

Channelview Independent School District

Campbell Learning Center

2018-2019 Campus Improvement Plan

Accountability Rating: Improvement Required



Mission Statement

The mission of Endeavor High School at the Joe Frank Campbell Learning Center is to offer students in the Channelview Independent School District an opportunity to expedite progress towards performing at grade level and/or becoming a high school graduate with opportunities for students to achieve their personal best, become responsible and productive citizens, and embrace lifelong learning in a safe and positive environment.

Vision

Endeavor High School at Joe Frank Campbell Learning Center will provide each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation and excellence in learning.

Core Beliefs

At Endeavor High School at the Joe Frank Campbell Learning Center, we believe:

- All students can learn
- All students deserve a quality education in which individual needs are met, exceeded and supported
- Social skills deserve the same attention as academic skills
- Students must be encouraged to understand the connections between new learning and prior knowledge
- Students learn best in a safe, caring environment, one that values diversity, collaboration and risk-taking
- Students thrive when expectations are high and self-esteem is improved

- Low student/teacher ratio improves student achievement

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	6
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	11
Parent and Community Engagement	12
School Context and Organization	13
Technology	14
Comprehensive Needs Assessment Data Documentation	15
Goals	18
Goal 1: Improve academic performance of all students	18
Goal 2: Hire highly-qualified employees, while reducing the turnover rate through mentoring, compensation and staff development	25
Goal 3: Continue to promote and develop opportunities to increase parental involvement, foster a strong home-school partnership resulting in increased student achievement	27
Goal 4: Provide a safe and healthy learning and working environment for students, employees and parents	29
Goal 5: Continue to promote multiple proven pathways to graduation and credit recovery	35
Goal 6: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.	40
Goal 7: To provide abundant, varying, and meaningful opportunities for students by offering opportunities through the Career and Technical Education (CTE) program.	46
Goal 8: To provide 21st century skills and opportunities for students by actively looking at instruction using technology	49
Comprehensive Support Strategies	53
State Compensatory	54
Personnel for Campbell Learning Center:	54

Comprehensive Needs Assessment

Demographics

Demographics Summary

Students who attend Endeavor mostly have a need (personal or academic) to expedite credits so that they may graduate early or on time.

The student population is diverse. 180 total students, 45% male, 55% female, 6% African American, 73% Hispanic, 20% White, 1% American Indian, 0% Asian, 0% 2 or more races. 81% Economically Disadvantaged, 15% Limited English Proficient, 7% Special Services Students and 8% Homeless.

Demographics Strengths

Based upon campus/district data analysis and information, these are the areas identified as follows:

We have experienced a steady increase in student enrollment during the last five years. However, this past year the New Arrival Program was moved to CHS which accounted for a significant drop in enrollment.

Students are identified quickly for accelerated instruction.

We continue to make positive strides in graduation rate.

Programs are available to provide interventions to students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students with poor attendance are enrolling at a high rate. **Root Cause:** Encouraging students who have poor attendance to enroll at Endeavor appears to be a great concern at CHS.

Student Achievement

Student Achievement Summary

For the 2016 - 2017, Endeavor High School at Joe Frank Campbell Learning Center met all four targets that are determined by the state of Texas:

- Index 1 - Student Achievement. EHS Score: 44 (state target score = 35)
- Index 2 - Student Progress. EHS Score: 19 (state target score = 8)
- Index 3 - Closing Performance Gap. EHS Score: 24 (state target score = 13)
- Index 4 - Postsecondary Readiness EHS Score: 84 (state target score = 33)

These scores result in Endeavor High School at Joe Frank Campbell Learning Center receiving a **2017 Texas Accountability Met Alternative Standard rating**. Alternative campuses are not eligible to receive distinction designations.

On the 2018 EOC STAAR, the following scores show the percentage of Approaches Grade Level or above:

- Algebra 1 - 29%
- Biology - 64%
- English 1 - 16%
- English 2 - 31%
- U.S. History - 62%

Student Achievement Strengths

Student performance in English 2 and Biology improved considering this is a campus for at-risk students. The campus continues to score well above state target scores for AEA campuses.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students who are enrolling at Endeavor have poor attendance issues. **Root Cause:** These students are recommended and highly encouraged to attend Endeavor by CHS. Students need incentive to attend school that wasn't available at CHS.

School Culture and Climate

School Culture and Climate Summary

Based upon the 2018 Culture/Climate survey of Endeavor High School at Joe Frank Campbell Learning Center, the following was founded:

Teachers -

- 20% - ELA
- 20% - Social Studies
- 20% - Math
- 0% - Science
- 10% - Foreign Language
- 10% - Elective
- 20% - Other

80% believe that the campus has high expectations for staff and students to promote the academic achievement of all learners CONSISTENTLY.

100% believe that the campus supports and enhances the social and emotional growth of all learners CONSISTENTLY.

90% believe that differences of opinion and viewpoints are respected on this campus CONSISTENTLY.

80% of the staff feel safe on this campus CONSISTENTLY.

80% believe that they feel respected and supported by administration, staff and students on the campus CONSISTENTLY.

90% of the staff believe that the campus celebrates the achievements and accomplishments of the students, staff and school community CONSISTENTLY.

Students -

- 71.88% - Hispanic
- 21.88% - White
- 9.38% - Other
- 3.13% - African American
- 10.94% - 9th grade
- 23.44% - 10th grade

- 23.44% - 11th grade
- 42.19% - 12th grade

Most students believe that the campus has high expectations for staff and students to promote the academic achievement of all learners CONSISTENTLY.

Most students believe that the campus supports and enhances the social and emotional growth of all learners OFTEN.

