



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

O'CONNOR HIGH SCHOOL

2017-2018

OUR MISSION

The mission of Sandra Day O'Connor High School is for students, parents, staff, and the community to work collaboratively to ensure high-levels of learning for all, and to empower, to inspire, and to prepare individuals for future success.

The vision of O'Connor HS is to create a diverse community of collaborative learners who are empowered by a culture of learning, discovery, respect, and innovation.

O'CONNOR HS

Needs Assessment 2017-2018

Process

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

In April and May, administrators, department coordinators, counseling, the student success adviser and the graduation coach met to evaluate the 2016-2017 SIP using a SWOC Analysis. The group felt that the goals set for last year were goals that still represent the greatest needs on campus and a place for continued growth. It was agreed that while activities will be tweaked and phrasing may be updated, the overall needs continue to be 9th grade success and transition, the closing of performance gaps between all and SE/ESL in ELA and math, and improved student post-secondary readiness.

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 checked="" type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input checked="" type="checkbox"/> AP (High School)	
<input type="checkbox"/> Other	
Findings	<p>* Demographics: 3292 total students - 3.6% African American; 56.7% Hispanic; 33.6% White; 2.7% Asian. 24.5% Eco. Dis.; ___% At Risk; 2.95% ELL; ___% mobility rate; ___% attendance rate; Graduation rate dropped/rose? from ___% to ___% in 2014; ___ RHSP/DAP; ___% College Ready Grads; Graduation rates for Hispanic and Eco Dis dropped/rose from 2013 to 2014.</p> <p>* ___% of students are enrolled in an AP course with ___% of those scoring 3 or better on AP exams.</p> <p>* ___% of Class of 2015 enrolled in institution of higher ed in the fall of 2015.</p> <p>* As numbers of students taking the SAT are increasing due to SAT school day and with the change in the SAT itself, the overall scores have declined????</p> <p>* ELA I and II were the lowest scores on all EOC assessments.</p> <p>* Did not meet campus safeguard for SE & ELL students in reading (anticipated).</p> <p>* High failure rate for 9th grade students, although a drop of ___% from last year</p> <p>*16.9% Failed 1 course at semester</p> <p>*8.3% were failing more than one course at semester.</p> <p>*11% failed a math course (or 30% of failures)</p> <p>*9% failed an English course (or 26% of failures)</p> <p>*6% failed a Science course</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.

 Student attendance Discipline Grades CDBs Common Assessments Other

Findings	Continued encouragement within the PLC is necessary so that data is being used to drive instruction. This is especially difficult in areas of CTE, and IL where teachers have several preps and/or may be the only teacher of that content on campus.
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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	The instructional leadership team has long consisted of department coordinators. This summer, we are asking for assistance for more teacher leaders in the area of school improvement and various guiding coalitions.
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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

Interventions implementation and effectiveness

Student identification for increased learning time

Tutorials

Other

Findings	We changed our intervention committee this year. We use a Google Form and teachers are able to place a student on our "radar" so that we may assist the student and recommend interventions. 9th grade connections also allowed students to have greater learning time in the hopes that transition skills would improve. Students continued with interventions first semester and beyond, however, this needs to be more efficient.
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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	The best phone communication is from a person and not the automatic system. Some families have blocked school phone calls. Many teachers utilize remind 101 or other similar program to communicate systematically with parents and this is effective. Attendance at parent nights for all grades as well as athletic, fine arts, and other extra curricular events are well attended by parents, students and staff.
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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

<input checked="" type="checkbox"/> Parent surveys	
<input type="checkbox"/> Student surveys or panels	
<input checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Student attendance	
<input type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	Teachers are allowed regular input through surveys as well as NCN. Parents are asked to complete surveys at each event and to provide feed back on better ways to serve their needs. Student attendance is high, but there is room for continued growth. Student discipline is relatively low, however, there is room for improvement.

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 checked="" type="checkbox"/> Teacher attendance	
<input type="checkbox"/> Teacher experience and years on campus	
<input checked="" type="checkbox"/> Class size	
<input checked="" type="checkbox"/> Staff retention rates	
<input type="checkbox"/> Alignment of curriculum, instruction, assessment	
<input type="checkbox"/> Alignment of CDB scores and STAAR results	
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration	
<input type="checkbox"/> Professional development experiences and requests	
<input type="checkbox"/> Other	
Findings	Teacher attendance is high, however, there is room for improvement. SE teachers have taken personal days to complete ARD paper work with the increase of expectations in the classroom. Staff retention is high. The PLC process has improved the effectiveness of planning and collaboration, however, there is still a need for continued growth and improvement.

