Edgewood Independent School District

J.F. Kennedy High School

2019-2020

Accountability Rating: C

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Social Studies
Postsecondary Readiness

Mission Statement

To educate inner city students such that they maximize their potential, realize their dreams, compete globally and contribute productively to the community

Vision

Preparing students for success in life. Kennedy Strong!

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Goals

Goal 1: Student Achievement: Improve academic outcomes and prepare students to be college and career ready.
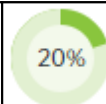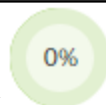
Performance Objective 1: READING/WRITING
- Increase the percentage of students Approaching Grade Level Performance on STAAR English I End of Course from 53% to 63% and English II End of Course from 48% to 58%.
-Increase the percentage of student Meets Grade Level Performance on STAAR English I End of Course from 28% to 38% and STAAR English II End of Course from 24% to 34%.
-Increase the percentage of student Masters Grade Level Performance on STAAR English I End of Course from 2% to 10% and STAAR English II End of Course from 1% to 10%.

Evaluation Data Source(s) 1: The performance of this objective will be evaluated using 2019-2020 STAAR Scores.

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math 1) Students will engage in vertically aligned lessons to include vocabulary development with depth and complexity based on intensive grade level planning that utilizes supplemental resources, and research based strategies.	2.4, 2.5, 2.6	ELAR Instructional Coach and Assistant Principal	Increased student performance on Unit Assessments, Benchmarks, and STAAR	20%			
			Problem Statements: Student Academic Achievement 1				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math 2) Students will apply research based comprehension and writing strategies that ensure reading TEKS objectives are met with appropriate depth and complexity to purposefully advance understanding, comprehension and critical thinking in relation to literary texts.		ELAR Instructional Coach and Assistant Principal	Increased student achievement results on Unit Assessment, benchmarks, STAAR and appropriate program assessments.	40%			
		Problem Statements: Student Academic Achievement 1					
Additional Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math 3) All students will use a Reading and Writing process in their core area and elective classes in order to address critical concerns in reading and writing across the curriculum.		ELAR Coach and Assistant Principal	Increased student performance on Unit Assessments, benchmarks, STAAR, as well as lesson plans.	20%			
		Problem Statements: Student Academic Achievement 1					
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Students performance continues to decrease in English I and II

Goal 1: Student Achievement: Improve academic outcomes and prepare students to be college and career ready.

Performance Objective 2: SOCIAL STUDIES
-Increase the percentage of students Approaching Grade Level Performance on STAAR U.S. History End of Course from 91% to 95%.
-Increase the percentage of students Meeting Grade Level Performance on STAAR U.S. History End of Course from 65% to 70%.
-Increase the percentage of students Mastering Grade Level Performance on STAAR U.S. History End of Course from 30% to 35%.

    Evaluation Data Source(s) 2: The performance of this objective will be evaluated using 2019-2020 STAAR Scores.

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews Formative Nov	Jan	Apr	Reviews Summative June
Comprehensive Support Strategy **TEA Priorities** Connect high school to career and college 1) Students will engage in Social Studies instruction designed around process standards by incorporating stimuli, various instructional strategies and identified critical thinking skills.		AP Social Studies Instructional Coach and Assistant Principal	Increased student achievement results on Unit Exams, benchmarks, EOCs and other appropriate assessments.	60%			
Problem Statements: School Processes & Programs 1							
TEA Priorities Build a foundation of reading and math 2) Students will analyze primary sources and other stimuli to build reading, critical thinking and writing skills to deepen their understanding of history in grades 9-12.		AP Social Studies Instructional Coach and Assistant Principal	Increased student achievement results on Unit Exams, benchmarks, EOCs and other appropriate assessments.	60%			
Problem Statements: Student Academic Achievement 1							
TEA Priorities Connect high school to career and college 3) Students will participate in strategies for direct vocabulary instruction involving content and academic terminology in Social Studies grades 9-12.		AP Social Studies Instructional Coach and Assistant Principal	Increased student achievement results on Unit Exams, benchmarks, EOCs and other appropriate assessments.	60%			
Problem Statements: School Processes & Programs 1							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 2 Problem Statements:

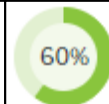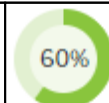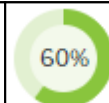| **Student Academic Achievement** |
|---|
| **Problem Statement 1**: Students performance continues to decrease in English I and II |

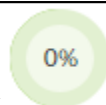| **School Processes & Programs** |
|---|
| **Problem Statement 1**: Advance academic programs are not aligned for student success. |

Goal 1: Student Achievement: Improve academic outcomes and prepare students to be college and career ready.

Performance Objective 3: MATHEMATICS
- Increase the percentage of students Approaching Grade Level Performance on STAAR Algebra I from 67% to 77%.
- Increase the percentage of students Meeting Grade Level Performance on STAAR Algebra I from 30% to 40%.
- Increase the percentage of students Mastering Grade Level Performance on STAAR Algebra I from 14% to 20%.

Evaluation Data Source(s) 3: The performance of this objective will be evaluated using 2019-2020 STAAR Scores

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Connect high school to career and college		Math Coach and Principal	Increased performance on Unit Assessments, Benchmark, STAAR, PSAT,SAT,TSI				
1) Students will participate in hands on activities to create engaging experiences.		**Problem Statements**: School Processes & Programs 1					
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math Connect high school to career and college		Math Coach and Principal	Increased performance on Unit Assessments, Benchmark, STAAR, PSAT,SAT,TSI				
2) Students will engage in productive struggle via low-floor, high-ceiling problems to enhance their critical thinking and problem solving skills.		**Problem Statements**: School Processes & Programs 1					
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Advance academic programs are not aligned for student success.

