Brownsville Independent School District

Hanna Early College High School

2021-2022 Campus Improvement Plan

Mission Statement

Our mission is to develop competitively driven and socially involved critical thinkers who will benefit our society and make a positive impact on our future.

Vision

Our vision is to educate productive and well-rounded individuals by providing an early college education, while developing responsible, independent and motivated students.

Value Statement

Hanna Early College High School, rich in cultural heritage, will produce well-educated graduates who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by utilizing all resources to provide equitable opportunities for students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Homer Hanna Early College High School, previously known as Brownsville High School is the oldest and largest school in Brownsville, Texas, which harbors a vast number of diverse student communities created by the blend of cultures rich in heritage and tradition. The Texas Education Agency has designated Homer Hanna Early College High School as an Early College for the fifth year in a row. The campus, which is located on the north central side of the city, has experienced a variety of academic and facility changes since its construction in 1966 and first graduating class of 1967. The school serves approximately 2500 students in grades 9-12. In order to produce responsible, well-rounded graduates, Homer Hanna ECHS faculty and staff strive to provide opportunities for students to develop academically and socially, think independently, and communicate effectively making student achievement our primary focus. Teachers are extremely dedicated professionals who continuously reflect upon the educational changes and deliberately plan staff development based on student achievement data, comprehensive needs assessment, and teacher feedback in order to improve lessons and lesson designs. All certified professional staff members are continuously seeking attendance to conferences and professional trainings in the areas of Dual Enrollment, Advanced and Honors, Gifted and Talented, Behavior Intervention, Special Needs, Technology, SIOP, Sheltered Instruction, Dyslexia, State of Texas Assessment Program, and other related areas that directly impact our students.

Ethnic Distribution:

African American	5	0.2%
Hispanic	2,552	98.0%
White	30	1.2%
American Indian	0	0.0%
Asian	13	0.5%
Pacific Islander	1	0.0%
Two or More Races	2	0.1%
Economically Disadvantaged	2,160	83.0%
Non-Educationally Disadvantaged	443	17.0%
Section 504 Students	195	7.5%
English Learners (EL)	382	14.7%
Students w/ Disciplinary Placements (2017-18)	35	1.2%
Students w/ Dyslexia	97	3.7%
At-Risk	1,331	51.1%

Demographics Strengths

Despite being a high poverty area (one of the poorest cities in the United States), Brownsville and Hanna ECHS are respected for not settling to the status quo. Hanna and communitywork diligently to make sure students come first and have a wide range of opportunities to use to advance out of poverty through education. Although the latest available data indicates that less than 25% of area adults have higher education degrees, Hanna ECHS graduated over 90% of the students in the Class of 2019 within four years and over 94% of those graduated on the regular or advanced plans.

The Hanna ECHS 2019-2020 SBDM Committee met to examine the campus data. The committee examined the following campus data from 2018-2019 and 2019-2020: percentage of teachers with 0-2 years of experience, percentage of teachers teaching out of field based on emergency certifications, T-TESS Evaluations overall ratings, student attendance, all subject/all grade failure rates, all subject/all grade STAAR/EOC passing rates, and other area information. When comparing the top quartiles based on minority and/or poverty percentages, the committee did continue to find some gaps but noted that the campus has significantly smaller gaps then the State of Texas.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Need to increase enrollment and retention of students at all grade levels. **Data Analysis/Root Cause:** Competition from charter schools in attracting students has led to a decline in enrollment

Need Statement 2 (Prioritized): Need to increase attendance for students and teachers and improve school climate. **Data Analysis/Root Cause:** Campus attendance showed a continuing decline in student and teacher attendance during Fall 2019.

Need Statement 3 (Prioritized): Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Additional state requirements and district student and employee data indicate need.

Need Statement 4 (Prioritized): Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. **Data Analysis/Root Cause:** Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

Need Statement 5 (Prioritized): Need to increase community and business stakeholders in supporting campus-wide access to technology and communication resources. **Data Analysis/Root Cause:** Campus surveys and outreach from stakeholders supports this need.

Need Statement 6 (Prioritized): Need to increase marketing and outreach to community stakeholders through paper, TV, social media and other available means. **Data Analysis/Root Cause:** Campus surveys of needs and board directives support this as a priority need.

Student Learning

Student Learning Summary

Hanna ECHS EOC Data

	2016/2017				2017/2018				2018/2019			
	State	Region I	District	Campus	State	Region I	District	Campus	State	Region I	District	Campus
English I	64%	59%	61%	68%	60%		62%	63%	64%	59%	61%	69%
English II	66%	61%	62%	68%	66%		74%	74%	66%	61%	62%	68%
Algebra I	83%	85%	89%	86%	83%		92%	92%	83%	85%	89%	91%
Biology	86%	84%	86%	89%	87%		91%	91%	86%	84%	86%	89%
U.S. History	91%	89%	93%	94%	92%		96%	96%	91%	89%	93%	97%

Hanna ECHS   Sub-Populations

	2016/2017				2017/2018				2018/2019			
	All	IDEA	Econ Dis	LEP	All	IDEA	Econ Dis	LEP	All	IDEA	Econ Dis	LEP
English I	68%	21%	67%	31%	63%	21%	60%	22%	69%	20%	67%	32%
English II	68%	18%	64%	46%	74%	16%	68%	23%	68%	31%	64%	26%
Algebra I	86%	46%	87%	85%	92%	51%	90%	85%	91%	69%	91%	89%
Biology	89%	51%	89%	75%	91%	56%	90%	74%	89%	59%	88%	78%
U.S. History	94%	55%	93%	86%	96%	65%	95%	88%	97%	88%	97%	93%

Student Learning Strengths

In 2018-2019, a major factor contributing to district strengths continued to be the consistency in professional development opportunities across core areas supported on campus and in classrooms. Walkthroughs and observations showed the implementation of the strategies acquired during the staff developments. Other academic strengths included:

1. Frequent visitation of classrooms, involving modeling, coaching, and providing instructional support ensured constant monitoring of classroom instruction based on the diverse needs of the campus.

2. Collaboration of campus staff in analyzing of assessment data was critical to student outcome.
3. Co-curricular and extra-curricular activities such as History Fair, Science Fair, Career and Technical CTOs, and Fine Arts were offered to Hanna ECHS students to help keep them engaged and be able to apply experiences beyond the classroom, campus and district.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. **Data Analysis/Root Cause:** 2019 EOC showed that reading/writing were still lowest performance areas overall

Need Statement 2 (Prioritized): Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause:** Campus surveys for availability and access from 2019 and Spring 2020.

Need Statement 3 (Prioritized): Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. **Data Analysis/Root Cause:** Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)

Need Statement 4 (Prioritized): Need to increase availability and supports for the primary campus instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction. **Data Analysis/Root Cause:** Campus staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation.

Need Statement 5 (Prioritized): Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause:** Campus staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

Need Statement 6 (Prioritized): Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. **Data Analysis/Root Cause:** Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

Need Statement 7 (Prioritized): Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education, grant-based, and other areas). **Data Analysis/Root Cause:** Campus staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

Need Statement 8 (Prioritized): Need to increase STEM/P-TECH/STAMP-related instruction, resources, and student opportunities at all grade levels. **Data Analysis/Root Cause:** Campus staff and accessibility surveys indicate need to increase to increase STEM/P-TECH/STAMP-related instruction, resources, and student opportunities

Need Statement 9 (Prioritized): Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause:** Campus staff and accessibility surveys indicate the need provide supplemental instructional supplies and resources

Need Statement 10 (Prioritized): Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders. **Data Analysis/Root Cause:** Campus staff and accessibility surveys indicate need to increase integration especially through CTE programs

Need Statement 11 (Prioritized): Need to increase supplemental services for struggling and highly able learners using appropriate services. **Data Analysis/Root Cause:** Campus staff and accessibility surveys indicate need to increase services for implementation of appropriate services.

Need Statement 12 (Prioritized): Need to increase enrollment and retention of students at all grade levels. **Data Analysis/Root Cause:** Competition from charter schools in attracting students has led to a decline in enrollment

Need Statement 13: Instructional personnel needed to conduct EOC academies, credit recovery programs and college readiness tutorials. **Data Analysis/Root Cause:** Improve academic performance of students in EOC areas.

