



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

HEALTH CAREERS HIGH SCHOOL

2017-2018

HEALTH CAREERS HS

Needs Assessment 2017-2018

Process

In the textbox below document the process you followed when completing the needs assessment.

The process began at the October staff development with a focus on differentiated instruction to improve student achievement. Teachers worked in groups to look at our school improvement goals and have discussions about teaching and leaning.

Conversations lead by school leaders continued throughout the year. The Visioning team and other teacher committees focused on areas of the school improvement goals and conversations continued for each area. All teachers had opportunity to provide feedback during the February staff development day and again during department meetings in April and May.

Administration and department coordinators reviewed and honed the teacher interview questions to ensure teachers were hired who were a good match for Health Careers.

Data and Campus Practices Review

Every organization has factors that are critical to its success. These critical success factors (CSFs) help the organization thrive by helping stakeholders focus on the organization’s priorities. They are research-based and are key elements for implementing improvement efforts.

Select all data and campus practices reviewed in the needs assessment (Title I Schoolwide Component 1). Multiple selections are allowed. Then document your findings in the textbox provided. Findings should include statements of fact about the data or the practice.

CSF 1: Academic Performance	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input type="checkbox"/> Special populations enrollment, performance, and LRE	
<input type="checkbox"/> TELPAS	
<input type="checkbox"/> Promotion/retention (Elementary)	
<input checked="" type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input checked="" type="checkbox"/> SAT/ACT (High School)	
<input checked="" type="checkbox"/> AP (High School)	
<input checked="" type="checkbox"/> Other College Readiness , endorsements, and certifications	
Findings	<p>Minimal progress has been made with ALL teachers utilizing student data to drive instruction. Good progress was made in the utilization of College Board resources to identify students and improve instruction in AP courses. We did make good progress to improve EOC Level III Advanced scores.</p> <p>We need to continue to work to have PLC groups use data to drive planning and instruction.</p> <p>We still do not have all department coordinators completely on board to effectively lead their departments in data analysis.</p> <p>The goals will continue.</p> <p>CSF</p>

CSF 2: Use of Quality Data to Drive Instruction	
Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.	

<input checked="" type="checkbox"/> Student attendance
<input type="checkbox"/> Discipline
<input checked="" type="checkbox"/> Grades
<input checked="" type="checkbox"/> CDBs
<input checked="" type="checkbox"/> Common Assessments
<input checked="" type="checkbox"/> Other Formative assessment were used by teachers to drive instruction
Findings
<p>Some progress has been made with ALL teachers utilizing student data to drive instruction. There were good discussions in PLC meetings. Good progress was made in the utilization of College Board resources to identify students and improve instruction in AP courses.</p> <p>We did make good progress to improve EOC Level III Advanced scores.</p> <p>We need to continue to work to have PLC groups use data to drive planning and instruction.</p> <p>We still do not have all department coordinators completely on board to effectively lead their departments in data analysis.</p> <p>The goals will continue.</p> <p>CSF</p>

CSF 3: Leadership Effectiveness	
Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.	
<input checked="" type="checkbox"/> Distribution of leadership and responsibilities	
<input checked="" type="checkbox"/> Decision making structures on the campus	
<input checked="" type="checkbox"/> Teacher input	
<input checked="" type="checkbox"/> Campus goals	
<input checked="" type="checkbox"/> Monitoring of teacher performance; feedback to staff	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Master schedule	
<input checked="" type="checkbox"/> Teacher and parent surveys	
<input checked="" type="checkbox"/> Other Student interviews and input.	
Findings	<p>TTESS assignments have been changed to better meet the campus needs. The year has been focused on the TTESS evaluation and we have had excellent meetings.</p> <p>year. There has been a focus on improving the culture and encouraging teachers to take risks and implement innovative and engaging strategies.</p> <p>While administrative communication has improved, we will still work to ensure communication with staff, parents, and students is the best it can be.</p> <p>We had great improvement in our website, added a weekly newsletter; added a Twitter account, and establish a "Remind" account for parents and community partners.</p>

CSF 4: Increased Learning Time

Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.