Most students believe that differences of opinion and viewpoints are respected on this campus CONSISTENTLY.

Most students feel safe on this campus CONSISTENTLY.

Most students feel respected and supported by administration, staff and students on the campus CONSISTENTLY.

Most students believe that the campus celebrates the achievements and accomplishments of the students, staff and school community CONSISTENTLY.

School Culture and Climate Strengths

Based upon the 2018 Culture/Climate survey of Endeavor High School at Joe Frank Campbell Learning Center, the following was founded:

Teachers -

The size of it.

The supportive environment and family-type community.

That you're supported and given the opportunity to try new things and grow.

The support from my principal and the students we service.

Having appropriate and working technology.

Like all of the campus staff.

The staff works well together.

Reach students on a personal level.Meet the needs of the students in a collaborative educational approach.

Students -

Fast pace.

How small the school is.

It's at your own pace.

It's not crowded.

Whenever there is something wrong, they fix it right away.

The teachers.

The way they look after students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students have limited opportunities for school activities. **Root Cause:** Due to a limited size of staff, the lack of sponsorship can be attributed to the number of other responsibilities. Thus, staff members are not able to take on additional duties.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers and staff meet Highly Qualified requirements. The district has an active recruitment program utilizing job fairs and web-based tools which Endeavor is involved in.

Staff Quality, Recruitment, and Retention Strengths

Teachers and support staff are 100% highly qualified. Paraprofessionals are 100% highly qualified. High quality staff development activities are made available to staff. Teachers have access to technological aides (i.e. Chromebooks (teacher and student), iPad Minis, CPS Pulse clickers, digital document cameras and interactive white boards).

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher absenteeism has caused a high number of substitutes to be employed. **Root Cause:** Required teacher campus/district meetings are numerous.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Endeavor uses the Forethought curriculum. However, students that come to Endeavor are in need of recovering credits in a rapid manner. Edgenuity is the current accelerated computer program used to assist students to rapidly earn initial or recover credit in most elective courses. Staff and administration are constantly looking for curriculum that improve EOC scores and rapidly earn credits.

Curriculum, Instruction, and Assessment Strengths

- Ensure alignment of written, taught and tested curriculum
- Use benchmark and EOC data
- Integrating technology within the curriculum assists students in earning credit, sheltered instruction and ELPS strategies
- Addition of new class offerings for Endeavor students(statistics/risk management, college preparatory math, media analysis and debate 1)

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Ensure that all curriculum have sufficient depth and rigor.

Parent and Community Engagement

Parent and Community Engagement Summary

Students who are involved with clubs or student led activities are doing better academically than those who are not. Parent involvement is limited, but improving. Perception that Endeavor is a school for "bad kids" is changing with each passing year.

Parent and Community Engagement Strengths

Several outreach opportunities (i.e. blood drives, mobile shot clinic, pancake breakfasts, open house) are available to help change the perception of Endeavor and its students. Graduation plans are discussed with the parent/guardian and student upon possible enrollment into Endeavor. Parents are informed of their child's progress by regularly issued progress reports. School messenger and mail outs are provided to parents concerning vital school information. Parents are invited to campus and district improvement committee meetings.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Participation by parents is an area of need especially parents of students who are struggling academically.

Problem Statement 2: Community perceptions of the school needs improvement.

School Context and Organization

School Context and Organization Summary

Because of the need of improve attendance at Endeavor, an attendance committee was created. The committee's purpose is to help stress the correlation of academic success to good attendance. All staff have a voice in decision making via CEIC, individual and staff meetings. Forethought curriculum is in place with Edgenuity and API curriculum providing students the opportunity to rapidly earn credit when needed.

The school day is a structured, traditional seven periods (56 minutes), four minute passing and a 34 minute lunch. Classes are released for lunch alternating who goes four minutes early to avoid a long line for lunch. There is only one line for students/staff in the cafeteria.

The school campus hours are 8:25 -3:55 (7 hours and 30 minutes).

School Context and Organization Strengths

The strongest aspect of Endeavor High School at Joe Frank Campbell Learning Center is the ability to meet the variety of needs that many at-risk students have. There is flexibility in scheduling for most students. The school is not designed to be a true four year school. Its intended students are those who are in the last two years of their education.

With this in mind, it is crucial to have a teaching staff that is highly qualified and strong administrative staff. Additional educational resources are made from the district. The teachers are encourage to attend workshops that will enhance student success.

Current technology is readily available to all students and staff.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Parental involvement is low. **Root Cause:** This is not uncommon with many at-risk situations.

Technology

Technology Summary

The campus is six years old. Current technology equipment is available for the teachers and staff. Training has been provided from CISD. There are over 30 mini Ipads, three dedicated computer lab classrooms and 100 Chromebooks available to the students. All teachers have a Chromebook, desktop computer with dual screens, overhead projector and interactive projectors.

