



NORTHSIDE  
SCHOOL



INDEPENDENT  
DISTRICT



## SCHOOL IMPROVEMENT PLAN

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### TAFT HIGH SCHOOL

2017-2018

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#### OUR MISSION

To encourage each student to strive for personal excellence and to ensure that all students learn to function, contribute, and compete as responsible individuals in an ever-changing world.

## TAFT HS

### Needs Assessment 2017-2018

#### Process

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

We began our process by meeting with the Department Coordinators to discuss the current SIP goals and to see what they felt needed to be kept and/or changed/updated. We took that information and discussed the proposed changes to the faculty for their input. We then took that information and compiled it and presented it to the administrative team and coordinators again to make sure goals were refined and narrowed to our campus needs. Finally, we submitted the results to the School Advisory Team for approval.

## 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 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 type="checkbox"/> Other	
Findings	<p>Taft fell below the regression line in English I, English II, and Algebra I indicating a need for focus.</p> <p>Re-testers are not being as successful.</p> <p>Special Education students need improvement in all areas.</p> <p>We need improvement in ELL, special education, and economically disadvantaged.</p> <p>There is an achievement gap between special education and general education students.</p> <p>There is an achievement gap between English language learners and general education students.</p> <p>Taft is not performing as well as comparable campuses (Marshall and Warren) with the English Language Learners in English I.</p> <p>Taft is not performing as well as comparable campus (Warren) with the English Language Learners in Algebra I.</p> <p>Taft is not performing as well as comparable campuses (Marshall and Warren) English II, Algebra I, Biology, and US History in Economically Disadvantaged students.</p> <p>Taft is not performing as well as comparable campuses (Marshall and Warren) in English I, English II, Algebra I, and US History in Special Education students.</p> <p>Failure rates are above the district in Geometry, IPC, Math Models, and Physics.</p> <p>Taft AP scores are lower than comparable campuses.</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	Based upon the data from the above sources, the freshman academy needs to continue, as well as additional learning opportunities for the students, including advisory, college tutors, Learning Lounge, Reading, Practical Writing, and co-teach. Freshmen students experienced greater success in the classroom this year and had lower discipline incidents. Learning Lounge had more students attending tutoring. Teachers need to use data from CDBs to determine what needs to be taught.
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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	<p>Of the teachers surveyed, most feel the distribution of leadership and responsibilities are equitable.</p> <p>Teachers feel that the decision making structure is very clear.</p> <p>They also feel that the feedback they receive from administration after observations and walk-throughs is helpful and timely.</p> <p>Teachers also feel that administration communicates well and timely.</p> <p>Master schedule is well built and effective.</p> <p>Need to collaborate with comparable campuses to see about increasing AP participation and scores.</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
- Interventions implementation and effectiveness
- Student identification for increased learning time
- Tutorials
- Other

Findings	<p>Students who have not yet passed the EOC need additional interventions and learning time.</p> <p>Teachers need more assistance and support in monitoring those students who have RTI.</p> <p>Continue to offer lunch time college tutors.</p> <p>Freshmen need additional instructional time to teach them organizational skills through advisory. They also need additional tutoring opportunities to ensure success in classes.</p>
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**CSF 5: Family/Community Engagement**

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

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

Findings	<p>Additional AP parent nights.</p> <p>AP assemblies to address the requirements and expectations of AP students.</p> <p>Additional opportunities for family and community involvement.</p>
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<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 checked="" type="checkbox"/> Teacher surveys	
<input type="checkbox"/> Parent surveys	
<input checked="" 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 majority of discipline issues deal with attendance. Students and teachers would like to see more school-wide activities. Student attendance is approximately 95% for the school year.

<b>CSF 7: Teacher Quality</b>	
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 checked="" type="checkbox"/> Teacher experience and years on campus	
<input checked="" type="checkbox"/> Class size	
<input checked="" 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	Teacher attendance can be improved. Teachers would like more vertical alignment with the middle schools. Staff retention does not appear to be a problem. Teachers like Taft and stay here unless there is a promotion or life change. New teachers bring with them fresh ideas and technological abilities that they share with the experienced teachers, while the experienced teachers share the wealth of their experience from the classroom management to parent conferencing to enriching the curriculum.

**Priority Needs**

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

Priority Need 1

We have not met safeguards in Special Education and English Language Learners on EOC

CSF 1 Academic Performance

Priority Need 2

Improve data driven instructional practices.

