



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



## SCHOOL IMPROVEMENT PLAN

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# JAY HIGH SCHOOL

## 2017-2018

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## JAY HS

### Needs Assessment 2017-2018

#### Process

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

Throughout the 2016-17 Year, the Leadership team reflected on the effectiveness of the goals we established and the progress we have made towards those goals.

On June 13, the team go together to review the 2016 goals, review the data from the year, and create priority needs, goals, and activities that are aligned.

**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.

<b>CSF 1: Academic Performance</b>	
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 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 type="checkbox"/> Other	
Findings	<p>There are educational achievement gaps between special education, ELL students, and All students.</p> <p>There is inconsistent implementation of the PLC process across the campus.</p> <p>Advanced Academic performance in all content areas is low.</p>

<b>CSF 2: Use of Quality Data to Drive Instruction</b>	
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 type="checkbox"/> CDBs
<input type="checkbox"/> Common Assessments
<input type="checkbox"/> Other
Findings
<p>There are educational achievement gaps between special education, ELL students, and All students.</p> <p>There is inconsistent implementation of the PLC process across the campus.</p> <p>Advanced Academic performance in all content areas is low.</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.

- Distribution of leadership and responsibilities
- Decision making structures on the campus
- Teacher input
- Campus goals
- Monitoring of teacher performance; feedback to staff
- Communication
- Master schedule
- Teacher and parent surveys
- Other

Findings	<p>Occupational Health Survey Results indicated that there needed to be cleared communication about how staff members can get involved in the decision making process.</p> <p>There is inconsistent implementation of the PLC process across the campus.</p>
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**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

<input type="checkbox"/> Interventions implementation and effectiveness	
<input type="checkbox"/> Student identification for increased learning time	
<input type="checkbox"/> Tutorials	
<input type="checkbox"/> Other	
Findings	There are educational achievement gaps between special education, ELL students, and All students. Average Daily attendance is below 96%.

<b>CSF 5: Family/Community Engagement</b>	
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 type="checkbox"/> Family and community input	
<input type="checkbox"/> Family and community services	
<input type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	The school climate at our school is not positive and welcoming for all students, faculty, and staff, parents, and community.

<b>CSF 6: School Climate</b>	
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	The school climate at our school is not positive and welcoming for all students, faculty, and staff, parents, and community.

**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

Findings

There are educational achievement gaps between special education, ELL students, and All students.

There is inconsistent implementation of the PLC process across the campus.

**Priority Needs**

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

## Priority Need 1

There are educational achievement gaps between special education students and ALL students.

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

Reading and Writing student performance is low for ALL students.

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

## Priority Need 3

Student attendance is low.

CSF 5 Family and Community Engagement  
 CSF 6 School Climate

Priority Need 4

Priority Need 5

**Campus: JAY HS**

**School Improvement Plan Signatures**

**School Advisory Team approves the full campus improvement plan.**

**Date of SAT Meeting: 06/13/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Jay Sumpter	
Parent Community Representative	Linda Weston	
Staff Representative	Crystal Mitchell	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Gretchen Bley	Principal
Michele Reynolds	Administrator
Pete Pruneda	Administrator
Christopher Hancock	Staff Member
Tiffanie Reyes	Staff Member
Joseph Spaw	Staff Member
Erica Hill	Staff Member
Shakirat Taylor	Staff Member
Jeannine Campion	Staff Member
James Benson	Staff Member
Margaret Boozer	Staff Member



**CAMPUS: JAY 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		Faculty Meeting (Campus Data Review, School Improvement Plan, Campus Foci) New Teacher Meeting (Cafeteria)/Teacher Work Session  Department Meetings	CIA, Collaboration, Technology Integration	All	ELL, SE, GT, AA, H		6
08/22/2017		PLC Fundamentals (This session will focus on what PLC's are, Why they are Important and How to implement PLC's successfully)  Relationships (This session will focus on building positive relationships with staff, students, and community)  Quality Instruction, Assessment, and Feedback (This sessi	CIA, Collaboration, Technology Integration	All	ELL, SE, GT, AA, H		6