Technology Strengths

CISD has a comprehensive network with Internet access including WiFi. All teachers have a desktop PC and a laptop computer. All classrooms are equipped with interactive projectors and document cameras. Grants were awarded to all core teachers for Ipad minis. Initial professional development has been provided in the use of technology. Most teachers see technology as a useful instructional tool. Student PCs/Chromebooks and/or mini Ipads are available in all classrooms. Students are allowed to appropriately use their own mobile device as per CISD policy.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals










Goal 1: Improve academic performance of all students

Performance Objective 1: All students shall increase their academic performance in ELA/Reading to meet/exceed the state and meet AYP standard

Evaluation Data Source(s) 1: Passing percentage of EOC scores, SAT and PSAT scores, TELPAS scores

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Use district benchmark testing/CBA's to determine academic progress	District Testing Coordinator and Secondary Curriculum Coordinator	F - Benchmark results S - EOC results				
Comprehensive Support Strategy 2) Tutorials, preparation classes and pullout tutorials will be provided before, during and after school for students having difficulty passing EOC tests	Counselor and Teachers	F - Academic credits earned benchmark results S - EOC results				
3) Mandate students to correct benchmark tests	Teachers	F - Benchmark results S - EOC results				
Comprehensive Support Strategy 4) Continue individualized staff development in preparation for state assessments by attending district, regional and state workshops that will increase the reading performance of all students from 57% to >79% and of the Hispanic sub population, reading performance score to improve from 51% to >79% federal standards (55% state standards)	Teachers and principal	F - Monitor teacher participation in workshops S - Passing percentage of state assessments				
5) Purchase software licenses and hardware to access web-based/computer-based core content and database programs	Teachers	F - Monitor student frequency of use S - Passing percentage of EOC scores and SAT/PSAT scores				

6) Purchase high-interest reading materials for students engagement	Teachers	F - Student/Teacher survey S - Passing percentage of EOC scores and SAT/PSAT scores				
7) SAT word of the week program	Teachers	F - Benchmark results S - SAT/PSAT scores				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 1: Improve academic performance of all students

Performance Objective 2: All students shall increase their academic performance in Math to meet/exceed the state and meet AYP standard

Evaluation Data Source(s) 2: Academic credits earned and EOC/benchmark results, passing percentage of EOC scores

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
Comprehensive Support Strategy 1) Tutorials, preparation classes and pullout tutorials will be provided before, during and after school for students having difficulty passing EOC tests 2) Consult with district secondary math coach to analyze data and assist teachers where needed 3) Use benchmark testing/CBA's to determine academic progress 4) Mandate students to correct benchmark tests	Counselor and Teachers	F - Attendance sheets for tutorials S - Academic credits earned and EOC benchmark results				
	Principal and secondary math coach	F - Sign-in sheets S - Academic credits earned and EOC benchmark results				
	District Testing Coordinator and Secondary Curriculum Coordinator	F - Benchmark results S - EOC results				
	Teachers	F - Benchmark results S - EOC results				
Comprehensive Support Strategy 5) Continue individualized staff development in preparation for state assessments by attending district, regional and state workshops that will increase math EOC performance from 29% to >79% federal standards (60% state standards) 6) Purchase applications (apps) for Chrome Books to enhance subject comprehension	Teachers and principal	F - Monitor teacher participation in workshops S - Passing percentage of EOC scores				
	Teacher	F - Monitor student frequency of use S - Passing percentage of EOC/SAT/PSAT scores				
= Accomplished = Continue/Modify = No Progress = Discontinue						







Goal 1: Improve academic performance of all students

Performance Objective 3: All students shall increase their academic performance in Science to meet/exceed the state and meet AYP standard

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Use benchmark testing/CBA's to determine academic progression	District Testing Coordinator and Secondary Curriculum Coordinator	F - Benchmark results S - EOC results				
2) Tutorials, preparation classes and pullout tutorials will be provided before, during and after school for students having difficulty passing EOC tests	Counselor and Teachers	F - Attendance sheets for tutorials S - Academic credits earned and EOC/benchmark				
3) Consult with district secondary science coach to analyze data and assist teacher where needed	Principal	F - Sign-in sheets S - Academic credits earned and EOC/benchmark results				
4) Mandate students to correct benchmark tests	Teacher	F - Benchmark results S - EOC results				
5) Continue individualized staff development in preparation for EOC exams by attending district, regional and state workshops	Principal and Teacher	F - Monitor teacher participation in workshops S - Passing percentage of EOC scores				
6) Students will create biology interactive notebooks to prepare for EOC test	Teacher	F - Monitor student use of notebooks and integrate notebooks in lessons S - Academic credits earned and EOC/benchmark results				
7) Purchase applications (apps) for Chrome Books to enhance subject comprehension	Teacher	F - Monitor student frequency of use S - Passing percentage of EOC/SAT/PSAT scores				

<p>Comprehensive Support Strategy</p> <p>8) Continue individualized staff development in preparation for state assessments by attending district, regional and state workshops that will increase the science performance of all students from 55% to >79% and of the Hispanic sub population, science performance score to improve from 43% to >79% federal standards (60% state standards)</p>	<p>Teachers and principal</p>	<p>F - Monitor teacher participation in workshops S - Passing percentage of EOC scores</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 1: Improve academic performance of all students

Performance Objective 4: All students shall increase their academic performance in Social Studies to meet/exceed the state and meet AYP standard

Evaluation Data Source(s) 4: Academic credits earned and EOC/benchmark results, Passing percentage of EOC scores, SAT and PSAT scores

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Use benchmark testing/CBA's to determine academic progress	District Testing Coordinator and Secondary Curriculum Coordinator	F - Benchmark results S - EOC results				
2) Tutorials, preparation classes and pullout tutorials will be provided before, during and after school for students having difficulty passing EOC tests	Counselor and Teachers	F - Attendance sheets for tutorials S - Academic credits earned and EOC/benchmark results				
3) Continue individualized staff development in preparation for EOC exams by attending district, regional and state workshops	Principal and Teacher	F - Monitor teacher participation in workshops S - Passing percentage of EOC scores				
4) Mandate students to correct benchmark tests	Teacher	F - Benchmark results S - EOC results				
5) Purchase applications (apps) for Chrome Books to enhance subject comprehension	Teacher	F - Monitor student frequency of use S - Passing percentage of EOC/SAT/PSAT scores				
6) Continue academic word of the week program	Teacher	F - Benchmark results S -SAT/PSAT scores				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Improve academic performance of all students