Goal 1: Student Achievement: Improve academic outcomes and prepare students to be college and career ready.

Performance Objective 4: SCIENCE
- Increase the percentage of students Approaching Grade Level on STAAR Biology EOC from 75% to 85%.
- Increase the percentage of students Meeting Grade Level on STAAR Biology EOC from 37% to 47%.
- Increase the percentage of students Mastering Grade Level on STAAR Biology EOC from 4% to 10%.

    Evaluation Data Source(s) 4: The performance of this objective will be evaluated using 2018-2019 STAAR Scores.

    Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
TEA Priorities Connect high school to career and college 1) 2. Students will engage in TEKS based lessons that include research based strategies that include movement and academic language discourse.		AP Science Coach and Vice Principal	Increased student achievement results on Unit Assessment, benchmarks, STAAR, appropriate program assessments.				
Problem Statements: School Processes & Programs 1							
2) Students will participate in engaging hands on and wet laboratory investigations embedding processing skills including use of equipment, data collection, analyzing, inferring and forming conclusions.		Science Coach and Assistant Principal	Increased student achievement results on Unit Assessments, benchmarks, STAAR and appropriate program assessments.				
Comprehensive Support Strategy **TEA Priorities** Connect high school to career and college 3) Students will use interactive notebooks to organize, process and reference content knowledge including vocabulary and labeled stimuli		AP Science Coach and Vice Principal	Increased student achievement results on Unit Assessments, benchmarks, STAAR and appropriate program assessments.				
Problem Statements: School Processes & Programs 1							
TEA Priorities Connect high school to career and college 4) Students will participate in critical writing strategies - Claims, Evidence and Reasoning - that is specific to Science, while improving the overall ELAR performance.		AP Science Coach and Vice Principal	Increased student achievement results on Unit Assessments, benchmarks, STAAR and appropriate program assessments				
Problem Statements: School Processes & Programs 1							

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Advance academic programs are not aligned for student success.

Goal 1: Student Achievement: Improve academic outcomes and prepare students to be college and career ready.

Performance Objective 5: INSTRUCTIONAL TECHNOLOGY
To increase digital learning activities and information access to promote collaboration, creativity, innovation and critical thinking.

Evaluation Data Source(s) 5: Technology integrated lessons and technology products.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Apr**	**June**
Comprehensive Support Strategy **TEA Priorities** Connect high school to career and college 1) Students will participate in viable technology lessons that support, extend and enhance the core content area lessons, in order to bring relevance and real world connections to classroom lessons.		Assistant Principal	Technology products created by students and teacher lesson plans	60%			
	Problem Statements: Demographics 1 **Funding Sources**: 211 - Title I - 43967.97						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Our ADA continues to decrease from 89.9% in 2017- 2018 to 89.4% year to date. **Root Cause 1**: Students are not engaged in relevant learning.

Goal 1: Student Achievement: Improve academic outcomes and prepare students to be college and career ready.

Performance Objective 6: PHYSICAL EDUCATION
To enhance a students educational well-being by developing their physical and social skills through participation in interscholastic sports, physical education, and instilling life-time sports.

Evaluation Data Source(s) 6: Increased successful student participation in athletic programs.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Apr**	**June**
1) Students will participate in strength, conditioning, agility, and skills building programs.		Campus Coordinator	Measurement chart of student progress	80%			

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

Goal 1: Student Achievement: Improve academic outcomes and prepare students to be college and career ready.

Performance Objective 7: HIGHLY EFFECTIVE INSTRUCTIONAL STAFF and TEACHER RETENTION
-Increase the effectiveness of instructional staff
-Decrease the percentage of teacher turn over rate
-Offer and support the implementation of targeted needs-based professional development in accordance with district initiatives to 100%

Evaluation Data Source(s) 7: The performance of this objective will be measured using Eduphoria reports.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Apr**	**June**
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals 1) Increase expertise in TEKS through development of supplemental materials, assessment, data analysis, curriculum review.		ELAR Coach and Assistant Principal	Increased student performance on curriculum based assessment and STAAR	60%			
Problem Statements: Perceptions 1 **Funding Sources**: 199 - Local - 12000.00							
TEA Priorities Recruit, support, retain teachers and principals 2) Teachers will participate in staff development sessions to advance improvement in education and target campus needs with a focus on depth and complexity for school improvement through research-based practices.		Assistant Principal	Increased research based strategies that target school improvement and student success	80%			
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1 **Funding Sources**: 199 - Local - 50.00							
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals 3) The campus will to provide a qualified mentor to newly hired teachers with 0-3 years of experience.		Principal	Mentor Training Schedule, Mentor Support Logs, New Teacher Peer Observation Logs, end of the year surveys	40%			
Problem Statements: Perceptions 1							
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals 4) All teachers will participate in EDGE meetings to develop Thinking Classrooms through quality questioning.		ELAR Instructional Coach and Assistant Principal	Increased student achievement results on Unit Assessments, benchmarks, STAAR and appropriate program assessments.	85%			
Problem Statements: Perceptions 1 **Funding Sources**: 199 - Local - 1000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Our ADA continues to decrease from 89.9% in 2017- 2018 to 89.4% year to date. **Root Cause 1**: Students are not engaged in relevant learning.