School Processes & Programs

School Processes & Programs Summary

Hanna Early College High School is committed to providing students with the instruction that best serves their needs. Programs/Services offered include: Pre-AP/AP courses, Dual Enrollment courses, CTE courses, Saturday Academies, Extended Day tutorials, TSI testing, scholarship opportunities, AP Testing, Credit by Exam among other things. Teachers follow the BISD Curriculum and supplement with state adopted textbooks and other resources. Students participate in assessments as provided by the campus, district, and state. The T-TESS process allows teachers to receive timely feedback and allows them show continous growth. Communications with faculty and staff is possible through: weekly newsletters, continous emails, morning announcements, SBDM and through department chairs and/or strand leaders. Communication with parents is made possible through Home Access Center, School Messenger, marquee, newspaper adds, newsletters from the counselors, parent notices, Remind App, and phone calls.

School Processes & Programs Strengths

Knowledge of district curriculum and TEKS

Weekly Strand Meetings

Planning Data Review Sessions

Recognition of students for academic performances

Implementation of district created checkpoints and benchmarks

Teacher created assessments

Pre-AP and AP Teachers are GT and AP Certified and receive 6 hours of ongoing development each year

Teachers are expected to receive 12 hours of technology each school year

Various academic, fine arts, and athletic activities are available to students

Need Statements Identifying School Processes & Programs Needs

Need Statement 1: Instructional personnel needed to conduct EOC academies, credit recovery programs and college readiness tutorials. **Data Analysis/Root Cause:** Improve academic performance of students in EOC areas.

Need Statement 2 (Prioritized): Need to continue stipends and extra-duty funds for additional duties, dual enrollment, and recruiting and retaining staff in high needs areas. **Data Analysis/Root Cause:** Stipends and Extra-duty funds are a programmatic strength and will continue under the 2020-2021 Compensation Plan.

Need Statement 3: Campus enrollment continues to decline. **Data Analysis/Root Cause:** Competition with charters, decreasing numbers of school age students, and perceptual concerns.

Need Statement 4: Students continue to report feeling safe at schools while expressing concerns about bullying at secondary campuses based on CCNA survey results. **Data Analysis/Root Cause:** Hanna ECHS needs more social/emotional programs integrated into instruction and campus culture.

Need Statement 5 (Prioritized): Need to maintain a clean, welcoming and safe learning environment for all stakeholders **Data Analysis/Root Cause:** Hanna is the oldest high school and in need of constant upkeep

Perceptions

Perceptions Summary

Overall, while the Hanna ECHS continues to be considered as one of the better high schools by many parents and guardians, the continued decreases in enrollment have been interpreted by the BISD Board of Trustees as indicating a need to do more to market the district and highlight the significant recognitions garnered by students, campuses, and programs.

Data sources included in this summary are the BISD District compilations of Parent, Staff, and Student Campus Needs Assessment Surveys for 2014-2015 through 2018-2019. Hanna ECHS' Parent Surveys for 2018-2019 had 21 respondents (about 300 less than Spring 2018 participation) with 85% responding in English and 15% responding in Spanish

Perceptions Strengths

Hanna ECHS Parent Survey indicators showed that parents were satisfied with the special program instruction provided and are in agreement that the regular education program provides a good education to their children. Overall parents agree that Hanna ECHS teachers expect their children to do their very best. For indicators relating to child safety, clean and well maintained schools, and availability of support staff for students, both English and Spanish parents were overall satisfied. Parents strongly agreed that they feel welcomed at their child's school.

Student survey data - due to Covid 19 and challenges with technology students did not complete the survey.

Need Statements Identifying Perceptions Needs

Need Statement 1: Campus enrollment continues to decline. **Data Analysis/Root Cause:** Competition with charters, decreasing numbers of school age students, and perceptual concerns.

Need Statement 2: Students continue to report feeling safe at schools while expressing concerns about bullying at secondary campuses based on CCNA survey results. **Data Analysis/Root Cause:** Hanna ECHS needs more social/emotional programs integrated into instruction and campus culture.

Need Statement 3 (Prioritized): Need to increase attendance for students and teachers and improve school climate. **Data Analysis/Root Cause:** Campus attendance showed a continuing decline in student and teacher attendance during Fall 2019.

Need Statement 4 (Prioritized): Need to maintain a clean, welcoming and safe learning environment for all stakeholders **Data Analysis/Root Cause:** Hanna is the oldest high school and in need of constant upkeep

Priority Need Statements

Need Statement 1: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum.

Data Analysis/Root Cause 1: 2019 EOC showed that reading/writing were still lowest performance areas overall

Need Statement 1 Areas: Student Learning

Need Statement 2: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations.

Data Analysis/Root Cause 2: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)

Need Statement 2 Areas: Student Learning

Need Statement 3: Need to increase enrollment and retention of students at all grade levels.

Data Analysis/Root Cause 3: Competition from charter schools in attracting students has led to a decline in enrollment

Need Statement 3 Areas: Demographics - Student Learning

Need Statement 4: Need to increase availability and supports for the primary campus instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction.

Data Analysis/Root Cause 4: Campus staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation.

Need Statement 4 Areas: Student Learning

Need Statement 5: Need to increase availability of quality technology, software, and internet access for students, faculty and staff.

Data Analysis/Root Cause 5: Campus surveys for availability and access from 2019 and Spring 2020.

Need Statement 5 Areas: Student Learning

Need Statement 6: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities.

Data Analysis/Root Cause 6: Campus staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

Need Statement 6 Areas: Student Learning

Need Statement 7: Need to continue stipends and extra-duty funds for additional duties, dual enrollment, and recruiting and retaining staff in high needs areas.

Data Analysis/Root Cause 7: Stipends and Extra-duty funds are a programmatic strength and will continue under the 2020-2021 Compensation Plan.

Need Statement 7 Areas: School Processes & Programs

Need Statement 8: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate.

Data Analysis/Root Cause 8: Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

Need Statement 8 Areas: Student Learning

Need Statement 9: Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education, grant-based, and other areas).

Data Analysis/Root Cause 9: Campus staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

Need Statement 9 Areas: Student Learning

Need Statement 10: Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements.

Data Analysis/Root Cause 10: Campus staff and accessibility surveys indicate the need provide supplemental instructional supplies and resources

Need Statement 10 Areas: Student Learning

Need Statement 11: Need to increase STEM/P-TECH/STAMP-related instruction, resources, and student opportunities at all grade levels.

Data Analysis/Root Cause 11: Campus staff and accessibility surveys indicate need to increase to increase STEM/P-TECH/STAMP-related instruction, resources, and student opportunities

Need Statement 11 Areas: Student Learning

Need Statement 12: Need to increase supplemental services for struggling and highly able learners using appropriate services.

Data Analysis/Root Cause 12: Campus staff and accessibility surveys indicate need to increase services for implementation of appropriate services.

Need Statement 12 Areas: Student Learning

Need Statement 13: Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders.

Data Analysis/Root Cause 13: Campus staff and accessibility surveys indicate need to increase integration especially through CTE programs

Need Statement 13 Areas: Student Learning

Need Statement 14: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate.

Data Analysis/Root Cause 14: Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

Need Statement 14 Areas: Demographics

Need Statement 15: Need to increase attendance for students and teachers and improve school climate.

Data Analysis/Root Cause 15: Campus attendance showed a continuing decline in student and teacher attendance during Fall 2019.

Need Statement 15 Areas: Demographics - Perceptions

Need Statement 16: Need to increase supports for student and family access to physical and mental health as well as nutritional supports.

Data Analysis/Root Cause 16: Additional state requirements and district student and employee data indicate need.

Need Statement 16 Areas: Demographics

Need Statement 17: Need to increase community and business stakeholders in supporting campus-wide access to technology and communication resources.

Data Analysis/Root Cause 17: Campus surveys and outreach from stakeholders supports this need.

Need Statement 17 Areas: Demographics

Need Statement 18: Need to increase marketing and outreach to community stakeholders through paper, TV, social media and other available means.

Data Analysis/Root Cause 18: Campus surveys of needs and board directives support this as a priority need.

