP SCHOOL WIDE | START DATE | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|-------------------|---------------------------------|-------------------|-------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|----------------------------|--------------------|
| 7 | Parent Engagement | Parent/Community Representation | Parent Engagement | Family Community Engagement/Support | Parent Involvement | District - Increase the number of sites by 2 campus to offer ESL classes to UISD parents (north & south locations). | 6 SIPI | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Development of GED classes | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE EVALUATION | STATUS REPORT |
|--------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------------------------------------------------|---------------|
| 7 | Bil = Bilingual | Federal & State Program Executive Director, Parental Involvement Liaison, Principal, Campus Involvement Contacts, Family Service Coordinator & LCC Cont. Ed. Coordinator | Federal & State Program Executive Director, Parental Involvement Liaison, Principal, Campus Involvement Contacts, Family Service Coordinator & LCC Cont. Ed. Coordinator | Development of ESL classes | Establishment of ESL classes and the number of parents participating | 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 TAPR Report |
| Long Range Goal By the year 2019, 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 | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|---------------------------------|----------------------------------------------------------------------|---------------------------------|--------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|---------------------------------------------------------|--------------------|
| 1 | Completion, Student Achievement | Curriculum Assessment, Instruction, Student Support, Human Resources | Professional Development | Teacher Quality Academic Performance | All Content Areas | Campus -Provide additional trainings to get more teachers certified in ESL to meet the needs of the ELLs; Provide refresher course on Stra-tiques strategies to meet the needs of ELLs; Provide safety training to minimize injuries/accidents. | 3 IHQT 4 HQPD | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Campus/District Professional Development Sign In Sheets | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE EVALUATION | STATUS REPORT |
|--------|--------------------|-------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|---------------|
| 1 | ALL = All Students | Principal, Campus Administrative Team, Teachers | Principal, Campus Administrative Team, Teachers | Teacher Lesson Plan Students' academic performance Progress Reports Classroom observations | Staar EOC Results Report Card grades Course work credits earned | |



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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 TAPR Report |
| Long Range Goal By the year 2019, 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 | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|---------------------------------|------------------------------------------------------------|---------------------------|---------------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|---------------------------------------------------------------------------------------|--------------------|
| 2 | Completion, Student Achievement | Curriculum Assessment, Instruction, Student Support | Highly Qualified Teachers | Academic Performance, Teacher Quality | ELL | Campus - Increase the number of ESL/Bilingual Certification teachers by having the district provide additional trainings to get more core teachers certified in ESL to meet the needs of the ELLs. | 4 HQPD | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Number of opportunities/trainings given to get teachers ESL certified; Sign-in-sheets | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE EVALUATION | STATUS REPORT |
|--------|------------------------------------|--------------------------------------------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------|
| 2 | ESL = English as a Second Language | Principal, Campus Administration Team, Human Resources | Administration and Teachers | Number of opportunities/trainings to get teachers ESL certified and the number of teachers attempting to get ESL certified. | Increase number of ESL certified teachers at the campus level; increased student academic performance for the ELL population. | |



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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 TAPR Report |
| Long Range Goal By the year 2019, all students will be taught by highly qualified teachers. |
| Annual Performance Objective To maintain the percentage of highly qualified teachers at 100% |

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|--------|---------------|---------------|----------------------------------------------------------|---------------------------------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------|
| 3 | Completion | Instruction | Data Driven Instructional Decisions, Resource Allocation | Academic Performance, Teacher Quality | All Content Areas | Campus - Academic Coordinator shall plan and coordinate support services for students at risk of failing; Campus Instructional Coordinator at the main campus & Testing coordinator/academic coordinator at the 9th grade shall plan and coordinate all state assessment logistics to include accommodations for special populations; Continue employing 4 highly qualified teachers, 1 computer lab aides and 2 instructional teacher aides; Offer teachers the resources to be successful. | 10 CI | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | TAIS Report, Testing rosters teacher assignments, class rosters, lab usage, instructional usage, other duties as assigned | |



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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 TAPR Report |
| Long Range Goal By the year 2019, all students will be taught by highly qualified teachers. |
| Annual Performance Objective To maintain the percentage of highly qualified teachers at 100% |

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| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE | EVALUATION | SUMMATIVE | STATUS REPORT |
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| 3 | ALL = All Students | Principal, Campus Administration Team, Counselors, Department Chairs, Teacher, Faculty and Staff | Salaries: 6 FTE's \$328,546.21 [SCE] 4 FTE's \$397,736.00 [TITLE 1] (1 academic coordinator, 2 testing coordinators, and 1 teacher) \$ 2,000.00 [TITLE 1] - Snacks after school & Super Saturdays | On going instruction will be done with these highly qualified employees in place; Students' performance on progress reports; teacher observations | STAAR EOC, Report cards | | |
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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 TAPR Report |
| Long Range Goal By the year 2019, all students will be taught by highly qualified teachers. |
| Annual Performance Objective To maintain the percentage of highly qualified teachers at 100% |