08/23/2017		Teacher Work Session SEA Faculty Meeting Freshmen Center Teacher Faculty Meeting  Review of Campus Foci and Fundamental Five (T-TESS Groups) Funds/Accounting/SAF (Cafeteria) Campus Accounting/Fundraisin g	CIA, Collaboration, Technology Integration	All	ELL, SE, GT, AA, H		6
10/09/2017		PLC, Funtemental Five T-TESS, Collaboration	CIA, Collaboration, Technology Integration	All	ELL, SE, GT, AA, H		3
11/20/2017		Teacher Choice		All			6
11/21/2017		Teacher Choice		All			6
02/19/2018		PLC, Funtemental Five T-TESS, Collaboration	CIA, Collaboration, Technology Integration	All	ELL, SE, GT, AA, H		3

#### 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
09/06/17		PLC collaborative team meetings by content area	CIA, Collaboration, Technology Integration	All	ELL, SE, GT, AA, H		
09/20/17		PLC collaborative team meetings by content area	CIA, Collaboration, Technology Integration	All	ELL, SE, GT, AA, H		
10/04/17		PLC collaborative team meetings by content area	CIA, Collaboration, Technology Integration	All	ELL, SE, GT, AA, H		
10/18/17		PLC collaborative team meetings by content area	CIA, Collaboration, Technology Integration	All	ELL, SE, GT, AA, H		
11/01/17		PLC collaborative team meetings by content area	CIA, Collaboration, Technology Integration	All	ELL, SE, GT, AA, H		
11/29/17		PLC collaborative team meetings by content area	CIA, Collaboration, Technology Integration	All	ELL, SE, GT, AA, H		

12/13/17		PLC collaborative team meetings by content area	CIA, Collaboration, Technology Integration	All	ELL, SE, GT, AA, H		
01/10/18		PLC collaborative team meetings by content area	CIA, Collaboration, Technology Integration	All	ELL, SE, GT, AA, H		
01/31/18		PLC collaborative team meetings by content area	CIA, Collaboration, Technology Integration	All	ELL, SE, GT, AA, H		
02/14/18		PLC collaborative team meetings by content area	CIA, Collaboration, Technology Integration	All	ELL, SE, GT, AA, H		
02/28/18		PLC collaborative team meetings by content area	CIA, Collaboration, Technology Integration	All	ELL, SE, GT, AA, H		
03/07/18		PLC collaborative team meetings by content area	CIA, Collaboration, Technology Integration	All	ELL, SE, GT, AA, H		
03/21/18		PLC collaborative team meetings by content area	CIA, Collaboration, Technology Integration	All	ELL, SE, GT, AA, H		
04/11/18		PLC collaborative team meetings by content area	CIA, Collaboration, Technology Integration	All	ELL, SE, GT, AA, H		
04/25/18		PLC collaborative team meetings by content area	CIA, Collaboration, Technology Integration	All	ELL, SE, GT, AA, H		
05/16/18		PLC collaborative team meetings by content area	CIA, Collaboration, Technology Integration	All	ELL, SE, GT, AA, H		

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	57%	36%	73%	60%	76%	56%	39%	5%	66%
African-American	38%	28%	75%	48%	71%	67%	51%	13%	71%
Hispanic	55%	33%	71%	53%	73%	53%	36%	4%	63%
White	73%	63%	83%	76%	85%	79%	65%	16%	85%
Economically Disadvantaged	52%	30%	70%	49%	65%	50%	31%	4%	60%
Special Education	19%	12%	30%	21%	35%	25%	17%	3%	35%
At-Risk	40%	16%	70%	39%	57%	39%	18%	1%	49%
Limited English Proficient	7%	2%	50%	20%	18%	16%	4%	1%	20%
Asian	100%	100%	80%	83%	80%	100%	33%	0%	100%
American Indian	100%	100%	100%	59%	83%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	50%	50%	75%	63%	92%	N/A	N/A	N/A	N/A
Two or More	93%	64%	81%	74%	86%	80%	60%	30%	70%