Need Statement 18 Areas: Demographics

Need Statement 19: Need to maintain a clean, welcoming and safe learning environment for all stakeholders

Data Analysis/Root Cause 19: Hanna is the oldest high school and in need of constant upkeep

Need Statement 19 Areas: School Processes & Programs - Perceptions

Goals

Goal 1: Hanna ECHS students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 1: Hanna ECHS student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 3 percentage points.

HB3 Goal

Evaluation Data Sources: STAAR/EOC performance reports.

Strategy 1 Details	Reviews			
Strategy 1: The English I Writing Percentage of Approaches, Meets and Masters for LEP and Special Education Students will increase to meet passing standards on state assessments through curriculum and computer based instruction.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Population: Daily				
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Scope and Sequence Walk through observations Progress Monitoring Summative: TAKS/EOC/ TELPAS Scores				
Staff Responsible for Monitoring: -ESL Teachers -ELA Teachers -Dean of Instruction -Campus Administrators				
Population: Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021				

Strategy 2 Details	Reviews			
Strategy 2: Provide Professional Development for new and existing Secondary teachers on the Plan of Action for English Language Arts, Reading and Math.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Daily CNA: Pg. 16 **Milestone's/Strategy's Expected Results/Impact:** Formative: Professional Development Evaluations Summative: Teacher Transcripts EOC/TELPAS Scores **Staff Responsible for Monitoring:** 9th - 12th grade teachers -Special Ed. Teachers -Dyslexia Teachers -Principals -Dean of Instruction -Lead Teachers/ Department Heads **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021 **Funding Sources:** Consultant Services (TI Education Technology) - 211 Title I-A - 211-13-6291-00-001-Y-30-AYP-Y-9				

Strategy 3 Details				Reviews			
Strategy 3: Provide Professional Development through turn-around trainings and curriculum alignment by selected teachers, Teacher Specialists, and administrators in order to guide planning for student improvement.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**June**
Daily CNA Pg.# 11, 16 **Milestone's/Strategy's Expected Results/Impact:** Formative: Professional Development Evaluations Summative: Curriculum (lesson plans, framework, scope and sequence), Benchmarks **Staff Responsible for Monitoring:** Principal -Dean of Instruction Teacher-Language Arts **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021							
Strategy 4 Details				Reviews			
Strategy 4: Data Wall developed to implement Intervention (RtI) 3 Tier Model in order to support student academic growth and success. All interventions should be scientifically researched based. Documentation of interventions and progress monitoring Use data to identify areas of need Monitor progress of struggling student Adjust instruction / interventions Review student outcome data to evaluate instruction Tier I a minimum of 90 minutes devoted to ELA instruction Tier II 30 minutes per day in small group in addition to the core instruction Tier III 30 minutes per day in individual or small group instruction in addition to the core instruction Daily **Milestone's/Strategy's Expected Results/Impact:** Formative: Pre/Post Tests Summative: Six Weeks Grades/ Semester Grades/ EOC Results **Staff Responsible for Monitoring:** Classroom Teachers Special Education Teachers Dyslexia Teachers Bilingual Education Department Special Education Department Dean of Instruction **Title I Schoolwide Elements:** 2.5 - **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Highly qualified teachers will be recruited for our school and be retained by providing a stipend based on their area of certification (Math, Science, ESL and Social Studies and Special Education), Dual Enrollment Stipends and Tuition, free professional development and free medical insurance.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Population : Teachers CNA Pg. # 14-15 **Milestone's/Strategy's Expected Results/Impact:** Formative: School District Human Resources Website Advertising Summative : Six Weeks Grades/ Semester Grades/ EOC Results **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I Schoolwide Elements:** 2.6 - **Population:** Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021 **Funding Sources:** Stipends - 199 Local funds - 199-11-6117, Dual Enrollment Tuition - 162 State Compensatory - 162-11-6223-15-001-Y-30-000-Y, Dual Enrollment Adjuncts - 162 State Compensatory - 162-11-6299-15-001-Y-30-000-Y				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 1: Hanna ECHS students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 2: 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

Evaluation Data Sources: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Strategy 1 Details	Reviews			
Strategy 1: All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments, thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental support services before other migrant students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Daily **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Distribution Forms, PFS Learning Academy Reports, Composite of Services Reports Summative Impact: *Fewer PFS students are identified due to increased performance. *On-time promotion and on-time graduation rates increase. **Staff Responsible for Monitoring:** Migrant Campus Clerk Migrant Recruiters District Migrant Coordinator **Population:** All Migrant students - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021 **Funding Sources:** Migrant Consulting Services (PFS Academy) - 212 Title I-C (Migrant) - 212-11-6291-00-001-Y-24-Y-0F2-Y, Migrant Supplies - 212 Title I-C (Migrant) - 212-11-6399-00-001-Y-24-Y-0F2-Y, Migrant ESC Services (Math Academy) - 212 Title I-C (Migrant) - 212-11-6239-00-001-Y-24-Y-0F2-Y, Migrant Transportation - 212 Title I-C (Migrant) - 212-11-6494-00-001-Y-24-Y-0F2-Y				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: Hanna ECHS students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2020-2021 participation.

    Evaluation Data Sources: Regional and state competition participation numbers

Strategy 1 Details	Reviews			
Strategy 1: Hanna Early College students including Fine Arts and CTE students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district / community events, and public performances.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
(Daily) **Milestone's/Strategy's Expected Results/Impact:** Formative: Performance ratings, attendance, audience/student reaction Summative: EOC Scores / TELPAS Scores **Staff Responsible for Monitoring:** All fine arts teachers, directors **Population:** Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021 **Funding Sources:** CTE Funds - 164 State Career and Technical Education - 164-36-6412, CTE Funds - 164 State Career and Technical Education - 164-36-6494, Co-Curricular Stipends - 199 Local funds - 199-36-6117, Co-Curricular Subs - 199 Local funds - 199-36-6112, Transportation - 199 Local funds - 199-36-6494, General Supplies - 199 Local funds - 199-36-6399, Misc Contracted - 199 Local funds - 199-36-6412-00-001-Y-99-000-Y, Contracted Services for Senior Pictures - 199 Local funds - 199-11-6299-00-001-Y-11-000-Y, Graduation Programs - 199 Local funds - 199-11-6399-16-001-Y-11-000-Y, CTE Funds - 164 State Career and Technical Education - 164-31-6411, CTE Funds - 164 State Career and Technical Education - 164-11-6412, CTE Funds - 164 State Career and Technical Education - 164-11-6494, CTE Funds - 244 Perkins Grant (Fed. CTE) - 244-11-6412, Graduation supplies - 199 Local funds - 199-11-6269-00-001-Y-11-000-Y				

Strategy 2 Details	Reviews			
Strategy 2: Increase vertically aligned course offerings and in all instructional materials needed to ensure equitable access for all students includes fine arts advanced placement (AP)/Dual enrollment courses to ensure college readiness.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Timeline: Daily- August 2018-June 2019 (Daily) **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign in sheets / ERO Transcripts Summative: EOC Scores / TELPAS Scores **Staff Responsible for Monitoring:** All fine arts teachers, directors **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: Hanna ECHS students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 4: Hanna ECHS Career and Technical Education student participation will increase by 3 percentage points over 2019 including special population students and CCMR graduates will improve over prior year graduates by at least one percentage point.

Evaluation Data Sources: Research Driven Accountability (RDA--was PBMAS) reports, CTE enrollment PEIMS reports, CCMR reports, P-TECH grant indicators.

