



**FABENS**  
Independent School District



## **FABENS HIGH SCHOOL**

HOME OF THE TWELVETH CONSECUTIVE UIL ACADEMIC CHAMPIONS and Designated a STEM

Academy by TEA

### **Distinction Designations**

**ELA/Reading**

**Mathematics**

**Science**

**Social Studies**

**Academic Growth**

**Comparative Closing the Gap**

**Campus Improvement Plan**

**2018– 2019**

**Board of Trustees**

**Orando Flores, President**

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**Mission Statement**

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

**Office Staff**

**Ruben Carrillo, Principal**

**Stacey Nunez, Assistant Principal**

**Tamika Young, Dean of Instruction**

**Pedro Gonzalez, Counselor**

**Veronica Rodriguez, Counselor**

**Jennifer Amaya, Registrar**

**Elisa Romero, Secretary**

**Arlina Bretz, Attendance Clerk**

**Jake Belshe, Athletic Director**

**Leroy Bates, Athletic Trainer**

**Tracy Lutich, Athletic Coordinator**

**Vision Statement**

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

## Introduction

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

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

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

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

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

In addition to meeting statutory requirements, the 2018-2019 District Improvement Plan aligns with the Board goals developed through the needs assessment process in May, June and August 2018, and adopted by the Board of Trustees in September 2018. The District Improvement Plan is data driven and results-oriented. The plan identifies specific areas of strengths and concerns in student achievement and serves as a primary guide for Campus Improvement Plans. The District Improvement Plan and Campus Improvement Plans are “living” documents that are reviewed and revised throughout the school year to address District and campus needs.

## COMPREHENSIVE NEEDS ASSESSMENT

Fabens High School conducted a comprehensive needs assessment based on 2017-2018 STAAR data such as EOC performance, attendance rates, dropout rates, benchmarks and SAT/ACT data [Section 1114(b)(2)(B) of Title I of ESEA]. In addition, for regular education and for special programs, the data was disaggregated for all population groups, including male and female. Using DMAC, the District's data management system, individual student's strengths and weaknesses were identified by disaggregating EOC data by grade level, subject area, and objectives. Dean of Instruction, Rosa Garcia, and members of each department met to look at the disaggregated data as part of staff development or at department meetings. In addition principals and central office personnel met monthly in the Data room for planning. Staff development in DMAC and ICU was provided by personnel or Region XIX staff developers.

Our students overall score on the Algebra I EOC was at 90 % and we improved our scores. Our goal is to continue to improve our scores and gain a designation which we did.

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

Our students overall score on the Social Studies EOC was at 94% and our main goal will be to attain an Academic Achievement Designation which we did.

Our students overall score on the ELA EOC was at 58%. Our goal is to improve our scores by 5% which we did and attained designation.

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>All Subjects</b>															
Percent of Tests															
% at Approaches GL Standard or Above	74%	-	73%	*	-	-	-	-	74%	53%	61%	46%	*	73%	75%
% at Meets GL Standard or Above	45%	-	44%	*	-	-	-	-	45%	20%	27%	20%	*	41%	54%
% at Masters GL Standard	12%	-	12%	*	-	-	-	-	12%	3%	5%	5%	*	11%	13%
Number of Tests															
# at Approaches GL Standard or Above	717	-	**	*	-	-	-	-	714	187	285	61	*	508	209
# at Meets GL Standard or Above	436	-	**	*	-	-	-	-	433	72	124	27	*	286	150
# at Masters GL Standard	115	-	**	*	-	-	-	-	114	12	21	7	*	79	36
Total Tests	974	-	**	*	-	-	-	-	970	352	466	133	*	697	277
<b>ELA/Reading</b>															
Percent of Tests															
% at Approaches GL Standard or Above	60%	-	60%	*	-	-	-	-	60%	*	*	*	*	60%	*
% at Meets GL Standard or Above	34%	-	34%	*	-	-	-	-	34%	*	*	*	*	31%	*
% at Masters GL Standard	4%	-	4%	*	-	-	-	-	4%	*	*	*	*	5%	*
Number of Tests															
# at Approaches GL Standard or Above	329	-	**	*	-	-	-	-	328	*	*	*	*	239	*
# at Meets GL Standard or Above	187	-	**	*	-	-	-	-	186	*	*	*	*	125	*
# at Masters GL Standard	22	-	**	*	-	-	-	-	22	*	*	*	*	18	*
Total Tests	546	-	**	*	-	-	-	-	544	*	*	*	*	400	*
<b>Mathematics</b>															
Percent of Tests															
% at Approaches GL Standard or Above	90%	-	90%	*	-	-	-	-	90%	86%	87%	*	*	90%	89%
% at Meets GL Standard or Above	58%	-	58%	*	-	-	-	-	58%	45%	49%	*	*	55%	64%
% at Masters GL Standard	26%	-	26%	*	-	-	-	-	25%	15%	20%	*	*	26%	26%
Number of Tests															
# at Approaches GL Standard or Above	143	-	**	*	-	-	-	-	142	64	81	*	*	101	42
# at Meets GL Standard or Above	92	-	**	*	-	-	-	-	91	33	46	*	*	62	30
# at Masters GL Standard	41	-	**	*	-	-	-	-	40	11	19	*	*	29	12
Total Tests	159	-	**	*	-	-	-	-	158	74	93	*	*	112	47
<b>Writing</b>															
Percent of Tests															
% at Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% at Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% at Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Number of Tests															
# at Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# at Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# at Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Science</b>															
Percent of Tests															
% at Approaches GL Standard or Above	90%	-	90%	*	-	-	-	-	90%	*	*	*	*	91%	88%
% at Meets GL Standard or Above	55%	-	55%	*	-	-	-	-	55%	*	*	*	*	52%	63%
% at Masters GL Standard	14%	-	13%	*	-	-	-	-	14%	*	*	*	*	15%	12%
Number of Tests															
# at Approaches GL Standard or Above	177	-	**	*	-	-	-	-	176	*	*	*	*	124	53
# at Meets GL Standard or Above	109	-	**	*	-	-	-	-	108	*	*	*	*	71	38
# at Masters GL Standard	27	-	**	*	-	-	-	-	27	*	*	*	*	20	7
Total Tests	197	-	**	*	-	-	-	-	196	*	*	*	*	137	60
<b>Social Studies</b>															
Percent of Tests															
% at Approaches GL Standard or Above	94%	-	94%	*	-	-	-	-	94%	*	*	*	-	92%	100%
% at Meets GL Standard or Above	67%	-	66%	*	-	-	-	-	67%	*	*	*	-	58%	83%
% at Masters GL Standard	35%	-	35%	*	-	-	-	-	35%	*	*	*	-	25%	54%
Number of Tests															
# at Approaches GL Standard or Above	68	-	**	*	-	-	-	-	68	*	*	*	-	44	24

**Texas Education Agency  
2018 Accountability Ratings Overall Summary  
FABENS H S (071903001) - FABENS ISD**

	Component Score	Scaled Score	Rating
Overall		82	Met Standard
Student Achievement		77	Met Standard
STAAR Performance	44	72	
College, Career and Military Readiness	51	82	
Graduation Rate	93.2	75	
School Progress		82	Met Standard
Academic Growth	69	79	Met Standard
Relative Performance (Eco Dis: 100.0%)	48	82	Met Standard
Closing the Gaps	72	81	Met Standard

**Distinction Designations**

ELA/Reading	Earned
Mathematics	Earned
Science	Earned
Social Studies	Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Earned

Fabens High School will, by 2018-2019 have all students reaching high standards (100%) in Reading/ELA and Mathematics. Using STAAR Dessegregation and PBMAS data, all subgroups at Fabens High School will be at or above the proficient level in Reading and Mathematics on the State's assessment instrument.

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

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

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

Surveys were disseminated to all faculty, staff, and parents, including business and community representatives serving on the campus improvement committee. The results show that the climate/environment is conducive to student learning. The campus improvement plan from the 2015-16 school year was reviewed and revised based on the accomplishment of specific goals and objectives. As a result, the 2018-17 campus improvement plan reflects all of the aforementioned needs in order to improve student performance.