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|--------|------------------|---------------|-------------------------------------------------------------|---------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------|-------------------------------------------------------------------|--------------------|
| 4 | State Assessment | Instruction | Collaborative Planning, Active Learning Resource Allocation | Academic Performance, Teacher Quality | All Content Areas | Campus - Provide technology training sessions during the school year to keep current with Google Applications, Chrome books, GMAIL, and BLACKBOARD/ED LINE. | 4 HQPD | 08/21/2017 | Teacher sign in sheets, Meeting Agendas, Technology Usage Reports | |
| | | | | | | | | PROJECTED COMP. DT | | |
| | | | | | | | | 05/31/2018 | | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE | EVALUATION | SUMMATIVE | STATUS REPORT |
|--------|--------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------|---------------|
| 4 | ALL = All Students | Principal, Campus Administration Team, Counselors, Department Chairs, Teacher, Faculty and Staff | Teachers, Administration, District Coordinators | Ongoing opportunities for learning and collaboration via technology | | End of the year progress with the number of teachers who incorporate technology beyond the basic functions in the classroom | |



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| Data Analyzed To Determine Need TAPR Report |
| Long Range Goal By the year 2019, all students will be taught by highly qualified teachers. |
| Annual Performance Objective To maintain the percentage of highly qualified teachers at 100% |

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|--------|------------------|---------------|----------------------------------------------------------------|------------------------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------|---------------------------------------------------------------|--------------------|
| 5 | State Assessment | Instruction | Collaborative Planning, Active Learning Resource Allocation | Academic Performance, Teacher Quality, Learning Time | All Content Areas | Campus - Provide teachers with professional development through district or campus staff development in areas of need. | 4 HQPD | 08/21/2017 | Teacher sign in sheets, Meeting Agendas, Teacher lesson plans | |
| | | | | | | | | PROJECTED COMP. DT | | |
| | | | | | | | | 05/31/2018 | | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE | EVALUATION | SUMMATIVE | STATUS REPORT |
|--------|--------------------|--------------------------------------------------------------------|------------------------------------------------------|------------------------------------------------------------------------------|------------|-------------------------|---------------|
| 5 | ALL = All Students | Principal, Campus Administration Team,, Department Chairs, Teacher | Professional Development Supplies \$1,500.00 TITLE 1 | Teacher walkthroughs; Instruction differentiation reflected in lesson plans; | | STAAR EOC, Report cards | |



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| Data Analyzed To Determine Need TAPR Report |
| Long Range Goal By the year 2019, 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 | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|-------------------|---------------|------------------------|---------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|-------------------------------------|--------------------|
| 6 | Teacher Mentoring | Instruction | Collaborative Planning | Teacher Quality, School Climate | All Content Areas | Campus - Improve mentor program for new teachers by ensuring that both, new teacher and mentor have the same planning period and by allowing the new teacher to shadow the mentor for one day. | 4 HQPD 5 SAHQT | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Mentor Logs Teacher Walkthroughs | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE | EVALUATION | SUMMATIVE | STATUS REPORT |
|--------|--------------------|----------------------------------------------------------|--------------------------|----------------------|----------------|------------------|---------------|
| 6 | ALL = All Students | Principal, Campus Administration Team, Department Chairs | Teachers | Teacher walkthroughs | Turn over rate | of new teachers; | No Progress |



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| Data Analyzed To Determine Need TAPR Report |
| Long Range Goal By the year 2019, all students will be taught by highly qualified teachers. |
| Annual Performance Objective To maintain the percentage of highly qualified teachers at 100% |

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|--------|---------------------|-------------------|----------------------------|--------------------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|-----------------------------------------------------------------------------------|--------------------|
| 7 | Student Achievement | Culture / Climate | Student / Staff Attendance | School Climate | All Content Areas | Campus - Recognize teachers' successes and accomplishments at monthly meetings, including perfect attendance every grading period; Acknowledge teachers' and student body accomplishments by providing incentives to motivate both teachers and students not to be absent. | 1 CNA | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Recognition of teachers and students with perfect attendance every grading period | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | FORMATIVE EVALUATION | SUMMATIVE EVALUATION | STATUS REPORT |
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| 7 | ALL = All Students | Campus Principal | Campus Principal, Teachers | Absence Report | Improved student attendance. Reduction of teacher absences. | 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 | TAPR Report |
| Long Range Goal | By the year 2019, 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 | EVIDENCE OF IMPL | EVIDENCE OF IMPACT |
|--------|---------------------|-----------------|------------------------------------------------------|--------------------------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|--------------------------------------------------------------------------------|--------------------|
| 8 | Teacher Substitutes | Human Resources | Instructional Leadership, Monitoring and Supervision | Teacher Quality | All Content Areas | District - Monitor substitute teacher performance, attendance, class management. Organize and implement Teacher Substitute of the Month and Teacher Substitute of the year. | 5 SAHQT 1 CNA | 08/21/2017 PROJECTED COMP. DT 05/31/2018 | Human Resources Electronic Records on file. Campus/Department written input | |

| INIT # | POPULATION | PERSON (S) RESPONSIBLE | RESOURCES BUDGET / HUMAN | EVALUATION | | STATUS REPORT |
|--------|--------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------|---------------|
| | | | | FORMATIVE | SUMMATIVE | |
| 8 | ALL = All Students | Assistant Superintendent for Human Resources/HR Administrators; Campus/Departments | Assistant Superintendent for Human Resources/HR Administrators; Campus/Departments | Teacher walkthroughs; Human Resources reports | Teacher walkthroughs; Human Resources reports | No Progress |