Strategy 1 Details	Reviews			
Strategy 1: CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Increased student engagement on walkthrough reports Increased usage on software application data reports Increased usage of latest software applications Summative: Increase of at least 1 percentage point annually in the numbers and percentages of students receiving endorsements, certifications and licenses. **Staff Responsible for Monitoring:** CTE Staff Career Placement Officers Assistant Principals **Population:** CTE Students - **Start Date:** August 25, 2020 - **End Date:** June 11, 2021 **Funding Sources:** CTE Funds - 164 State Career and Technical Education - 164-11-6299, CTE Funds - 164 State Career and Technical Education - 164-11-6321, CTE Funds - 164 State Career and Technical Education - 164-11-6497, CTE Funds - 164 State Career and Technical Education - 164-31-6399, CTE Funds - 164 State Career and Technical Education - 164-11-6396, CTE Funds - 164 State Career and Technical Education - 164-11-6118, CTE Funds - 164 State Career and Technical Education - 164-11-6249, CTE Funds - 164 State Career and Technical Education - 164-11-6399, CTE Funds - 164 State Career and Technical Education - 164-36-6412, CTE Funds - 164 State Career and Technical Education - 164-36-6399, CTE Funds - 164 State Career and Technical Education - 164-31-6499, CTE Funds - 164 State Career and Technical Education - 164-11-6398, CTE Funds - 244 Perkins Grant (Fed. CTE) - 244-11-6399				

Strategy 2 Details	Reviews			
Strategy 2: Hanna ECHS campus staff will collaborate with the P-TECH TEA technical service providers and P-TECH advisory committees to implement plans for P-TECH Porter and Hanna Early College High Schools based on the P-TECH Blueprint.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: meeting agendas, sign-ins, and draft plans for implementation Summative Impact: submitted application for designation as Pathways to Technology Early College High School (P-TECH) or Industry Certification Innovative Academy (ICIA) ECHS. **Staff Responsible for Monitoring:** Early College Director CTE Assistant Principal Principal **Population:** Staff and ECHS/P-Tech Students - **Start Date:** August 25, 2020 - **End Date:** June 11, 2021				
0% No Progress	100% Accomplished	Continue/Modify	❌ Discontinue	

Goal 1: Hanna ECHS students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 5: Hanna ECHS will implement the early college high school model at all comprehensive and stand-alone high schools to maintain designation and improve performance as measured by the ECHS Blueprint.

Evaluation Data Sources: TSIs reports, dual enrollment credit reports, AP score reports, ECHS Blueprint

Strategy 1 Details	Reviews			
Strategy 1: Implement a comprehensive Texas Success Initiative (TSI) prep or remediation plan beginning in the 8th grade and continuing through high school with the expectation that all Hanna students will graduate college ready.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: TSI test taking and passing data by campus and grade Summative Impact: Increased percentage of students passing each and all TSI assessments at each grade level over previous year. **Staff Responsible for Monitoring:** ECHS Director ECHS Assistant Principal ECHS Principals **Population:** Students Grades 9th -12th - **Start Date:** August 25, 2020 - **End Date:** June 11, 2021				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 2: Hanna ECHS, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 1: Hanna ECHS will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

Evaluation Data Sources: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Strategy 1 Details	Reviews			
Strategy 1: Hanna Early College High School will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All departments and campus facilities Timeline: August 2020-June 2021 Daily (Daily)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals Maintenance Supervisor **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021 **Funding Sources:** Supplies for maintenance and operation costs - 199 Local funds - 199-51-6315-00-001-Y-99-000-Y				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Hanna ECHS, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 2: Plan draft (specification description) for a multi-purpose Performing Arts Center including input from all appropriate stakeholders.

Evaluation Data Sources: Presented draft plans

Strategy 1 Details		Reviews		
Strategy 1: Hanna Early College will create and implement a systematic approach to the renovation/ upgrade/		**Formative**		**Summative**
improvement of facilities to include prioritizing based on safety and needs of the district. Population: All department and campus facilities	**Oct**	**Jan**	**Mar**	**June**

Daily
 	
    Milestone's/Strategy's Expected Results/Impact: Formative: Survey
 	
    Summative: Evaluation/analysis of survey data
    Staff Responsible for Monitoring: Principal
    Dean of Instruction
    Assistant Principals
    Maintenance Supervisor
    Population: Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers -
    Start Date: August 25, 2020 - **End Date:** June 15, 2021
    Funding Sources: Gator for Campus Safety - 199 Local funds - 199-23-6639-00-001-Y-99-000-Y				

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 3: Hanna ECHS will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 1: Hanna ECHS will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Sources: Fiscal reports for the campus, internal and external audit reports and FIRST ratings. Additional expenditures due to COVID-19 are being offset where possible from other budgeted funds that cannot be currently expended.

Strategy 1 Details	Reviews			
Strategy 1: The campus will support programs in the effective and efficient use of 100% of available budgeted funds based on the needs assessments.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: draft of revised compensation plan Summative: approved revised compensation plan **Staff Responsible for Monitoring:** Campus Administration SBDM **Title I Schoolwide Elements:** 2.6 - **Population:** Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021 **Funding Sources:** District Stipends - 199 Local funds - 199-11-6117				
Strategy 2 Details	Reviews			
Strategy 2: Core area highly qualified teachers (8) , 3 nurses, 2 library aides, 1 dyslexia aide will be utilized to meet the needs of Title I-A students in order to ensure that academic progress in attained and academic gaps are closed. Population: Teachers	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Timeline: August 2020-June 2021 Daily (Daily) **Milestone's/Strategy's Expected Results/Impact:** Formative: e-school Plus At-Risk Progress Reports, Benchmark Scores, Lesson Plans, Walk-Throughs, Attendance Reports Summative: EOC, Attendance, Rate, Retention Rate, Recidivism Rate, Graduation Rate, Completion Rate, Dropout Rate **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021				

Strategy 3 Details	Reviews			
Strategy 3: Teacher appreciation week will he held in May once a week to recognize all Faculty and Staff for their dedication and hard work.	Formative			Summative
	Oct	Jan	Mar	June
Population: Teachers May 2019 **Milestone's/Strategy's Expected Results/Impact:** Formative: Calendar of Activities for the week Summative: List of Teachers attending activities and receiving recognitions **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals **Population:** Faculty and Staff - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021				

Strategy 4 Details	Reviews			
Strategy 4: Recognition of Bell Awards of Teachers and Honors and Achievement Ceremony.	Formative			Summative
	Oct	Jan	Mar	June
Population: Teachers April 2021 **Milestone's/Strategy's Expected Results/Impact:** Formative: Schedule of Honors and Achievement Ceremony Summative: Student announcement of Bell Award Recipients **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals **Population:** Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021				

Strategy 5 Details	Reviews			
Strategy 5: Hanna ECHS will use available funds to address the needs created by the district designation of "Closed--Instructing" per emergency declarations by the Governor of Texas and the Texas Education Agency. DCNA: COVID 19	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Summative: fund reports for addressing COVID 19 **Staff Responsible for Monitoring:** Administration **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI - **Start Date:** August 25, 2020 - **End Date:** June 11, 2021				

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

Goal 3: Hanna ECHS will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 2: Hanna ECHS will commit to a balanced budget which includes improved compensation for 100% of teachers.

Evaluation Data Sources: Compensation plan including improved funding for teachers.
Note: Teachers increases were included in the budget for 2020-2021.
TIA Cohort D plan.

Strategy 1 Details	Reviews			
Strategy 1: Give priority to teachers from high poverty/ high minority/ low performing areas to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives including Teacher Incentive Allotment.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Compensation plan will reflect incentives available for teachers at high poverty/high minority/ low performing campuses. Formative: draft of revised compensation plan Summative: approved revised compensation plan **Staff Responsible for Monitoring:** Administration **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, Teachers - **Start Date:** August 25, 2020 - **End Date:** June 11, 2021 **Funding Sources:** Teacher Incentive Allotment Stipends 199 Local funds - 199 Local funds				
Strategy 2 Details	Reviews			
Strategy 2: Develop incentives for teachers from business and community resources to improve attendance and performance.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: improved attendance comparing prior year six weeks to current year six weeks Summative: improved annual teacher attendance and improved student performance on state assessments **Staff Responsible for Monitoring:** Administration **Population:** Teachers - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021				
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 3: Hanna ECHS will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 3: Hanna ECHS will create and provide faculty and staff recognition and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Sources: Campus needs assessment surveys, district/campus climate surveys

Strategy 1 Details	Reviews			
Strategy 1: The campus will support SBDM committee in creating and participating in employee incentives and recognitions to improve employee and campus morale and climate.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative result: Campus CNA survey and district/campus climate survey data related to support and retention Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates **Staff Responsible for Monitoring:** Administration SBDM **Population:** Faculty and Staff - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021 **Funding Sources:** 199 Local funds - 199 Local funds				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: Hanna ECHS will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 1: Hanna ECHS will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

Evaluation Data Sources: Media records with Public Information Office, enrollment data

Strategy 1 Details	Reviews			
Strategy 1: Hanna Early College High School will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Population: BISD Stakeholders (Daily) **Milestone's/Strategy's Expected Results/Impact:** Formative: schedule of weekly articles Summative: Newspaper articles; KBSD Shows; Media exposure **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals Maintenance Supervisor **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021				

Strategy 2 Details	Reviews			
Strategy 2: Hanna Early College High School will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognition, co-/extra-curricular activities, and parent/community events.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Population: BISD Stakeholders Daily **Milestone's/Strategy's Expected Results/Impact:** Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals Maintenance Supervisor **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021				

Strategy 3 Details		Reviews			
Strategy 3: Hanna ECHS will update websites at least monthly including showcasing student and community activities.		**Formative**			**Summative**
Population:		Oct	Jan	Mar	June
Daily					
Milestone's/Strategy's Expected Results/Impact: Formative: checklist of websites indicating are current					
Summative: report at end of year for monthly checklist results					
Staff Responsible for Monitoring: Principal					
Dean of Instruction					
Assistant Principals					
Population: Hanna ECHS Stakeholders - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Goal 4: Hanna ECHS will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 2: Hanna ECHS will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

    Evaluation Data Sources: School calendar showing earlier start date.