CSF 2 Use of Quality Data to Drive Instruction

Priority Need 3

Use interventions more targeted for students who have not passed End of Course Exams.

CSF 4 Increased Learning Time

Priority Need 4

Increase positive perception of Taft by providing opportunities for family involvement through various campus activities.

CSF 5 Family and Community Engagement

Priority Need 5

Collaboration through PLC and department opportunities to allow teachers to review and develop strategic plans to meet their student needs.

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

**Campus: TAFT HS**

**School Improvement Plan Signatures**

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

**Date of SAT Meeting: 05/15/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Martha Cortinas-Fernandez	
Parent Community Representative	Julia Gomez	
Staff Representative	Laura Frausto	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Jacquelyn Lambert	Administrator
Mary Libby	Staff Member
Laura Frausto	Staff Member
Cristina Martinez	Staff Member
Erika Durant	Staff Member
Deanna Pruneda	Staff Member
Felicia Perez	Staff Member
Susan Barthelme	Staff Member
Ana Tijerina	Staff Member
Judith Elizondo	Staff Member
Robert Hansen	Staff Member



**CAMPUS: TAFT 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		Sponsor Training; SE training; RTI; Counseling; Administration; 504; ESL Strategies	Instruction	Teachers	All		6
08/22/2017		Convocation; Planning; District Staff Development	Instruction	Teachers	All		6
08/23/2017		T-TESS, DI and Writing Across the Curriculum Refreshers	Instruction	Teachers	All		6
10/09/2017		Fundamental 5	Instruction	Teachers	All		6
11/20/2017		Teacher Choice	Instruction	Teachers	All		6
11/21/2017		Teacher Choice	Instruction	Teachers	All		6
02/19/2018		Fundamental 5	Instruction	Teachers	All		6

**Staff Development on Late Start Dates**

Date	Alternate Date(s)	Title and Description or Teacher Choice	Staff Development Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
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09/06/17		Professional Learning Communities	Instruction	Teachers	All		0.50
09/20/17		Department PLC Vertical Alignment	Curriculum	Teachers	All		0.50
10/04/17		Professional Learning Communities	Instruction	Teachers	All		0.50
10/18/17		Department PLC Vertical Alignment	Curriculum	Teachers	All		0.50
11/01/17		Professional Learning Communities	Instruction	Teachers	All		0.50
11/29/17		Department PLC Vertical Alignment	Curriculum	Teachers	All		0.50
12/13/17		Professional Learning Communities	Instruction	Teachers	All		0.50
01/10/18		Department PLC Vertical Alignment	Curriculum	Teachers	All		0.50
01/31/18		Professional Learning Communities	Instruction	Teachers	All		0.50
02/14/18		Department PLC Vertical Alignment	Curriculum	Teachers	All		0.50
02/28/18		Professional Learning Communities	Instruction	Teachers	All		0.50
03/07/18		Department PLC Vertical Alignment	Curriculum	Teachers	All		0.50
03/21/18		Professional Learning Communities	Instruction	Teachers	All		0.50
04/11/18		Department PLC Vertical Alignment	Curriculum	Teachers	All		0.50
04/25/18		Professional Learning Communities	Instruction	Teachers	All		0.50
05/16/18		Department PLC Vertical Alignment	Curriculum	Teachers	All		0.50

CAMPUS: TAFT HS

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	75%	55%	80%	60%	76%	80%	66%	14%	85%
African-American	78%	58%	80%	48%	71%	74%	59%	15%	80%
Hispanic	73%	52%	76%	53%	73%	78%	62%	11%	83%
White	79%	63%	83%	76%	85%	86%	76%	19%	90%
Economically Disadvantaged	69%	47%	75%	49%	65%	75%	60%	7%	80%
Special Education	29%	14%	50%	21%	35%	39%	19%	5%	50%
At-Risk	53%	25%	75%	39%	57%	63%	40%	1%	70%
Limited English Proficient	15%	0%	50%	20%	18%	15%	5%	0%	50%
Asian	82%	68%	85%	83%	80%	85%	75%	20%	90%
American Indian	100%	100%	100%	59%	83%	100%	100%	50%	100%
Hawaiian Pacific Islander	67%	67%	75%	63%	92%	100%	80%	20%	100%
Two or More	84%	58%	86%	74%	86%	95%	83%	22%	97%