Student Academic Achievement
Problem Statement 1: Students performance continues to decrease in English I and II

School Processes & Programs
Problem Statement 1: Advance academic programs are not aligned for student success.
Problem Statement 2: Our Special Education Program is not meeting the academic needs of our students.
Problem Statement 3: Our ESL Program is not meeting the academic needs for our students.
Problem Statement 4: A systemic Intervention process is needed to fill in achievement gaps.

Perceptions
Problem Statement 1: In 2017-2018 there was a 25% teacher turn over rate.

Goal 1: Student Achievement: Improve academic outcomes and prepare students to be college and career ready.

Performance Objective 8: MEASUREMENT & ASSESSMENT
Implement an assessment program to measure student achievement and provide feedback on instruction.

Evaluation Data Source(s) 8: Compliance reports, assessments and program evaluations

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Apr**	**June**
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Connect high school to career and college 1) Students will participate in curriculum based assessments and benchmarks to monitor student progress in TEKS mastery throughout the year.		Principal, ELAR Coaches, and Assistant Principal	Increased student achievement results on Unit Assessments, benchmarks, STAAR and appropriate program assessments.	80%			
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1						
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 2) Teachers will analyze formative and summative data and monitor students' progress and growth, to create data driven decisions.		Principal, ELAR Coaches, and Assistant Principal	Classroom walkthroughs, improved student performance.	60%			
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: Our ADA continues to decrease from 89.9% in 2017- 2018 to 89.4% year to date. **Root Cause 1**: Students are not engaged in relevant learning.

Student Academic Achievement
Problem Statement 1: Students performance continues to decrease in English I and II

Student Academic Achievement

Problem Statement 2: Student performance continues to decrease in Algebra I.

School Processes & Programs

Problem Statement 1: Advance academic programs are not aligned for student success.

Problem Statement 2: Our Special Education Program is not meeting the academic needs of our students.

Problem Statement 3: Our ESL Program is not meeting the academic needs for our students.

Problem Statement 4: A systemic Intervention process is needed to fill in achievement gaps.

Perceptions

Problem Statement 1: In 2017-2018 there was a 25% teacher turn over rate.

Goal 1: Student Achievement: Improve academic outcomes and prepare students to be college and career ready.

Performance Objective 9: ATTENDANCE
To increase student attendance from 89.5% to 91%.

    Evaluation Data Source(s) 9: PEIMS reports on student attendance rates

    Summative Evaluation 9:

    Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Continue and refine the "Project Red" Dropout prevention program to recover students who are "No Shows" or who have repeated attendance violations, including an Attendance Committee, student tracking, weekly data pulls, case management, and interventions. Interventions may include A+, Night School, Attendance Recovery, Counseling, OFSD, Career Academy, etc).		Assistant Principal, Attendance Officer	Attendance Folders documenting supports provided; Improved attendance. Lower drop-out rate.				
		Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 2000.00					
2) SAPP Social workers will provide case management to students to ensure all services are provided to students in a timely manner. Case Managers will assist teenage parents by connecting them to resources, such as Medicaid, childcare, and CEHI.		School Age Parent / Homeless Specialist	Increase the number of school age parents graduating in four years.				
TEA Priorities Build a foundation of reading and math Connect high school to career and college 3) Students who meet campus defined attendance goals will be provided with motivational incentives.		Assistant Principals	Increase in student daily attendance.				
		Problem Statements: Demographics 1 **Funding Sources**: 199 - Local - 2000.00					

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 1: Our ADA continues to decrease from 89.9% in 2017- 2018 to 89.4% year to date. **Root Cause 1**: Students are not engaged in relevant learning.

Goal 1: Student Achievement: Improve academic outcomes and prepare students to be college and career ready.

Performance Objective 10: COLLEGE and CAREER READY

Increase performance on Pre-Scholastic Aptitude Test (PSAT) - Scholastic Aptitude Test (SAT) - American College Testing (ACT) to meet the national average in 3 years;
- Increase the percentage of students scoring a 3 or higher on Advanced Placement (AP) Exams from _% to _%.
-Increase the percentage of students meeting TSI Criteria in both Reading and Math from _% to _%
-Increase the percentage of students earning at least 3 hours in ELA or Mathematics or 9 hours in any subject from _% to _%.
-Increase the percentage of students earning an industry based certification from approved list from _% to _%
-Increase the percentage of students graduating with a completed IEP and Workforce Readiness from _% to _%.
-To increase the percentage of students receiving industry based certifications.

Evaluation Data Source(s) 10: The performance of this objective will be evaluated using the 2019 College Career, and Military Readiness Data Table.