Goal 5: Hanna ECHS will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 1: Discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 5%.

Evaluation Data Sources: BAC placement data for 2018-2019 and 2019-2020, PEIMS discipline report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

Strategy 1 Details	Reviews			
Strategy 1: Training & Professional Development Teachers will be trained on conflict resolution, discipline management, out-cries, and violence prevention.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Population: All Students
 	
Daily
    Milestone's/Strategy's Expected Results/Impact: Formative: Sign in sheets
 	
    Summative: Discipline Referral Count
    Staff Responsible for Monitoring: Counselors
    Administration
    Population: Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021				

Strategy 2 Details	Reviews			
Strategy 2: In School Suspension	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

ISS will be restructured to meet the needs of students and bring in implementation of Edgenuity odyssey.
 	
Population: All Students
 	
(Daily)
    Milestone's/Strategy's Expected Results/Impact: Formative: Walk-throughs
 	
    Summative: ISS Attendance Rates
    Staff Responsible for Monitoring: Principal
 	
    Assistant Principals
    Population: Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021				

Strategy 3 Details	Reviews			

Strategy 3: Security Cameras
Additional security cameras will be installed to ensure the security needs of the campus as well as a monitor to view cameras throughout the day.
 	
Population: All Students
 	
Timeline: August 2020-June 2021
Daily
(Daily)
    Milestone's/Strategy's Expected Results/Impact: Formative: Increased coordination between security and administration
 	
    Summative: Reduction in vandalism
    Staff Responsible for Monitoring: Principal
 	
    Assistant Principals
 	
    Security
 	
    Monitor
    Population: Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**

Strategy 4 Details		Reviews		
Strategy 4: Provide classroom instructional strategies to keep students engaged and away from discipline issues.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Population: All Students Daily **Milestone's/Strategy's Expected Results/Impact:** Formative: Walk-throughs Summative: Reduction in discipline referrals. EOY Reports **Staff Responsible for Monitoring:** Principal Assistant Principals Security Monitor **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE **- Start Date:** August 25, 2020 - **End Date:** June 15, 2021					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Goal 5: Hanna ECHS will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2020-2021 and will not be disproportionate for any population.

Evaluation Data Sources: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Goal 5: Hanna ECHS will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 3: Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis.

    Evaluation Data Sources: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Goal 6: Hanna ECHS, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2018-2019 to 2019-2020.

Evaluation Data Sources: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Strategy 1 Details	Reviews			
Strategy 1: Host New Student Orientation for Parents and Students	**Formative**			**Summative**
Schedules	**Oct**	**Jan**	**Mar**	**June**
District / Campus Rules Home Access Center (HAC) Daily 　**Milestone's/Strategy's Expected Results/Impact:** Formative : Agenda, Code of Conduct Handbook, S-P-S Compact 　Summative: Sign in sheets, Parent Participation 　EOC Results 　Attendance Rate 　Discipline Results 　**Staff Responsible for Monitoring:** Administration 　Teachers 　Parent Liaison 　**Population:** Parents - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021				

Strategy 2 Details	Reviews			

Strategy 2: Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:
 	
Parental Involvement Policy
School-Parent-Student Compact
Campus Improvement Plan
 	
Daily
 	
    Milestone's/Strategy's Expected Results/Impact: Formative:
    Parent Rep. Sign-in Sheets
    Completed Parental Involvement Policies
    Campus S-P-S Compacts
    CIP, Calendars, Meeting Agendas
 	
    Summative:
    Training Session Evaluations
    LPAC and SBDM Meeting minutes
    EOC Results
    Attendance Rate
    Discipline Results
    Staff Responsible for Monitoring: Principal
    Assistant Principals
    Counselors
    Parent Liaison
    Population: Parents - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Campus will purchase needed supplies for Parent Center for enrichment classes and educational trainings for parents. This will include but not limited to Computer Literacy, Nutrition classes and fitness classes. Also, Arts and Crafts classes will be conducted to increase parental involvement by encourage parents to work in collaboration with their children in designing graduation caps. Parents will also work in collaboration with their children in designing mums and garters for homecoming in order to increase school spirit and family engagement.	**Oct**	**Jan**	**Mar**	**June**

Daily

    Milestone's/Strategy's Expected Results/Impact: Formative: Agenda, Parent Activities

    Summative: Sign in sheets
EOC Results
Attendance Rate
Discipline Results

    Staff Responsible for Monitoring: Administration
Parent Liaison

    Title I Schoolwide Elements: 3.1 - **Population:** Parents - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021

    Funding Sources: Parent Center Miscellaneous Operating Costs - 211 Title I-A - 211-61-6499-53-001-030-0F2-Y, Parent Center General Supplies - 211 Title I-A - 211-61-6399-00-001-Y-30-0F2-Y

Strategy 4 Details		Reviews			
		Formative			**Summative**
Strategy 4: Conduct the following annual Title I-A required activities;		Oct	Jan	Mar	June
Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the campus level					
Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas.					
Title I-A Meeting to inform parents of the services provided through Title I funds					
Title I-A Parent Survey to evaluate the effectiveness of the Campus Parental Involvement Program					
Daily					
Milestone's/Strategy's Expected Results/Impact: Formative: Completed Parental Involvement Policies Campuses S-P-S Compacts, Campus Visitation Reports, Campus Websites Fliers, Meeting Agendas					
Summative: Completed Title I-A Parental Involvement Compliance Checklist Signed S-P-S Compact Training Session Evaluations EOC Results Attendance Rate Discipline Results					
Staff Responsible for Monitoring: Parent Liaisons Principals Parent Liaisons					
Population: Parents - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021					

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Parent Liaison and staff will attend meetings, workshops and conduct home visits in district / out of district to receive training on how to better assist parents of struggling students and monitor attendance. Liaisons will assist in distribution of resources to parents, conduct trainings and conduct parent meetings .	**Oct**	**Jan**	**Mar**	**June**
Daily CNA Pg. 12; CPN #4 **Milestone's/Strategy's Expected Results/Impact:** Formative: Registration / Agenda, job description, meeting minutes Summative: Evaluations, parental involvement will increase 10% EOC Results Attendance Rate Discipline Results **Staff Responsible for Monitoring:** Parent Liaison Attendance Liaisons Asst. Principal **Title I Schoolwide Elements:** 3.2 - **Population:** Parents - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021 **Funding Sources:** Home Visitors Employee Travel - 211 Title I-A - 211-61-6411-00-001-Y-30-0F2-Y, Drop Out Specialist Travel - 162 State Compensatory - 162-23-6411-23-001-Y-30-TRV-Y, Extra Duty Pay for distribution of Resources to parents during Covid19 - 211 Title I-A - 211-61-xxx-00-001-Y30-0F2Y				

Strategy 6 Details	Reviews			
Strategy 6: Campus migrant clerks will conduct a minimum of two migrant parent meetings to provide migrant parents with current information regarding the academic progress of students and on-time graduation. Provide light snack at the parent meetings. Daily CNA Pg. # 7 & 8; PCE #4, 5 **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign-In sheets & Agendas of Parent Meetings Summative: * PBMAS report *Increased participation in PAC Meetings *Increased student participation in supplemental activities **Staff Responsible for Monitoring:** Migrant Campus Clerk District Migrant Coordinator Migrant Counselor **Title I Schoolwide Elements:** 3.2 - **Population:** Migrant Parents - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021 **Funding Sources:** Migrant Parent Meeting - 212 Title I-C (Migrant) - 212-61-6499-53-001-Y-24-0F2-Y	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Goal 7: Hanna ECHS Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

Evaluation Data Sources: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Goal 7: Hanna ECHS Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 2: The CTE Department will provide on-going professional development for CTE teachers, so that extended leaning opportunities, with the use of research-based programs and activities, are provided to students to ensure more opportunities to be college and career ready.