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	60%	40%	80%	63%	75%	58%	41%	4%	68%
African-American	61%	39%	70%	51%	68%	58%	45%	3%	68%
Hispanic	55%	35%	75%	56%	73%	56%	38%	3%	66%
White	86%	73%	75%	79%	84%	78%	71%	17%	84%
Economically Disadvantaged	51%	30%	70%	52%	65%	53%	33%	2%	63%

Special Education	18%	14%	70%	23%	31%	15%	11%	1%	25%
At-Risk	33%	13%	70%	40%	54%	42%	22%	0%	52%
Limited English Proficient	2%	2%	50%	17%	20%	6%	0%	0%	16%
Asian	100%	89%	100%	82%	76%	86%	71%	0%	100%
American Indian	N/A	N/A	100%	60%	90%	100%	100%	0%	100%
Hawaiian Pacific Islander	50%	50%	100%	60%	75%	100%	50%	0%	100%
Two or More	91%	73%	100%	76%	84%	100%	83%	17%	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	Approaches Standard	Approaches Standard	
All Students	75%	32%	83%	82%	88%	77%	26%	4%	87%
African-American	60%	24%	80%	73%	85%	72%	21%	3%	82%
Hispanic	75%	31%	83%	80%	87%	77%	25%	4%	87%
White	86%	54%	90%	90%	93%	86%	33%	11%	93%
Economically Disadvantaged	73%	29%	80%	77%	84%	76%	24%	3%	84%
Special Education	40%	11%	50%	47%	64%	45%	17%	7%	55%
At-Risk	71%	22%	75%	71%	83%	73%	17%	1%	83%
Limited English Proficient	60%	9%	70%	63%	71%	63%	16%	3%	71%
Asian	100%	100%	90%	96%	90%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	100%	79%	100%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	50%	50%	85%	83%	85%	N/A	N/A	N/A	N/A
Two or More	100%	75%	90%	87%	94%	60%	60%	0%	70%

### 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	83%	51%	92%	86%	92%	82%	50%	18%	92%
African-American	73%	42%	90%	79%	90%	86%	59%	27%	90%
Hispanic	83%	48%	90%	82%	90%	80%	47%	14%	90%
White	91%	73%	95%	93%	96%	92%	75%	51%	96%
Economically Disadvantaged	81%	44%	90%	80%	87%	78%	44%	11%	87%
Special Education	45%	15%	70%	54%	68%	48%	22%	8%	58%
At-Risk	77%	33%	85%	75%	85%	74%	31%	4%	84%
Limited English Proficient	48%	6%	70%	59%	67%	57%	21%	3%	67%
Asian	100%	100%	95%	95%	92%	100%	100%	0%	100%
American Indian	100%	100%	100%	86%	100%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	33%	33%	90%	85%	96%	N/A	N/A	N/A	N/A
Two or More	100%	85%	100%	93%	99%	91%	73%	45%	99%

#### 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	91%	61%	95%	92%	96%	93%	64%	31%	96%
African-American	94%	50%	95%	87%	93%	88%	67%	33%	93%
Hispanic	90%	58%	95%	90%	96%	93%	61%	27%	96%
White	96%	81%	98%	96%	97%	98%	86%	59%	100%
Economically Disadvantaged	88%	54%	95%	88%	93%	90%	55%	23%	93%
Special Education	54%	29%	70%	64%	78%	69%	22%	6%	78%
At-Risk	82%	40%	90%	84%	91%	88%	45%	11%	91%
Limited English Proficient	48%	29%	75%	69%	76%	69%	11%	3%	76%
Asian	100%	100%	95%	96%	96%	100%	86%	86%	100%
American Indian	100%	100%	95%	92%	100%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	50%	50%	96%	91%	81%	33%	33%	33%	50%
Two or More	100%	100%	98%	95%	98%	89%	78%	56%	98%