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



**CAMPUS DECISION-MAKING COMMITTEE**

**Ruben Carrillo, Chairperson**

**, ESL Teacher**

**Lorena Salinas, Science Teacher**

**Sandy Flores, Math Teacher**

**Carol Basil, Social Studies Teacher**

**Julieta Banuelas, STEM Coordinator Teacher**

**Ismael Salas, CATE Teacher**

**Tamika Young, Dean of Instruction**

**Stacey Nunez, Assistant Principal**

**Veronica Rodriguez, Counselor**

**Pedro Gonzalez, Counselor**

**PARENT  
Angelica Olmos**

**BUSINESS/COMMUNITY**

**Mando Baca**

**DISTRICT DATA ROOM COMMITTEE (ALT TEAM)**

MICHELLE GONZALEZ, ASSISTANT SUPERINTENDENT OF INSTRUCTION

JORGE SAENZ, DIRECTOR OF SPECIAL PROGRAMS

RICHARD LOPEZ, FABENS ELEMENTARY PRINCIPAL

CORINA RUIZ, ODONNEL ELEMENTARY PRINCIPAL

DR. JOE KEITH, FABENS MIDDLE SCHOOL PRINCIPAL

DR. SAMUEL HOUGH, COTTON VALLEY EARLY COLLEGE PRINCIPAL

RUBEN CARRILLO, FABENS HIGH SCHOOL PRINCIPAL

**MULTI AGENCY RESOURCE SYSTEM COMMITTEE (MARS)**

STACEY NUNEZ, ASSISTANT PRINCIPAL FABENS HIGH SCHOOL

ALL CAMPUS COUNSELORS

EXTERNAL AGENCIES INCLUDED BASED ON NEEDS

**ESEA Performance Goal 1:** By 2018-2019, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

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

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

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

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

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

**Fabens ISD Board Goals:**

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

**Campus Goal 1:**

All student groups taking the STAAR English language arts (ELA) I & II, Algebra I, US History and Biology tests will meet or exceed the 2018-2019 Performance Standards. All students in 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade will have an increased awareness of EOC requirements to prepare for EOC Assessments.

**Objective 1.0:** All student groups by the end of May 2019 will have met or exceeded the 2018 state performance standards in STAAR English language arts (ELA) I &II, Algebra I, US History and Biology tests.

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

STRATEGIES Reading	COMPONENTS	PERSONS RESPONSIBLE	RESOURCE	FORMATIVE EVALUATION	TIME LINES	SUMMATIVE EVALUATION
<b>Objective 1.1</b> Disaggregate EOC data in <b>Reading</b> for all students and focus on objectives below 70% mastery.	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Principals Campus Committee Lang. Arts Teachers	Faculty and department meetings DMAC	Work sessions – documentations Lesson plans Nine Weeks exams Benchmark tests	August 2018 January 2018 Every Nine Weeks	Benchmark Dec 2018 EOC Scores 2018 Progress toward ESEA goals and performance indicators
Continue Staff Development TEKS and Continue Staff Development on EOC requirements	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input checked="" type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input checked="" type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Dean of Instruction	Local, SCE	Workshop requests Sign-in sheets	August 2018 January 2018 Calendar 2018	Increased knowledge of EOC requirements
EOC Essays (Most Juniors and all Sophomores and Freshmen will write their essays in English classes and/or Practical & Technical Writing). Consultants and English teachers will grade the papers in front of the students and will let them know what they scored and how they can improve their scores.	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input checked="" type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Dean of Instruction English Teachers	Released time for teachers	Students' sign-in sheets Lower EOC failure rate	Sept 2018 October 2018 November 2018	Increased awareness of scoring rubrics by attending training and better understanding of interpreting rubric. Better writing samples (students) Increase Awareness of EOC requirements
EOC pullout program for Juniors, Sophomores and Freshmen and Senior Retesters.	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/>	Administration Dean of Instruction Counselors	Assigned time for instruction	Lower EOC failure rate	October 2018 February 2019	Increase EOC passing rate by 10% More students on Recommended

	4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>					graduation plan
Summer School • A+ Curriculum • Classroom Instruction	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Counselors Administration Summer School Teachers	OEY, Local Funds, Title I	More intensive instruction	June 2018	Recovered credits, more students on grade level. Compliance with AYP under NCLB.
After school and before school tutoring. Mandatory tutoring after each Nine Weeks. Board Policy EHBC and ICU Graduation Room during lunch.	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Counselors Dean of Instruction	Title I 9 <sup>th</sup> Period	Lower EOC failure rate Documentation from Dean of Instruction & Department Heads	September 2018 Every Nine Weeks	Reduce Semester failures Increase # students on grade level
EOC prep in 9 <sup>th</sup> and 10 <sup>th</sup> core classes and intervention classes	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Heads	General Funds SCE, FTE .5 EOC Materials	Teachers' Lesson Plans Lower STAAR failure rate	August 2018	Lower EOC failure rate Increase EOC awareness
Prepare all students for college readiness according to HB 5 requirements continue with College Preparatory Course English.	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2018 Every Nine Weeks	Lower EOC failure rate, Lower failure rate Increase % of graduates. Align curriculum with Middle School.
Lesson delivery on the Fundamental Five to improve scores	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2018 Every Nine Weeks	Lower EOC failure rate, Lower failure rate
<b>Continue Reading Strategies</b>						
A+ Curriculum during and after school in LABS B124 and B131	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/>	Administration Counselors A+ Staff	General Funds Title I Scheduled Time	Focus on Mastery of Reading TEKS and lower failure rates.	Every Nine Weeks	More students on grade level. More students on Recommended

	4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>					Graduation Plan Increased Graduation Rates
Continue with Dyslexia Program using Herman Method Curriculum	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Counselors Staff	General funds Master schedule FTE .25	Focus on Reading Lower EOC failures increased EOC awareness	August 2018 Every Nine Weeks as needed	Students reading on grade level Fewer failures in subject areas
Continue Management of Reading/Writing/Math Lab (B131) Ensure that instructional program includes Reading objectives in grades not tested by state assessment.	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Staff	General Funds Title I A+ Curriculum	Logs for Attendance Lesson Plans	August 2018 Every Nine Weeks	Lower EOC failure rate Students reading on grade level.
Read 180 for ESL.	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Dean Of Instruction Staff	General funds	Logs for Attendance Lesson Plans	August 2018 Every Nine Weeks	Lower EOC failure rate among ESL students; Increased EOC awareness
Purchase individual student copies of Novels used in Eng I through Eng IV classes	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Dept Head Dean of Instruction	Title I Classroom time TEKS Resource System	Allowing students to have individual copies and to read novels using classroom and outside time Lesson Plans	August 2018 Every Nine Weeks	Improved EOC Reading scores Lower EOC failure rate Increase EOC awareness
Benchmark EOC/STAAR for 9 <sup>th</sup> and 10 <sup>th</sup> grade and some 11 <sup>th</sup> graders.	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Dept Heads, Staff	Scheduled Time	Lesson Plans Lower EOC failure rate	Dec 2018	Improved Reading Scores Lower EOC failure rate Increase EOC awareness.
EOC formatted Nine Weeks and semester exams for 9 <sup>th</sup> and 10 <sup>th</sup> and 11 <sup>th</sup> graders	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/>	Administration Dean of Instruction Dept Heads, Staff	Scheduled Time	Lesson Plans	August 2018 Each Nine Weeks	Lower EOC failure rate Increased EOC

	3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>					awareness
Continue Curriculum Collaborative Program (TEKS Resource Center Vertical Alignment Documents.)	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2018 Every Nine Weeks	Lower EOC failure rate, Lower failure rate Increase % of graduates. Align curriculum with Middle School.
Continue utilization of Smart Boards	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration, Staff	Technology Funds	Lesson Plans, Walkthroughs	Oct 2018 Every Nine Weeks	Increased student performance through technology
Continue implementation of Tier I, II and III strategies for RTI	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration	Posters, allotted time	Posting of Posters	Aug 2018	Increased student performance
Continue use of 3D lab	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input checked="" type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration, Staff	Technology Funds	Lesson Plans, Walkthroughs	Oct 2018 Nine Weeks	Lower EOC failure rate, Lower failure rate. Increase % of graduates attending College by preparing students for college readiness
Prepare all students for college readiness according to HB 5 requirements to include creation of cohorts for STEM Academy	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2018 Every Nine Weeks	Lower EOC failure rate, Lower failure rate. Increase % of graduates.

**Objective 1.2**

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

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

STRATEGIES Math	COMPONENTS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIME LINES	SUMMATIVE EVALUATION
Disaggregate EOC data in <b>Math</b> for all students and focus on objectives below 70% mastery.	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Campus Committee Math Teachers Counselors	Faculty Meetings Department Meetings Scheduled Time	Work Sessions (Agendas, sign-in sheets, minutes) Lesson plans Six-weeks exams Benchmark Tests	August 2018  Every Nine Weeks  Dec 2018  EOC test dates	Increased EOC Math scores  Progress toward ESEA goals and performance indicators
Offer Staff Development for EOC Algebra I,	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input checked="" type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration	Title I Scheduled time	Increase EOC scores	August 2018	Increase EOC scores
Continue Staff Development in TEKS and TEKS Resource System	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input checked="" type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Dean of Instruction Department Heads	General Funds	Lower STAAR failure rate	August 2018	Increased knowledge of EOC
Continuation of Algebra I intervention courses for Freshmen and other students who have not passed Algebra I EOC.	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Dean of Instruction Counselors & Staff	Title I General Funds Scheduled Time	Lower EOC failure rate. Increase EOC awareness	Oct 2018 Feb 2018	Lower failure rate, more students on grade level. Increased EOC awareness
After school and before school tutoring Mandatory Tutoring after	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/>	Administration Dean of Instruction Staff	Title I, Scheduled time – 9 <sup>th</sup> Period	Lower EOC failure rate Lower Failure rate	August 2018 Every Nine Weeks	Lower EOC failure rate Lower Failure Rate



school every Nine Weeks, and ICU Graduation Room during lunch and after school. Board Policy EHBC	3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>					
EOC prep in 9 <sup>th</sup> and 10 <sup>th</sup> grade classes.  Continue Algebra I EOC Intervention for Freshmen, and Sophomores .	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration  Dean of Instruction Counselors  Department Heads	General Funds Master schedule	Lower EOC failure rate Dean of Instruction's memos & minutes of Dept. Heads meetings Teacher Lesson Plans	August 2018 Every Nine Weeks	Lower EOC failure rate. Increased EOC awareness.
Continue Math Models Curriculum as a new course under foundation program	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration, Staff	Master Schedule	Increase EOC scores	August 2018 Every Nine Weeks	Increased EOC scores.
Continue using Ms. May's strategies.	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input checked="" type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration, Staff	Staff Development	Teacher Lesson Plans	August 2018 Every Nine Weeks	Increase knowledge of Alg I EOC requirements
Lesson delivery on the Fundamental Five to improve scores	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2018 Every Nine Weeks	Lower EOC failure rate, Lower failure rate