Performance Objective 5: Increase performance on College and Career Readiness indicators

Evaluation Data Source(s) 5: Number of students who graduate under the RHSP, SAT and PSAT scores, Summative performance results

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Actively disseminate college information	Counselor and San Jacinto Jr. College Counselors	F - Number of students who apply for college S - Number of students who graduate under the RHSP				
2) Provide opportunities to participate in college entrance exams	Counselor	F - Number of participants who take exams S - Number of students who graduate under the RHSP				
3) Promote completion of requirements for RHSP	Counselor and Principal	F - Review graduation plan with students and parents S - Number of students who graduate under the RHSP				
4) Administer ASVAB to all 10th, 11th and 12th graders in October as required	Counselor	F - Attendance sheets S - Summative performance results				
Comprehensive Support Strategy 5) Individualized staff development by attending district, regional and state workshops that will increase the number of all student graduates from 54.9% to >79% and of the Hispanic sub population to improve from 48.1% to >79% federal standards	Counselor and Principal	F - Monitor participation in workshops S - Graduating percentage				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Hire highly-qualified employees, while reducing the turnover rate through mentoring, compensation and staff development

Performance Objective 1: Recruit and maintain 100% "Highly qualified" (HQ) teachers and instructional paraprofessionals in order to meet state and federal requirements

Evaluation Data Source(s) 1: Workshop certifications, Teacher survey, sign-in sheets

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Provide professional support services	Principal	Assign/promote workshop opportunities				
2) Facilitate a minimum of 5 days of meaningful and relevant staff development	Principal	Assign/promote workshop opportunities				
3) Develop a training plan with HR in the event of a non-HQ teacher is hired	Principal and Human Resource Dept.	F-Assign/promote workshop opportunities S-Workshop certifications				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Hire highly-qualified employees, while reducing the turnover rate through mentoring, compensation and staff development

Performance Objective 2: Facilitate a minimum of 5 days of meaningful and relevant staff development

Evaluation Data Source(s) 2: Workshop certifications, Teacher survey, sign-in sheets

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Teachers will attend math, science, ELA and social studies workshops at Region IV, district educational support center or local venues	Principal and district administration	F - Assign/promote workshop opportunities S - Workshop certifications				
2) Back-to-school professional development will include: Campus needs assessment survey Curriculum updates AWARE refresher/training	Principal	F - Assign/promote workshop opportunities S - Teacher survey, sign-in sheets				
3) Special Education and ESL update and training	Counselor	F - Assign/promote workshop opportunities S - Teacher survey, sign-in sheets				
4) Ensure that 100% of teachers participate in professional development	Principal	Eduphoria Records and Agendas				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: Continue to promote and develop opportunities to increase parental involvement, foster a strong home-school partnership resulting in increased student achievement

Performance Objective 1: Improve parent involvement, community relations and opportunities to participate in district/campus decision making

Evaluation Data Source(s) 1: Number of students who graduate under the RHSP, Parent survey, Teacher/parent/student survey

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Discuss incoming EHS student's graduation plan upon admission to Endeavor with parent, student, EHS counselor and/or principal	Principal and Counselor	F - Review graduation plan with students and parents S - Number of students who graduate under the RHSP				
2) Send progress notices out every three weeks to parents	Teachers	F - Documentation of parent/teacher conferences S - Number of students who graduate under the RHSP and/or earn course credits				
3) Provide graduation plan update to students and parents	Counselor	F - Review graduation plan with students and parents S - Number of students who graduate under the RHSP				
4) Provide open house nights to promote parental and community involvement	Counselor and Teachers	F - Parent sign-in sheet S - Parent survey				
5) Host blood drives, pancake breakfast and other activities for parents, students and community	Principal, Counselor and Teachers	F - Sign-in sheets S - Teacher/parent/student survey				
6) Texas Public School Week will give parents and the community an opportunity to visit the school. Parents will be invited and given the opportunity to visit the campus and classrooms.	Principal, Counselor and Teachers	F - Parent sign-in sheet S - Parent survey				
7) Parents will participate on the CEIC to provide input in the decision making process	Principal	Committee Agendas and Sign-In Sheets with parent signatures				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: Continue to promote and develop opportunities to increase parental involvement, foster a strong home-school partnership resulting in increased student achievement

Performance Objective 2: Provide information in various formats to measure two-way communication between home and school

Evaluation Data Source(s) 2: Number of referrals for truancy, Staff survey, Parent survey, Student survey, Review emergency incidents that required parent notification

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Use phone calling system to inform parents of critical events at EHS and absenteeism of child	Principal	F - Data from CISD truancy protocol S - Number of referrals for truancy				
2) Use school's website to promote activities and upcoming events	Principal and CISD PR Director	F - Parent/student survey S - Staff survey				
3) Send letters home as required by district concerning emergency notifications	Principal	F - Number of parent conferences that are requested S - Review emergency incidents that required parent notification				
4) EHS open house to offer parents opportunity to meet teachers and tour campus	Principal, counselor and teachers	F - Sign-in sheets S - Parent survey				
5) Host blood drives, pancake breakfasts for parents, students and community	Principal, counselor and teachers	F - Sign-in sheets S - Student survey				
6) Graduation will be held in May to recognize and honor all high school graduates	Principal, counselor and teachers	F - Sign-in sheets S - Student survey				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 4: Provide a safe and healthy learning and working environment for students, employees and parents