Evaluation Data Sources: Professional development records for CTE, numbers of students in under-served pathways, survey data

Goal 7: Hanna ECHS Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 3: 100% of Hanna ECHS teachers assigned to instruct students identified for Bilingual services and all secondary English Language Arts teachers assigned to instruct students identified for ESL services will become Bilingual / ESL certified this school year.

Evaluation Data Sources: Professional Development records and SBEC Teacher Certification records,

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers who service ELs and need to be Bilingual/ESL certified with professional development	**Formative**			**Summative**
activities and other financial support. Activities include:	Oct	Jan	Mar	June
*Stipends and other expenses related to certification test preparation to address TEA TEC Chapter 89 requirements. *Coaching for teacher of ELs, *funds to attend BIL/ESL Educational conferences, symposiums, and other professional development activities, and *other allowable support for attaining BIL/ESL certification.				
Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS Session attendance and Evaluation Reports Summative Impact: Documented teacher certifications for all teachers assigned EL students. Completion of activities in BIL/ESL required compliance plans.				
Staff Responsible for Monitoring: Principal Dean ELA Assistant Principal				
Population: Teachers serving BIL/ESL students - **Start Date:** June 6, 2020 - **End Date:** June 30, 2021				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 7: Hanna ECHS Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 4: All Hanna ECHS staff will participate in required on-going trainings related to trauma informed care and safe and supportive schools.

Evaluation Data Sources: Training records for campus staff and implementation documentation.

Strategy 1 Details	Reviews			
Strategy 1: All teachers, administrators and counselors will complete trauma-informed care training from a state approved program to increase awareness and implement best practices to support students' well-being and apply interventions for academic and emotional support. (Policy FFBA)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff Summative: end of year reports **Staff Responsible for Monitoring:** Administration Campus Threat Assessment Team Leaders **Population:** All Faculty and Staff - **Start Date:** November 16, 2020 - **End Date:** June 11, 2021 - **Revision Date:** November 16, 2020				

Strategy 2 Details	Reviews			
Strategy 2: Hanna ECHS Campus will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community school, or individual and support the district in implementing the district's multi-hazard emergency operations plan. (Policy FFB)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff Summative: end of year reports **Staff Responsible for Monitoring:** Administration Campus Threat Assessment Team Leaders **Population:** All Faculty and Staff - **Start Date:** November 16, 2020 - **End Date:** June 11, 2021 - **Revision Date:** November 16, 2020				

Strategy 3 Details		Reviews			
Strategy 3: Hanna ECHS will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children. Hanna ECHS shall provide a child abuse anti-victimization program that includes presentations to students and campus staff. (Policy FFG)		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting of presentations Summative: end of year reports trainings **Staff Responsible for Monitoring:** Administration Campus Threat Assessment Team Leaders **Population:** All Faculty and Staff - **Start Date:** November 16, 2020 - **End Date:** June 11, 2021 - **Revision Date:** November 16, 2020					
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Goal 8: Hanna ECHS will implement technology to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

Performance Objective 1: All schools will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

Evaluation Data Sources: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Strategy 1 Details	Reviews			

Strategy 1: Campus will purchase desktops computers, interactive displays, chromebooks, mobi pads, projectors, laptops and software (windows office, Edgenuity, APEX, All In Learning, TANGO) /Chrome Educational package, technology supplies / renew subscriptions that fit campus specific needs to improve overall student performance and assist with credit recovery programs Edgenuity for At-Risk Students, API, Edgenuity Blended Program, KHAN Academy, TSI Remediation, All In Learning and Problem-Attic data analysis, etc.
 	
Daily
 	
 CNA Pg 12
 	
    Milestone's/Strategy's Expected Results/Impact: Formative: Student Progress Reports, Benchmark Scores
 	
Summative: Student Transcripts
    Staff Responsible for Monitoring: Principals
 	
TST
 	
Dean of Instruction
Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction - **Population:** Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021
Funding Sources: Student ID Machine - 199 Local funds - 199-11-6395-62-00-001-Y-11-000-Y, Software - 162 State Compensatory - 162-11-6299-62-001-Y-30-AYP, Chromebooks, Printers - 162 State Compensatory - 162-11-6398-62-001-Y-30-000-Y, Laptops - 162 State Compensatory - 162-13-6398-62-001-Y-30-000-Y, Technology for data desegregation - 162 State Compensatory - 162-13-6639-62-001-Y30-337-Y, Supplies - 162 State Compensatory, P-Tech Technology - 429 P-TECH Grant Funds - 429-11-6398-62-001-Y-38-PSG-Y, Poster Maker for Data Analysis - 199 Local funds - 199-23-6639-00-001-Y-99-000-Y
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Campus will provide a website license to communicate with teachers, students, parents and community of the various educational opportunities and pertinent information regarding school and district programs and functions.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Daily CNA Pg. 23 **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021					
0% No Progress	100% Accomplished		Continue/Modify		✗ Discontinue

Goal 9: Hanna ECHS through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Increase the overall campus attendance rate to 96% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

> **Evaluation Data Sources:** District and campus attendance rates, At-Risk Student Attendance.

Goal 9: Hanna ECHS through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 2: Reduce the Middle School Dropout Rate to less than 1%, increase the High School Completion Rate to 95% and increase the High School Graduation Rate to 91.3%.

    Evaluation Data Sources: Drop-out and Graduation rate reports.

Strategy 1 Details	Reviews			
Strategy 1: The Probation officer will work with students who are on probation to improve behavior and to maximize classroom performance.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Daily
 	
CNA Pg.#
    Milestone's/Strategy's Expected Results/Impact: Formative: e-school Plus At-Risk Progress Reports, Benchmark Scores, Student Progress Reports
 	
    Summative: STAAR, Attendance, Rate, Retention Rate, Recidivism Rate, Graduation Rate, Completion Rate, Dropout Rate
    Staff Responsible for Monitoring: Principals
Administrator for State Compensatory Education
    Population: Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021
    Funding Sources: Probation Officer - 162 State Compensatory - 162-32-6299				

Strategy 2 Details	Reviews			
Strategy 2: In order to create a community of caring adults, Communities in School (CIS) will work with the high school to bring resources and services to students and parents.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Daily
    Milestone's/Strategy's Expected Results/Impact: Formative: e-school Plus At-Risk Progress Reports, Benchmark Scores, Student Progress Reports
 	
    Summative: STAAR, Attendance, Rate, Retention Rate, Graduation Rate, Completion Rate, Dropout Rate
    Staff Responsible for Monitoring: Principals
Administrator for State Compensatory Education
    Population: Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021
    Funding Sources: CIS - 162 State Compensatory - 162-32-6299				

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: The school will provide transportation IHE's and an orientation including AVID Strategies to 8th Graders from feeder schools and implement a Summer Bridge Academy to incoming 9th Grade Students and a Cohort Express Academy to address the academic needs of At-Risk students not meeting graduation as of August 30, 2020.	**Oct**	**Jan**	**Mar**	**June**
CNA Pg. 12 **Milestone's/Strategy's Expected Results/Impact:** Formative: Credits Accrued and Student Transcripts Summative: Retention Rate, Graduation Rate, Completion Rate **Staff Responsible for Monitoring:** Principals Administrator for State Compensatory Education **Title I Schoolwide Elements:** 2.4 - **Population:** Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021 **Funding Sources:** Summer Bridge Supplies - 211 Title I-A - 211-11-6399-00-001-Y-30-BDG-Y, AVID Membership - 211 Title I-A - 211-11-6495-00-001-Y-30-0F2-Y, AVID Weekly Secondary - 211 Title I-A - 211-11-6325-00-001-Y-30-0F2-Y, Summer Bridge Program (Teachers, Admin & Counselors) - 211 Title I-A - 211-XX-6118-00-001-Y-30-BDG-Y, Summer Bridge Transportation - 211 Title I-A - 211-11-6494-00-001-Y-30-BDG-Y, P-TECH TRAVEL - 429 P-TECH Grant Funds - 429-11-6412-00-001-Y-38-PSG-Y, Summer Bridge Awards - 211 Title I-A - 211-11-6498-00-001-Y-30-BDG-Y, P-TECH TRAVEL - 429 P-TECH Grant Funds - $550.00 9 2 3 P-TECH TRAVEL, Choir Dues - 199 Local funds - 199-36-6495-57-001-99-000-Y				

