



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

HOLMES HIGH SCHOOL

2017-2018

HOLMES HS

Needs Assessment 2017-2018

Process

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

The SIP committee met April 5th for an all-day session. We began with a team building activity relating to the importance of listening and communicating with each other. This led into the establishment of our norms and goals. We followed by reviewing data from the four lenses of student performance, school characteristics, student and community characteristics, and stakeholder perspective. After reviewing individually, we discussed our findings in pairs and then in small groups. We then moved to a large group discussion of data we found surprising and data we found concerning. From our discussion, we then wrote our priority needs. We broke into small groups and each group did a root cause analysis on one priority need. After a gallery walk and a large group conversation, we paired up and listed activities and interventions we already have for each need. We then talked about what needs to be continued, improved, or replaced. Afterwards, each group completed a SIP Alignment on chart paper over each goal. During the following gallery walk, we decided on the top 3-5 activities for each need. After a group discussion on our needs, activities, and goals, we finished the day with a reflection on how our own teaching change next year after our SIP planning.

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 checked="" type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input checked="" type="checkbox"/> TELPAS	
<input type="checkbox"/> Promotion/retention (Elementary)	
<input checked="" type="checkbox"/> Failure rates (Secondary)	
<input checked="" 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 TEA Accountability Survey, Texas Academic Performance Report	
Findings	2777 enrolled,95% attendance, 7% LEP, 11% SE. 4 Distinction Designations. for EOC scores for STAAR: E1 - 62% all, SE 31%, ELL - 39% E2 - 67% all; SE 32%, 33% Bio: 86% all: SE 60%, SE 40%, 56% US History: 92% all 56%SE, 90%ELL 18% 3+ on AP; SAT 1290; 47% grads enrolled in TX Higher Ed.; At Risk - 62% 62% CATE (district 20%); GT 10% (district 9.1)

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 checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Grades	
<input checked="" type="checkbox"/> CDBs	
<input checked="" type="checkbox"/> Common Assessments	
<input checked="" type="checkbox"/> Other District and campus failure reports; TAPR	
Findings	Low attendance rate, failure rates in certain areas high, failure rates for SE high, large number of SE and ELL fail EOCs, lower grad rate for SE and ELLs. AP, SAT, college-readiness Reading needs to become a mission. Lack of hands-on learning

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 type="checkbox"/> Other	
Findings	PLCs met once a week minimum; leadership teams met Monday after every Principals' Meetings, Core team met every Wed, communication still inconsistent between admin and teachers. Want more of a servant or transformational leadership model.

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.	
<input checked="" type="checkbox"/> Response to Intervention	

<input checked="" type="checkbox"/> Interventions implementation and effectiveness
<input type="checkbox"/> Student identification for increased learning time
<input checked="" type="checkbox"/> Tutorials
<input type="checkbox"/> Other
Findings
Learning lab twice a week, Saturday tutorings, blitzes, before and after school tutoring TTM for GPC

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.	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Family and community activities	
<input checked="" type="checkbox"/> Family and community input	
<input checked="" type="checkbox"/> Family and community services	
<input type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	
Campus website, parent callouts in Spanish and English but we still have trouble communicating and engaging our LEP parents, Teachers required to have a remind to communicate with parents/students, although more parents are coming to events, we still lack in participation numbers. Lack of access to parents. Missing family contact info. Need more outreach approach - go to them.	

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.	
<input type="checkbox"/> Teacher surveys	
<input type="checkbox"/> Parent surveys	
<input type="checkbox"/> Student surveys or panels	
<input checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Student attendance	
<input checked="" type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	

Findings	low attendance rate, large number of clubs but can be difficult to get teachers to volunteer for openings, teacher input on climate; teachers and admin not united; need to build student ownership of school pride and personal achievement; build teachers up to want to take risks, teachers need to feel valued.
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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.	
<input type="checkbox"/> Teacher attendance	
<input checked="" type="checkbox"/> Teacher experience and years on campus	
<input type="checkbox"/> Class size	
<input type="checkbox"/> Staff retention rates	
<input checked="" type="checkbox"/> Alignment of curriculum, instruction, assessment	
<input checked="" type="checkbox"/> Alignment of CDB scores and STAAR results	
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration	
<input checked="" type="checkbox"/> Professional development experiences and requests	
<input type="checkbox"/> Other	
Findings	Average teacher experience: 10.6 (District 11.3), 8% Beginning Teachers (5% District), 30% 1-5 years experience (24% district), 35% Masters (District 33), Doctorate 2% (District .5%), teachers using more purposeful technology but can feel overwhelmed learning new technology, grades, assessments show a need for more differentiation, SE and LEP students struggling