Performance Objective 1: Ensure a safe, secure learning and working environment

Evaluation Data Source(s) 1: Recidivism rate, Number of referrals written in relation to search efforts, Number of campus incidents, Number of referrals written for attendance, Staff survey, Student survey, Staff and parent survey

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Enforcement of Student Code of Conduct	EHS staff	F - Number of referrals written S - Recidivism rate				
2) Routine use of drug dogs	Principal and Assistant Superintendent	F - Number of incidents retrieved by dog S - Number of referrals written in relation to search efforts				
3) Conduct safety drills each semester in compliance with district expectations and 2014 safety audit by HCDE	Principal	F - Documentation of all safety drills S - Number of campus incidents				
4) Continue use of Community Youth Services counselor that is provided through partnership with Harris County Protective Services for Children and Adults	Principal	F - Maintain HCPSCA partnership S - Number of referrals				
5) Hall sweeps will be held at unannounced times to improve student attendance	Teachers and Principal	F - Documentation of all hall sweeps conducted S - Number of referrals written for attendance				
6) Sexual Harassment Video will be shown to all staff members at the beginning of the school year	Principal	F - Sign-in sheet S - Staff survey				
7) Blood Pathogens/Bio-hazard Awareness information and training will be provided	Principal and nurse	F - Sign-in sheet S - Staff survey				
8) Internet safety and cyber-bullying assembly for students	Principal and Media Teacher	F - Sign-in sheet S - Student survey				

9) Continue to participate in dating violence week by inviting guest speakers to address the subject	Counselor	F - Sign-in sheet S - Staff survey				
10) Continue use of the visitor Rapture Identification System	Principal	F - Sign-in sheet S - Staff and parent survey				
11) Automated External Defibrillator (AED) will be visually mounted and accessible for emergency use	Principal	Visual inspection and training sign-in sheets				
12) All staff members will be CPR/AED certified	Nurse Principal	F - Sign-in sheet S - Staff survey				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 4: Provide a safe and healthy learning and working environment for students, employees and parents

Performance Objective 2: Educate students, staff and parents on dating violence, suicide prevention, violence prevention and intervention

Evaluation Data Source(s) 2: Number of referrals to counselors office relating to this issue. Staff survey

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Provide student assembly to address the issue of dating violence	Counselor	F - Sign-in sheet S - Number of referrals to counselor's office relating to this issue				
2) Provide counseling from school counselor to students as needed	Counselor	F - Sign-in sheet S - Number of referrals to counselor's office relating to this issue				
3) Provide information regarding outside counseling services and supportive agencies	Counselor	F - Sign-in sheet S - Number of referrals to counselor's office relating to this issue				
4) Provide counseling from Harris County Protective Services for Children and Adults counselor for students as needed	Counselor and Principal	F - Sign-in sheet S - Number of referrals to counselor's office relating to this issue				
5) Crisis Intervention Training for the Texas Behavior Support Initiative requirement	Special Education Director, Principal and Counselor	F - Sign-in sheet S - Staff survey				
6) Provide CPR awareness training as required of all students prior to graduating	Nurse Principal PEIMS clerk	F - Sign-in sheet S - Student survey				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 4: Provide a safe and healthy learning and working environment for students, employees and parents

Performance Objective 3: Continue school-wide health health/wellness program

Evaluation Data Source(s) 3: Workshop certification, Student data, Staff/parent/student survey

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Administer required Fitness Gram Assessment	Physical Ed Teacher	F - Number of students tested S - Student data				
2) Blood Pathogens/Bio-hazard Awareness information and training will be provided	Nurse	F - Sign-in sheet S - Staff survey				
3) Pregnancy related services will be provided to students as needed (PEP)	Counselor	F - Sign-in sheet S - Staff survey				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 4: Provide a safe and healthy learning and working environment for students, employees and parents

Performance Objective 4: Continue to implement crisis management plan as needed

Evaluation Data Source(s) 4: Number of crisis referrals, Number of campus incidents

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Ensure that each staff member has a copy and understands campus emergency plans	Principal	F - Sign-in sheet S - Number of crisis referrals				
2) Distribute emergency calling chain to each staff member	Administrative Assistant	F - Sign-in sheet S - Number of crisis referrals				
3) Practice emergency drills as outlined in district plan	Principal	F - Sign-in sheet S - Number of crisis referrals				
4) Fire inspector will inspect campus to assist in improving campus safety	Principal	F - Documentation of all safety drills S - Number of campus incidents				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 4: Provide a safe and healthy learning and working environment for students, employees and parents

Performance Objective 5: Continue to improve the campus discipline management plan by decreasing level 300 referrals and tardies by 20%

Evaluation Data Source(s) 5: Number of referrals written for attendance

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Random hall sweeps will be conducted to decrease tardiness to class	Principal and Counselor	F - Documentation of all hall sweeps conducted S - Number of referrals written for attendance				
2) Saturday and weekly detentions will be issued for consequences to violations to district student code of conduct	Principal and Counselor	F - Sign-in sheets S - Number of referrals written for attendance				
3) Use of bell system to assist students to class in a timely manner	Principal	F - Documentation of all hall sweeps conducted S - Number of referrals written for attendance				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 5: Continue to promote multiple proven pathways to graduation and credit recovery