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Students will participate in college preparation coursework (e.g.,Pre-AP, AP, PSAT) to promote general college readiness and improve academic performance on PSAT, ACT, AP and SAT exams.		Counselors	Student Performance on PSAT, ACT, SAT and AP exams				
Funding Sources: 199-High School Allotment PIC 31 - 45000.00							
2) Students will engage in a variety of literary genres and modes of writing in preparation for future college admission assessments.		ELAR Coaches	Increased student performance on state assessments (STAAR) and college admissions assessments				
3) CTE: High School students will be provided the instruction and the opportunity to test for industry certifications related to their content area. Upon successful completion of content, Certificates of Completion for certain areas of instruction will be awarded.		CTE Administrator	Number of certifications and certificates of completion				
Funding Sources: 244 - CTE PIC 22 - 0.00							
4) Students will be provided four credit by examination opportunities as required by state mandate.		Counselors	Increase number of students receiving credit by exams				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
5) Students will take Texas Success Initiative (TSI) assessment in preparation for college readiness and promote entry to dual credit courses, including entry into the Early College High School Program.		Counselors	Successful completion of TSI and increased enrollment in dual credit courses.				
6) Students will participate in college visits and college signing day events organized by counselors to celebrate acceptance to universities and colleges.		Counselors	Increased number of students attending college and universities.				
Funding Sources: 199 - Local - 1600.00							
7) Students will participate in college and career readiness events to promote post-secondary education such as, Texas Association of Collegiate Registrars and Admission Officers (TACRAO) college night , financial aid night, Cafe College, and college campus visits		Counselors	Increase number of students applying to college				
Funding Sources: 199 - Local - 400.00							
8) Students will participate in the analysis of stimuli, discussion, and debate to formulate their own ideas and to write evidence-based arguments.		ELAR Coaches	Increased student achievement results on Unit Assessments, benchmarks, STAAR and student products.				
Funding Sources: 199 - State Compensatory PIC 30 - 2000.00							
9) Counselors and Social Workers will Conduct Career Day at each campus where speakers discuss course of study students need to follow in order to enter chosen career/profession.		Counselors	Increased career awareness.				
10) Counselors will set up a COLLEGE CORNER at each campus with information on ACT/SAT, TSI Testing, Financial Aid Forms, Scholarship Information and College Information.		Counselors	Increased awareness of college and careers.				
11) Collaborate with agencies and organizations that deliver college, scholarship and financial aid resources. - San Antonio Education Partnership - Project STAY - Good Samaritan Center - Upward Bound - Advise TX		Counselors	Increased number of students applying to a 4 year college/university.				
12) Collaborate with local scholarship organizations that award scholarships to EISD high schools. Distribution of scholarship funds will be given through Student Support Services.		Counselors	Increased number of students attending college and universities.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
13) Students and Parents will be provided information and transition guides to prepare for completion of high school in four years. Students and parents will be able to explore programs of study offered at the campus at the Endorsement Showcase and parent night.		Counselors	Graduation completion in four years				
Funding Sources: 199 - Local - 3000.00, 199-CTE PIC 22 - 0.00							
14) In collaboration with high school counselors, conduct high school grade level meetings with parents to review grade level transition guides.		Parent Engagement Liaison	Sign-In sheets and Increase in Parental Involvement.				
15) Provide increased opportunities for students to become involved in extracurricular events that encourage their attendance at school and promote school unity, such as band, cheer leading, dance team, JROTC, CTE, clubs, athletics, student organizations, and various UIL activities and competition.		Principal, VP, Counselors and APs	Increased student achievement on Unit Exams, EOCs, benchmarks and other appropriate assessments.				
Funding Sources: 199 - Local - 22550.00							
16) Students will participate in Elective Classes such as Art, Journalism, and LOTE to complete requirements for graduation.		Principal	Increased graduation rate.				
Funding Sources: 199 - Local - 2900.00							
17) Students will explore and understand CTE TEKS and CTE courses through implementation of TEKS and CTE supplemental materials, curriculum and industry standard equipment.		Vice Principal	Increased student achievement results on Unit Exams, benchmarks, Industry Based Certifications, EOCs, and other appropriate assessments.				
Funding Sources: 199-CTE PIC 22 - 0.00, 244 - CTE PIC 22 - 0.00							
18) CTE students will create Student Intervention Folders (SIF) consisting of student work samples to monitor student academic progress.		Vice Principal	Classroom Walk-throughs, SIF Folder Check				
19) CTE students will be monitored for progress in their respective CTE courses BOY, MOY and EOY.		Vice Principal	Successful completion of CTE coherent courses and CTE certifications				
20) Students will participate in continuous growth opportunities in the area of ELL and differentiated instruction by CTE staff.		Vice Principal	Campus Walk-through Data				
21) All students will be offered the opportunity to participate in targeted tutoring aimed at specific Reporting Categories and TEKS. Tutoring will also be structured to address the specific weaknesses of those students who have not been successful on EOCs to include Saturday School.		Principal and VP	Increased student achievement results on Unit Assessments, benchmarks and STAAR				
Funding Sources: 199 - Local - 45572.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
22) Chess Tournament will be extended to high school students to increase parent attendance at extra curricular activities.		Parent Engagement Coordinator	Increase in attendance at Chess Tournament and Parent Involvement				
23) Student will participate in Thinking Classroom/ Spaces with quality questioning. Promoting rigor in the classroom and hand on experiences that are academically, intellectually, and personally challenging.							
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2 - School Processes & Programs 1, 2, 3, 4 **Funding Sources**: 199 - Local - 44800.00, 211 - Title I - 40000.00						
24) Students will participate in educational Field Trips.		Principal	Increase in College Career and Military Readiness.				
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1, 2, 3						
	Funding Sources: 199 - Local - 1400.00						
25) Classroom and lab opportunies that prepare students through hands on experiences for on the job training. Classroom and trainings will Include fostering the learning of technical skills and industry standards for labs by relating real-world attire, uniforms, and professional dress.		CTE Administration, Vice Principal	Successful completion of CTE coherent courses and CTE certifications				
	Funding Sources: 199-CTE PIC 22 - 0.00						
26) Students in Alamo Academies DC classes will be provided instructional materials and be able to attend instructional classes, activities and orientations on the college campuses to better familiarize themselves with the collegiate instructional needs for long term academic success.		Campus and CTE Administration Counselors	Increase in number of students completing dual credit courses and Level 1 Certificates.				
	Funding Sources: 199-CTE PIC 22 - 1600.00						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue	

Performance Objective 10 Problem Statements:

Demographics
Problem Statement 1: Our ADA continues to decrease from 89.9% in 2017- 2018 to 89.4% year to date. **Root Cause 1**: Students are not engaged in relevant learning.