Priority Needs

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

Priority Need 1

Our SE and LEP students score below the school's overall performance on assessment measures, including but not limited to STAAR exams, AP scores, SAT scores, PSAT scores, and CDB's.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 4 Increased Learning Time CSF 7 Teacher Quality

Priority Need 2

Our students do not perform up to their abilities on numerous measures, including but not limited to standardized testing, grades, and graduation rates.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 4 Increased Learning Time CSF 7 Teacher Quality

Priority Need 3

Our stakeholders, including parents, students, staff, and faculty, are not fully engaged in our school culture because of numerous factors, including a perceived lack of communication and value.

CSF 3 Leadership Effectiveness
CSF 5 Family and Community Engagement
CSF 6 School Climate

Priority Need 4

There is a lack of engaging, student-centered learning in a number of classrooms.

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 3 Leadership Effectiveness
CSF 7 Teacher Quality

Priority Need 5

Our attendance rate is low.

CSF 1 Academic Performance
CSF 4 Increased Learning Time
CSF 6 School Climate

Campus: HOLMES HS

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/16/2017

SAT Member	Name	Signature
Principal	Ada Bohlken	
Parent Community Representative	Martha Rios	
Staff Representative	Alejandro Anderson	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Randy Neuengeldt	Principal
Beatriz Mora	Administrator
Vanessa Paradez	Staff Member
Joe Procter	Staff Member
Norma Arismendez	Administrator
Vanessa Paradez	Staff Member
Emily Vasquez	Staff Member
Jill Tomlinson-Thompson	Staff Member
Erica Taht	Staff Member
Diana Johnston	Staff Member
Natasha Wall	Staff Member
Katherine Ramon	Staff Member
Brenda Cornell	Staff Member
Veronica Parras	Staff Member
Maria Barrientos	Staff Member
Magda Hines	Staff Member

CAMPUS: HOLMES 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 Deveopment Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
08/21/2017		Community Block Walk			Incoming 9th Graders		
08/22/2017		Dr. Luis Cruz presentation - Improving school culture in order to increase students' academic progress	Collaboration	Teachers	All		
08/23/2017	08/24/2017	TTESS Review, HAC Training, PLC	Technology	Teachers	All		
10/09/2017		Book study - Improving School Culture, Instructional Strategies	Instruction	Teachers	All		
11/20/2017		Teacher Choice					
11/21/2017		Teacher Choice					
02/19/2018		Book Study, Instructional Strategies	Instruction	Teachers	All		

Staff Development on Late Start Dates

Date	Alternate Date(s)	Title and Description or Teacher Choice	Staff Deveopment Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
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09/06/17		Getting to Know Your Students with Data	Assessment	Teachers	Low Eco.Dis., ELL, SE		
09/20/17		Book Study	Instruction	Teachers	All		
10/04/17		Instructional Strategies for ELL/SE	Instruction	Teachers	ELL/SE		
10/18/17		TTESS Refresher	Assessment	Teachers			
11/01/17		Book Study	Instruction	Teachers	All		
11/29/17		Formative Assessments	Assessment	Teachers	Low Eco.Dis., ELL, SE		
12/13/17		Summative Assessments	Assessment	Teachers	Low Eco.Dis., ELL, SE		
01/10/18		Book Study	Instruction	Teachers	All		
01/31/18		Reflecting on and Reviewing Semester I through Data	Assessment	Teachers	Low Eco.Dis., ELL, SE		
02/14/18		TTESS Refresher	Assessment	Teachers			
02/28/18		Instructional Strategies for ELL/SE	Instruction	Teachers	ELL/SE		
03/07/18		Book study	Instruction	Teachers	All		
03/21/18		Instructional Strategies	Instruction	Teachers	Low Eco.Dis., ELL, SE		
04/11/18		Book study	Instruction	Teachers	All		
04/25/18		Data Collection	Assessment	Teachers	Low Eco.Dis., ELL, SE		
05/16/18		End of Year Reflection	Assessment	Teachers	Low Eco.Dis., ELL, SE		