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	77%	56%	80%	63%	75%	78%	60%	7%	83%
African-American	81%	50%	85%	51%	68%	69%	55%	6%	75%
Hispanic	75%	53%	80%	56%	73%	78%	57%	5%	83%
White	83%	65%	85%	79%	84%	84%	69%	13%	88%
Economically Disadvantaged	70%	45%	75%	52%	65%	73%	52%	3%	78%

Special Education	41%	22%	50%	23%	31%	33%	17%	1%	50%
At-Risk	51%	20%	60%	40%	54%	58%	28%	1%	65%
Limited English Proficient	17%	8%	50%	17%	20%	13%	7%	3%	50%
Asian	70%	57%	75%	82%	76%	79%	67%	21%	85%
American Indian	N/A	N/A	90%	60%	90%	100%	100%	0%	100%
Hawaiian Pacific Islander	67%	67%	80%	60%	75%	67%	33%	0%	80%
Two or More	88%	75%	90%	76%	84%	90%	69%	7%	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	84%	44%	85%	82%	88%	89%	44%	13%	93%
African-American	92%	41%	95%	73%	85%	83%	36%	15%	88%
Hispanic	82%	43%	85%	80%	87%	88%	43%	11%	90%
White	83%	46%	85%	90%	93%	91%	44%	17%	95%
Economically Disadvantaged	81%	42%	85%	77%	84%	85%	40%	10%	88%
Special Education	47%	18%	50%	47%	64%	55%	22%	5%	60%
At-Risk	76%	26%	80%	71%	83%	84%	29%	5%	88%
Limited English Proficient	60%	16%	65%	63%	71%	46%	31%	15%	50%
Asian	100%	75%	100%	96%	90%	100%	85%	31%	100%
American Indian	100%	0%	100%	79%	100%	100%	100%	50%	100%
Hawaiian Pacific Islander	67%	33%	70%	83%	85%	100%	33%	0%	100%
Two or More	92%	48%	95%	87%	94%	100%	57%	20%	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	94%	72%	95%	86%	92%	93%	75%	27%	95%
African-American	94%	74%	95%	79%	90%	91%	75%	28%	95%
Hispanic	94%	70%	95%	82%	90%	93%	73%	23%	95%
White	90%	77%	95%	93%	96%	94%	79%	36%	95%
Economically Disadvantaged	93%	66%	95%	80%	87%	92%	70%	19%	95%
Special Education	63%	23%	70%	54%	68%	65%	35%	9%	70%
At-Risk	88%	49%	90%	75%	85%	88%	56%	5%	90%
Limited English Proficient	75%	29%	80%	59%	67%	83%	33%	0%	85%
Asian	100%	95%	100%	95%	92%	100%	85%	25%	100%
American Indian	100%	0%	100%	86%	100%	100%	100%	100%	100%
Hawaiian Pacific Islander	100%	25%	100%	85%	96%	100%	60%	20%	100%
Two or More	94%	81%	95%	93%	99%	100%	93%	40%	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	95%	74%	97%	92%	96%	95%	79%	46%	97%
African-American	98%	75%	99%	87%	93%	91%	81%	38%	95%
Hispanic	95%	70%	97%	90%	96%	96%	76%	40%	97%
White	96%	81%	98%	96%	97%	94%	87%	65%	97%
Economically Disadvantaged	93%	64%	95%	88%	93%	93%	71%	38%	95%
Special Education	76%	37%	80%	64%	78%	77%	52%	27%	80%
At-Risk	86%	50%	90%	84%	91%	89%	58%	21%	93%
Limited English Proficient	86%	29%	90%	69%	76%	64%	36%	7%	70%
Asian	82%	76%	85%	96%	96%	100%	84%	63%	100%
American Indian	N/A	N/A	100%	92%	100%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	100%	100%	91%	81%	67%	33%	33%	70%
Two or More	100%	85%	100%	95%	98%	100%	90%	68%	100%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	94.5%	96%
African-American	95.4%	95.8%	95.7%	96%
Hispanic	95.6%	95%	94.1%	96%
White	96%	95.8%	94.7%	96%
Economically Disadvantaged	95.4%	94.4%	93.3%	96%
Special Education	94.5%	93.9%	92%	95%
Limited English Proficient	96.4%	95.8%	92.5%	96%
Asian	97.8%	96.8%	96%	98%
American Indian	95.3%	95.2%	95%	96%
Hawaiian Pacific Islander	95.5%	96.1%	95.8%	97%
Two or More	95.9%	96%	95.6%	97%