<b>Continue Math Strategies</b>						
A+ Curriculum during & after school	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Counselors Staff	Title I General Funds Scheduled time	Lower drop out rate More students on grade level More students graduating	August 2018 Every Nine Weeks	More students on grade level More students on Recommended Graduation Plan
Continue management of Reading/Writing for problem solving	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Staff	Scheduled time	Lower EOC failure rate Better core subject grades	August 2018 Every Nine Weeks	Lower EOC failure Rate More students on grade level
Administer Benchmark EOC to 9 <sup>th</sup>  Semester Exam Exemption Incentive	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean Of Instruction Staff	Scheduled Time	Lower EOC failure rate Lesson Plans	Dec 2018	Lower EOC failure rate
EOC Objectives in Nine Weeks, EOC formatted exams	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Staff	Scheduled Time	Lesson Plans Nine Weeks and Semester Exams	August 2018 Every Nine Weeks	Lower EOC failure rate. Increased EOC awareness.
Implementation of Math Camp with Ms.Mays Students will attend a math camp and discuss EOC formatted questions and provide Test Taking Strategies.	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Staff Central Office	Scheduled time	Increase EOC scores	Jan 2018 April 2018	Increased EOC scores
Continue Curriculum Collaborative Program (TEKS Resource System Vertical Alignment Documents) and work with unit assessments. Continue Staff Development in TEKS Resource System	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	August 2018 Every Nine Weeks	Lower EOC failure rate, lower failure rate Increase % of graduates

Continue utilization of Smart Boards	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration, Staff	Technology Funds	Lesson Plans Walkthroughs	Aug 2018 Every Nine Weeks	Increased Student Performance
Continue implementation of Tier I, II, III strategies for RTI	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration	Posters, Allotted time Lesson Plans	Posting of Posters	Aug 2018 Every Nine Weeks	Increased Student Performance
Addition of lab	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration, Staff	Technology Funds	Lesson Plans, Walkthroughs	Oct 2018 Every Nine Weeks	Increased student performance through technology
Continue to Acquire TI Inspire calculators	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Math Department	Classroom	Lesson Plans. Walkthroughs	Aug 2018 Every Six Weeks	Increased student Performance through technology
Prepare all students for college readiness according to HB 5 requirements add College Preparatory Course Math and add the Math lab component	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2018 Every Nine Weeks	Lower EOC failure rate, Lower failure rate. Increase % of graduates attending College
Prepare all students for college readiness according to HB 5 requirements to include creation of cohorts for STEM Academy	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2018 Every Nine Weeks	Lower EOC failure rate, Lower failure rate. Increase % of graduates.

**Objective 1.3**

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

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

STRATEGIES Writing	COMPONENTS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIME LINES	SUMMATIVE EVALUATION
Strategies listed below will be implemented to fulfill objective 1.3	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Campus Committee Language Arts teachers	Faculty meetings Department meetings DMAC	Work sessions (agendas, sign-in sheets, minutes) Lesson plans Nine-weeks exams Benchmark Tests	August 2018  Every Nine Weeks  EOC test dates	Progress toward ESEA goals and performance indicators
Offer Staff Development in EOC requirements.	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration	Title I	Increase knowledge in EOC awareness	August 2018	Increased EOC scores improve scores above safeguards
Continue Staff development on TEKS, DMAC and TEKS Resource System	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Dean of Instruction Administration	General Funds Title I Region XIX	Sign-in sheets Region 19 Workshop requests	August 2018 Every Nine Weeks	Increased knowledge of STAAR specifications and requirements
EOC essays (Sophomores and Freshmen will write their EOC essays in English I & II classes). Consultants and English teachers will grade the papers in front of the students and will let them	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Dean of Instruction English Teachers	Released time for teachers SCE Funds for Consultant	Students' sign-in sheets Increase knowledge of scoring rubrics	Sept 2018 Oct 2018 January 2019	Increased awareness of scoring rubrics. Better writing samples (students) Increased EOC scores

know what they scored and how they can improve their scores.						
EOC pullout program for Sophomores, Freshmen and Juniors who have not passed the Eng. I and/or II ELA.	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Counselors	Assigned time for instruction	Lower EOC failure rate	October 2018 February 2018	Lower EOC failure Increase scores above safeguards
Summer School A+ Lab Classroom Instruction	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Counselors Administrators Summer School	OEY, Title I SCE	Lower EOC failure rate Credit recovery	June 2018	Recovered credits, more students on grade level
After school and before school tutoring, ICU Graduation Room during lunch and after school  Mandatory Tutoring (Board Policy EHBC)	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Counselors Dean of Instruction	Title I SCE General Funds  9 <sup>th</sup> Period	More intensive instruction Lower EOC failure rate Documentation from Dean of Instruction & Department Heads Master Schedule	August 2018 Every Nine Weeks	Lower EOC failure rate Reduce Semester failures Increase number of students on grade level
EOC Prep in Core Classes and Unit Assessments	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Counselors, Dept Heads	General Funds EOC Materials	Teachers' Lesson Plans Lower EOC failure rate	August 2018 Every Nine Weeks	Lower EOC failure rate, more students passing core subjects.

Continue Writing Strategies						
A+ Curriculum during and after school	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Counselors A+ Staff	Title I General Funds Scheduled Time SEC	Focus on Mastery of Writing TEKS and lower failure rates.	August 2018 Every Nine Weeks	Fewer failures in Eng. classes Lower EOC failure rate
Continue Management of Reading/Writing/Math Lab Ensure that instructional program includes Writing objectives in grades not tested by state assessment.	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Staff	General Funds Title I SCE	Lower EOC failure Rates	August 2018 Every Nine Weeks	Fewer failure in Core classes
Administer ELA Benchmark tests in grades 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> . EOC 9 <sup>th</sup> and 10 <sup>th</sup> . to address all populations To include SPED, LEP, and Migrant.	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Staff	Scheduled Time	Lower EOC failure rate Lesson Plans	Dec 2018	Lower EOC failure rate. Increase scores above safeguards
EOC Objectives in Nine Weeks and Semester Exams. EOC formatted exams	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Staff	Scheduled Time	Lower EOC failure rate	August 2018 Every Nine Weeks	Lower EOC failure rate Increase scores above safeguards
Continue implement Curriculum Collaborative Program (TEKS Resource Vertical Alignment Documents)	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Heads	Scheduled Time Classroom	Lesson Plans Dept Meetings Walkthroughs	Aug 2018 Every Nine Weeks	Lower EOC failure rate, Lower failure rate. Increase % of graduates.
Continue utilization of Smart Boards	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/>	Administration, Staff	Technology Funds	Lesson Plans Walkthroughs	Aug 2018 Every Nine Weeks	Increased Student Performance

	4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>					
Continue implementation of Tier I, II, III strategies for RTI	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration	Posters, Allotted time	Posting of Posters	Aug 2018 Every Nine Weeks	Increased Student Performance
Addition of 3D lab	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration, Staff	Technology Funds	Lesson Plans, Walkthroughs	Oct 2018 Every Nine Weeks	Increased student performance through technology
Prepare all students for college readiness according to HB 5 requirements add College Preparatory Course English	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2018 Every Nine Weeks	Lower EOC failure rate, Lower failure rate. Increase % of graduates attending College
Prepare all students for college readiness according to HB 5 requirements to include creation of cohorts for STEM Academy	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2018 Every Nine Weeks	Lower EOC failure rate, Lower failure rate. Increase % of graduates.
Lesson delivery on the Fundamental Five to improve scores	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2018 Every Nine Weeks	Lower EOC failure rate, Lower failure rate