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	63%	41%	80%	60%	76%	62%	44%	4%	75%
African-American	63%	50%	70%	48%	71%	50%	40%	2%	70%
Hispanic	61%	38%	70%	53%	73%	63%	43%	3%	75%
White	73%	59%	80%	76%	85%	72%	49%	8%	80%
Economically Disadvantaged	60%	38%	75%	49%	65%	58%	38%	3%	65%
Special Education	35%	25%	50%	21%	35%	27%	24%	6%	35%
At-Risk	48%	24%	70%	39%	57%	47%	22%	1%	55%
Limited English Proficient	23%	4%	50%	20%	18%	11%	5%	0%	20%
Asian	63%	38%	70%	83%	80%	60%	50%	0%	65%
American Indian	100%	100%	N/A	59%	83%	50%	50%	0%	70%
Hawaiian Pacific Islander	N/A	N/A	N/A	63%	92%	100%	100%	20%	100%
Two or More	88%	88%	100%	74%	86%	100%	75%	25%	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	68%	44%	80%	63%	75%	64%	44%	4%	70%
African-American	66%	50%	80%	51%	68%	61%	41%	3%	70%
Hispanic	67%	42%	80%	56%	73%	62%	41%	4%	70%
White	78%	63%	85%	79%	84%	76%	71%	8%	80%
Economically Disadvantaged	64%	40%	70%	52%	65%	60%	40%	3%	70%

Special Education	28%	22%	50%	23%	31%	29%	26%	7%	35%
At-Risk	43%	18%	80%	40%	54%	47%	24%	1%	55%
Limited English Proficient	16%	4%	50%	17%	20%	22%	11%	0%	30%
Asian	33%	22%	50%	82%	76%	62%	54%	0%	75%
American Indian	N/A	N/A	N/A	60%	90%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	60%	75%	N/A	N/A	N/A	N/A
Two or More	100%	78%	100%	76%	84%	86%	86%	14%	95%

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	Approaches Standard	Approaches Standard	
All Students	71%	29%	80%	82%	88%	80%	40%	16%	85%
African-American	69%	31%	80%	73%	85%	71%	36%	13%	80%
Hispanic	71%	25%	80%	80%	87%	81%	39%	15%	85%
White	80%	66%	90%	90%	93%	84%	58%	35%	90%
Economically Disadvantaged	69%	25%	80%	77%	84%	79%	36%	13%	85%
Special Education	49%	24%	70%	47%	64%	54%	27%	13%	60%
At-Risk	64%	17%	80%	71%	83%	75%	27%	6%	85%
Limited English Proficient	46%	14%	70%	63%	71%	58%	25%	4%	65%
Asian	75%	25%	70%	96%	90%	100%	63%	0%	100%
American Indian	N/A	N/A	N/A	79%	100%	100%	0%	0%	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	83%	85%	100%	100%	67%	100%
Two or More	67%	67%	80%	87%	94%	100%	67%	33%	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	Approaches Standard	Approaches Standard	