## COMPLETION RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	93.3%	97%	98.5%	99%
African-American	90.5%	96.6%	96.8%	98%
Hispanic	92.1%	96.7%	98.8%	99%
White	96%	98%	97.6%	98%
Economically Disadvantaged	91.1%	94.5%	97.5%	98%
Special Education	89.5%	94.1%	96.6%	97%
Limited English Proficient	81.3%	84.4%	100.1%	100%
Asian	97.9%	98.2%	100%	100%
American Indian	91.8%	100%	100%	100%
Hawaiian Pacific Islander	93.7%	100%	N/A	100%
Two or More	94.6%	99.5%	100%	100%

**ADVANCED MEASURES**

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% Advanced Course/Dual Enrollment Completion	38%	45%	50%
Number of AP Test Takers	6996	401	500
Number of AP Tests Taken	14110	724	800
% Scoring 3 or Higher AP Exams	43%	24%	30%
% College-Ready Graduates-ELA	45%	47%	50%
% College-Ready Graduates-Math	37%	37%	50%
SAT Total Score Mean	990	988	990
SAT Reading/Writing Section Mean	500	503	505
SAT Math Section Mean	490	485	490

**GRADUATION RATE**

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	89.1%	95.4%	97.4%	98%
African-American	85.4%	94.8%	96.8%	97%
Hispanic	86.9%	94.9%	97.3%	98%
White	93.4%	96.7%	96.8%	97%
Economically Disadvantaged	86%	92.3%	95.9%	97%
Special Education	77.9%	92%	96.6%	97%
Limited English Proficient	71.3%	77.6%	81.3%	85%
Asian	95.7%	95.4%	100%	100%
American Indian	87.4%	100%	100%	100%
Hawaiian Pacific Islander	88%	100%	N/A	100%
Two or More	90.8%	99.5%	100%	100%

## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

Need : We have not met safeguards in Special Education and English Language Learners on EOC

Goal : Increase the percentage of Special Education and English Language Learners that pass the End of Course test.  
(Missed Safeguard: Special Education Reading and Math and ELL Reading)

#### Goal Details

Student Groups Impacted	Special Education, ELL
Funding Needed	Local, State Compensatory, HSA
Timeline for Implementation	August 2017-May 2018
November Progress Check	Case Manager have been doing weekly checks on their students progress in classes. We have provided professional development on Diverse Learners from Bea Ramirez to the entire campus and then more specifically to departments. She has also trained the coordinators and administration on what to look for during walk-throughs for our learners. We have been conducting 3 walk-throughs per administrators and weekly PLC meetings to discuss progress and concerns.
March Progress Check	We have continued to have our Case Managers check in on their case students for grade checks and progress within their courses. We have also continued our walk-throughs as an administrative team to discuss any areas of concern. We received our Dec EOC scores and have made adjustments to students scheduled for those that no longer need interventions and have placed students into interventions where needed. We have begun discussing our Spring EOC plans for students who are in EOC courses and for those who did not pass previous EOC tests. Teachers have been addressing areas of concern within their lesson plans for all students.



June Progress Check	We received our EOC scores in and looking at our Special Education students our students overall did good. We do need to continue to focus on our re-testers in Eng 1, Bio and US History. We have already had discussions with our coordinators about a plan of action for our re-testers. In looking at our ELL data, overall our students again did good. We do need to focus on our re-testers in Eng 1 and US His. We also need to focus on all of our students in Bio and again, we have a plan for our students next year.
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#### Activity 1

Activity	Provide intervention courses through Reading, Strategic Learning, and Algebra 1 in order to target student needs and adjust instruction.
Person Responsible	Administration; Counselor; ESL Teacher; Special Education Coordinator
Monitoring Measures	CDB and EOC Scores
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 2

Activity	Identify the needs of students and schedule them into classes with specific teachers to ensure monitoring and interventions are being implemented through freshmen advisory groups.
Person Responsible	Administration; Counselor; ESL Teacher; Special Education Coordinator; Coordinators; Case Managers; SSA.
Monitoring Measures	CDB scores and EOC scores.
Title 1 Fund	No
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	Use data to drive instruction specific to each student.
Person Responsible	Administration; Counselor; ESL Teacher; Special Education Coordinator; Coordinators; Case Managers; SSA
Monitoring Measures	CDB and EOC Scores and Assessments.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 4

Activity	Student Success Advisors, Special Education Coordinators, and Case Managers collaborate and monitor student interventions.
Person Responsible	SSA; Special Education Coordinators; Case Managers; Administration
Monitoring Measures	Observation Meetings; Walk-throughs; Failure reports; EOC Scores
Title 1 Fund	No
Title 1 Campuses	

Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

**Activity 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 :

Goal :

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, State Compensatory, HSA
Timeline for Implementation	August 2017 - May 2018
November Progress Check	Administrators have been attending EOC level PLC meetings on a weekly basis. Department coordinators have also been attending PLC meetings. Campus coaches in ELA and Math to help teachers and PLCs plan and ensure strategies are being used/implemented. Teachers are using Fundamental 5 lesson planning template. Freshmen teachers are using the ZAP (Zeros are not Permitted) intervention for their students weekly to improve pass rates.
March Progress Check	Administrators continue to go to and monitor EOC level PLC meetings. Campus coaches continue to provide support to teachers and PLCs where area of growth is needed. They are also helping teachers with designing ways to look at data to help drive lessons based on the needs of their students. Our Feb. staff development day was based on the 5 parts of Fundamental 5 and our department coordinators and teacher leaders taught those to the staff. We are continuing to use ZAP for our freshmen and have designed a way to keep track of attendance so our SSA can monitor students more closely. All administrators spoke to teachers about semester failures and the plan going forward to re-gain that lost credit.
June Progress Check	Academic Dean met with all teachers who teach seniors who had concerns about them failing. The counselors then spoke to each student and parent about the concern and a course of action. Mrs. Valdez pulled in every senior who had attendance concerns and spoke to them about the course of action. Teachers are contacting parents about all students for failures in grades and EOC to invite them to CR or AI. We plan on continuing with our coaches for next year for English and Math. We have also planned AP pull-outs to look at that data and to see ways to improve.

Activity 1

Activity	Teachers use data to enrich or scaffold lesson planning to meet the needs of all learners.
Person Responsible	Administration; Coordinators; Teachers
Monitoring Measures	CDB and EOC Scores and Failure Rates
Title 1 Fund	No
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	Teachers use vertical alignments and PLCs to disaggregate data and discuss ways to close achievement gaps for students.
Person Responsible	Administration; Coordinators; Teachers
Monitoring Measures	PLC Meeting Forms; Failure Rates; CDB and EOC scores
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Administration to be active participants in EOC level PLCs.
Person Responsible	Administration
Monitoring Measures	Failure Rates; CDB scores; EOC scores
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	

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

Activity 4

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

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	

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

**Goal 3**

Need : Use interventions more targeted for students who have not passed End of Course Exams.

Goal : Use interventions for students who have not yet passed EOC.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local, State Compensatory, HSA
Timeline for Implementation	August 2017- May 2018
November Progress Check	Each department has planned their EOC Blitz for the last week of November for re-testing. Case Managers are monitoring their students progress. SSA are monitoring students. Reading teachers are utilizing Achieve 3000 to monitor Lexile levels of students. SLIM teacher is working with students and we have provided Spec Ed support for our SLIM class.
March Progress Check	Based on Dec. EOC pass rates, coordinators have gone back and have looked at another way to support those students still in need of passing. Case Managers and SSAs are continuing to monitor students and provide support/interventions where needed. Students who passed Dec EOC have been moved out of interventions and students who still need to pass have been moved into interventions where needed.
June Progress Check	Based on our EOC scores we received, overall our students did very well. We are already making plans for those areas of concern and ways to improve. We will continue to use our SSAs and case managers to monitor their students more closely in grades and needs for them to be successful. We have also already met with our Department Coordinators about a plan of action for our students next year.

Activity 1

Activity	Students will be placed in targeted interventions based on EOC performance.
Person Responsible	Administration; Counselors; ESL Teacher; Coordinators; Student Success Advisor
Monitoring Measures	CDB and EOC Scores
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Intervention teachers will tailor instruction based on student needs in intervention courses.
Person Responsible	Administration; Counselors; Coordinators; Intervention Teachers
Monitoring Measures	CDB and EOC Scores
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	



Activity 3

Activity	Place targeted teachers into intervention classes to ensure students are being monitored, assessed, and taught necessary curriculum.
Person Responsible	Administration; Coordinators
Monitoring Measures	Failure Rates; CDB and EOC Scores
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	

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	
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**Activity 5**

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

**Goal 4**

Need : Increase positive perception of Taft by providing opportunities for family involvement through various campus activities.