Student Academic Achievement
Problem Statement 1: Students performance continues to decrease in English I and II
Problem Statement 2: Student performance continues to decrease in Algebra I.

School Processes & Programs
Problem Statement 1: Advance academic programs are not aligned for student success.
Problem Statement 2: Our Special Education Program is not meeting the academic needs of our students.
Problem Statement 3: Our ESL Program is not meeting the academic needs for our students.
Problem Statement 4: A systemic Intervention process is needed to fill in achievement gaps.

Goal 2: Organizational Learning and Leadership Development

Performance Objective 1: EFFECTIVE LEADERSHIP

Evaluation Data Source(s) 1:
State assessment scores and monitoring reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Campus Leadership will monitor compliance with state and federal grant initiatives and conduct program evaluations to inform/improve programs.		Principal	Compliance reports and program evaluation				
2) Perform Comprehensive Needs Assessment (CNA) and implement campus/district improvement plans to improve student performance.		Principal	CNA and Campus Improvement Plan (CIP)				
3) Implement grant programs efficiently and effectively to accomplish program goals/objectives.		Principal	Compliance reports				
4) Campus Leadership will participate in Professional Development to better support teachers.		Principal	Teacher Retention				
Funding Sources: 199 - Local - 240.00							
5) Campus Leadership will provide a space conducive to meet the needs of PLC's and other meetings on campus.							
Funding Sources: 199 - Local - 4000.00							
TEA Priorities Recruit, support, retain teachers and principals		Principal	Student and Teacher Retention				
6) Campus Leadership will provide a space conducive for a positive climate and culture .	**Problem Statements**: Demographics 1 - Perceptions 1 **Funding Sources**: 199 - Local - 1000.00						
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our ADA continues to decrease from 89.9% in 2017- 2018 to 89.4% year to date. **Root Cause 1**: Students are not engaged in relevant learning.

Perceptions

Problem Statement 1: In 2017-2018 there was a 25% teacher turn over rate.

Goal 3: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.

Performance Objective 1: SPECIAL EDUCATION
-Increase Special Education student performance in Algebra I EOC from _% to _%
- Increase Special Education student performance in EOC ELA I from _% to _%
- Increase Special Education student performance in EOC ELA II from _% to _%
- Increase Special Education student performance in Biology from _% to _%
- Increase Special Education student performance in EOC Social Studies from _% to _%.

Evaluation Data Source(s) 1: This objective will be evaluated using 2019-2020 STAAR Scores.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Additional Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Students will participate in specialized instruction by a special education teacher targeting individual student needs utilizing a variety of a modalities.		Vice Principal	Increased student achievement results on Unit Assessments, benchmarks, STAAR and other appropriate program assessments.				
	Problem Statements: School Processes & Programs 2						
Additional Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Students will receive related services as identified by the ARDC. Consultants will provide services such as: speech therapy, OT/PT Therapy, Deaf Interpreters, language interpretation, music therapy and psychological assessment.		Vice Principal	Increased student achievement results on Unit Assessments, benchmarks, STAAR and other appropriate program assessments.				
	Problem Statements: School Processes & Programs 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Additional Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools		Special Education Instructional Coordinator	Increased student achievement based on IEP report card				
3) Students will engage in differentiated instruction that addresses individual student needs as specified in their Individualized Education Plans (IEPs).	**Problem Statements**: School Processes & Programs 2						
Additional Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools		Vice Principal	Increased student achievement results on Unit Assessments, benchmarks, STAAR and other appropriate program assessments.				
4) Students will participate in specialized instruction by a special education teacher targeting individual student needs utilizing a variety of a modalities.	**Problem Statements**: School Processes & Programs 2 **Funding Sources**: 224 - Title I - SPED PIC 23 - 3750.00, 199 - Local - 2571.00						
Additional Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools		Vice Principal	use of eSped for all ARDs				
5) Special education teachers will use eSped to document ARDs. Bilingual ARDs will be audio recorded. Parents will receive an audio copy of the ARD. Program specialists are meeting with teachers to ensure that teachers have a complete understanding of eSped. Professional development: Ongoing	**Problem Statements**: School Processes & Programs 2						
Additional Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math Connect high school to career and college Improve low-performing schools		Assistant Principal	Increased student achievement among students who participate in Special Education				
6) Special education teachers and paraprofessionals will participate in professional development sessions to include research based instructional practices and strategies, accommodations, and modifications that address the academic, functional, and behavioral needs of students with disabilities.	**Problem Statements**: School Processes & Programs 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
7) Special Education teachers, will participate in intensive planning sessions utilizing resources to ensure appropriate vertical alignment, vocabulary development, depth and complexity.		Assistant Principal	Increased student achievement results on Unit Assessments, benchmarks, STAAR, TELPAS, "Look for" document and appropriate program assessments.				
	Problem Statements: School Processes & Programs 2						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Our Special Education Program is not meeting the academic needs of our students.

Goal 3: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.