 Response to Intervention Interventions implementation and effectiveness Student identification for increased learning time Tutorials Other Certified teachers tutoring during the school day. Kahn Academy

Findings	<p>Phoenix Learning Center provides tutoring and support during an extended day program. Certified teachers and NHS students provide tutoring on Tuesday evenings and Saturdays.</p> <p>We continue to provide quality tutoring during the school day through our study halls, lunch times, with specific identification and referral of struggling student.</p> <p>Increased student training and usage of Kahn Academy</p>
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CSF 5: Family/Community Engagement

Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.

 Communication Family and community activities Family and community input Family and community services Second language communication Other

Findings	<p>Much improved and updated website</p> <p>Excellent attendance at school functions including parent information nights, concerts, AP nights, open houses, etc.</p> <p>School messenger is effective and a parent "Remind" account has been created.</p> <p>We continue to struggle with student performances due to overcrowding and no auditorium.</p> <p>Information is provided in both English and Spanish when appropriate</p> <p>Meetings and open houses for community partners. Additional open houses for incoming 8th graders.</p> <p>Improved website, Twitter, and Remind</p>
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CSF 6: School Climate

School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.

Teacher surveys

Parent surveys

Student surveys or panels

Discipline

Student attendance

Extra-curricular activities and clubs

Other First Friday and performances/concerts

Findings	<p>We have paid careful attention to school climate this school year with good success. We have empowered staff by establishing specific committees of teachers and administrators to add input to targeted areas which has empowered teachers. We also have done a good job hiring new teachers who "buy-in" to our philosophies and campus goals.</p> <p>Club and extra-curricular attendance is outstanding. These clubs have excellent support by teachers who volunteer to sponsor.</p> <p>The counselors have done a great job of designing guidance lessons to support students and address positive relationships for student success.</p> <p>Frist Friday, where students and staff are provided an open mic to perform at lunch.</p>
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CSF 7: Teacher Quality

Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.

Teacher attendance

Teacher experience and years on campus

Class size

Staff retention rates

Alignment of curriculum, instruction, assessment

Alignment of CDB scores and STAAR results

Effectiveness of planning and collaboration

Professional development experiences and requests

Other All teachers are encouraged to attend staff development including AP Conferences each summer.

Findings	<p>We have made careful selections when hiring new teachers. Our new teachers have brought new ideas and excitement to our campus. All teachers are offered opportunity to attend off-campus staff development and workshops. We have worked to improve our leadership structure and empower our department coordinators to take a more active role as instructional leaders. We still have work to do with leadership training.</p> <p>The addition of the Visioning team is creating a real change to the traditional Health Careers mindset which has created a some push-back in several departments.</p> <p>Class sizes are small for most subjects. However, only half of the students who request clinical rotation can get into the courses.</p> <p>Teachers are doing more quality planning together and doing a much better job of incorporating differentiation into their instruction and assessment</p>
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Priority Needs

Based on the needs assessment, the following are campus priority needs:

Priority Need 1

Health Careers will continue priority need one and address ninth grade transition. We will monitor the social emotional needs of our students as well as academic progress. We have been able to add a .5 counselor position giving us 3 full time counselors to better meet the needs of our students. We will continue our 9th grade mentor program and include upper classmen.