**Objective 1.4**

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

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

STRATEGIES Science	COMPONENTS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIME LINES	SUMMATIVE EVALUATION
Disaggregate <b>Science</b> EOC data and focus on objectives below 80%.	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Campus Committee Head of dept. Science teachers	Region 19 ESC Objective training DMAC Department meetings	Lesson plans Six-weeks exams Benchmark Tests	Aug 2018 Every Nine Weeks	Increased knowledge of EOC Science .
Continue Staff development on TEKS, DMAC, Tek's Resource System	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Dean of Instruction	Title I General Funds Region 19 ESC	Increased knowledge of Science EOC	August 2018	Increased knowledge of Science EOC scores to earn a distinction.
Prepare students for state assessment in EOC Science	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction	Master schedule Title I General Funds, SCE Science Starters	Increased knowledge of Science EOC	August 2018 Every Nine Weeks	Scores indicative of a Campus with earned distinction
EOC Prep in core classes Ensure that instructional program includes science objectives in grades not tested by state assessment	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input checked="" type="checkbox"/>	Dean of Instruction Department Heads Staff	General Funds, SCE EOC Materials	Dean of Instruction Memos & Minutes of Dept. Heads meetings Teachers' Lesson Plans	August 2018 Every Nine Weeks	Instruction for scores indicative of a campus with earned distinction.
Vertically and horizontally align objective expectations by grade level (EOC). Develop chart that indicates vertical alignment at a glance.	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/>	Dean of Instruction Administration	All Teachers All Programs Region XIX ESC TEKS Resource System	Curriculum alignment meetings Pre-Assessments Lesson plans	Monthly Fall 2018 Weekly	EOC results Progress toward ESEA goals and performance indicators



	5. <input type="checkbox"/> 10. <input type="checkbox"/>					
Administer EOC Benchmark to 9 <sup>th</sup> and 10, 11th Semester Exam Exemption Incentive and Continue mini benchmarks.	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Staff	Scheduled Time	Lesson Plans Increased knowledge of Science EOC objectives	Dec 2018	Increased knowledge of Science EOC objectives
Mandatory Tutoring (Board Policy EHBC) Mandatory tutoring for students attaining EOC Minimum scores	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Staff	Scheduled time 9 <sup>th</sup> Period	Lower EOC failure rate	Sept 2018 Every Nine Weeks	Lower EOC failure rate
Partnership with MSP (Region XIX)	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Staff	Scheduled time Called meetings Region XIX, UTEP	Increased knowledge of Science EOC objectives	August 2018	Lower EOC failure rate
Pullout program for Biology students. Pulled out of class, meet individually with staff. Application of test taking strategies for EOC.	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Staff	Scheduled time	Increase knowledge of EOC objectives	Oct 2018 April 2018	Lower EOC failure rate
Continue with Curriculum Collaborative Program (TEKS Resource System Vertical Alignment Documents and use Unit Assessments).	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input checked="" type="checkbox"/>	Administration Dean of Instruction Dept Heads	Scheduled Time Classroom Region XIX	Lesson Plans Dept Meetings Walkthroughs	Sept 2018 Every Nine Weeks	Lower EOC failure rate, lower failure rate Increase % of grads.
Offer Staff Development on EOC requirements.	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/>	Administration	Title I	Increase EOC requirements.	Sept 2018	Increased EOC awareness

	5. <input type="checkbox"/> 10. <input type="checkbox"/>					
Continue utilization of Smart Boards	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input checked="" type="checkbox"/>	Administration, Staff	Technology Funds	Lesson Plans Walkthroughs	Aug 2018 Every Nine Weeks	Increased Student Performance
Continue implementation of Tier I, II, III strategies for RTI	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration	Posters, Allotted time	Posting of Posters Lesson Plans	Aug 2018 Every Nine Weeks	Increased Student Performance
A+ during and after school	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration	Scheduled time Title I	Sign in sheets, attendance rosters	Sept 2018 Every Nine Weeks	Increased EOC scores, Increased student performance
In School pullout with certified teachers	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration	Released time, Scheduled time with subs covering	Attendance rosters, Sign in sheets	Oct 2018 April 2018	Increased EOC scores. Increase EOC awareness
Continue Biology Intervention classes.	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration	Master Schedule	Increase knowledge of course content	August 2018 Every Nine Weeks Every Nine Weeks	Increased EOC scores
Prepare all students for college readiness according to HB 5 requirements by increasing the number of Pre-AP and AP courses to include Physics and	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/>	Administration Dean of Instruction Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2018 Every Nine Weeks	Lower EOC failure rate, Lower failure rate. Increase % of graduates.

Environmental Science	5. <input type="checkbox"/> 10. <input type="checkbox"/>					
Addition of 3D lab	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration, Staff	Technology Funds	Lesson Plans, Walkthroughs	Oct 2018 Every Nine Weeks	Increased student performance through technology
Continuation of AP Chemistry, AP Biology, Dual Credit Classes, CoET. EMT Dual	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instructions Staff	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthrough	Aug 2018 Every Nine Weeks	Increase student performance through college readiness
Prepare all students for college readiness according to HB 5 requirements to include creation of cohorts for STEM Academy	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2018 Every Nine Weeks	Lower EOC failure rate, Lower failure rate. Increase % of graduates.
Lesson delivery on the Fundamental Five to improve scores	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2018 Every Nine Weeks	Lower EOC failure rate, Lower failure rate

**Objective 1.5**

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

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

STRATEGIES Social Studies	COMPONENTS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIME LINES	SUMMATIVE EVALUATION
Disaggregate <u>Social Studies</u> EOC data and focus on objectives below 70% mastery.	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Campus Committee Social Studies Department Head Social Studies teachers	Region 19 ESC DMAC Department meetings	Lesson plans Six-weeks exams Teachers Lesson Plans Benchmark Tests	Aug 2018 Every Nine Weeks	Increased knowledge of EOC Social Studies Increase scores above safeguards Knowledge base for better scores.
Prepare students for state assessment in EOC US History.	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction	Master Schedule Title I, SCE General Funds	Increased knowledge of Social Studies	August 2018 Every Nine Weeks	Scores indicative of a Campus with all three distinctions earned
Continue Staff Development on TEKS, DMAC, SIOP and TEKS Resource System.	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Dean of Instruction	Region XIX ESC Scheduled Meetings	Increased knowledge of Social Studies EOC	August 2018 Every Nine Weeks	Increased knowledge of Social Studies EOC
EOC Prep in Core Classes Ensure that instructional program includes Social Studies objectives in grades not tested by state assessment	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Dean of Instruction Department Heads Staff	General Funds EOC materials	Dean of Instruction memos and minutes of Dept. Heads meeting Teachers' Lesson Plans	August 2018 Every Nine Weeks	Instruction for scores indicative of a TEA distinctive campus Increase scores above safeguards

Vertically and horizontally align objective expectations by grade level (TEKS /EOC). Develop chart that indicates vertical alignment at a glance and use Unit Assessments.	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Dean of Instruction Administration Department Head Staff	All Teachers All Programs Region XIX ESC Scheduled meetings	Curriculum alignment meetings Pre-Assessments Lesson plans	Monthly Fall 2018	EOC results Progress toward ESEA goals and performance indicators
Use grade –level TEKS as a scope and sequence along with grade-level EOC objectives to vertically align the curriculum and for vertical teaming.	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Dean of Instruction and Dept. Heads	Master Schedule	Benchmark tests	EOC test dates	Increased knowledge of Social Studies EOC
Administer Benchmark EOC for grade 9 and 10 EOC World Geography, World History and U.S. History to address all populations to include SPED, LEP, and Migrant. Semester Exam Exemption Incentive	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Dept Head, Staff	Scheduled Time	Lesson Plans Increased knowledge of SS EOC	Dec 2018	Lower EOC failure rate. Increase scores above safeguards
Mandatory Tutoring – Board Policy EHBC Mandatory tutoring for students failing a class and use ICU Graduation Room during lunch and afterschool	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Staff	Title I, 9 <sup>th</sup> period	Lower EOC failure rate. Increase SS passing rate	August 2018 Every Nine Weeks	Lower EOC failure rate Lower failure rate
Continue to implement Curriculum Collaborative Program (TEKS Resource System Vertical Alignment Documents)	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Dept Heads	Scheduled Time Classroom	Lesson Plans Dept Meetings Walkthroughs	Aug 2018 Every Nine Weeks	Lower EOC failure rate, lower failure rate Increase # of graduates
Offer Staff Development for EOC requirements.	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration	Title 1, SCE	Increase EOC knowledge	Aug 2018	Increased EOC awareness.