All Students	86%	54%	95%	86%	92%	86%	60%	16%	95%
African-American	88%	61%	90%	79%	90%	82%	53%	16%	90%
Hispanic	86%	52%	95%	82%	90%	86%	59%	15%	95%
White	89%	70%	95%	93%	96%	90%	79%	36%	90%
Economically Disadvantaged	84%	51%	90%	80%	87%	83%	55%	12%	95%
Special Education	63%	28%	75%	54%	68%	55%	30%	12%	65%
At-Risk	80%	36%	90%	75%	85%	79%	43%	4%	90%
Limited English Proficient	66%	14%	80%	59%	67%	58%	21%	3%	65%
Asian	93%	60%	95%	95%	92%	100%	75%	13%	100%
American Indian	100%	100%	100%	86%	100%	100%	50%	50%	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	85%	96%	100%	100%	60%	100%
Two or More	100%	86%	100%	93%	99%	100%	75%	50%	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	Approaches Standard	
All Students	93%	71%	95%	92%	96%	93%	72%	39%	96%
African-American	89%	64%	95%	87%	93%	86%	71%	43%	95%
Hispanic	93%	70%	95%	90%	96%	93%	71%	38%	96%
White	95%	92%	98%	96%	97%	94%	85%	49%	96%
Economically Disadvantaged	91%	66%	95%	88%	93%	92%	68%	35%	96%
Special Education	57%	36%	75%	64%	78%	72%	42%	9%	80%
At-Risk	83%	48%	90%	84%	91%	88%	55%	23%	96%
Limited English Proficient	76%	17%	85%	69%	76%	74%	30%	7%	80%
Asian	86%	50%	95%	96%	96%	80%	40%	20%	90%
American Indian	0%	0%	N/A	92%	100%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	0%	N/A	91%	81%	N/A	N/A	N/A	N/A
Two or More	100%	86%	100%	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%	93.2%	95%
African-American	95.4%	95.8%	94.1%	95%
Hispanic	95.6%	95%	93%	95%
White	96%	95.8%	94.4%	96%
Economically Disadvantaged	95.4%	94.4%	92.7%	95%
Special Education	94.5%	93.9%	89.6%	93%
Limited English Proficient	96.4%	95.8%	94%	96%
Asian	97.8%	96.8%	96.1%	97%
American Indian	95.3%	95.2%	94.6%	96%
Hawaiian Pacific Islander	95.5%	96.1%	94.8%	96%
Two or More	95.9%	96%	96.3%	97%

COMPLETION RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	93.3%	97%	99.2%	100%
African-American	90.5%	96.6%	97.3%	98%
Hispanic	92.1%	96.7%	99.2%	100%
White	96%	98%	100%	100%
Economically Disadvantaged	91.1%	94.5%	99.1%	100%
Special Education	89.5%	94.1%	100%	100%
Limited English Proficient	81.3%	84.4%	95%	97%
Asian	97.9%	98.2%	100%	100%
American Indian	91.8%	100%	N/A	N/A
Hawaiian Pacific Islander	93.7%	100%	N/A	N/A
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%	32%	35%
Number of AP Test Takers	6996	638	645
Number of AP Tests Taken	14110	1209	1225
% Scoring 3 or Higher AP Exams	43%	24%	30%
% College-Ready Graduates-ELA	45%	38%	45%
% College-Ready Graduates-Math	37%	25%	30%
SAT Total Score Mean	990	920	930
SAT Reading/Writing Section Mean	500	465	470
SAT Math Section Mean	490	455	460

GRADUATION RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	89.1%	95.4%	97.3%	98%
African-American	85.4%	94.8%	94.6%	96%
Hispanic	86.9%	94.9%	97.2%	98%
White	93.4%	96.7%	100%	100%
Economically Disadvantaged	86%	92.3%	96.8%	98%
Special Education	77.9%	92%	95.4%	97%
Limited English Proficient	71.3%	77.6%	85%	88%
Asian	95.7%	95.4%	100%	100%
American Indian	87.4%	100%	N/A	N/A
Hawaiian Pacific Islander	88%	100%	N/A	N/A
Two or More	90.8%	99.5%	100%	100%

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Our SE and LEP students score below the school's overall performance on assessment measures, including but not limited to STAAR exams, AP scores, SAT scores, PSAT scores, and CDB's.

Goal : System Safeguard: Our LEP and SE students will meet or exceed the school's overall performance on assessment measures such as, but not limited to, STAAR exams, AP scores, PSAT/SATs, CDBs and college and career readiness standards.

Goal Details

Student Groups Impacted	Special Education, ELL
Funding Needed	Title III, State Compensatory, HSA, Other
Timeline for Implementation	Summer - Step Up Camp Fall - Teacher pullouts; staff development on instructional strategies Spring - College field trips, parent nights Ongoing: CDBs, grades, common assessments, STAAR
November Progress Check	44 GPC students attended Step-Up camp Two pullouts a piece for EOC teachers to review data and plan based on findings ESL pullout for teachers with high concentration of ESL students to review high-yield strategies SE and ESL EOC retest student pullouts to prepare for retest
March Progress Check	Additional pullout for EOC teachers to plan in-class STAAR blitz, ESL, and SE strategies based on data findings from benchmarks, common assessments, and in-class assessments. ESL pullout for struggling sheltered teachers. Feb. PD on PLC focusing on Questions 1 and 2 (what to teach and how to assess)
June Progress Check	SE Scores: Algebra I went up 4 points. Other four tests, SE scores went down. ESL Scores: Algebra I went up 26 pints, Biology went up 11, English I went up 8, English II stayed the same, US History went up 3.