Priority Needs

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

Priority Need 1

9th grade students are not earning all their credits and some will not become 10th grade students.

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 3 Leadership Effectiveness
CSF 4 Increased Learning Time
CSF 5 Family and Community Engagement
CSF 7 Teacher Quality

Priority Need 2

There is a large gap in English EOC pass rates between all and ELL students.

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 3 Leadership Effectiveness
CSF 4 Increased Learning Time
CSF 5 Family and Community Engagement
CSF 7 Teacher Quality

Priority Need 3

There is a large gap in English EOC and Algebra I EOC pass rates between all and SE students.

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 3 Leadership Effectiveness
CSF 5 Family and Community Engagement
CSF 6 School Climate
CSF 7 Teacher Quality

Priority Need 4

According to indicators such as STAAR performance, SAT/ACT performance, AP performance and enrollment, Dual Enrollment, graduation rates, diploma plans, and CTE coherent sequence enrollment as measured by Index 4 on the accountability rating, student progress in the area of post secondary readiness continues to be stagnant, especially for African American, Hispanic and Economically Disadvantaged Students.

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 3 Leadership Effectiveness
CSF 5 Family and Community Engagement
CSF 6 School Climate

Campus: O'CONNOR HS

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 06/06/2017

SAT Member	Name	Signature
Principal	Jackie Horras	
Parent Community Representative	Laura Kilgore	
Staff Representative	Jennifer Bishop	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION

CAMPUS: O'CONNOR 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	08/21/2017	Data diaggregation, accountability and Campus SIP.	Assessment	All Staff	All		3
08/22/2017		T-TESS, PLC Foundations, Gradebook training (district required)	Instruction	Teachers	All		6
08/23/2017	08/23/2017	Dyslexia training, Fundamental 5, Writing across the curriculum.	Instruction	Teachers	All		3
10/09/2017		Fundamental 5 follow up, ELPS, Closing Gaps	Instruction	Teachers	All		3
11/20/2017		Teacher Choice					6
11/21/2017		Teacher Choice					6
02/19/2018		GSPD follow up, Fundamental 5, TELPAS	Assessment	Teachers	All		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
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09/06/17		PLC Common Assessment, Data Analysis, Self Reflection, Intervention.	Curriculum	Teachers	All		1
09/20/17		PLC Common Assessment, Data Analysis, Self Reflection, Intervention.	Instruction	Teachers	All		1
10/04/17		PLC Common Assessment, Data Analysis, Self Reflection, Intervention.	Assessment	Teachers	All		1
10/18/17		PLC Common Assessment, Data Analysis, Self Reflection, Intervention.	Curriculum	Teachers	All		1
11/01/17		PLC Common Assessment, Data Analysis, Self Reflection, Intervention.	Instruction	Teachers	All		1
11/29/17		PLC Common Assessment, Data Analysis, Self Reflection, Intervention.	Assessment	Teachers	All		1
12/13/17		PLC Common Assessment, Data Analysis, Self Reflection, Intervention.	Curriculum	Teachers	All		1
01/10/18		PLC Common Assessment, Data Analysis, Self Reflection, Intervention.	Instruction	Teachers	All		1
01/31/18		PLC Common Assessment, Data Analysis, Self Reflection, Intervention.	Assessment	Teachers	All		1
02/14/18		PLC Common Assessment, Data Analysis, Self Reflection, Intervention.	Curriculum	Teachers	All		1
02/28/18		PLC Common Assessment, Data Analysis, Self Reflection, Intervention.	Instruction	Teachers	All		1
03/07/18		PLC Common Assessment, Data Analysis, Self Reflection, Intervention.	Assessment	Teachers	All		1