Continue utilization of Smart Boards	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration, Staff	Technology Funds	Lesson Plans, Walkthroughs	Aug 2018 Every Nine Weeks	Increased student performance
Continue implementation of Tier I, II, III strategies for RTI	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration	Posters, allotted time	Posting of Posters Lesson Plans	Aug 2018 Every Nine Weeks	Increased student Performance
Continue Pullout Program	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Dean of Instruction Administration, Staff	Scheduled time	Lower EOC rate Increase EOC awareness	Oct 2018 April 2018	Lower EOC Failure rate, more students on grade level Increased EOC awareness
Prepare all students for college readiness according to HB 5 requirements	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2018 Every Nine Weeks	Lower EOC failure rate, Lower failure rate. Increase # of graduates.
Available 3D lab	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration, Staff	Technology Funds	Lesson Plans, Walkthroughs	Oct 2018 Every Nine Weeks	Increased student performance through technology
Addition of AP World History and AP Human Geography classes and AP US History	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Dean of Instruction Counselors & Staff	Title I General Funds Scheduled Time	Lower EOC failure rate. Increase EOC awareness	Oct 2018 Feb 2018	Lower failure rate, more students on grade level. Increased EOC awareness

Prepare all students for college readiness according to HB 5 requirements to include creation of cohorts for STEM Academy	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2018 Every Nine Weeks	Lower EOC failure rate, Lower failure rate. Increase % of graduates.
Lesson delivery on the Fundamental Five to improve scores	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2018 Every Nine Weeks	Lower EOC failure rate, Lower failure rate

**Objective 1.6**

Integrate Bilingual/ESL methodology into regular classroom instruction

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

STRATEGIES ESL	COMPONENTS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIME LINES	SUMMATIVE EVALUATION
Integrate Bilingual/ <u>ESL</u> methodology into regular classroom instruction and have all English Teachers Certified in ESL  LPAC will meet and monitor student progress every Nine Weeks. ESL staff will monitor student progress in all content areas every three weeks and plan intervention strategies.	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Dean of Instruction Administration ESL Teachers  Administration ESL Staff  Administration ESL Staff	Staff development LPAC Committee ELPS  All Teachers State Mandates  Tech Writing	Training sessions (agendas/minutes/sign-in-sheets)  Lesson Plans Progress Forms  Parent permission and denial forms with benefits	Fall 2018  Weekly Every three weeks  August 2018 Every Nine	EOC results  Bilingual/ESL Chart of Expectations  Lower Failure Rate Improve PBMAS rating  Bilingual/ESL Annual Evaluation Report

<p>Continue with Reading Program using Read 180,</p> <p>Continuation of SIOP Training</p> <p>Continue ELPS in all classes</p> <p>Continue Differentiated Instruction (DI) in all classes to decrease drop out of ELLs</p> <p>Use of ELPS Flipcharts to address AMAOs.</p>		<p>Administration</p> <p>Administration</p> <p>Administration</p>	<p>Reading Improvement</p> <p>Read 180, Open Book</p> <p>ELPS Training</p> <p>Bilingual/ESL funds</p>	<p>Increased Reading Levels</p> <p>Lower failure rate</p>	<p>Weeks</p> <p>August 2018</p> <p>Every Nine Weeks</p>	<p>Increase scores above safeguards</p> <p>Student Annual Review</p> <p>TELPAS results</p> <p>Progress toward ESEA goal and performance indicators</p>
<p>Mandatory Tutoring – Board Policy EHBC</p> <p>Use of ICU Graduation Room during lunch and after school</p>	<p>1. <input type="checkbox"/> 6. <input type="checkbox"/></p> <p>2. <input type="checkbox"/> 7. <input type="checkbox"/></p> <p>3. <input type="checkbox"/> 8. <input type="checkbox"/></p> <p>4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/></p> <p>5. <input type="checkbox"/> 10. <input type="checkbox"/></p>	<p>Administration</p> <p>Dean of Instruction</p> <p>Staff</p>	<p>Title I</p> <p>General Funds</p> <p>9<sup>th</sup> period</p>	<p>Lower failure rate</p>	<p>Sept 2018</p> <p>Every Nine Weeks</p>	<p>Lower failure rate</p>
<p>Continue utilization of Smart Boards</p>	<p>1. <input type="checkbox"/> 6. <input type="checkbox"/></p> <p>2. <input checked="" type="checkbox"/> 7. <input type="checkbox"/></p> <p>3. <input type="checkbox"/> 8. <input type="checkbox"/></p> <p>4. <input checked="" type="checkbox"/> 9. <input type="checkbox"/></p> <p>5. <input type="checkbox"/> 10. <input checked="" type="checkbox"/></p>	<p>Administration, staff</p>	<p>Technology funds, CATE</p>	<p>Lesson Plans</p> <p>Walkthroughs</p>	<p>Aug 2018</p> <p>Every Nine Weeks</p> <p>Every Nine Weeks</p>	<p>Increased student performance</p> <p>Increase scores above safeguards</p>
<p>Continue implementation of Tier I, II, III strategies for RTI</p>	<p>1. <input type="checkbox"/> 6. <input type="checkbox"/></p> <p>2. <input type="checkbox"/> 7. <input type="checkbox"/></p> <p>3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/></p> <p>4. <input type="checkbox"/> 9. <input type="checkbox"/></p> <p>5. <input type="checkbox"/> 10. <input type="checkbox"/></p>	<p>Administration</p>	<p>Posters, allotted time</p>	<p>Posting of posters</p>	<p>Aug 2018</p> <p>Every Nine Weeks</p>	<p>Increased student performance</p>
<p>Continue pullout programs in core subject areas</p>	<p>1. <input type="checkbox"/> 6. <input type="checkbox"/></p> <p>2. <input type="checkbox"/> 7. <input type="checkbox"/></p>	<p>Administration, staff</p>	<p>Allotted time</p>	<p>Progress reports</p>	<p>Oct 2018</p> <p>Jan 2018</p> <p>April 2018</p>	<p>Increased student performance</p> <p>Increase scores above</p>



	3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>					safeguards
TELPAS (Texas English Language Proficiency Assessment) training for core subject teachers	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration , ELA staff	Allotted time Staff development	Writing Samples Training	August 2018	Increased student performance through PBMAS
Model Teaching	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Dean of Instruction	Scheduled time	Progress Reports, Lesson Plans	August 2018 Scheduled	Increased student performance
Conduct Walkthroughs using T-TESS as the evaluation instrument	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration	Scheduled time	T-TESS available for teachers to view	Aug 2018 Every Nine Weeks	Increased student performance
Set up Parent/teacher conferences to ensure student progress and use of ICU to text parents when they are missing work.	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Staff	Scheduled time	Teacher plans, documentation	August 2018 As needed	Increased student performance. Students on grade level
Monitor EOC passing rates compare to state standards In Reading/Writing Administer Benchmark Assessment in core subject areas to include EOC/STAAR especially Reading and Writing	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction	Scheduled time	Increased EOC scores	Feb. 2019 April 2019	Increased student performance Increase scores above safeguards Increase Benchmark Test

Prepare all students for college readiness according to HB 5 requirements to include creation of cohorts for STEM Academy	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2018 Every Nine Weeks	Lower EOC failure rate, Lower failure rate. Increase % of graduates.
Continue us of 3D lab	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration, Staff	Technology Funds	Lesson Plans, Walkthroughs	Oct 2018 Every Nine Weeks	Increased student performance through technology
Lesson delivery on the Fundamental Five to improve scores	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2018 Every Nine Weeks	Lower EOC failure rate, Lower failure rate

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

**Objective 1.7**

Continue implementing the G/T program.

STRATEGIES G/T	COMPONENTS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIME LINES	SUMMATIVE EVALUATION
Continue implementing the <u>G/T</u> program. • Update G/T curriculum	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input checked="" type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input checked="" type="checkbox"/> 9. <input type="checkbox"/>	Administration  Dean of Instruction	G/T funds  Region XIX ESC	Curriculum update meetings (agendas/minutes/sign-in-sheet)  Nomination/identification	Monthly	EOC results G/T Chart of Expectations



<ul style="list-style-type: none"> <li>• Implement G/T nomination and identification strategies to ensure that LEP students have equal access to G/T services</li> <li>• Test in native language</li> <li>• Non-Verbal tests</li> </ul> <p>Increase Percentage of 9<sup>th</sup> through 12<sup>th</sup> grade students identified as G/T who are enrolled in Pre-AP and AP classes with AP scores of 3+ or 4+ on AP examinations)</p> <ul style="list-style-type: none"> <li>• Increase the number of G/T students taking AP exams</li> <li>• Increase the number of G/T students scoring 4's or 5'</li> </ul>						
<p>Lesson delivery on the Fundamental Five to improve scores</p>	<p>1. <input type="checkbox"/> 6. <input type="checkbox"/>  2. <input type="checkbox"/> 7. <input type="checkbox"/>  3. <input type="checkbox"/> 8. <input type="checkbox"/>  4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/>  5. <input type="checkbox"/> 10. <input type="checkbox"/></p>	<p>Administration  Dean of Instruction  Department Heads</p>	<p>Scheduled Time  Classroom</p>	<p>Lesson Plans  Department Meetings  Walkthroughs</p>	<p>September 2018  Every Nine  Weeks</p>	<p>Lower EOC failure rate, Lower failure rate</p>

**Objective 1.8**

Provide quality CATE program:

<b>TITLE 1</b> <b>School-Wide Components</b>	1. Comprehensive Needs Assessment (CNA)	2. Is it School-Wide Reform	3. Instruction by Highly Qualified Teachers	4. High Quality Professional Development	5. Strategies to Attract High-Quality Teachers	
	6. Parental Involvement	7. Transition	8. Teacher Decision-Making Regarding Assessments	9. Effective and Timely Assistance to Students	10. Coordinate & Integrate federal, State & Local Programs	
<b>STRATEGIES</b> <b>CATE</b>	<b>COMPONENTS</b>	<b>PERSONS</b> <b>RESPONSIBLE</b>	<b>RESOURCES</b>	<b>FORMATIVE</b> <b>EVALUATION</b>	<b>TIME</b> <b>LINES</b>	<b>SUMMATIVE</b> <b>EVALUATION</b>
Provide quality <u>CTE</u> program: <ul style="list-style-type: none"> <li>• Career Pathways for college-bound and vocationally bound students.</li> <li>• Increase vocational course offerings</li> <li>• Make CCTE available for afternoon classes</li> <li>• Develop CTE course offering handbook</li> <li>• Offer Trade and Industry classes</li> <li>• Promote Health Science Classes</li> <li>• Articulated Courses</li> <li>• Continue EMT class</li> <li>• Increase Business Education Courses</li> <li>• Career Information &amp; Knowledge               <ul style="list-style-type: none"> <li>○ Nutrition</li> <li>○ Career Investigation</li> <li>○ Job Shadowing</li> <li>○ Guest Speakers</li> <li>○ Career Field Trips</li> </ul> </li> <li>* Offer Research and Design class</li> </ul> Continue AHEC Prograj CPR Certificate	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration CATE Dept. Chair	State CATE Funds  Carl Perkins Grant  Counselor CATE Dept. Tech Prep  Center for Career and Technology Education (CCTE)  General funds	Master Schedule Career Plans	August 2018 Every Nine Weeks	EOC Results  CATE Chart of Expectations CATE Annual evaluation report Faculty, Student, Parent Surveys  PAS Report (CATE)  Increased participation in CCTE classes available to FHS students

<p>Monitor program to make sure PEIMS data matches receipt of Carl Perkins funds</p> <ul style="list-style-type: none"> <li>Submit all federal and state financial reports in a timely manner.</li> </ul>	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Central Office PEIMS Specialist Campus PEIMS Clerk	PEIMS Data	CATE PAS ratings	May 2018	CATE annual evaluation report
Mandatory tutoring – Board Policy EHBC	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean Of Instruction Staff	Title I funds General funds 9 <sup>th</sup> period	Lower CATE failure rate	Sept 2018 Every Nine Weeks	Lower CATE failure rate
Continue HOSA activities	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration, Staff	Scheduled time	Sign in sheets	August 2018 As scheduled	Increased student performance
Continue utilization of Smart Boards and up to date software and hardware to meet today’s industry standards.	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration, Staff	CATE funds	Lesson Plans Walkthroughs	Aug 2018 Every Nine Weeks	Increased student performance
Continue implementation of Tier I, II, III strategies for RTI	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration	Posters, allotted time	Posting of posters	Aug 2018 Every Nine Weeks	Increased student performance
Continue use of Apple Laptops and IPADs in the curriculum	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Dept Head Administration	CATE	Purchase orders, Lesson plans	August 2018 Every Nine Weeks	Increased student performance

Monitor Master schedule to balance the number of males taking nontraditional female courses	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Counselors	CATE	Master schedule	Every Semester	Balanced Schedule
Lesson delivery on the Fundamental Five to improve scores	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2018 Every Nine Weeks	Lower EOC failure rate, Lower failure rate
Increase number of CTE Industry based certification	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Head CTE	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2018 Every Nine Weeks	Lower EOC failure rate, Lower failure rate
Continue to expand STEM Program course offerings	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Head CTE	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2018 Every Nine Weeks	Lower EOC failure rate, Lower failure rate

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

**Objective 1.9**

Address the needs of At-risk students:

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



<ul style="list-style-type: none"> <li>• Counseling</li> <li>• School leadership and administration</li> <li>• Additional supplies</li> <li>• Contracted services</li> <li>• Planning/Teaming for at-risk students</li> <li>• Tutorials</li> <li>• Extended Day</li> <li>• Special Ed CMC</li> <li>• Optional Extended Year</li> <li>• NHS Tutorials</li> <li>• Dyn Ed</li> <li>• Intervention classes for STAAR EOC</li> <li>• Personal Graduation Plan</li> <li>• ISS/DAEP</li> <li>• Continue REAL Mentoring Program with Border Patrol</li> </ul> <p>Implementation of ICU during lunch and afterschool.</p> <p>Establish Mentoring Program with teachers mentoring students.</p> <p>Establish Teen Pregnancy Intervention Program</p>		<p>Administration Attendance Clerk Instructional Aide</p>	<p>Community Service Tutoring</p> <p>Guidance/Counseling</p> <p>Go Center Scheduled time</p>	<p>Purchase orders/invoices</p> <p>Benchmark tests</p> <p>Recovered Credits Reduction in Failure Rates</p> <p>College Awareness Lower failure rate Keep students on track</p>	<p>Daily</p> <p>Dec 2018</p> <p>Aug 2018 Every Six Week</p>	<p>Increase or decrease in FTEs vs At-Risk students/Economically Disadvantaged students</p> <p>Personal Graduation Plan</p> <p>Final PEIMS report</p> <p>Increase % of graduates</p> <p>Lower failure rate Students on Grade level PBMAS</p>
<p>Lesson delivery on the Fundamental Five to improve scores</p>	<p>1. <input type="checkbox"/> 6. <input type="checkbox"/></p> <p>2. <input type="checkbox"/> 7. <input type="checkbox"/></p> <p>3. <input type="checkbox"/> 8. <input type="checkbox"/></p> <p>4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/></p> <p>5. <input type="checkbox"/> 10. <input type="checkbox"/></p>	<p>Administration Dean of Instruction Department Heads</p>	<p>Scheduled Time Classroom</p>	<p>Lesson Plans Department Meetings Walkthroughs</p>	<p>September 2018 Every Nine Weeks</p>	<p>Lower EOC failure rate, Lower failure rate</p>

**Objective 1.101**

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

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



Continue dyslexia and 504 services in accordance with district policy, District Dyslexia Plan, and 504 plan	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration 504 Coordinator	Teachers Special Ed. Dept TAT.	Referrals Campus Schedules	Per occurrence August 2018	STAAR results TPRI
Offer EOC/STAAR requirements training to all staff. Provide Staff Development for all Special Education teachers in the field of Goal Setting and Inclusion.	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Special Ed teachers	Scheduled time. Conference periods	Increase knowledge of EOC/STAAR requirements	August 2018	Increased EOC awareness Increase scores above safeguards
Provide update training for all teachers in identification of students with dyslexia and related disorders.	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Special Education Director	504 Committee	Lesson plans with modifications/Acco mmodations Progress reports/Report Cards Benchmark tests	Weekly  6 weeks EOC test dates	Dyslexia Chart Expectations Training certificates Progress toward ESEA goals and performance indicators
Continue Vocational Academic Program (VAP)	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration/Staff Special Ed Director	Master Schedule General Funds Special Ed Funds	Lesson Plans Field trip request	August 2018 Every Nine Weeks	Increased student participation Increased Community participation
Administer Benchmark Assessment in core subject areas to include EOC/STAAR especially Social Studies, Writing	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Staff	Scheduled time	Lesson plans	Dec 2018	Increased knowledge in EOC objectives
Mandatory Tutoring – Board Policy EHBC Mandatory tutoring for students scoring minimum on EOC	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Staff	Title I Special Ed funds 9 <sup>th</sup> Period	Lower failure rate	Sept 2018 Every Nine Weeks	Lower failure rate

Ensure that campus is in compliance with 1% Exemption rate as determined by AYP under NCLB	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration ARD Committee Staff	Scheduled time ARD Committee meetings STAAR	Compliance with NCLB laws and Special Education Laws	August 2018 All Year	ARD Committee high expectations
Continue Read 180 Program, Open Book and A+	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Staff	Scheduled time	Classroom Scheduled time	August 2018 Every Nine Weeks	Lower EOC failure rate
Continue Herman Method Dyslexia Program	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Staff	Scheduled time	Lesson Plans Lab sign in sheets	August 2018 Every Nine Weeks	Lower EOC failure rate
Continue utilization of Smart Boards	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration, Staff	Technology Funds	Lesson Plans Walkthroughs	Aug 2018 Every Nine Weeks	Increased student performance
Continue implementation of Tier I, II, III strategies for RTI	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration	Posters, Allotted time	Posting of posters	Aug 2018 Every Nine Weeks	Increased student performance
Lesson delivery on the Fundamental Five to improve scores	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2018 Every Nine Weeks	Lower EOC failure rate, Lower failure rate