We will expand our student success programs to our seniors by offering a Senior Seminar course to assist our seniors with the college applications and admissions process. Counselors have targeted students for this course in our bottom half as well as our economically disadvantaged students. Parent support will also be included in the process.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 5 Family and Community Engagement
- CSF 6 School Climate

Priority Need 2

Increased AP and SAT scores will continue to be a priority. While our scores are above district and state levels, we need to provide additional support to our economically disadvantaged and first generation students. Our goal is to have every students accepted to a four year college and to receive at least one scholarship or grant.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 5 Family and Community Engagement
- CSF 7 Teacher Quality

Priority Need 3

Priority Need three is to increase and expand existing community partnerships to provide opportunities for our students. Currently only approximately fifty percent of students who request clinical rotation to a medical facility are able to go. We need more clinical sites and opportunities for our students. In addition, we are forming a medical advisory board to review our medical curriculum courses to ensure we are teaching "cutting edge". Adjustments to our course offerings will be made for the 2017-2018 school year to include additional clinical rotation opportunities and a biomedical course.

- CSF 3 Leadership Effectiveness
- CSF 5 Family and Community Engagement

Priority Need 4

Priority Need three is to increase and expand existing community partnerships to provide opportunities for our students. Currently only approximately fifty percent of students who request clinical rotation to a medical facility are able to go. We need more clinical sites and opportunities for our students. In addition, we are forming a medical advisory board to review our medical curriculum courses to ensure we are teaching "cutting edge". Adjustments to our course offerings will be made for the 2017-2018 school year if necessary.

CSF 1 Academic Performance
CSF 3 Leadership Effectiveness
CSF 6 School Climate
CSF 7 Teacher Quality

Priority Need 5

Health Careers teachers and administrators will work together as we work through the TTESS/TPESS systems to grow as a staff and improve teaching and learning for students and build a positive campus culture.

CSF 3 Leadership Effectiveness
CSF 6 School Climate
CSF 7 Teacher Quality

Campus: HEALTH CAREERS HS

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 06/27/2017

SAT Member	Name	Signature
Principal	Linda Burk	
Parent Community Representative	Cassandra Romike	
Staff Representative	Katherine Rocha	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Lety Huvar	Staff Member
Jennifer Jordan	Administrator
Brad Hebert	Administrator
Jennifer Kollman	Staff Member
Julie Morgan	Parent
Jodie Sittre	Parent
Cassandra Romike	Community Member
Virginia Blazicko	Parent
Linda Burk	Principal
Janis Tschirhart	Staff Member
John Chu	Staff Member
Deborah Austin	Staff Member
Katherine Rocah	Staff Member

CAMPUS: HEALTH CAREERS HS

CAMPUS STAFF DEVELOPMENT PLAN 2017-2018

FOR CERTIFICATION PURPOSES: Campuses are required to keep records of staff development offered during contract days including date, description, number of CPE hours and attendance.

INSTRUCTIONS: In the space below, list staff development required to assure successful implementation of the School Improvement Plan. If you have traded staff development days with teachers workdays, please list the actual date(s) of your staff development activities. If your campus has exchanged Teacher Choice days for alternate campus-wide staff development, fill in the actual date your campus-wide activity occurred (example: campus-side retreat).

Staff Development to be Offered

Date	Alternate Date(s)	Title and Description or Teacher Choice	Staff Development Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
08/21/2017		Data review, budget procedures, school safety	Assessment	teachers	all	local	
08/22/2017		PLC training and PLC department planning	Collaboration	teachers	all	local	
08/23/2017		DI and vertical alignment, social emotional needs of student	Instruction	teachers	all	local	
10/09/2017		PLC	Collaboration	teachers	all	local	
11/20/2017		teacher choice	Instruction	teachers	all	local/hsa	
11/21/2017		teacher choice	Instruction	teachers	all	local/hsa	
02/19/2018		assessment	Assessment	teachers	all	local/hsa	

Staff Development on Late Start Dates

Date	Alternate Date(s)	Title and Description or Teacher Choice	Staff Development Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
09/06/17		DI and PCL Sharing	Curriculum	all	all	local	.5