Performance Objective 1: Reduce drop-out and retention rates from 15.7% to <1.0%

Evaluation Data Source(s) 1: Student survey, Final student enrollment count, Academic credits earned and EOC/TAKS/benchmark results, Percentage of student absenteeism, Number of student drop outs not recovered, Court filings and attendance records, Test reports/results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Create incentives to award students who rapidly earn credit	Principal	F - Implementation of incentive plan S - Student survey				
2) Encourage students who are recommended from CHS to enroll into Endeavor	EHS Principal, Counselor and CHS Assistant Principal	F - Number of students that are recommended to EHS S - Final student enrollment count				
3) Have tutorials available for students in all content areas	Teachers	F - Attendance sheets for tutorials S - Academic credits earned and EOC/TAKS/benchmark results				
4) Continue to use Automated School Messenger System to contact parents concerning their child's absenteeism	Attendance clerk	F - System reports and court filings S - Percentage of student absenteeism				
5) Identify potential drop outs and intervene	Counselor and Principal	F - PEIMS reports S - Number of student drop outs not recovered				
6) Provide accelerated credit recovery for students who are at-risk of dropping out	Counselor and Principal	F - Review transcript and graduation plan S - Number of credits earned and RHSP graduates				
= Accomplished = Continue/Modify = No Progress = Discontinue						





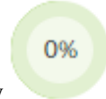

Goal 5: Continue to promote multiple proven pathways to graduation and credit recovery

Performance Objective 2: Provide and monitor appropriate interventions for at-risk students

Evaluation Data Source(s) 2: Workshop certification, Number of student court referrals concerning absenteeism, Number of credits earned and on-time graduates, Students with flex schedule will remain in school, Number of credits earned via computer accelerated credit recovery program, Annual ARD meeting, Annual 504 meeting, Annual LPAC meeting, Number of students who passed TAKS tests that were in remedial classes

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
Comprehensive Support Strategy 1) Teachers attend workshops concerning how to effectively teach at-risk students	Principal	F - Number of workshop certifications earned S - Workshop certification				
Comprehensive Support Strategy 2) Monitor student attendance	Attendance Clerk Attendance Committee	F - Number of attendance referrals S - Number of credits not awarded due to attendance violations				
Comprehensive Support Strategy 3) Students who are significantly behind their age-peers in number of credits will be provided alternative means of achieving high school credit	Principal, Counselor, Accelerated Credit Teacher	F - Number of students enrolled at EHS as behind on credits S - Number of credits earned and on-time graduates				
4) If needed, students will be provided flexible scheduling to permit them to work during the school day	Principal and Counselor	F - Number of students enrolled at EHS because of work S - Students with flex schedule will remain in school				
Comprehensive Support Strategy 5) Inform students and parents the availability of doing accelerated work via computer from home	Principal, Counselor and Accelerated Credit Teacher	F - Number of students in accelerated credit classes S - Number of accelerated credits earned				
6) ARD meetings will be conducted to monitor and assess the needs of special services students and use committee approved interventions	Diagnostician, Counselor, Principal and Teachers	F - ARD documentation S - Annual ARD meeting				
7) 504 meetings will be conducted to monitor and assess the needs of 504 students and use committee approved interventions	Counselor, Principal, Nurse and Teachers	F - 504 documentation S - Annual 504 meeting				
8) LPAC meetings will be conducted to monitor and assess the needs of ESL students and asses their progress	Counselor, Principal, Teachers and Bilingual clerk	F - LPAC folders kept updated S - Annual LPAC meeting				





Comprehensive Support Strategy 9) EOC remedial classes will be scheduled for students who did not pass an End of Course exam	Counselor	F - Number of students with low EOC scores S - Number of students who pass EOC exams that were placed in remedial classes			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					


Goal 5: Continue to promote multiple proven pathways to graduation and credit recovery


Performance Objective 3: Improve attendance by 5% or higher


Evaluation Data Source(s) 3: Court filings and attendance records


Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Provide perfect attendance incentives for students	Principal, Counselor, Attendance Clerk and Teachers	F - Number of attendance referrals S - Court filings and attendance records				
2) Monitor students with high absenteeism by conducting home visits as needed	Principal, Counselor and Attendance Clerk	F - Number of attendance referrals S - Court filings and attendance records				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 5: Continue to promote multiple proven pathways to graduation and credit recovery

Performance Objective 4: Provide college/career information to students and parents

Evaluation Data Source(s) 4: Parent/Student feedback

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Administer the ASVAB to 10th, 11th and 12th grade students to provide information concerning career choices	Counselor	F - Sign in sheets S - Test reports/results				
2) Distribute college FAFSA and enrollment information	Counselor	F - Student sign-in sheets S - Parent/Student feedback				
3) Invite local college speakers for student assemblies	Counselor	F - Sign in sheets S - Parent/Student feedback				
4) Encourage student participation in college night	Counselor	F - Student sign-in sheets S - Parent/Student feedback				
5) Actively inform students of college scholarship opportunities	Counselor and Teachers	F - Student sign-in sheets S - Parent/Student feedback				
6) Invite armed services recruitment personnel to speak with students about enlistment	Counselor	F - Student sign-in sheet S - Number of students who enlist in the military				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 6: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 1: Students in Special Education shall improve their performance in Reading/ELA, Math, Science and Social Studies to address system safeguards missed along with PBMAS Indicators

Evaluation Data Source(s) 1: PBMAS, TAPR

Summative Evaluation 1:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Continue to provide instruction in the least restrictive environment with emphasis on expanding inclusion opportunities for students with special needs.	Principal, Counselor	F - PBMAS Report, Improved student achievement and engagement S - Annual ARD meeting				
2) Continue the use of the folder transfer system to provide for advance planning and smooth transition for students changing from junior high and/or high school to AEC campus.	Principal and Counselor	F - Improved scheduling and planning for unique student needs, reduced number of ARD amendments and schedule changes, increased individualized planning of student transitions, increased parent participation S - Annual ARD meeting				
3) Provide tutoring for students needing an intensive program of instruction.	Principal, Counselor and Teachers	F - PBMAS S - Annual ARD meeting				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 6: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 2: Staff serving students in special education shall provide high quality instruction and evaluation services.