Activity 1

Activity	PLC of teachers with LEP students and PLC of teachers with SE students in class across all contacts and levels. Teachers will receive additional staff development on strategies such as ELPS, high-yield strategies, modifications, as well as additional strategies and resources to use for student achievement. Two teacher pullouts for training, planning, and data dissemination.
Person Responsible	Academic Dean, ESL Coach
Monitoring Measures	EOCs, CDBs, lesson plans, walk-throughs, TELPAS
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 4, SWC 9
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 2

Activity	Student small group pullouts and blitzes focused on learning needs of ELL and SE students established by CDS and prior STAAR data.
Person Responsible	Academic Dean, department coordinators for science, math, social studies, and English, ELL coach and teachers, SE campus and dept coordinator
Monitoring Measures	Assignments, assessments, benchmarks, Biology EOCs, class grades
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
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	High-yield and SIOP strategies staff development for all teachers at start, late starts, staff development days, and throughout the year. These strategies include purposeful grouping, sentence stems, foldable, and differentiation to improve SE and ELL student success.
Person Responsible	Academic dean, AP coordinator
Monitoring Measures	weekly lesson plans, CDBs, teacher assessments, TELPAS, EOCs, walkthroughs by administrators, ESL coach, and intervention specialist.
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
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 4

Activity	College field trip to area colleges showcasing the admission and financial aid process for SE and ELL students. College parent night targeting parents of SE and ELL students
Person Responsible	Academic dean, SE coordinators, ELL coach
Monitoring Measures	Number of college applications, college acceptance rate
Title 1 Fund	Yes
Title 1 Campuses	SWC 2

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	The school will work with HR to hire highly qualified teachers for all areas of instruction. All teachers and IAs will meet highly qualified requirements in order to best serve all students, especially LEP and SE students.
Person Responsible	Principal, Academic dean
Monitoring Measures	interview application, HR, walk-throughs, observations
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 2

Need : Our students do not perform up to their abilities on numerous measures, including but not limited to standardized testing, grades, and graduation rates.

Goal : All students will meet or exceed state and district standards on assessment measures such as, but not limited to, STAAR, AP exams, PSAT/SATs, and CDBs.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Title III, State Compensatory, Other
Timeline for Implementation	Summer - Step-Up and AP camps Fall - CDBs, grades, and Apply Texas, Title I open house and paperwork, Spring - FAFSA, CDBs, grades, EOCs,
November Progress Check	44 GPC students attended Step-Up camp; AP camp in August Two pullouts a piece for EOC teachers to review data and plan based on findings SE and ESL EOC retest student pullouts to prepare for retest PLC focus on interventions as seen in PLC notes Saturday blitz for all retesters PSAT math tutoring several weeks before PSAT
March Progress Check	Additional EOC teacher pullout to review data and plan based on findings, including planning for in-class blitzing. 30 Teachers attending Solution Tree PLC conference in November. Feb. PD on PLC questions 1 and 2 (what to teach and how to assess) PLC admin review Printing of STAAR review booklet Purchase of Algebra STAAR workbooks 150 students TSI testing Purchase of iAlbert for both AP, PSAT, SAT, and review purposes Fafsa Night
June Progress Check	Teacher pullout to plan and implement focused in-class blitz for all. Algebra went up 6 points, English 2 went up 2, US History and Biology stayed the same, and English I went down a point.