09/20/17		DI and PCL Sharing/adjusting	Instruction	all	all	local	.5
10/04/17		Curriculum review and department sharing. PSAT	Curriculum	all	all	local	.5
10/18/17		vertical alignment PLC	Instruction	all	all	local	.5
11/01/17		engagement strategies PLC	Instruction	all	all	local	.5
11/29/17		collaboration examples/sharing PLC	Collaboration	all	all	local	.5
12/13/17		writing strategies PLC sharing	Curriculum	all	all	local	.5
01/10/18		data review, STAAR planning PLC	Assessment	all	all	local	.5
01/31/18		date review and curriculum adjustments PLC , review of failure data	Assessment	all	all	local	.5
02/14/18		assessment reviews, DI, PLC meetings PLC	Assessment	all	all	local	.5
02/28/18		PLC	Collaboration	all	all	local	.5
03/07/18		PLC Student data, STAAR prep for student success	Assessment	all	all	local	.5
03/21/18		PLC	Collaboration	all	all	local	.5
04/11/18		Review of student failure, strategies for success	Assessment	all	all	local	.5
04/25/18		PLC	Collaboration	all	all	local	.5
05/16/18		PLC/department goal setting	Collaboration	all	all	local	.5

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

ELAR 1 EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	100%	100%	100%	60%	76%	100%	100%	46%	100%
African-American	100%	100%	100%	48%	71%	100%	100%	45%	100%
Hispanic	100%	100%	100%	53%	73%	100%	99%	28%	100%
White	100%	98%	100%	76%	85%	100%	100%	59%	100%
Economically Disadvantaged	100%	99%	100%	49%	65%	100%	98%	29%	100%
Special Education	100%	100%	100%	21%	35%	100%	100%	50%	100%
At-Risk	100%	100%	100%	39%	57%	100%	67%	0%	100%
Limited English Proficient	N/A	N/A	N/A	20%	18%	N/A	N/A	N/A	100%
Asian	100%	100%	100%	83%	80%	100%	100%	78%	100%
American Indian	100%	100%	100%	59%	83%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	100%	100%	100%	63%	92%	100%	100%	67%	100%
Two or More	100%	100%	100%	74%	86%	100%	100%	50%	100%

ELAR 2 EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	100%	100%	100%	63%	75%	100%	99%	43%	100%
African-American	100%	100%	100%	51%	68%	100%	100%	41%	100%
Hispanic	100%	99%	100%	56%	73%	100%	98%	37%	100%
White	100%	100%	100%	79%	84%	100%	100%	52%	100%
Economically Disadvantaged	100%	98%	100%	52%	65%	100%	98%	35%	100%

Special Education	N/A	N/A	N/A	23%	31%	100%	100%	0%	100%
At-Risk	100%	100%	100%	40%	54%	100%	100%	17%	100%
Limited English Proficient	N/A	N/A	N/A	17%	20%	N/A	N/A	N/A	100%
Asian	100%	100%	100%	82%	76%	100%	100%	62%	100%
American Indian	100%	100%	100%	60%	90%	100%	100%	0%	100%
Hawaiian Pacific Islander	100%	100%	100%	60%	75%	100%	100%	0%	100%
Two or More	100%	100%	100%	76%	84%	100%	100%	40%	100%

ALGEBRA I EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	100%	90%	100%	82%	88%	100%	93%	54%	100%
African-American	100%	90%	100%	73%	85%	100%	100%	50%	100%
Hispanic	100%	85%	95%	80%	87%	100%	88%	41%	100%
White	100%	100%	100%	90%	93%	100%	100%	67%	100%
Economically Disadvantaged	100%	88%	95%	77%	84%	100%	95%	35%	100%
Special Education	100%	100%	100%	47%	64%	100%	100%	50%	100%
At-Risk	100%	100%	100%	71%	83%	100%	50%	0%	100%
Limited English Proficient	N/A	N/A	N/A	63%	71%	N/A	N/A	N/A	100%
Asian	100%	100%	100%	96%	90%	100%	100%	100%	100%
American Indian	100%	100%	100%	79%	100%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	83%	85%	100%	100%	100%	100%
Two or More	100%	100%	100%	87%	94%	100%	100%	83%	100%