**ATTENDANCE**

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	92.2%	93.2%
African-American	95.4%	95.8%	93.4%	94.4%
Hispanic	95.6%	95%	91.9%	92.9%
White	96%	95.8%	94.4%	95.4%
Economically Disadvantaged	95.4%	94.4%	91.1%	92.1%
Special Education	94.5%	93.9%	88.8%	89.8%
Limited English Proficient	96.4%	95.8%	92.9%	93.9%
Asian	97.8%	96.8%	97.1%	98.1%
American Indian	95.3%	95.2%	92.9%	93.9%
Hawaiian Pacific Islander	95.5%	96.1%	94.4%	95.4%
Two or More	95.9%	96%	95.9%	96.9%

**COMPLETION RATE**

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	93.3%	97%	91%	94%
African-American	90.5%	96.6%	94.5%	95.5%
Hispanic	92.1%	96.7%	89.8%	92%
White	96%	98%	96.8%	98%
Economically Disadvantaged	91.1%	94.5%	88%	90%
Special Education	89.5%	94.1%	85.5%	87.5%
Limited English Proficient	81.3%	84.4%	52.6%	55%
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%	35%	38%
Number of AP Test Takers	6996	582	640
Number of AP Tests Taken	14110	1268	1395
% Scoring 3 or Higher AP Exams	43%	25%	27.5%
% College-Ready Graduates-ELA	45%	33%	36.3%
% College-Ready Graduates-Math	37%	27%	29.7%
SAT Total Score Mean	990	927	974
SAT Reading/Writing Section Mean	500	467	490
SAT Math Section Mean	490	460	483

**GRADUATION RATE**

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	89.1%	95.4%	90.2%	92.2%
African-American	85.4%	94.8%	91.7%	93.7%
Hispanic	86.9%	94.9%	89.2%	91.2%
White	93.4%	96.7%	95.2%	96.7%
Economically Disadvantaged	86%	92.3%	87.4%	89.4%
Special Education	77.9%	92%	84.2%	86.2%
Limited English Proficient	71.3%	77.6%	52.6%	54.6%
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 : There are educational achievement gaps between special education students and ALL students.

Goal : System Safeguard: Increase special education EOC pass rate by 10 percentage points.

### Goal Details

Student Groups Impacted	All Students, African American, Special Education, Eco-Dis, ELL, Hispanic
Funding Needed	Local, Title III, State Compensatory, HSA, Other
Timeline for Implementation	Throughout the year
November Progress Check	On Tuesday, November 14th, Biology, English I, English II, and Algebra I collaborative teams participated in a pull-out with the Special Education Campus Coordinator, Academic Dean, SEA VP, and English, science, and math department coordinators. The teams looked at and made predictions based on specific student data, including historical, objective, and subjective. Then teams determined what instructional needs each student would require in order to pass or make progress toward passing STAAR.

March Progress Check	<p>On January 24th, we met with all English I teachers including the English I collaborative team to discuss data including reading benchmark and 3rd 6 week grades. Teachers updated their spreadsheets to indicate student needs to better target instruction. They adjusted previously planned lessons to incorporate student needs.</p> <p>On January 31st, we met with all English II teachers including the English II collaborative teams and covered the same agenda.</p> <p>During PLC walkthroughs administrators are having conversations with teams about how they are using common formative assessments for instruction.</p> <p>Science ISTs are working with Biology teams weekly along the lines of common formative assessments and instruction.</p>
June Progress Check	<p>The pullouts were successful because teachers were able to learn and utilize data protocols and analysis. Our next steps will be to provide more time for teachers to apply strategies to develop common formative assessments and adjust instruction based on the results. Within the extra time given, teachers will be able to input data from CFAs into the student needs spreadsheet. Additionally, the work from activity four will be included in our next steps.</p>