Activity 1

Activity	EOC tested subject PLC teachers will have two pullouts per semester to disaggregate data from prior EOCs, CDBs, and common assessments in order to plan and implement more rigorous instruction.
Person Responsible	Academic Dean, department coordinators
Monitoring Measures	CDBs, common assessments, agendas and minutes, grades, standardized scores
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 8, SWC 9

Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Students who did not pass previous EOCs or are in danger of not passing current year EOC will have remediation such as, but not limited to, small group pullouts, blitzes, Saturday tutoring, before and after school tutoring, summer step-up camp including bus transportation and materials. 9th graders scoring below state standards on grade STAAR test twice will be placed in math study hall for reinforcement of
Person Responsible	Academic Dean, department coordinators for science, math, social studies, and English
Monitoring Measures	Assignments, assessments, benchmarks, Biology EOCs, class grades
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 9
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	Purchase and use of materials to improve student readiness in state and national assessments such as, but not limited to, EOC, PSAT, SAT, and AP exams.
Person Responsible	Academic Dean, Leadership Tema

Monitoring Measures	Walkthroughs, lesson plans, CDBs, common and standardized assessments, teacher surveys, grades,
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4
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 4

Activity	At-risk 9th graders will be invited to summer bridge program to improve academic skills and soft skills of planning, organization, collaboration, and self-efficacy. PreAP/AP students invited to summer boot camp to practice critical thinking strategies
Person Responsible	Dean, AP Coordinator
Monitoring Measures	Grades, CDBs, common assessments, standardized tests, attendance
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 9
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 5

Activity	All 12th graders will complete Apply Texas, FAFSA, one scholarship application, and the TSI (if needed). Host college information breakfasts for parents and seniors for information and support for post-secondary education opportunities. College and career fair
Person Responsible	Academic dean, head counselor, college and career center specialist
Monitoring Measures	TSI spreadsheet with number taken, number of students meeting college-readiness standard, number of students going on to post-secondary education.
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 4, SWC 9
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	

Goal 3

Need : Our stakeholders, including parents, students, staff, and faculty, are not fully engaged in our school culture because of numerous factors, including a perceived lack of communication and value.

Goal : Increase and support student, teacher, and stakeholder communication and engagement.

Goal Details

Student Groups Impacted	All Students
Funding Needed	HSA, Other
Timeline for Implementation	Parent surveys, parent nights, Title I nights and meetings

November Progress Check	<p>Open-House/PTSA/Open House in September</p> <p>Block Walk in August to visit families of incoming freshmen</p> <p>Freshman Parent Night</p> <p>Senior Parent Night</p> <p>PIC and SAT meeting</p> <p>2 FAFSA nights</p> <p>Top 10% Parent and Student Breakfast</p> <p>No Pie 'Til You Apply events</p> <p>No Bullying Week in Front Circle</p> <p>1170 Individual Counselor visits</p> <p>129 Parent Counselor Vists</p>
March Progress Check	<p>PIC and SAT Meeting</p> <p>Fafsa</p> <p>College Fair</p> <p>6 parent nights</p> <p>5 Shows and performances open to parents/community</p> <p>Booster meetings every Monday</p> <p>AP Night</p> <p>2 Husky Rally's for incoming freshman</p> <p>Elective Fair Night for incoming freshman and parents</p> <p>Vaccine bus</p> <p>Jan. - 1413 individual counselor visits, including 9th grade individual planning</p> <p>Feb. - 2015 individual counselor visits, including 10th and 11th grade individual planning</p> <p>12th grade counselor class visits for College Bingo</p>
June Progress Check	<p>Rising Senior Night for parents and students. Counselors continued guidance lessons in classrooms, including 9th grade lessons on responsible behavior and communication skills.</p> <p>Spring honor society inductions for Spanish, French, English, and NHS. Spring Cate Showcase, Fine Art Festival. Husky Awards.</p>

Activity 1

Activity	The school will meet all Title I communication requirements including the annual Title I parent meeting, PIC meetings, providing paperwork such as, but not limited to, campus parental policy, compact, and the right to know letter in multiple languages and parent nights such as freshman parent night, EOC academic nights, parent tutoring nights, college/FAFSA nights, CIS nights, Food fest, Cafecitos, parenting classes, booster club meetings
Person Responsible	Academic Dean, Community Liaison
Monitoring Measures	Attendance sign in sheets, parent surveys, Title I documentation
Title 1 Fund	Yes

Title 1 Campuses	SWC 4, SWC 6, SWC 10
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 2

Activity	Improve communication between teachers, students, administrators, and community through various means and methods, including but not limited to school social media (Twitter, Facebook, Instagram), teachers', counselors', administration's, and career center's Remind accounts and Google classrooms, weekly core department coordinators' meetings, monthly leadership meetings, PIC and site team meetings, and counselors' student/parent breakfasts.
Person Responsible	Campus social media maintained by journalism teacher Remind and Google classroom - department coordinator, department administrator Breakfast club - head counselor, community liaison Leadership meetings- both principals PIC/Site team meetings - academic dean, community liaison
Monitoring Measures	agendas, minutes, sign-in sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 6
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 3