03/21/18		PLC Common Assessment, Data Analysis, Self Reflection, Intervention.	Curriculum	Teachers	All		1
04/11/18		PLC Common Assessment, Data Analysis, Self Reflection, Intervention.	Instruction	Teachers	All		1
04/25/18		PLC Common Assessment, Data Analysis, Self Reflection, Intervention.	Assessment	Teachers	All		1
05/16/18		PLC Common Assessment, Data Analysis, Self Reflection, Intervention.	Assessment	Teachers	All		1

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	84%	67%	84%	60%	76%	86%	73%	16%	88%
African-American	68%	40%	70%	48%	71%	91%	72%	13%	92%
Hispanic	81%	63%	82%	53%	73%	83%	69%	11%	85%
White	90%	77%	91%	76%	85%	91%	80%	21%	92%
Economically Disadvantaged	71%	49%	70%	49%	65%	74%	58%	7%	77%
Special Education	43%	28%	60%	21%	35%	43%	26%	3%	50%
At-Risk	64%	34%	62%	39%	57%	67%	45%	1%	70%
Limited English Proficient	22%	11%	60%	20%	18%	13%	7%	0%	25%
Asian	74%	63%	73%	83%	80%	79%	79%	29%	81%
American Indian	100%	100%	100%	59%	83%	100%	100%	0%	100%
Hawaiian Pacific Islander	100%	50%	70%	63%	92%	N/A	N/A	N/A	100%
Two or More	81%	58%	78%	74%	86%	85%	73%	27%	87%

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	83%	67%	86%	63%	75%	83%	71%	11%	86%
African-American	63%	50%	64%	51%	68%	67%	67%	19%	70%
Hispanic	81%	63%	83%	56%	73%	80%	65%	10%	83%
White	88%	75%	92%	79%	84%	89%	79%	14%	90%
Economically Disadvantaged	63%	47%	65%	52%	65%	70%	56%	4%	72%

Special Education	43%	28%	60%	23%	31%	46%	34%	3%	50%
At-Risk	54%	31%	60%	40%	54%	61%	40%	0%	63%
Limited English Proficient	31%	11%	60%	17%	20%	15%	5%	0%	25%
Asian	83%	67%	83%	82%	76%	78%	72%	11%	83%
American Indian	100%	100%	100%	60%	90%	100%	100%	0%	100%
Hawaiian Pacific Islander	0%	0%	100%	60%	75%	67%	67%	0%	75%
Two or More	93%	76%	98%	76%	84%	84%	68%	8%	87%

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	89%	43%	87%	82%	88%	95%	61%	22%	96%
African-American	77%	27%	73%	73%	85%	100%	70%	35%	100%
Hispanic	88%	38%	85%	80%	87%	95%	56%	19%	96%
White	92%	55%	94%	90%	93%	95%	72%	28%	96%
Economically Disadvantaged	83%	33%	79%	77%	84%	91%	54%	16%	93%
Special Education	59%	23%	60%	47%	64%	79%	34%	10%	81%
At-Risk	82%	22%	76%	71%	83%	91%	45%	9%	93%
Limited English Proficient	77%	23%	62%	63%	71%	100%	33%	6%	85%
Asian	82%	27%	70%	96%	90%	100%	53%	40%	100%
American Indian	100%	100%	100%	79%	100%	100%	0%	0%	100%
Hawaiian Pacific Islander	100%	0%	100%	83%	85%	N/A	N/A	N/A	N/A
Two or More	90%	48%	86%	87%	94%	82%	55%	27%	87%

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	94%	73%	97%	86%	92%	97%	79%	36%	98%
African-American	88%	52%	89%	79%	90%	100%	73%	33%	95%
Hispanic	93%	67%	97%	82%	90%	96%	74%	27%	97%
White	96%	83%	99%	93%	96%	99%	89%	48%	99%
Economically Disadvantaged	88%	57%	89%	80%	87%	91%	61%	21%	92%
Special Education	70%	38%	67%	54%	68%	84%	46%	7%	85%
At-Risk	87%	46%	87%	75%	85%	91%	55%	7%	93%
Limited English Proficient	52%	15%	60%	59%	67%	76%	28%	4%	78%
Asian	93%	87%	98%	95%	92%	88%	79%	58%	90%
American Indian	100%	100%	100%	86%	100%	100%	100%	0%	95%
Hawaiian Pacific Islander	100%	100%	100%	85%	96%	N/A	N/A	N/A	N/A
Two or More	96%	70%	98%	93%	99%	100%	78%	56%	95%