#### Activity 1

Activity	Collab teachers in English, science, and math will identify current special education students in EOC classes and determine the number of students needed to achieve a 10 percentage point increase.
Person Responsible	Academic Dean, English, science, math coordinators, special ed campus coordinator
Monitoring Measures	Comprehensive list of students
Title 1 Fund	Yes
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 2

Activity	Provide pullout days to design targeted instruction for identified SE student population.
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Person Responsible	Academic Dean, English, science, math, and special ed coordinators.
Monitoring Measures	Deliverables i.e. lesson plans containing collaborative structures, CFAs
Title 1 Fund	Yes
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	

### Activity 3

Activity	Through the pull-out, teachers will use a planning protocol to include identifying essential standards and utilizing standards to build common formative assessments.
Person Responsible	Academic Dean, English, science, math, special ed coordinators.
Monitoring Measures	Calendar dates, CFAs, data from CFA
Title 1 Fund	Yes
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	Teachers will use common formative assessments to monitor and track student progress and establish procedures for students to self-monitor their own mastery of the standards.
Person Responsible	Academic Dean, English, science, math, and special education coordinators
Monitoring Measures	CFA, Data analysis from CFA, evidence of student self-monitoring
Title 1 Fund	Yes
Title 1 Campuses	
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 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 : Reading and Writing student performance is low for ALL students.

Goal : System Safeguard: Increase EOC scores in English 1 and 2 for ALL students by 10 percentage points.

**Goal Details**

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Migrant, Hispanic, 2 or More, American Indian, Homeless
Funding Needed	HSA, Other
Timeline for Implementation	Throughout the year
November Progress Check	Hired an additional ESL teacher to provide support in the English II classroom to increase quality first-time instruction.  The Academic Dean established roles and responsibilities for the Reading Specialist.  The dates have been set for the pull-out dates for English I and II teams.
March Progress Check	On January 24th, we met with all English I teachers including the English I collaborative team to discuss data including reading benchmark and 3rd 6 week grades. Teachers updated their spreadsheets to indicate student needs to better target instruction. They adjusted previously planned lessons to incorporate student needs.  On January 31st, we met with all English II teachers including the English II collaborative teams and covered the same agenda.
June Progress Check	The pullouts were successful because teachers were able to learn and utilize data protocols and analysis. Our next steps will be to provide more time for teachers to apply strategies to develop common formative assessments and adjust instruction based on the results. Within the extra time given, teachers will be able to input data from CFAs into the student needs spreadsheet. Additionally, the work from activity three will be included in our next steps. Activity four was completed and will be removed.  Next steps include purposeful master scheduling, adding tutors to sheltered classrooms, and district training for sheltered teachers.

**Activity 1**

Activity	Provide pullout days led by C&I ELA staff for English 1 and English 2 teams to review historical STAAR English student performance data and to design targeted instruction based on gaps in learning.
Person Responsible	Academic Dean and ELA coordinator
Monitoring Measures	lesson plans, data analysis, CFA
Title 1 Fund	Yes
Title 1 Campuses	SWC 3
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 2

Activity	English 1 & 2 teachers will use a planning protocol to include identifying essential standards and utilizing standards to build common formative assessments.
Person Responsible	Academic Dean and ELA coordinator
Monitoring Measures	lesson plans, CFAs, data analysis from CFAs
Title 1 Fund	Yes
Title 1 Campuses	
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 3

Activity	English 1 & 2 teachers will use common formative assessments to monitor and track student progress and establish procedures for students to self-monitor their own mastery of the standards.
Person Responsible	Academic Dean and ELA coordinator
Monitoring Measures	lesson plans, student self-monitoring notes, CFA, data from CFAs.
Title 1 Fund	Yes
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	The Academic Dean will establish the roles and responsibilities of the Reading Specialist in order to support the reading needs of targeted students to help students progress in their reading skills.
Person Responsible	Academic Dean
Monitoring Measures	data from Achieve 3000, EOC mastery, 6 week progress checks
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	
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**Activity 5**