Activity	Increase partnerships and mentorships with community stakeholders by 10% resulting in increase in student certifications and testing funded by school in multiple areas.
Person Responsible	BCHS principal BCHS program coordinator Academic dean Head counselor Testing coordinator (TSI)
Monitoring Measures	Completed certifications, number of seniors taking TSI, attendees at mentor luncheons, visits by stakeholders to career fair
Title 1 Fund	Yes
Title 1 Campuses	SWC 2
Promote Community Involvement	Objective 1. Recruit and retain active and supportive businesses and educational institutions to build mutually beneficial relationships that promote mentoring, internship opportunities, and financial support.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Campus will provide time for PLC planning and collaboration during late starts and staff development, including a plc on school safety and climate.
Person Responsible	Academic dean, PLC leaders, department coordinators
Monitoring Measures	discipline reports, scores on standardized tests, grades
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 4, SWC 8
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.
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Activity 5

Activity	Student success assemblies the first week of school and again start of 2nd semester to review expectations, procedures, and contacts to students. Counselor visits to classrooms to discuss timely topics
Person Responsible	Vice-principal Head counselor
Monitoring Measures	discipline data, counselor calendar, student surveys
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.

Goal 4

Need : There is a lack of engaging, student-centered learning in a number of classrooms.

Goal : Teachers will provide rigorous, high-interest, student-centered instruction so that students will be engaged and learning.

Goal Details

Student Groups Impacted	All Students
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Funding Needed	HSA, Other
Timeline for Implementation	Fall - staff development Spring- continued training and feedback
November Progress Check	Solution Tree's Dr. Luis Cruz speaker during first week of staff development about collaborative culture. 20 teachers attended PLC workshop in November. EOC teachers pull-out Sheltered teachers pullouts Admin attending PLCs to assess needed areas of support
March Progress Check	Feb. PD on PLCs EOC teachers pull-out Sheltered teacher pullout (for struggling teachers) New teacher training - shadowing, working with mentors and Red Wagon sponsor
June Progress Check	Individual teacher/admin conferences to discuss TTESS and progress of year goal. Observations and walkthroughs show an increase in student centered instruction.

Activity 1

Activity	Staff development and training on ipads, chrome books, and smart boards and how to use these effectively in class to increase student engagement and achievement.
Person Responsible	Academic dean
Monitoring Measures	Training on integration and use of ipads, smart boards, and chrome books
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 6. Utilize technology in advanced and innovative ways to support instruction and facilitate learning
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Campus will provide support and resources for quality staff development, materials, technology, resources, planning days,extra duty pay when necessary, and outside professional development opportunities
Person Responsible	Dean
Monitoring Measures	walk-throughs, lesson plans, standardized testing, assessments, grades
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 4
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	
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	
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 : Our attendance rate is low.

Goal : Increase student and staff attendance rate by 5%

Goal Details

Student Groups Impacted	All Students
Funding Needed	HSA, Other
Timeline for Implementation	Every 6 weeks
November Progress Check	2 ice cream days for class with highest attendance rate Attendance blitz where parents were called to come in and discuss student attendance, as well as be issued an attendance warning. Two breakfasts for teachers with perfect attendance.
March Progress Check	2 ice cream days for class with highest attendance rate Attendance blitzes Perfect attendance breakfasts for teachers.
June Progress Check	Student attendance decreased this year.

Activity 1

Activity	Increase attendance by having two attendance administrators, lever clerks, and CIS staff to assist with attendance and dropout recovery by making home visits and parent phone calls.
Person Responsible	Attendance administrators
Monitoring Measures	attendance rates, parent phone logs
Title 1 Fund	Yes

Title 1 Campuses	SWC 2
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Incentives such as ice cream will be given to students with perfect attendance and/or grade level with highest attendance rate.
Person Responsible	Attendance rates
Monitoring Measures	Attendance rates
Title 1 Fund	Yes
Title 1 Campuses	SWC 2
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	
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	
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	