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	96%	78%	99%	92%	96%	98%	86%	61%	98%
African-American	94%	72%	99%	87%	93%	93%	76%	38%	94%
Hispanic	95%	72%	98%	90%	96%	98%	83%	56%	98%
White	98%	88%	99%	96%	97%	97%	91%	70%	98%
Economically Disadvantaged	92%	67%	94%	88%	93%	93%	72%	41%	95%
Special Education	74%	33%	70%	64%	78%	86%	53%	27%	88%
At-Risk	86%	51%	86%	84%	91%	93%	67%	30%	95%
Limited English Proficient	95%	58%	89%	69%	76%	76%	48%	24%	78%
Asian	100%	71%	93%	96%	96%	95%	86%	57%	96%
American Indian	N/A	N/A	100%	92%	100%	100%	100%	100%	100%
Hawaiian Pacific Islander	100%	100%	100%	91%	81%	50%	0%	0%	N/A
Two or More	100%	84%	100%	95%	98%	100%	100%	81%	100%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.4%	96%
African-American	95.4%	95.8%	96%	96.5%
Hispanic	95.6%	95%	95.1%	96%
White	96%	95.8%	95.6%	96%
Economically Disadvantaged	95.4%	94.4%	94.1%	94.6%
Special Education	94.5%	93.9%	93.5%	95%
Limited English Proficient	96.4%	95.8%	95.4%	96%
Asian	97.8%	96.8%	96.8%	97%
American Indian	95.3%	95.2%	94.4%	95%
Hawaiian Pacific Islander	95.5%	96.1%	97.1%	97%
Two or More	95.9%	96%	96%	96%

COMPLETION RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	93.3%	97%	97.9%	98%
African-American	90.5%	96.6%	100%	98%
Hispanic	92.1%	96.7%	96.8%	97%
White	96%	98%	98.8%	98%
Economically Disadvantaged	91.1%	94.5%	92%	94%
Special Education	89.5%	94.1%	93.8%	94.5%
Limited English Proficient	81.3%	84.4%	88.9%	90%
Asian	97.9%	98.2%	100%	98%
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%	98%

ADVANCED MEASURES

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% Advanced Course/Dual Enrollment Completion	38%	37%	39%
Number of AP Test Takers	6996	785	790
Number of AP Tests Taken	14110	1755	1770
% Scoring 3 or Higher AP Exams	43%	56%	58%
% College-Ready Graduates-ELA	45%	55%	58%
% College-Ready Graduates-Math	37%	49%	53%
SAT Total Score Mean	990	1031	1050
SAT Reading/Writing Section Mean	500	522	530
SAT Math Section Mean	490	509	515

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%	100%	98%
Hispanic	86.9%	94.9%	96%	97%
White	93.4%	96.7%	98.8%	98%
Economically Disadvantaged	86%	92.3%	92%	95%
Special Education	77.9%	92%	93.8%	94.5%
Limited English Proficient	71.3%	77.6%	77.8%	80%
Asian	95.7%	95.4%	94.4%	96%
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%	98%

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : 9th grade students are not earning all their credits and some will not become 10th grade students.

Goal : Decrease 9th grade failure rate to 14% or below at semester and 10% or below for the year.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL
Funding Needed	HSA
Timeline for Implementation	2017-2018 School Year.
November Progress Check	We have implemented all but goal number 4. We do not have an intervention team who is monitoring the degree of success for 9th graders regarding implementation. In addition, although we have completed these activities, the data does not demonstrate the level of growth we saw last year. There will be updates at semester to check semester averages and awarding of credits.
March Progress Check	We have not met goal number 4. We need to get volunteers before the year ends who would like to play a larger role in this endeavor. Once the year begins, it is difficult to find teachers who are able to join a committee that will follow through with students. Perhaps brainstorming with Level Leads, the attendance committee and counselors will allow us to implement this goal next year.
June Progress Check	At this time I do not have the data to address our progress for June. ESchool reports provide 6th six week failures but not final grades. I will update ASAP.