Goal : Provide more positive opportunities for parents, students, and community members to get involved with Taft.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local

Timeline for Implementation	August 2017- May 2018
November Progress Check	<p>We have done numerous improvements to the appearance of Taft. Worked with secretaries on customer service towards parents, students, and community stakeholders. Student Council is going to start adoption of areas. Community donations (Food Bank, Blood Drive, Harvey)</p> <p>We have done parent nights to include (Advanced Academic Night, PTA, Meet the Raider, Parent Work Force, College Night, Open House, Home Access Center training)</p> <p>Our athletic students are going to our feeder schools (elementary and middle schools) to do community service through (reading to students, opening car doors, spirit rallies)</p>
March Progress Check	<p>We have continued with our Raiders in the Community outreach program, our students mentoring elementary and middle school students. We have continued with community outreach and donations through: spring blood drive, ROTC visiting veterans in local nursing homes. Cosmetology did face painting at a local elementary school, and went to a nursing home to provide services to the elderly. Our athletes went out to help with GHLL, Riverstone parade, they have continued to go out to mentor at the local elementary and middle schools. We have continued to offer parent nights through: FASFA, College Nights, and Junior Nights.</p>
June Progress Check	<p>We have worked very hard to correct the negative perception of Taft through various avenues to include Twitter, Awards nights, banquets, concerts, and other recognitions for our Raiders and their families. We do continue to talk to the community members that contact us about our perception concerns and invite them in to see the wonderful things Taft is doing.</p>

#### Activity 1

Activity	Fall and Spring festivals (Raider Fest and Raider Rally)
Person Responsible	Administration; Sponsors
Monitoring Measures	Number of group participation and turn out.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Fish Camp for Freshmen
Person Responsible	Administration; Teachers
Monitoring Measures	Number of student participation
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

Activity 3

Activity	Have elective fair, parent nights, AP nights, Meet-the-teacher nights to foster positive relationships and communication.
Person Responsible	Teachers; Administration; Counselors
Monitoring Measures	Student participation
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Parent information events/meetings through various sponsors and function.
Person Responsible	Administration; Sponsors; Counselors
Monitoring Measures	Number of participants
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 4. Implement and promote a collaborative approach to school and community safety.

Activity 5

Activity	Use Twitter throughout the Taft campus to promote positive success stories
Person Responsible	Administration; Coordinators; Sponsors; Community Relations Committee
Monitoring Measures	Twitter followers; Feedback from followers and community
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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**Goal 5**

Need : Collaboration through PLC and department opportunities to allow teachers to review and develop strategic plans to meet their student needs.

Goal : Teachers use PLCs to vertically align instruction and discuss ways to improve instruction through transparency, being open to new ideas, and being an active member of their PLC.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 2017- May 2018
November Progress Check	Teachers are working with Fundamental 5 to incorporate We will and I will statements. Using lesson plans. They have been trained on SWIRL and other various strategies for Diverse Learners to include those in their lessons. LOTE and Science have been working on vertical alignment for levels and AP.
March Progress Check	Our coordinators and teacher leaders provided staff development to the staff in Feb based on the 5 parts of Fundamental 5. Teachers were allowed to decide which 3 parts they still needed support on and were allowed to go to those. Afterwards, they went to their departments to reflect and begin implementing what they learned. Teachers are using the Fundamental 5 lesson planning to help ensure implementation. Math and the Special Education department have had lunch pull-outs to discuss collaboration for our co-teach pairs.
June Progress Check	We will continue to use the Fundamental 5 for our campus. We have also began planning for staff development for next year to include a review of Fundamental 5 and ESL strategies for our teachers. Administration also was trained and PLC about ESL strategies and Fundamental 5 to make sure we know what we are looking for in observations and walk-throughs. We also invited the Academic Deans and VPs from the other high schools to come do walk-throughs and provide feedback to us on areas of concern.

**Activity 1**

Activity	Teachers to PLC weekly and discuss curriculum, data, DI, etc. to plan for instruction for each students' needs.
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Person Responsible	Teachers; Coordinators; Administration
Monitoring Measures	Failure Rates, EOC and CDB scores
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 3. Implement systems to promote the development of student leadership, critical thinking, and self-management skills.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 2

Activity	Teachers to vertically align curriculum among departments.
Person Responsible	Coordinators; Teachers; Level Leaders; Administration
Monitoring Measures	Failure Rates; CDB and EOC Scores
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 3

Activity	Teachers study Fundamental 5 and incorporate the concepts to teaching and student learning.
Person Responsible	Teachers; Coordinators; Administration
Monitoring Measures	Lesson Plans; grades; and EOC pass Rates
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 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	