Activity	Hire an ESL Teacher to assist English 2 general ed teacher in the classroom setting using a co-teach model to support quality first time instruction.
Person Responsible	Principal and Academic Dean
Monitoring Measures	TELPAS, EOC success
Title 1 Fund	Yes
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

**Goal 3**

Need : Student attendance is low.

Goal : Increase student attendance by 1 percentage point.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local, Other



Timeline for Implementation	Throughout the year
November Progress Check	<p>At the beginning of the year we hired 3 student retention clerks. Two of the clerks have left for other job opportunities. We are in the process of filling those positions.</p> <p>We hired a social worker. She is an active participant on our intervention team. She meets with students and supports the interventionists in providing academic, social, and emotional supports.</p> <p>The attendance AP reorganized the Success Team in order to be more effective in attendance monitoring. To date, we have communicated with 863 families our attendance expectations. The admin intern assists the attendance AP with monitoring of attendance.</p> <p>Last year our attendance rate was 93.21%. Currently we are at 92.76%</p>
March Progress Check	<p>We currently have a full team of student retention clerks. It has been observed that students are here, but do not attend class.</p> <p>Success team continues to issue warning notices and have conversations with parents and students (1500+) regarding attendance.</p> <p>Next steps include clearly defining student retention clerk and social worker roles and responsibilities to directly impact student attendance.</p> <p>Current attendance is at 91.83%.</p>
June Progress Check	The work on these three activities was completed. We have not met the goal and need to reevaluate our strategies. We will incorporate Capturing Kids' Hearts and utilize a Title I Program Coordinator to help address this need.

#### Activity 1

Activity	Hire, train, and monitor 3 additional student retention clerks in order to increase student seat time by closely monitoring students who are consistently absent and/or tardy.
Person Responsible	Principal and Attendance AP
Monitoring Measures	Daily meetings, attendance data review
Title 1 Fund	Yes
Title 1 Campuses	SWC 5
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	Hire and monitor a social worker to increase the type and amount of social and emotional supports students receive in order to increase attendance.
Person Responsible	Head Counselor
Monitoring Measures	Student contact logs, documented assistance
Title 1 Fund	Yes
Title 1 Campuses	SWC 2
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 3

Activity	Utilize the success team, community liaison, and administrative intern to identify, document, and counsel students and parents about attendance issues in order to help them to better understand and adhere to the attendance policy. Provide opportunities to foster positive relationships between parents, community, and schools. We will provide multiple opportunities for families and community members to learn and ask questions about attendance issues.
Person Responsible	Attendance AP, Admin Intern, community liaison
Monitoring Measures	Number of Warning Notices
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 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	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

#### Activity 5

Activity	
Person Responsible	
Monitoring Measures	

Title 1 Fund	
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	

Goal :

Goal Details

Student Groups Impacted	
Funding Needed	Other
Timeline for Implementation	
November Progress Check	
March Progress Check	
June Progress Check	

Activity 1

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	

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 2

Activity	
Person Responsible	
Monitoring Measures	
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	
Person Responsible	
Monitoring Measures	

Title 1 Fund	
Title 1 Campuses	
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 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
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	

#### 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 :

Goal Details

Student Groups Impacted	
Funding Needed	
Timeline for Implementation	
November Progress Check	
March Progress Check	
June Progress Check	

Activity 1

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	Objective 4. Implement and promote a collaborative approach to school and community safety.

### Activity 2

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	Objective 4. Implement and promote a collaborative approach to school and community safety.

### 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	Objective 1. Explore, implement, and communicate security measures that provide safeguards for the learning environment, using the latest technology.

#### 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	
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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	