Activity 1

Activity	Refine our 9th Grade Lunch Connections program. Connections teachers are invited to assist in re-writing curriculum and the implementation time line to improve students skills.
Person Responsible	AD, Student Success Advisor, Connections teachers
Monitoring Measures	9th grade attendance to Connections and monitoring of 3 week and 6 weeks grades.
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	Host a 9th grade parent night the Tuesday of the 4th week of the first 6 weeks with information on successful transition to HS. Have help sessions to get parents a Parent Connection account so that parents may set triggers and understand Progress Reports. Embed information and help sessions in other campus opportunities such as Advanced Academics night, and course enrollment fair that meet the transition needs of 9th grade parents and students.
Person Responsible	AD, Counselor, SSA.
Monitoring Measures	Parent attendance, parent surveys.
Title 1 Fund	
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	All administrators will present to the 9th grade connections group regarding academics, attendance, discipline, grit, perseverance and the promotion of a safe school environment.
Person Responsible	The admin team
Monitoring Measures	A decrease in referrals in comparison to the prior year; the reporting of safety concerns to admin;
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 4

Activity	Create a 9th grade intervention team to develop, monitor and implement interventions for students beyond the first 9 weeks. This team would also work with admin to develop progressive discipline measures for students who do not attend.
Person Responsible	AD, 9th grade team, APs.
Monitoring Measures	Student attendance to interventions beyond the Connections program.
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 5

Activity	Campus wide implementation of the Fundamental 5.
Person Responsible	AD, Instructional Leadership team, Teacher Leaders
Monitoring Measures	Walk Throughs by administrators and department coordinators, learning walks by colleagues.
Title 1 Fund	
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	

Goal 2

Need : There is a large gap in English EOC pass rates between all and ELL students.

Goal : System Safeguard: To increase the pass rate of ELLs by 10% in ELA EOC I & II.

Goal Details

Student Groups Impacted	All Students, ELL
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Funding Needed	HSA
Timeline for Implementation	2017-2018 School Year
November Progress Check	At this time each goal is in progress or complete. There was a campus wide training for ELL best practices on November 2nd. Each ELL teacher has a case load and is working with teachers and with students to provide assistance with strategies and language acquisition. In regards to grades, the number of students failing courses each six weeks has dropped and only 4 students failed the same subject in consecutive grading periods.
March Progress Check	Implementation of Fundamental 5 has been a success in several classrooms while in other classrooms, its implementation has waned as admin has been caught up in the normal spring struggles with student behavior, testing and other areas that require attention. All other goals have been accomplished and we continue to monitor ELL grades and are very hopeful that EOC results will show an increase in students passing EOC.
June Progress Check	Pass rates did increase however, not by 10%. Our long term ELs continue to struggle. However, many of our refugee students passed and those who did not still earned a progress measure indicating success.

Activity 1

Activity	Meet with ELL team in September to look at individual students, identify case load and contact teachers to provide additional support for students by 10/10/2017. Use TELPAS and EOC data to inform core teachers of student strengths and stretches.
Person Responsible	AD, ELL team and Reading Specialist.
Monitoring Measures	LPAC monitoring and input each 6 weeks.
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 2

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Activity	Provide teachers rosters of long term ELLs and activities to build relationships and prior knowledge. Create & distribute list of "High Yield Strategies." Teachers will incorporate these strategies into their implementation of the Fundamental 5 to support language acquisition needs.
Person Responsible	AD, master teachers, ELL team.
Monitoring Measures	Admin and Dept. Coord. Walk Throughs.
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	Offer after school Tier 2 tutoring utilizing experienced teachers to work with students in English and other subjects of need.
Person Responsible	AD, after-school teachers, ELL team.
Monitoring Measures	Use of Tier 2 strategies as evidenced in walk throughs and conferences with teachers.
Title 1 Fund	
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 4

Activity	Campus wide implementation of the Fundamental 5.
Person Responsible	Admin, coordinators, teacher leaders.
Monitoring Measures	Walkthroughs (Admin and DC) and Learning Walks.
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 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 3

Need : There is a large gap in English EOC and Algebra I EOC pass rates between all and SE students.

Goal : System Safeguard: To increase performance of SE students on ELA I & II EOC combined by 13% and on Algebra I EOC by 9%. To continue to close the gap between ALL and At Risk Students on EOC assessments by 10%.