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

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

Assessment in core subject areas to include EOC/STAAR especially <ul style="list-style-type: none"> <li>○ Social Studies, Writing</li> <li>○ Benchmark Testing</li> </ul> <b>Disaggregation at end of Semester</b>						
<b>Continue to integrate technology into classroom instruction:</b> <b>Staff development based on CNA</b> <ul style="list-style-type: none"> <li>• Integration of technology into instructional program across the curriculum (all subjects/all grade levels)</li> <li>• Provide computer literacy for parents</li> <li>• Diverse library software to support reading program</li> <li>• Internet availability to staff</li> <li>• Equipment, maintenance, software upgrades</li> <li>• Student assignments include technology</li> <li>• Computerized TEKS access</li> <li>• A-Plus Learning</li> <li>• Read 180</li> <li>• Mobile Lab (Wireless)</li> <li>• DynEd</li> <li>• IPADSs</li> <li>• Elmos, Document Cameras, Smart Board</li> </ul>	1. <input type="checkbox"/> 6. <input checked="" type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input checked="" type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean Of Instruction Technology Facilitator Migrant Coordinator	Title II, Part D Region XIX ESC Lexia Program Read 180 DynEd A+ Laptops DMAC	Staff development calendar (agendas/minutes/ Sign-in sheets) Lesson plans Principal observations Programmatic assessments LPAC minutes	August 2018 Every Nine Weeks Every Nine Weeks August 2018 Every Nine Weeks	EOC results Personnel Records <ul style="list-style-type: none"> <li>○ Teacher Competencies</li> <li>○ Certificates</li> </ul> Increased student performance and Mastery of TEKS
Lesson delivery on the Fundamental Five to improve scores	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2018 Every Nine Weeks	Lower EOC failure rate, Lower failure rate



STRATEGIES Recruit/Retain Highly Qualified Teachers	COMPONENTS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIME LINES	SUMMATIVE EVALUATION
<p><b>Objective 1.103</b> <b>Recruit and retain highly qualified teachers</b></p> <ul style="list-style-type: none"> <li>• Stipends</li> <li>• Quality staff development</li> <li>• Incentives</li> <li>• Sign-on bonus</li> <li>• Retention Bonus</li> <li>• Met Standard two years in a row</li> <li>• Distinctions in ELA 2018</li> <li>• Distinctions in Math 2018</li> <li>• Distinctions Top 25% Closing Performance Gaps2018</li> <li>• Distinctions in Top 25% Student Progress2018</li> <li>• Continue to Encourage regular ed. Teachers to certify in ESL</li> <li>• Small Teacher to Student Ratio</li> <li>• UIL Academic District Champions nine consecutive years in a roll</li> </ul> <p>Paraprofessionals will become qualified in accordance with ESEA Goal 3, Performance Indicator 3.3 by the year 2018-17</p> <ul style="list-style-type: none"> <li>• Local Assessment</li> <li>• College Courses</li> </ul>	<p>1. <input type="checkbox"/> 6. <input type="checkbox"/>  2. <input type="checkbox"/> 7. <input type="checkbox"/>  3. <input type="checkbox"/> 8. <input type="checkbox"/>  4. <input type="checkbox"/> 9. <input type="checkbox"/>  5. <input checked="" type="checkbox"/> 10. <input type="checkbox"/></p>	<p>Personnel Director  Administration</p>	<p>Program Directors  Region XIX ESC  Finance Director</p>	<p>Recruitment logs  Staff development calendar (agendas/minutes/sign-in sheets)  Budget  Paraprofessional Growth Plan (ESEA 3.3)</p>	<p>Fall 2018 Spring 2019</p>	<p>EOC results  Personnel records  Paraprofessional certificates/transcripts</p>
<p>Provide transition activities from Middle School to High School.</p> <ul style="list-style-type: none"> <li>• Fish Camp</li> </ul>	<p>1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/></p>	<p>Administration Staff</p>	<p>Counselors  Teachers at transition</p>	<p>Orientation sessions  Counselors' logs</p>	<p>Spring 2019</p>	<p>Student achievement  Academic Excellence</p>

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

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

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

Performance Target: Performance targets as defined by the TEA, effective July 1, 2012 for the 2018-2019 school year.

**Campus Goal 2**

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

**Objective 2:**

For the 2018-17school year:

**2.1** The student attendance rate will improve from by 3% in the year 2018-2019

**2.2** The campus dropout rate will remain at 1.0% or less in the year 2018-2019.

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

STRATEGIES Graduation	COMPONENTS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIME LINES	SUMMATIVE EVALUATION
<b>Objective 2.1, 2.2</b> <b>Monitor attendance on a daily basis.</b> <ul style="list-style-type: none"> <li>○ Parent notification <ul style="list-style-type: none"> <li>○ Telephone calls</li> <li>○ Letters</li> </ul> </li> <li>○ Computerized attendance reports</li> <li>○ Counseling</li> <li>○ Home visits</li> <li>○ Attendance contests</li> <li>○ Court referrals</li> </ul>	1. <input checked="" type="checkbox"/> 6. <input checked="" type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Attendance Officer Attendance Clerk Staff	Attendance clerk	Attendance reports ADA reports	Daily Monthly Scheduled	Attendance rate Dropout rate
Provide dropout prevention and recovery through the following: <ul style="list-style-type: none"> <li>○ Counseling services</li> <li>○ Pregnancy-related services</li> <li>○ Services for school-age parents</li> <li>○ Saturday school</li> <li>○ After-school mentoring</li> <li>○ A+ Learning</li> <li>○ Instructional Aides</li> <li>○ Gear up student support</li> </ul>	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Counselors Dean of Instruction Administration Administration Certified teacher Instructional aides College tutors	PEP Grant Counselor Nurse Health Teacher Title I General Funds	Withdrawal tracking records Counselor's log Scheduled class Scheduled time Principal contacts for locating leavers Recover Drop outs Develop PGPs for all at-risk students Recover credits	Per occurrence Daily Master schedule Weekly or per occurrence August 2018 Master Schedule Aug 2018 As scheduled	Decrease Dropout rate Decrease Pregnancy Rate Leaver reports Increased Attendance Increase # of graduates
Increase the percent of students taking the SAT/ACT from 47.6% to 70%. Increase the percent of students scoring above the criterion on the SAT/ACT <ul style="list-style-type: none"> <li>○ High school is an SAT testing center</li> <li>○ SAT/ACT software available in computer labs and library.</li> <li>○ Pay for tests through</li> </ul>	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Counselors	Counselor Librarian High School Testing Center HS Allotment PSAT (SAT) PLAN (ACT)	SAT/ACT registration Programmatic assessments (software) Results of ACT or SAT exams Scheduled time	Fall 2018 Spring 2019 Monthly Spring 2018	Higher SAT/ACT results Increase number of students taking either ACT or SAT exams

<p>waivers.</p> <ul style="list-style-type: none"> <li>○ Include Sophomores in PSAT testing</li> <li>○ Pay for SAT, ACT and PSAT exams</li> <li>○ PSAT Webinar</li> </ul>			Grant money		Oct 2018	
<p>Inform juniors and seniors that top 10% of graduating class receives automatic admission to most state colleges and universities.</p>	<p>1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/>  2. <input type="checkbox"/> 7. <input type="checkbox"/>  3. <input type="checkbox"/> 8. <input type="checkbox"/>  4. <input type="checkbox"/> 9. <input type="checkbox"/>  5. <input type="checkbox"/> 10. <input type="checkbox"/></p>	<p>High School Counselors  Administration  Senior Class Sponsor</p>	<p><b>Posters</b>  Letters  Valedictorian/  Salutatorian  criteria</p>	<p>Letters to parents  Orientation sessions (agenda, sign-in sheets, minutes)</p>	<p>Fall 2018  Spring 2019</p>	<p>Graduation ranking  College admissions records  TEA report</p>
<p>Increase the number taking AP classes, the number of students scoring 3+ or 4+ on AP exams, and the number pursuing and achieving the Distinguished Program Indicator.  Continue signing up students for at least one endorsement</p> <p>Continue to offer Dual Credit Courses through El Paso Community College</p> <p>Increase the number of courses available to include Pre Calculus and Calculus</p> <p>Increase the number of juniors taking the PSAT toward qualifying as National Merit Scholars.</p>	<p>1. <input type="checkbox"/> 6. <input type="checkbox"/>  2. <input type="checkbox"/> 7. <input type="checkbox"/>  3. <input type="checkbox"/> 8. <input type="checkbox"/>  4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/>  5. <input type="checkbox"/> 10. <input type="checkbox"/></p>	<p>Administration  Dean of Instruction  Counselors  Staff</p> <p>Administration</p> <p>Counselors</p>	<p>Counselor</p> <p>El Paso Community College transcripts Registrar records</p> <p>Valedictorian/  Salutatorian  criteria</p> <p>Scheduled time</p>	<p>Graduation Plans</p> <p>AP Exam results  Transcripts</p> <p>Student Registration logs</p>	<p>August 2018</p> <p>Fall 2018  Spring 2019</p>	<p>Student transcripts</p> <p>(G/T students scoring 3+ or 4+ on AP exams)</p> <p>Increased Dual Credit enrollment to include Pre Cal and Calculus</p> <p>Increased number of students taking PSAT</p> <p>Ensure students are signed up for Endorsements</p>
<p>Allow sophomores to take PSAT</p>	<p>1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/>  2. <input type="checkbox"/> 7. <input type="checkbox"/>  3. <input type="checkbox"/> 8. <input checked="" type="checkbox"/>  4. <input type="checkbox"/> 9. <input type="checkbox"/>  5. <input type="checkbox"/> 10. <input type="checkbox"/></p>	<p>Administration  Counselors</p>	<p>Registration  Scheduled time</p>	<p>Registration logs</p>	<p>October 2018</p>	<p>Increased awareness of PSAT and SAT exams</p>

Lesson delivery on the Fundamental Five to improve scores	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration Dean of Instruction Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2018 Every Nine Weeks	Lower EOC failure rate, Lower failure rate
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**ESEA Performance Goal 5:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.