Strategy 4 Details	Reviews			
Strategy 4: The Dean of Instruction, Administrators and teachers will attend and conduct regular research-based professional development training in order to train and retain highly qualified personnel that will positively impact At-Risk student achievement.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Training will be used to improve student achievement for those students most at-risk of not graduating on-time as well as improving/ upgrading the campus which include AP and Pre-AP (Daily) CNA Pg.# 4				

Milestone's/Strategy's Expected Results/Impact: Formative: ERO Session Evaluation Reports, ERO Session Attendance Report, Lesson Plans, Classroom Observations, Student Progress Reports, benchmark scores

Summative: STAAR

Staff Responsible for Monitoring: Principals
Administrator for State Compensatory Education Department

Population: Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students -
Start Date: August 25, 2020 - **End Date:** June 15, 2021

Funding Sources: Dean of Instruction - 162 State Compensatory - 162-13-6119-31-001-Y-30-000-Y, Registration - 211 Title I-A - 211-13-6497-23-001-Y-30-AYP-Y, Substitutes - 199 Local funds - 199-11-6112, Bilingual Travel - 163 State Bilingual - 163-13-6411-23-001-Y-25-031-Y, Registration - 211 Title I-A - 211-23-6497-23-001-Y-30-0F2-Y, 211 Stipend - 211 Title I-A - 211-13-6117-00-001-Y-30-0F2-Y, CTE Funds - 244 Perkins Grant (Fed. CTE) - 244-13-6411, P-Tech Travel - 429 P-TECH Grant Funds - 429-13-6411-23-001-Y-22-PTE-Y

Strategy 5 Details	Reviews			
Strategy 5: The STARS and Dyslexia programs will be offered during the school day, after school and Saturdays to provide accelerate instruction to identified students using Edgenuity Programs.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Daily				

Milestone's/Strategy's Expected Results/Impact: Formative: Student progress reports, student credit counts, walkthroughs, lesson plans

Summative: STAAR, Retention Rate, Dropout Rate, Graduation Rate, Completion R

Staff Responsible for Monitoring: Campus Administration
Administrator for State Compensatory Education Department

Population: Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students -
Start Date: August 25, 2020 - **End Date:** June 15, 2021

Funding Sources: Personell - 162 State Compensatory - 162-11-6119-

Strategy 6 Details		Reviews			
Strategy 6: A Dyslexia teacher will monitor the academic progress, attendance and provide support services for identified students, staff, and parents.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
(Daily) CNA Pg.# 18 **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson Plans, classroom observations, student progress reports, benchmark scores Summative: STAAR, Completion Rate, Graduation Rate. **Staff Responsible for Monitoring:** Campus Administration Administrator for State Compensatory Education Department **Population:** Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021					

Strategy 7 Details		Reviews			
Strategy 7: Accelerated Instruction will be provided to those students that have not passed their EOC Tests and/or are struggling in their classes. They will begin on the 4th week of school to address the needs of students in the areas of English I, English II, Algebra I, Biology and U.S. History. These tutorials will be held before, after school and on Saturdays.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: e-schoolplus tutorial schedule, tutorial attendance report, tutorial lesson plans, classroom observation, student progress reports, benchmark scores Summative: STAAR, Retention Rate, Graduation Rate, Completion Rate **Staff Responsible for Monitoring:** Dean of Instruction Assistant Principals Administrator for State Compensatory Education **Title I Schoolwide Elements:** 2.4 - **Population:** Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021 **Funding Sources:** Tutorials EOC - 162 State Compensatory - 162-11-6118-00-001-Y-24-EOC-Y, Tutorials Regular - 162 State Compensatory - 162-11-6118-00-001-Y-24-EOC-Y, OFSDP - 211 Title I-A - 211-11-6121-00-001-Y-30-0F2-Y					

Strategy 8 Details	Reviews			
Strategy 8: The At-Risk Counselor will monitor and coordinate intervention programs for students classified as At-Risk to improve student achievement and attendance.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Daily CNA Pg.# 18 **Milestone's/Strategy's Expected Results/Impact:** Formative: e-school plus At-Risk Progress Reports, Student progress reports, benchmark scores Summative: STAAR, Dropout Rate, Attendance Rate, Graduation Rate, Completion Rate **Staff Responsible for Monitoring:** Administrator for Compensatory Education Campus Administration **Population:** Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021 **Funding Sources:** At-Risk - 162 State Compensatory - 162-31-6119-31-001-Y-30-000-Y				

Strategy 9 Details	Reviews			
Strategy 9: The Program Specialist will monitor and coordinate dropout intervention programs for students classified as At-Risk in order to decrease the dropout rate, and increase the completion and graduation rate. Specialist will coordinate Walk for the Future to bring back students in danger of dropping out of school.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
(Daily) **Milestone's/Strategy's Expected Results/Impact:** Formative: e-school plus At-Risk Progress Reports, Student progress reports, benchmark scores Summative: STAAR, Dropout Rate, Attendance Rate, Graduation Rate, Completion Rate **Staff Responsible for Monitoring:** Campus Administration Administrator for State Compensatory Education **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021 **Funding Sources:** Walk for The Future Supplies - 162 State Compensatory - 162-61-6399-00-001-Y-30-WTF-Y, Walk for The Future Supplies - 162 State Compensatory - 162-61-6499-53-001-Y-30-WTF-Y, Dropout Specialist - 162 State Compensatory - 162-23-6119-01-001-Y-30-037-Y				

Strategy 10 Details	Reviews			
Strategy 10: Unaccompanied Youth: Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake. Timeline: Fall 2020 **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO Session Evaluation Reports, ERO Session Attendance Report, Student Progress Report Summative: STAAR, Retention Rate, Attendance Rate, Completion Rate, Graduation Rate **Staff Responsible for Monitoring:** PEIMS Administrator **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 11 Details	Reviews			
Strategy 11: Provide Substitutes for testing and for professional development opportunities which will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, decrease the retention rate and dropout rate. Professional development opportunities include: Identification of at-risk students via state and local criteria, Graduation Rate, Completion Rate, and Dropout Rate Survivor Manual, Graduation Cohorts, Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance Daily CNA Pg.# 4 **Milestone's/Strategy's Expected Results/Impact:** Formative: eSchool Reports through Homeless Youth Project, AR Student Enrollment, Student Progress Reports Summative: STAAR, Retention Rate, Attendance Rate, Completion Rate, Graduation Rate **Staff Responsible for Monitoring:** Program Specialist; At-Risk Counselor **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021 **Funding Sources:** Substitutes - 162 State Compensatory - 162-11-6112-18-001-Y-30-000-Y, P-TECH SUBSTITUTES - 429 P-TECH Grant Funds - 429-13-6112-00-001-Y-38-PSG-Y	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 12 Details	Reviews			

Strategy 12: A food pantry and clothes closet will be implemented to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.
 	