BIOLOGY EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	

All Students	100%	100%	100%	86%	92%	100%	100%	78%	100%
African-American	100%	100%	100%	79%	90%	100%	100%	73%	100%
Hispanic	100%	100%	100%	82%	90%	100%	100%	73%	100%
White	100%	98%	100%	93%	96%	100%	100%	83%	100%
Economically Disadvantaged	100%	100%	100%	80%	87%	100%	100%	63%	100%
Special Education	100%	100%	100%	54%	68%	100%	100%	100%	100%
At-Risk	100%	100%	100%	75%	85%	100%	100%	0%	100%
Limited English Proficient	N/A	N/A	N/A	59%	67%	N/A	N/A	N/A	100%
Asian	100%	100%	100%	95%	92%	100%	100%	89%	100%
American Indian	100%	100%	100%	86%	100%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	100%	100%	100%	85%	96%	100%	100%	89%	100%
Two or More	100%	100%	100%	93%	99%	100%	100%	79%	100%

US HISTORY EOC

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Approaches Standard	Meets Standard	
All Students	100%	97%	99%	92%	96%	100%	98%	84%	100%
African-American	100%	100%	100%	87%	93%	100%	100%	100%	100%
Hispanic	100%	98%	100%	90%	96%	100%	98%	79%	100%
White	100%	100%	100%	96%	97%	100%	100%	96%	100%
Economically Disadvantaged	100%	99%	100%	88%	93%	100%	100%	76%	100%
Special Education	100%	100%	100%	64%	78%	N/A	N/A	N/A	100%
At-Risk	100%	100%	100%	84%	91%	100%	78%	56%	100%
Limited English Proficient	N/A	N/A	N/A	69%	76%	N/A	N/A	N/A	100%
Asian	100%	94%	98%	96%	96%	100%	100%	81%	100%
American Indian	100%	100%	100%	92%	100%	100%	100%	0%	100%
Hawaiian Pacific Islander	100%	100%	100%	91%	81%	100%	100%	100%	100%
Two or More	100%	90%	95%	95%	98%	100%	86%	86%	100%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	97.4%	99%
African-American	95.4%	95.8%	97.8%	99%
Hispanic	95.6%	95%	97.1%	99%
White	96%	95.8%	97.2%	99%
Economically Disadvantaged	95.4%	94.4%	97.1%	99%
Special Education	94.5%	93.9%	98.3%	99%
Limited English Proficient	96.4%	95.8%	N/A	99%
Asian	97.8%	96.8%	98.3%	99%
American Indian	95.3%	95.2%	97.6%	99%
Hawaiian Pacific Islander	95.5%	96.1%	98.4%	99%
Two or More	95.9%	96%	97.8%	99%

COMPLETION RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	93.3%	97%	99.5%	100%
African-American	90.5%	96.6%	100%	100%
Hispanic	92.1%	96.7%	99%	100%
White	96%	98%	100%	100%
Economically Disadvantaged	91.1%	94.5%	100%	100%
Special Education	89.5%	94.1%	N/A	100%
Limited English Proficient	81.3%	84.4%	N/A	100%
Asian	97.9%	98.2%	100%	100%
American Indian	91.8%	100%	N/A	100%
Hawaiian Pacific Islander	93.7%	100%	100%	100%
Two or More	94.6%	99.5%	100%	100%

ADVANCED MEASURES

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% Advanced Course/Dual Enrollment Completion	38%	61%	66%
Number of AP Test Takers	6996	425	500
Number of AP Tests Taken	14110	917	920
% Scoring 3 or Higher AP Exams	43%	67%	70%
% College-Ready Graduates-ELA	45%	86%	90%
% College-Ready Graduates-Math	37%	87%	92%
SAT Total Score Mean	990	1224	1250
SAT Reading/Writing Section Mean	500	615	630
SAT Math Section Mean	490	609	630