Performance Objective 2: ENGLISH LANGUAGE LEARNERS (Current)
- Increase English learners performance in Algebra I from _% to _%
- Increase English learners performance in ELA I EOC _% to _%
- Increase English learners performance in EOC ELA II from _% to _%
- Increase English learners performance in EOC Biology from _% to _%
- Increase English learners performance in EOC US History from _% to _%
- Decrease TELPAS beginning and intermediate Composite Rating levels for students in U.S. schools multiple years from _% to _%.

    Evaluation Data Source(s) 2: The performance of this objective will be measured using STAAR Scores, STAAR Progress measure or ELL progress measure data.

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) ELL students will engage in instructional programs to address their linguistic needs based on Language Proficiency Assessment Committee (LPAC) recommendations utilizing the ELLevation Platform.		Principal	Increased student achievement results on Unit Assessments, benchmarks, STAAR, appropriate program assessments and ELL student performance on TELPAS				
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 3 **Funding Sources**: 199 - Local - 734.00						
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) EL students will participate in campus monitoring to ensure that graduation requirements are met and are in accordance with their cohort group. (Project Red)		Counselor	PBMAS report & graduation rate for EL students				
	Problem Statements: School Processes & Programs 3 **Funding Sources**: 199 - Local - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college 3) ELL student writing samples and TELPAS proficiency level descriptors (PLDs) will be consistently used to rate ELL students		Instructional Coach	Students will engage in writing activities based on ELPS English Language Proficiency Standards.				
		Problem Statements: Student Academic Achievement 1 - School Processes & Programs 3					
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 4) EL students (recent immigrants and students with beginning and intermediate English proficiency levels) will be enrolled in English for Speakers of Other Languages (ESOL) I and ESOL II classes.		Principal	Increased ELL student achievement results on Unit Assessments, benchmarks, STAAR EOC English I and II and appropriate program assessments.				
		Problem Statements: School Processes & Programs 3 **Funding Sources**: 199 - Local - 0.00					

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue	

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Students performance continues to decrease in English I and II

School Processes & Programs
Problem Statement 3: Our ESL Program is not meeting the academic needs for our students.

Goal 3: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.

Performance Objective 3: MIGRANT EDUCATION
Ensure that identified Priority for Service (PFS) migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children. 100% of Priority for Service (PFS) migrant students will receive priority access to supplemental instructional and support opportunities.
- Increase Migrant student performance in EOC Biology from 66% to 71%
- Increase Migrant student performance in EOC English I from _ % to _%
-Increase Migrant student performance in EOC Algebra 1 from _% to _% .

Evaluation Data Source(s) 3: Provided through shared service arrangement with Region 20

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	Jan	Apr	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Provide parents of PFS students with the knowledge of local and state requirements for promotion, graduation and post-secondary opportunities Timeline: Community Outreach Fair, PAC meetings; individual meetings/phone calls with parents as needed		Social Worker	Counselor follow-up, student feedback, agendas, sign-in sheets; tutor time sheets				
		Problem Statements: Student Academic Achievement 1 - School Processes & Programs 4					
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Collect and analyze sources of student data (transcripts, testing data) to determine progress toward graduation. Timeline: Year Round		Social Worker	Increased number of students completing credits and/or passing state assessments. Not on time for graduation report.				
		Problem Statements: Student Academic Achievement 1 - School Processes & Programs 4					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Provide appropriate placement/programs for students not meeting the state content standards or mastering TEKS objectives. Ex: tutoring, state assessments, remediation, online migrant course work, credit recovery (Nova Net, Plato, FLEX, night school, etc.), summer school, or community resources/services. Timeline: Year Round		Social Worker	Increased number of students completing partial credit and/or passing state assessments. Partial credit report, retention report, formal/informal assessment.				
		Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 4					
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 4) Identify dropout students/out-of-school youth (OSY) and provide information regarding options for obtaining diploma/GED. Timeline: Year round		Social Worker	Identify and provide information regarding options to 100% of OSY students. Supplemental report, OSY Report, Student Termination Report				
		Problem Statements: Student Academic Achievement 1 - School Processes & Programs 4					

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: Students performance continues to decrease in English I and II

School Processes & Programs
Problem Statement 1: Advance academic programs are not aligned for student success.
Problem Statement 4: A systemic Intervention process is needed to fill in achievement gaps.

Goal 3: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.

Performance Objective 4: GIFTED and TALENTED
-Increase advanced Level III student performance with Gifted and Talented students on EOC Biology from _% to _%.
-Increase advanced Level III student performance with Gifted and Talented students on EOC Algebra I from _% to _%.
-Increase advanced Level III student performance with Gifted and Talented students on EOC English I from _% to _%.
-Increase advanced Level III student performance with Gifted and Talented students on EOC English II from _% to _%.
-Increase advanced Level III student performance with Gifted and Talented students on EOC US History from _% to _%.

Evaluation Data Source(s) 4: TAPR Report

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	Jan	Apr	June
TEA Priorities Connect high school to career and college 1) Provide GT teachers, Pre-AP, AP teachers and advanced academic specialist professional development opportunities in advanced instructional strategies.		Assistant Principal	Increased student performance on AP exams				
	Problem Statements: School Processes & Programs 1						
TEA Priorities Connect high school to career and college 2) Students will be provided instructional resources and opportunities to advance academically in all core areas.		Vice Principal	Increased student achievement results on Unit Assessments, benchmarks, STAAR and other appropriate program assessments.				
	Problem Statements: School Processes & Programs 1 **Funding Sources**: 199 - Local - 2611.00						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Advance academic programs are not aligned for student success.

Goal 4: Student Support Services: To provide a well rounded education to increase student achievement.