Goal Details

Student Groups Impacted	All Students, Special Education
Funding Needed	HSA
Timeline for Implementation	2017-2018 School Year
November Progress Check	We have accomplished each activity although the implementation of Fundamental 5 continues to be in progress. Semester grades will assess evaluation of impact.
March Progress Check	While we have followed through with activities, and Fundamental 5 has proven beneficial, we are not seeing the implementation of structures in classrooms with fidelity. In addition, the fidelity of the implementation of Fundamental 5 has waned in the spring and will continue to be an activity that requires focus next year.
June Progress Check	There is not a discernible trend with SE. The best improvement was with retesters in both approaching and met standard. In English I, there was improvement, however, in English II there was a decline.

Activity 1

Activity	Data-Day pull out with district support that includes the English II Collaborative Team, SE and ELA department coordinators. Purpose: Identification of ELA I non-passers, development of strategies to support these students in ELA II, and incorporation of EOC Course strategies in collaborative settings.
Person Responsible	AD, ELA & SE Coordinator, English II Collab team.
Monitoring Measures	Monthly meeting with English II Collab team, reviewing list from pullout and monitoring of benchmarks and writing performance of these students.
Title 1 Fund	
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 2

Activity	Algebra I teachers and the math team will utilize NSpire Calculators and English I & II teachers will utilize Chromebooks in a purposeful manner to close student learning gaps.
Person Responsible	AD, Math and ELA DC
Monitoring Measures	Student grades, benchmark performance, walk throughs that show use of the technology in the classroom.
Title 1 Fund	
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 3

Activity	Campus wide implementation of Fundamental 5.
Person Responsible	Admin, DC and teacher leaders.
Monitoring Measures	Walk throughs and Learning Walks.
Title 1 Fund	

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 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 : According to indicators such as STAAR performance, SAT/ACT performance, AP performance and enrollment, Dual Enrollment, graduation rates, diploma plans, and CTE coherent sequence enrollment as measured by Index 4 on the accountability rating, student progress in the area of post secondary readiness continues to be stagnant, especially for African American, Hispanic and Economically Disadvantaged Students.

Goal : Increase student post-secondary readiness by raising the STAAR Meets Grade Level percent for African American and Hispanic students by 6% to 81% and 80% respectively, and the College and Career Readiness percent for African American and Hispanic students by 10% to 43% and 73% respectively.

Goal Details

Student Groups Impacted	All Students
Funding Needed	HSA
Timeline for Implementation	2017-2018 School Year
November Progress Check	We will have a parent night for juniors that will include PSAT information and Khan Academy resources. We have not been able to pull ethnicity data to target specific students through counseling. We have hosted study sessions for PSAT and will also complete one on a Saturday for SAT.
March Progress Check	The progress on this goal leads to a great deal of optimism. This year, in addition to NHS cram sesh, many teachers have implemented practice AP exam to improve scores and close gaps in levels of college readiness. While counselors did run reports to generate ethnicities for students to target populations, we were unsure of what the next step should be and how to meet specifically with the ethnic sub-pops in a productive and meaningful way. AP and dual credit enrollment have grown greatly and led to an increase in student opportunity to demonstrate college readiness. This will be our first senior class to graduate on endorsements, and we will need to pull data to check on CTE coherent sequences.

June Progress Check	Fingers crossed for data day, however, we know that some of these elements are not reported until next year.
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Activity 1

Activity	In addition to providing student support in enrolling in Khan Academy Prep, add information and technology access to 10th and 11th grade parent nights.
Person Responsible	Counselors and AD
Monitoring Measures	Parent attendance, increased enrollment in and use of Khan Academy.
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	

Activity 2

Activity	Offer PSAT and SAT "Boot Camps" throughout the year as well as AP study sessions and SAT support through Khan Academy.
Person Responsible	AD, SSA, AP teachers and junior level teachers.
Monitoring Measures	Attendance in prep sessions, study sessions and use of Khan Academy for SAT prep.
Title 1 Fund	
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 3

Activity	Generate reports to show student ethnicity identifications. Counselors will meet with identified students to discuss and encourage participation in College Readiness programs listed in index 4. Create lists for teachers so that they may target instruction, interventions and enrichment for identified students.
Person Responsible	Admin, Counselors, SSA, GC, Teachers
Monitoring Measures	Counselors will keep a log of students with which they meet. Admin & teachers: Walk throughs, discussions in level team meetings, and learning walks.
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	