GRADUATION RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	89.1%	95.4%	99.5%	100%
African-American	85.4%	94.8%	100%	100%
Hispanic	86.9%	94.9%	99%	100%
White	93.4%	96.7%	100%	100%
Economically Disadvantaged	86%	92.3%	100%	100%
Special Education	77.9%	92%	N/A	100%
Limited English Proficient	71.3%	77.6%	N/A	100%
Asian	95.7%	95.4%	100%	100%
American Indian	87.4%	100%	N/A	100%
Hawaiian Pacific Islander	88%	100%	100%	100%
Two or More	90.8%	99.5%	100%	100%

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Health Careers will continue priority need one and address ninth grade transition. We will monitor the social emotional needs of our students as well as academic progress. We have been able to add a .5 counselor position giving us 3 full time counselors to better meet the needs of our students. We will continue our 9th grade mentor program and include upper classmen. We will expand our student success programs to our seniors by offering a Senior Seminar course to assist our seniors with the college applications and admissions process. Counselors have targeted students for this course in our bottom half as well as our economically disadvantaged students. Parent support will also be included in the process.

Goal : Health Careers will provide increased academic and social-emotional support for all students at all grade levels. Our ninth graders will receive intense monitoring as they transition into high school and we will increase counseling and resources for our seniors as they navigate through the college application and admission processes.

Goal Details

Student Groups Impacted	All Students, Eco-Dis
Funding Needed	Local, HSA
Timeline for Implementation	<p>Ongoing support for all students with increased for ninth graders. We have made positive changes to our 9th grade mentor program with must better results. Also, we have added a grade level PLC where teachers staff on individual students who are struggling and develop strategies.</p> <p>We continue to support our seniors and the college entrance process. We have added college field trips and campus speakers. Our career center tech continues to add opportunities to support students.</p>
November Progress Check	<p>HCHS is making great progress toward our goal. We have made positive changes to our 9th grade mentor program with must better results. Also, we have added a grade level PLC where teachers staff on individual students who are struggling and develop strategies.</p> <p>We continue to support our seniors and the college entrance process. We have added college field trips and campus speakers. Our career center tech continues to add opportunities to support students.</p>

March Progress Check	We have made good progress although we are still concerned with the number of students reporting stress. Our changes in the 9th grade mentor program have made a positive impact and we will continue them next year.
June Progress Check	The 9th grade mentor program, Student Success Day, added field trips have been successful. We have also implemented a grade level PLC where teachers staff of students they share who are struggling. This has helped target students early.

Activity 1

Activity	freshman camp
Person Responsible	VP
Monitoring Measures	numbers attending
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 3. Implement systems to promote the development of student leadership, critical thinking, and self-management skills.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Student Success Day the fifth week of school. Targeted pull-outs for every grade level with activities scheduled to meet the specific needs of each grade level: 9th grade does a rotation with counselors, senior mentors, time management, library resources, study skills strategies; 10th grade is provided information on dual credit, Khan Academy resources, College Prep, etc.; 11th grade focuses on PSAT Prep; 12th has field trip options to UT Health Science Center, UIW Medical Programs, or UTSA.
Person Responsible	Principal, Vice-Principal, Head Counselor, Student Success Teacher
Monitoring Measures	Teacher feedback and student survey
Title 1 Fund	
Title 1 Campuses	

Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Failure report is run every three weeks for all students. The Student Success Teacher or her Instructional Assistant will call in all ninth graders who are failing and provide them with resources and tutoring. Counselors will be notified to provide support and parents contacted. Students will be carefully monitored for social emotional needs. Additional Classroom Guidance for ninth graders will be provided to help with transition
Person Responsible	Head Counselor, Student Success Teacher, Success IA
Monitoring Measures	Counselor records, withdrawal surveys, grades, contact logs
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	
Person Responsible	
Monitoring Measures	

Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 2

Need : Increased AP and SAT scores will continue to be a priority. While our scores are above district and state levels, we need to provide additional support to our economically disadvantaged and first generation students. Our goal is to have every students accepted to a four year college and to receive at least one scholarship or grant.