Performance Objective 1: GUIDANCE PROGRAM
To a provide proactive developmental guidance program that addresses responsive services that supports social and emotional well-being of students, parents and staff.

Evaluation Data Source(s) 1: Increased academic achievement and graduation rate

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools		Assistant Principal	Decrease in the number of discipline referrals				
1) Counselors, social workers and Communities in Schools (CIS) staff will conduct morning, lunch and after school groups targeting character traits, social skills and organizational skills	**Problem Statements**: Demographics 1 - Perceptions 1 **Funding Sources**: 199 - Local - 250.00						
2) Social workers will utilize curriculum and work with student groups to build social skills, increase morale, on campus and encourage community service opportunities completed by students e.g. Random Acts of Kindness		Principal	Decrease in the number of discipline referrals				
	Problem Statements: Demographics 1 - School Processes & Programs 4 - Perceptions 1						
TEA Priorities Connect high school to career and college Improve low-performing schools		Principal	Positive survey results				
3) Counselors and Social Workers will organize events to promote positive family relationships.	**Problem Statements**: Demographics 1 - School Processes & Programs 4						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 4) Provide guidance content in a systematic way to all students via classroom guidance and small groups. Areas addressed through: GUIDANCE CURRICULUM Self-confidence development - Motivation to succeed - Decision-making, goal- setting, planning, and problem-solving skills - Interpersonal effectiveness - Communication Skills - Cross Cultural Effectiveness - Responsible Behavior		Principal	Increased number of guidance lessons provided to students will promote student success.				
		Problem Statements: Demographics 1 - School Processes & Programs 4 - Perceptions 1					
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 5) Address the immediate concerns of students for the purpose of prevention and intervention via individual counseling and small groups. Areas addressed through RESPONSIVE SERVICES: -Academic Concerns - School-related issues - Tardiness -Absences - Truancy - Misbehavior - School-avoidance -Drop-out Prevention -Relationship concerns -Physical/sexual/emotional abuse -Grief/loss -Substance abuse -Family issues -Harassment Issues -Coping with stress		Principal	Decreased in discipline referrals. Increased in Student Attendance.				
		Problem Statements: Demographics 1 - School Processes & Programs 4 - Perceptions 1					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
TEA Priorities Connect high school to career and college 6) Assist students to monitor and understand their own development for the purpose of student planning and goal setting Areas addressed through: INDIVIDUAL PLANNING: Educational: - Acquisition of study skills - Awareness of educational opportunities - Lifelong learning - Utilization of test scores		Head Counselor	Students will gain self-knowledge and awareness of personal/social development.				
Career: - Knowledge of potential career opportunities - Knowledge of career and technical training - Knowledge of positive work habits Personal-Social: - Development of healthy self-concepts - Development of adaptive and adjusting social behavior		**Problem Statements**: School Processes & Programs 4					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
TEA Priorities Improve low-performing schools 7) Include program and staff support activities and services for the purpose of guidance and counseling program delivery and support. Areas addressed through: SYSTEM SUPPORT: - Guidance program development and management - Parent Education Teacher/ administrator consultation -Staff development for educators -School improvement planning -Counselor's professional development -Research and Publishing assistance -Community Outreach -Public Relations planning, evaluation and interpretation of standardized testing program.		Principal	Evidence of support for Student Support Services staff and community.				
		Problem Statements: Demographics 1 - School Processes & Programs 4 - Perceptions 1 **Funding Sources**: 199 - Local - 750.00					
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 8) Social Workers will provide case management to our students that need on-going counseling. They will provide intense case management to include home visits.		Assistant Principal	Increase in Student Academic Success.				
		Problem Statements: Demographics 1 - School Processes & Programs 4 **Funding Sources**: 199 - Local - 250.00					
9) Student Support Services Staff members will participate in department meetings, professional development conferences and workshops.		Director of Student Support Services	Increase knowledge of researched based techniques.				
		Funding Sources: 199 - Local - 690.00					
10) Identify homeless students and coordinate support services to ensure that homeless students are present at school		School Age Parent /Homeless Specialist	Increased attendance rate for homeless student population				
11) Implementation of anti-bullying comprehensive curriculum in K-12 classrooms		Director of Student Support Services	Decreased number of bullying incidents				

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our ADA continues to decrease from 89.9% in 2017- 2018 to 89.4% year to date. **Root Cause 1**: Students are not engaged in relevant learning.

School Processes & Programs
Problem Statement 4: A systemic Intervention process is needed to fill in achievement gaps.

Perceptions
Problem Statement 1: In 2017-2018 there was a 25% teacher turn over rate.

Goal 4: Student Support Services: To provide a well rounded education to increase student achievement.

Performance Objective 2: GRADUATION and DROPOUT PREVENTION
-To increase the graduation rate for the four year longitudinal cohort from % in 2018-2019 to % in 2019-2020.
-To decrease the drop-out rate in grades 9-12 from ___% in 2018-2019 to ___% in 2019-2020.
Increase percentage of school age parents graduating from high school from __% to __%.