Evaluation Data Source(s) 2: The State Performance Plan will reflect at least 95% compliance with all indicators for Special Education, and the TAIS report will reflect progress for students served by Special Education.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Provide supplies, program materials and services to instruction and related services staff to improve quality and differentiation of instructions.	Principal	F - Differentiation in presentation of curriculum S - Walk-through documentation				
2) Provide high quality professional development to instructional and related services staff to improve quality and differentiation of instruction.	Principal	F - Differentiation in presentation of curriculum S - Walk-through documentation				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 6: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 3: Reduce Drop-out and Retention rates.

Evaluation Data Source(s) 3: Increased access to post-secondary employment, increased rate completion of graduation requirements and mandated state assessment within four years of the student's entrance into high school, and increased percentage of students served by special education graduating on the recommended and distinguished or the foundation plan with endorsement.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Increase the graduation rate for all students in special education.	Principal and Counselor	F - Transcripts S - Annual ARD meeting				
2) Increase the rate of students in special education who are graduating on the Foundation plan with endorsement.	Principal and Counselor	F - Transcripts S - Annual ARD meeting				
3) Improve attendance rates via activities such as counseling, parent conferences, phone calls, letters and ARD's to address underlying issues leading to truancy.	Principal, Counselor and Attendance Clerk	F - PEIMS attendance records S - Annual ARD meeting				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 6: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 4: The Bilingual/ESL department will provide services that will improve academic performance to meet all Performance Based Monitored Assessment System (PBMAS) indicators at 0 or 1 and address system safeguards missed in Reading/ELA, Math, Science and Social Studies.

Evaluation Data Source(s) 4: PBMAS, TAPR

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Monitor ELL student performance by disaggregating data on CBA's, benchmarks and state assessments.	Teachers and Principal	F - State assessment scores and transcripts S - Annual LPAC meeting				
2) LPAC preparations and data dissemination.	Principal, Director of Bilingual/ESL, Bilingual/ESL Clerk and Counselor	F - Monthly submission of LPAC minutes and campus monitor checklist S - Annual LPAC meeting				
3) Continue to support supplemental instruction and that addresses accelerated English instruction to include tutorial. Support will also include the purchase of instructional books, general supplies and technology.	Director of Bilingual/ESL and Principal	F - Tutorial log-in sheets S - Teacher survey				
4) Provide technology software and materials that support the acquisition of second language learning such as Rosetta Stone and Light Sail.	Bilingual/ESL Director, Curriculum Coaches and Principal	F - Walk-through documentation S - Annual LPAC meeting				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 6: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 5: The Bilingual/ESL department will provide professional development to all campus personnel in Sheltered Instruction Plus and the ELL Monitoring Process to impact performance in Reading/ELA, Math, Science, and Social Studies.

Evaluation Data Source(s) 5: TAPR, TELPAS Report, PBMAS, PEIMS data

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Continue training for Sheltered Instruction Plus and Dual Language Essentials: *Academic Vocabulary *Observation on English language development *Observations on coaching of academic literacy *Training on content literacy *Purchase staff development materials for training	Director of Bilingual/ESL and Principal	F - Meeting agendas S - Sign-in sheets				
2) Provide Bilingual/ESL Director and administration with the effective use of multiple data sources.	Principal	F - Meeting agendas S - Sign-in sheets				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 6: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 6: The department will review, evaluate, and research Instruction/Instructional Planning/Instruction Materials/Other Resources for the purpose of improving teacher delivery of instruction for students to impact academic performance and to address system safeguards missed along with PBMAS indicators.

Evaluation Data Source(s) 6: Rosetta Stone End-of-year Report, TELPAS, TAPR, PBMAS, DRA/EDL Reading Report

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Continue data dissemination and analysis.	Bilingual/ESL Director and Principal	F - Meeting agendas S - Sign-in sheets				
2) Purchase of English and Spanish reading books and instructional materials for improvement of instruction and to raise student reading levels.	Principal	F - Purchase orders S - State assessment scores and transcripts				
	Funding Sources: 199 - SCE - 0.00					
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 7: To provide abundant, varying, and meaningful opportunities for students by offering opportunities through the Career and Technical Education (CTE) program.

Performance Objective 1: Provide a quality career guidance program for all students that promotes career awareness, exploration and preparation

Evaluation Data Source(s) 1: TAPR, PBMAS, Career Assessments, 4-6 Year Plans, Stakeholder Feedback

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Provide Achieve Texas College and Career informational products to students	CTE Director and Counselor	F - Career Clusters and Coherent Sequence of Courses S - Transcripts				
2) Provided Teacher/Counselor training through various Career and Technical Programs and Associations summer and midwinter conferences along with related workshops and trainings.	CTE Director, Principal and Counselor	F - Implementation plans S - Sign-in sheets/course completion certificates				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 7: To provide abundant, varying, and meaningful opportunities for students by offering opportunities through the Career and Technical Education (CTE) program.