Goal : Health Careers will increase AP, SAT, and PSAT scores and ensure that all students are prepared to do their best on each exam. Additional support will be provided to economically disadvantaged and at-risk students.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	On-going AP information sessions begin in the spring prior to course registration. Staff utilizes AP Potential to ensure that all students are identified and registered. AP nights are held at the beginning of the fall semester so expectations and information about each course can be shared. AP/SAT/PSAT study sessions are held during the school year. Staff works to make sure every student has access to Kahn Academy and measures will be put in place to ensure increased use of Kahn Academy.
November Progress Check	We had a successful PSAT prep course. Teachers and PLC groups are focusing on AP exams as well as adding SAT and ACT questioning strategies.
March Progress Check	All students have a Kahn Academy account and teachers have added PSAT and SAT warm-ups. Our PSAT scores were excellent.
June Progress Check	We feel we have made excellent progress. We have used our AP Potential. Also, we encourage all PreAP and AP teachers to attend a workshop each year.

Activity 1

Activity	All teachers will have the option to attend an AP or Pre-AP College Board Workshop each year to ensure that instruction is rigorous to ensure student success
Person Responsible	Principal
Monitoring Measures	Number of College Board workshops and correlation to AP/SAT scores
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	

Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	We will offer pull-out days for each department for vertical alignment planning. Teachers will identify critical skills students will need as they move from one course to another. Attention will be given to cross-curricular skills such as writing and critical thinking.
Person Responsible	Principal
Monitoring Measures	Administrators will attend the pull-out sessions when possible with teachers AP data will be carefully analyzed. AP Potential will be used
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Additional study sessions will be offered to students taking SAT and PSAT after school and on Saturdays. The school will use HSA funds to hire qualified retired teachers to develop and teach review courses.
Person Responsible	Vice-Principal/ AP Coordinator
Monitoring Measures	SAT and PSAT Scores
Title 1 Fund	No
Title 1 Campuses	

Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Health Careers will provide additional support and increase the number of parent information nights. Counselors and administrators will work to identify our economically disadvantaged parents and make additional contact with them to make sure they are aware of information nights.
Person Responsible	AP Coordinator/Head Counselor
Monitoring Measures	AP Scores and participation
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Health Careers currently has 7 AP Readers which is a huge asset for our campus. We will focus our interviews in AP tested areas to hire teachers with AP and/or Dual credit experience.
Person Responsible	Principal
Monitoring Measures	AP scores and college credits earned by students.

Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 1. Implement and evaluate a sound employment process for recruiting, screening, and hiring effective personnel.
Promote a Safe Environment for Students and Staff	

Goal 3

Need : Priority Need three is to increase and expand existing community partnerships to provide opportunities for our students. Currently only approximately fifty percent of students who request clinical rotation to a medical facility are able to go. We need more clinical sites and opportunities for our students. In addition, we are forming a medical advisory board to review our medical curriculum courses to ensure we are teaching "cutting edge". Adjustments to our course offerings will be made for the 2017-2018 school year to include additional clinical rotation opportunities and a biomedical course.

Goal : Health Careers will work to increase or strengthen our community partnerships in order to provide our students with additional quality opportunities and to ensure our medical curriculum is cutting edge. We will monitor our pilot biomedical course for effectiveness and

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, HSA
Timeline for Implementation	June 2017 - June 2018
November Progress Check	We are making excellent progress toward this goal. Health Careers has been included in several of the San Antonio Medical Foundation area meetings and excellent contacts have been made with community partners.
March Progress Check	Outstanding progress especially with our Biomedical course. We have expanded to a whole new group of partners.
June Progress Check	We have made great progress. We have a community member offering to fund our biomedical course. University hospital has approached us with a request to add more clinicals.