Evaluation Data Source(s) 2: Increase in graduation rate; the performance of this objective will be evaluated using School Age Parent Program (SAPP) reports and district graduation reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	Jan	Apr	June
1) Complete Personal Graduation Plans for all 9th -12th grade students, as required by Texas Education Agency.		Director of Student Support Services	Increase graduation rate.				
2) SAPP social workers will provide case management to students to ensure all services are provided to students in a timely manner. Case managers assist teenage parents by connecting them to resources e.g. Medicaid, childcare, Children's Environmental Health Initiative (CEHI) etc.		School Age Parent Homeless Specialist	Increase the number of school age parents graduating in four years.				
3) Student attendance, dropout and recovery rate will be monitored with a systemic program Project RED (Recovering Every Dropout)		Director of Student Support Services	Increase four year graduation rate and reduce dropout rate				
4) Students will participate in acceleration instruction programs to prepare them for subsequent grade levels.		Vice Principal	Meet requirement for promotion to subsequent grade level				
Funding Sources: 211 - Title I - 7000.00							
5) Students will participate in Graduation Ceremony after completing all requirements for graduation.		Assistant Principal	Increase in graduation rate.				
Funding Sources: 199 - Local - 22000.00							

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Goal 4: Student Support Services: To provide a well rounded education to increase student achievement.

Performance Objective 3: Decrease the number of students whose health screenings go unaddressed to fewer than __% for vision, and fewer than __% for hearing.

Evaluation Data Source(s) 3: The performance of this objective will be evaluated using reports from the Child Health Reporting System

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) School nurses will connect with parents of students who are uninsured to resources providing assistance for the identified needs(s).		Nurse	Increase student wellness.				
	Funding Sources: 199 - Local - 240.00						

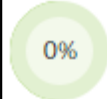| 100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 5: Family/Community Engagement: Build respectful and trustful partnerships with parents and families to improve students academic success.

Performance Objective 1: Parental and Community Involvement
Increase the number of parents involved by 10%

Evaluation Data Source(s) 1: The performance of this objective will be evaluated by attendance numbers of parents participating in meeting and events

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
TEA Priorities Improve low-performing schools 1) Parents will participate in parent workshops to learn more about the ways in which they can work with the campus to assist their child academically and socially.		Parent Liaison	Increase the number of parents attending parent engagement events	20%			
Problem Statements: Perceptions 2							
TEA Priorities Build a foundation of reading and math Connect high school to career and college 2) Collaborate with Counselors and Social Workers to present resources to parent liaisons to use to connect parents with community organizations and outside referrals.		Parent Liaison	Sign-in documentation	60%			
Problem Statements: Perceptions 2							
TEA Priorities Build a foundation of reading and math Connect high school to career and college 3) Provide Parent information sessions to incoming 9th graders to discuss HB 5 updates, endorsements and graduation requirements. To include completion of 4 Year Plan using Bridges.		Counselors		0%			
Problem Statements: Perceptions 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 4) Work with Gear Up teams at both high schools to meet Gear Up goals for Parent participation		Assistant Principal	Sign in documentation and Gear Up ASPR Report	80%			
	Problem Statements: Perceptions 2						
TEA Priorities Build a foundation of reading and math Connect high school to career and college 5) Conduct surveys to parents at BOY and EOY to find out what topics parents are interested in to increase their awareness ans participation in meetings.		Assistant Principal					
	Problem Statements: Perceptions 2						
TEA Priorities Build a foundation of reading and math Connect high school to career and college 6) Parent Liaisons will promote the Parent Portal to parents. This will help parents keep up with their child's progress.		Assistant Principal	Number of Parents using Parent Portal	20%			
	Problem Statements: Perceptions 2						
TEA Priorities Build a foundation of reading and math Connect high school to career and college 7) Parent Liaisons will send out a Campus Newsletter keeping parents informed and up to date with campus activities		Assistant Principal	Increase in parent involvement	10%			
	Problem Statements: Perceptions 2						
TEA Priorities Build a foundation of reading and math Connect high school to career and college 8) Parent Liaison will host "Learning and Growing Together" Parent Series, Parent Information Session, and other Parent/Community Activities.		Assistant Principal	Increase in parent involvement	80%			
	Problem Statements: Perceptions 2 **Funding Sources**: 211 - Title I - 3016.00, 199 - Local - 1000.00						
TEA Priorities Improve low-performing schools 9) Parents will participate in Parent Workshops.		Assistant Principal	Increase in Parent Involvement	0%			
	Problem Statements: Perceptions 2 **Funding Sources**: 211 - Title I - 60.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: There is a lack of parental involvement for student success.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Students will engage in vertically aligned lessons to include vocabulary development with depth and complexity based on intensive grade level planning that utilizes supplemental resources, and research based strategies.
1	1	2	Students will apply research based comprehension and writing strategies that ensure reading TEKS objectives are met with appropriate depth and complexity to purposefully advance understanding, comprehension and critical thinking in relation to literary texts.
1	2	1	Students will engage in Social Studies instruction designed around process standards by incorporating stimuli, various instructional strategies and identified critical thinking skills.
1	3	1	Students will participate in hands on activities to create engaging experiences.
1	3	2	Students will engage in productive struggle via low-floor, high-ceiling problems to enhance their critical thinking and problem solving skills.
1	4	3	Students will use interactive notebooks to organize, process and reference content knowledge including vocabulary and labeled stimuli
1	5	1	Students will participate in viable technology lessons that support, extend and enhance the core content area lessons, in order to bring relevance and real world connections to classroom lessons.
1	7	1	Increase expertise in TEKS through development of supplemental materials, assessment, data analysis, curriculum review.
1	7	3	The campus will to provide a qualified mentor to newly hired teachers with 0-3 years of experience.
1	7	4	All teachers will participate in EDGE meetings to develop Thinking Classrooms through quality questioning.
1	8	1	Students will participate in curriculum based assessments and benchmarks to monitor student progress in TEKS mastery throughout the year.