Performance Objective 2: Increase career and college planning activities and resources for high school grades

Evaluation Data Source(s) 2: 4-6 Year Plans, PER, State and Federal Accountability Reports , PSAT/SAT/ACT results, Student & Speaker Evaluation, Evaluation & Feedback Survey, PBMAS results

Summative Evaluation 2:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Encourage all students to access into software in research career and college information.	Counselor	F - Scholarship Log and College Applications completed S - Student sign-in sheets				
2) Encourage students to take PSAT, SAT/ACT exams.	Counselor	F - Number of exams taken S - Summative performance results				
3) Define an effective implementation procedure to create and update four year plans with career pathways.	Counselor	F - Implementation plan S - Transcripts				
4) Provide Teacher/Counselor training through Career and Technical Programs and Associations conferences and related workshops and trainings.	CTE Director, Counselor and Principal	F - Implementation plans S - Sign-in sheets/course completion certificates				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 7: To provide abundant, varying, and meaningful opportunities for students by offering opportunities through the Career and Technical Education (CTE) program.

Performance Objective 3: Create and build a Health Science Academy that allows multiple pathways to Healthcare fields

Evaluation Data Source(s) 3: Signed MOU's and Agreements

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Work with CTE Director to place students in SJCN.	Counselor and Principal	F - Student schedules S - Transcripts				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 8: To provide 21st century skills and opportunities for students by actively looking at instruction using technology

Performance Objective 1: Integrate technology into teaching and learning.

Evaluation Data Source(s) 1: Included in Tech Plan Status Summative Review, Technology Integration Survey Results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Utilize Chrome Books for internet use in the classroom.	Principal and Teachers	F - Walk-through documentation S - Usage report of selected apps				
2) Provide training and guidelines for Chrome Book use.	Instructional Technology Specialist	F - Agendas S - Sign-in sheets				
3) Provide training to teachers and staff for effective use of BYD in the classroom.	Instructional Technology Specialist and Principal	F -More proficiency in the use of BYD S - Teacher survey				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 8: To provide 21st century skills and opportunities for students by actively looking at instruction using technology

Performance Objective 2: Provide the necessary technology tools for effective teaching and learning.

Evaluation Data Source(s) 2: Included in Tech Plan Status Summative Review

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Work with District Technology Department to develop a classroom model.	Principal, Teachers and Technology Specialist.	F - Meeting agendas S - Walk-through documentation				
2) Work with Technology Department to purchase necessary classroom technologies with available funds.	Principal and Technology Specialist	F - Meeting agendas S - Purchase Orders for Technology				
Funding Sources: 199 - SCE - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 8: To provide 21st century skills and opportunities for students by actively looking at instruction using technology

Performance Objective 3: Support effective communication utilizing technology resources.

Evaluation Data Source(s) 3: Number of completed teacher web pages posted, Number of calendars and conferences in use in First Class, Included in Tech Plan Status Summative Review, Number of users

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Continue to update teacher web pages to effectively communicate with students and parents.	Campus Webmaster and Principal	F - Number of hits to web page S - Student and parent surveys				
2) Meet with Technology Specialist to discuss current direction of technology communication.	Principal and Campus Webmaster	F - Meeting agendas S - Sign-in sheets				
3) Train new teachers in the use of Google Mail and Docs.	Principal and Technology Specialist	F - Meeting agenda S - Sign-in sheets				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 8: To provide 21st century skills and opportunities for students by actively looking at instruction using technology

Performance Objective 4: Achieve an average at or above the Advanced Tech level on the Texas Teacher STaR (State Technology and Readiness) Chart by the end of the 2017-18 school year.

Evaluation Data Source(s) 4: Teacher STaR results.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Provide opportunities for the use of technology in both teacher-led and student-centered learning experiences to develop higher order thinking skills and provide opportunities for collaboration with content experts, peers, parents and community.	Principal and Curriculum Coaches	F - Lesson plans S - Walk-through documentation				
2) Provide students regular weekly access and use of technology and digital resources in various instructional settings such as the classroom, library, lab, or mobile technologies.	Principal and Curriculum Coaches	F - Lesson plans S - Walk-through documentation and student log-in data				
3) Integrate the use of technology in subject area TEKS to support the development of higher-order thinking skills.	Principal and Curriculum Coaches	F - Lesson plans S - Walk-through documentation				
4) Provide teachers professional development on technology integration into the curriculum through the creation of new lessons and activities that promote higher order thinking skills and collaboration with experts, peers and parents.	Principal and Curriculum Coaches	F - Lesson plans S - Walk-through documentation				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Tutorials, preparation classes and pullout tutorials will be provided before, during and after school for students having difficulty passing EOC tests
1	1	4	Continue individualized staff development in preparation for state assessments by attending district, regional and state workshops that will increase the reading performance of all students from 57% to >79% and of the Hispanic sub population, reading performance score to improve from 51% to >79% federal standards (55% state standards)
1	2	1	Tutorials, preparation classes and pullout tutorials will be provided before, during and after school for students having difficulty passing EOC tests
1	2	5	Continue individualized staff development in preparation for state assessments by attending district, regional and state workshops that will increase math EOC performance from 29% to >79% federal standards (60% state standards)
1	3	8	Continue individualized staff development in preparation for state assessments by attending district, regional and state workshops that will increase the science performance of all students from 55% to >79% and of the Hispanic sub population, science performance score to improve from 43% to >79% federal standards (60% state standards)
1	5	5	Individualized staff development by attending district, regional and state workshops that will increase the number of all student graduates from 54.9% to >79% and of the Hispanic sub population to improve from 48.1% to >79% federal standards
5	2	1	Teachers attend workshops concerning how to effectively teach at-risk students
5	2	2	Monitor student attendance
5	2	3	Students who are significantly behind their age-peers in number of credits will be provided alternative means of achieving high school credit
5	2	5	Inform students and parents the availability of doing accelerated work via computer from home
5	2	9	EOC remedial classes will be scheduled for students who did not pass an End of Course exam