Activity 1

Activity	Health Careers will expand our medical partners and seek opportunities for field trips, observations, and speakers for our students.
Person Responsible	CATE Coordinator, Vice-Principal
Monitoring Measures	Numbers of field trips, speakers, etc.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Health Careers will work to increase or strengthen our community partnerships in order to provide our students with additional quality opportunities and to ensure our medical curriculum is cutting edge. We will also offer student panels and campus tours for our partners to update them on "what's new" at HCHS.
Person Responsible	Principal and CATE Coordinator
Monitoring Measures	Minutes of the meetings
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 3

Activity	Health Careers staff will schedule tours of medical facilities and other medical magnet programs to gather information and new ideas
Person Responsible	Principal
Monitoring Measures	Documentation of visits
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	

Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 4

Need : Priority Need three is to increase and expand existing community partnerships to provide opportunities for our students. Currently only approximately fifty percent of students who request clinical rotation to a medical facility are able to go. We need more clinical sites and opportunities for our students. In addition, we are forming a medical advisory board to review our medical curriculum courses to ensure we are teaching "cutting edge". Adjustments to our course offerings will be made for the 2017-2018 school year if necessary.

Goal : Health Careers will continue to improve teaching and learning by improving instruction with differentiated instruction. Teachers will be asked to review their assignments and give students tasks that are meaningful, engaging, and respectful of their time.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, HSA
Timeline for Implementation	Ongoing
November Progress Check	There has been great progress in PLC/Department meetings in both planning and implementing DI in classrooms.
March Progress Check	Excellent progress due to the PLC model.
June Progress Check	Great work this year and we will continue to work next year.

Activity 1

Activity	The focus of staff development will continue to be differentiated instruction and assessment for learning. A team of teachers will attend the Leadership Institute again this summer and attend sessions related to DI, respectful assignments, and assessment. This is a continued activity from 20116-2017.
Person Responsible	Leadership team
Monitoring Measures	Classroom observations, department policies, lesson plans, and presentations by teachers and departments
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Departments will be asked again this year to analyze their grading policies and homework policies to ensure they are not punitive and they are measuring learning. All policies must be approved by administration
Person Responsible	Principal

Monitoring Measures	PLC Meetings, observations, grade books
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	
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Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 5

Need : Health Careers teachers and administrators will work together as we work through the TTESS/TPESS systems to grow as a staff and improve teaching and learning for students and build a positive campus culture.

Goal : Departments will be asked to analyze their grading policies and homework policies to ensure they are not punitive and they are measuring learning. All policies must be approved by administration

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, HSA
Timeline for Implementation	Ongoing
November Progress Check	There has been positive changes in most departments in grading policies. This is partially due to the positive discussions in PLC meetings regarding teaching and learning. Several teachers are also using the "Not Yet Grade" which is an innovative way to grade for mastery.
March Progress Check	We have met this goal.
June Progress Check	We have met this goal, but will still evaluate each grading policy.

Activity 1

Activity	Health Careers will work to create a culture of true collegiality among teachers and administrators through targeted discussions around school improvement goals and student data. Administrators will do a better job of including every teacher.
Person Responsible	Principal
Monitoring Measures	On-going
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.

Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Administrator will provide substitutes for opportunities for teachers to do peer observation. These observations will be targeted and required. Page
Person Responsible	Principal and department coordinators
Monitoring Measures	Teachers reflections which are shared with administrators/department coordinators
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Counselors will provide training for teachers to recognize signs of stress or emotional problems in students. Students will be provided classroom guidance to help students with stress management and social emotional needs. Counselors will also present information to parents.
Person Responsible	Head counselor
Monitoring Measures	Counseling report
Title 1 Fund	No
Title 1 Campuses	

Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

Activity 4

Activity	Administrators will add members to our safety committee which will then be comprised of teachers, students, and parents.
Person Responsible	Assistant Principal
Monitoring Measures	Minutes of committee meetings, committee presentations and safety plan.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 4. Implement and promote a collaborative approach to school and community safety.

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	

Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	