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

Performance Target: Performance targets as defined by the TEA, effective July 1, 2018 for the 2018-2019 school year.

**Campus Goal 3:**

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

**Objective 3:**

- 3.1 Continue with the Crisis Management Plan  
Continue to use the Emergency Operations Plan as required by Senate Bill 11
- 3.2 Continue using the Discipline Intervention Program A101
- 3.3 Discipline referrals will decrease from 120 in 2018 to 100 in 2018. Discipline referrals include truancy and dress code violations
- 3.4 Tobacco, Alcohol, and Drug (TAOD) offenses will decrease from 2 in 2018 to 0 in 2018.
- 3.5 Incidents of violence will decrease from 0 in 2018 to 0 in 2018

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

STRATEGIES Safe & Drug Free School	COMPONENTS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIME LINES	SUMMATIVE EVALUATION
Objectives 3.1, 3.2, 3.3, 3.4,	1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/>					

<p><b>3.5</b> Continue to implement the district crisis management plan including:</p> <ul style="list-style-type: none"> <li>○ Suicide prevention</li> <li>○ Violence prevention</li> <li>○ Conflict resolution</li> <li>○ Bullying</li> <li>○ Cyberbullying</li> <li>○ State Trooper Presentations</li> </ul> <p>Continue Lock down procedures for emergency situations.</p> <p>Continue the use of the Emergency Operations Plan required by Senate Bill 11</p>	<p>2. <input checked="" type="checkbox"/> 7. <input type="checkbox"/>  3. <input type="checkbox"/> 8. <input type="checkbox"/>  4. <input type="checkbox"/> 9. <input type="checkbox"/>  5. <input type="checkbox"/> 10. <input type="checkbox"/></p>	<p>Administration Counselor Crisis Management Team  Emergency Operations Plan Team</p>	<p>Faculty and staff Nurse Decision-making committee Title IV funds  Scheduled meetings</p>	<p>Crisis Calendar of Events</p> <ul style="list-style-type: none"> <li>○ Crisis drills/ Emergency drills</li> <li>○ Safety checklists</li> <li>○ Meetings or Crisis Management Team and Emergency Operations Plan Team</li> </ul>	<p>Monthly</p>	<p>Title IV Annual Evaluation Report  PEIMS 425 Report  Gun-free Report  Teams meetings' minutes</p>
<p>Continue to implement drug-free curriculum and reduce campus drug offenses.</p> <ul style="list-style-type: none"> <li>○ Red Ribbon Week</li> <li>○ Staff development</li> <li>○ Random walk-throughs (FISD Security)</li> <li>○ Canine Program</li> <li>○ Guest Speakers</li> <li>○ Theatre Arts class</li> <li>○ Student Leadership class</li> <li>○ Health Fair</li> </ul>	<p>1. <input type="checkbox"/> 6. <input checked="" type="checkbox"/>  2. <input checked="" type="checkbox"/> 7. <input type="checkbox"/>  3. <input type="checkbox"/> 8. <input type="checkbox"/>  4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/>  5. <input type="checkbox"/> 10. <input type="checkbox"/></p>	<p>Drug-free Coordinator Administration Counselors FISD Security Student Council Staff</p>	<p>Counselor Health teachers FISD Security Region XIX ESC Staff</p>	<p>Lesson plans Calendar of events Drug-related offenses</p>	<p>Weekly As scheduled 6 weeks</p>	<p>Title IV Annual Evaluation Report  PEIMS 425 Report</p>
<p>Continue to implement discipline management plan.</p> <ul style="list-style-type: none"> <li>○ District guidelines</li> <li>○ Parent communications</li> <li>○ A101</li> <li>○ ISS</li> </ul>	<p>1. <input type="checkbox"/> 6. <input type="checkbox"/>  2. <input checked="" type="checkbox"/> 7. <input type="checkbox"/>  3. <input checked="" type="checkbox"/> 8. <input type="checkbox"/>  4. <input type="checkbox"/> 9. <input type="checkbox"/>  5. <input checked="" type="checkbox"/> 10. <input type="checkbox"/></p>	<p>Administration A101 trained professionals Special Ed. Director</p>	<p><b>Teachers</b> <b>SCE</b> <b>FTE 1.0</b> Title 1</p>	<p>Discipline referrals Individual student ARD meetings Discipline Reports</p>	<p>Weekly As scheduled Monthly</p>	<p>Title IV Annual Evaluation Report  PEIMS 425 Report  Teacher Surveys</p>





<p>Implement a Comprehensive Guidance Plan aligned with the State Plan.</p> <ul style="list-style-type: none"> <li>o Character Education</li> <li>o Decision making</li> <li>o Self-esteem</li> <li>o Private and group counseling</li> <li>o Scholarship acquisition</li> <li>o Testing</li> <li>o Career awareness</li> <li>o Peer Mediation</li> <li>o College/University Information</li> <li>o Technical School Information</li> <li>o Guest Speakers</li> <li>o College Recruiters</li> <li>o Armed Forces Recruiters</li> </ul> <p>Implement TBSI Non-Violence Crisis Prevention strategies TACRAO day Career Day (Invite Colleges and Universities as well as Armed Forces) Invite Local school districts</p>	<p>1. <input checked="" type="checkbox"/> 6. <input type="checkbox"/>  2. <input type="checkbox"/> 7. <input type="checkbox"/>  3. <input type="checkbox"/> 8. <input type="checkbox"/>  4. <input type="checkbox"/> 9. <input type="checkbox"/>  5. <input type="checkbox"/> 10. <input type="checkbox"/></p>	<p>Administration Counselors</p> <p>Administration Core Group Counselors</p>	<p>Teachers Counselors Title IV funds CATE funds</p> <p>TBSI Core Group Scheduled time</p>	<p>Calendar of Events Counselors' logs Testing schedule</p> <p>Training Time</p> <p>Increased Awareness in Career choices after HS</p>	<p>Monthly Daily/Weekly Semester Throughout the year</p> <p>August 2018 through September 2018 October 2018</p>	<p>Title IV Annual Evaluation Report PEIMS 425 Report Scholarships awarded Increased Self-Esteem</p> <p>Increased Non-Violence Crisis Intervention strategies Decrease violence in the school Increased awareness in college requirements</p>
<p>Continue with implementation of TBSI Non-Violence Crisis Prevention strategies. Train staff "Texas School Safety Conference."</p>	<p>1. <input type="checkbox"/> 6. <input type="checkbox"/>  2. <input type="checkbox"/> 7. <input type="checkbox"/>  3. <input type="checkbox"/> 8. <input type="checkbox"/>  4. <input type="checkbox"/> 9. <input type="checkbox"/>  5. <input type="checkbox"/> 10. <input type="checkbox"/></p>	<p>Administration Core Group</p>	<p>TBSI Core group</p>	<p>Training Time</p>	<p>August 2018 As scheduled</p>	<p>Increased non-violence crisis intervention strategies. Decrease violence in the school.</p>
<p>Train staff members in CPI (Crisis Prevention Institute) program</p>	<p>1. <input type="checkbox"/> 6. <input type="checkbox"/>  2. <input type="checkbox"/> 7. <input type="checkbox"/>  3. <input type="checkbox"/> 8. <input type="checkbox"/>  4. <input checked="" type="checkbox"/> 9. <input type="checkbox"/>  5. <input type="checkbox"/> 10. <input type="checkbox"/></p>	<p>Administration Special Education Director</p>	<p>Certified Instructors</p>	<p>Training time</p>	<p>August 2018 As scheduled</p>	<p>More staff trained in non-violent crisis intervention</p>

Inform students, staff and community members of the Surveillance cameras throughout the schools	1. <input type="checkbox"/> 6. <input type="checkbox"/> 2. <input type="checkbox"/> 7. <input type="checkbox"/> 3. <input type="checkbox"/> 8. <input type="checkbox"/> 4. <input type="checkbox"/> 9. <input checked="" type="checkbox"/> 5. <input type="checkbox"/> 10. <input type="checkbox"/>	Administration, Security, Counselors, staff	Posted signs, letters, memos	Recovery of items, reduced violence acts	August 2018	Decrease in student violence or violence related activities
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**Goal 4:** Increase parent and community involvement.

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

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

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

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

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

Telephone, Conferences

Mail, Report card pick-up

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

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