Timeline: August 2020-June 2021
Daily
    Milestone's/Strategy's Expected Results/Impact: Formative: Pantry and Clothes Closet Inventory, Pantry and
    Clothes Closet Distribution Log, Progress Monitoring
    Assessment Scores, Student Progress Reports
 	
    Summative: STAAR, Attendance Rate, Retention Rate,
    Dropout Rate, Graduation Rate, Completion Rate
    Staff Responsible for Monitoring: CIS
 	
    Program Specialist
 	
    At-Risk Counselor
    Population: Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**

Strategy 13 Details		Reviews			
Strategy 13: Faculty and Staff will carry out the instructional program, TELPAS , LPAC Meeting, using a variety of computer software programs and supplemental instructional and testing supplies, and materials in the core content areas in order to improve student achievement including the use of Aware to analyze data. Daily CNA Pg. 12		**Formative**			**Summative**
		Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Master Schedule Attendance Report, Lesson Plans , Walk throughs, Six Weeks Tests, Student Report Cards Summative: EOC Scores / TELPAS Scores **Staff Responsible for Monitoring:** Department Chairs Strand Leaders TST Assistant Principal Counselors Dean of Instruction **Title I Schoolwide Elements:** 2.4, 2.5 - **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021 **Funding Sources:** Ink Supplies - 211 Title I-A - 211-11-6399-62-001-Y-30-0F2-Y, Substitutes - 163 State Bilingual - 163-11-6112-00-001-Y-25-000-Y, 211 Student Supplies - 211 Title I-A - 211-11-6399-00-001-Y-30-0F2-Y, 211 Summer Bridge Supplies - 212 Title I-C (Migrant) - 211-11-6399-00-001-Y-30-BDG-Y, Migrant Miscellaneous Operating Costs - 212 Title I-C (Migrant) - 212-11-6399-00-001-Y-24-0F2-Y, Duplicating paper - 211 Title I-A - 211-11-00-001-Y-30-0F2, 162 Supplies - 162 State Compensatory - 162-11-6399-00-001-Y-30-000-Y, Bilingual Supplies - 163 State Bilingual - 163-11-6399-00-001-Y-25-000-Y, Criterion - 162 State Compensatory - 162-11-6299-62-001-Y-30-000-Y, 199 Local funds - 199 Local funds - 199-36-6399-57-001-99-000-Y, P-Tech Curriculum Writing - 429 P-TECH Grant Funds - 429-11-611800-001-Y-38-PSG-Y, 211 Supplies for Teachers - 211 Title I-A - 211-13-6399-00-001-Y-30-0F2-Y, Supplies form Local Funds - 199 Local funds - 199-36-6398-57-001-Y-99-000-Y, P-Tech Supplies - 429 P-TECH Grant Funds - 429-11-6399-00-001-Y-38-PSG-Y, Bilingual Supplies - 263 Title III-A Bilingual - 263-11-6399-, Counseling supplies - 199 Local funds - 199-31-6399-					

Strategy 14 Details	Reviews			
Strategy 14: Campus will provide transportation for students to attend Tutorials and accelerated instruction in the four core-area subjects for low-performing students will be provided by September of 2015 in order to decrease the retention rate and improve student achievement. These will occur before, afterschool and on Saturdays.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Daily CNA: Pg. 11 **Milestone's/Strategy's Expected Results/Impact:** Formative: E-Schools generated Tutorial Schedule, Attendance Report Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, Student Progress Reports Summative: EOC Scores, TELPAS Scores, Semester Scores **Staff Responsible for Monitoring:** Principals Deans of Instruction Tutorial Teachers **Title I Schoolwide Elements:** 2.5 - **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021 **Funding Sources:** Transportation - 211 Title I-A - 211-11-6494-00-001-Y-30-0F2-Y				

Strategy 15 Details		Reviews			
Strategy 15: Core area highly qualified teachers (8) , 3 nurses, 2 library aides, 1 dyslexia aide will be utilized to meet the needs of Title I-A students in order to ensure that academic progress in attained and academic gaps are closed. Population: Teachers Timeline: August 2020-June 2021 Daily CNA Pg. 16 **Milestone's/Strategy's Expected Results/Impact:** Formative: e-school Plus At-Risk Progress Reports, Benchmark Scores, Lesson Plans, Walk-Throughs, Attendance Reports Summative: EOC, Attendance, Rate, Retention Rate, Recidivism Rate, Graduation Rate, Completion Rate, Dropout Rate **Staff Responsible for Monitoring:** Principals Dean of Instruction Assistant Principal **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**

Strategy 16 Details		Reviews			
Strategy 16: Teachers will be offered opportunities to attend Summer AP Institutes to teach AP Classes. Training will be used to improve student achievement for those students most at-risk of not graduating on-time as well as improving/upgrading the campus to AP and Pre-AP August 2020 CNA Pg.# 16 **Milestone's/Strategy's Expected Results/Impact:** Formative: APSI Flyers, Master Schedule Summative: EOC Scores/AP Scores **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction Department Chairs **Population:** Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**

Strategy 17 Details		Reviews			
Strategy 17: Teachers will have the opportunity to conduct Data Review Sessions to analyze data and adjust frameworks by working on curriculum alignment to address areas of need in the core content area.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**

Six Weeks basis
 	
CNA Pg. # 13
 	
    Milestone's/Strategy's Expected Results/Impact: Formative: Curriculum Writing Schedule, Curriculum Plan
 	
    Summative: EOC Scores
    Staff Responsible for Monitoring: Principal
    Assistant Principal
    Dean of Instruction
    Department Chairs
    Population: Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021
    Funding Sources: Substitutes - 211 Title I-A - 211-11-6112-00-001-Y-30-AYP-Y, Curriculum Alignment - 162 State Compensatory - 162-13-6118-00-001-Y-30-000-Y, CTE Funds Substitutes - 164 State Career and Technical Education - 164-11-6112					

Strategy 18 Details		Reviews			
Strategy 18: Teachers will meet as LPAC Committee will to evaluate and rate ELL Students		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**

May, 2021
 	
CNA Pg. # 12
    Milestone's/Strategy's Expected Results/Impact:
    Dean of Instruction
    LPAC Chair
    LPAC Committee Formative: Committee Meeting
 	
    Summative: LPAC Lists
    Staff Responsible for Monitoring: Principal
    Assistant Principal
    Dean of Instruction
    LPAC Chair
    LPAC Committee
    Population: Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021					

Strategy 19 Details		Reviews		
Strategy 19: Early College High School Students will take the TSI Pre-Assessment through Geometry, Algebra II, or Environmental Systems Courses. The students that have passed will take the TSI exam.		Formative		Summative
		Oct	Jan	Mar	June
Daily **Milestone's/Strategy's Expected Results/Impact:** Formative: Percentage of students having the TSI pre-assessment, taken the TSI, and applied to Hanna Early College. Summative: Percentage of students applying to the Hanna Early College High School. **Staff Responsible for Monitoring:** Early College Director Transitional Counselor **Population:** ECHS Students - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021					

Strategy 20 Details		Reviews		
Strategy 20: Hanna Early College Students who have taken at least the reading portion of the TSI assessment will complete the Texas Common Application through the Advise TX college center.		Formative		Summative
		Oct	Jan	Mar	June
CNA Pg. 18 Population: ECHS Students **Milestone's/Strategy's Expected Results/Impact:** Formative: Number of students who enter the lab to begin the common application. Summative: Percentage of Early College Students who have completed the Texas Common Application for Hanna Early College High School admission. **Staff Responsible for Monitoring:** Early College Director Transitional Counselor **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college - **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers - **Start Date:** August 24, 2020 - **End Date:** June 15, 2021 **Funding Sources:** Advise TX - 211 Title I-A - 211-31-6299-00-001-Y-30-0F2-Y					

Strategy 21 Details	Reviews			
Strategy 21: Students in AP courses and TSI Pre-Class will be offered tutorial classes and needed supplies for students to reinforce AP curriculum and prepare students for AP tests, TSI and SAT Tests.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Population: ECHS Students
 	
Timeline: August 2020-June 2021
Daily
CNA Pg. 5, SA 16: SE 2.4
    Milestone's/Strategy's Expected Results/Impact: Formative: Attendance sheets
 	
    Summative: AP Scores
    Staff Responsible for Monitoring: Early College Director
 	
    Transitional Counselor
 	
    AP Coordinator
    Title I Schoolwide Elements: 2.4 - **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers - **Start Date:** August 25, 2020
    Funding Sources: AP Testing - 211 Title I-A - 211-11-6339-00-001-Y-30-0F2-Y				

Strategy 22 Details	Reviews			
Strategy 22: Financial Aid nights will be held to assist students and parents with completing all college required paperwork and applications to increase college attendance.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Daily
    Milestone's/Strategy's Expected Results/Impact: Formative: Sign in Sheets
 	
    Summative: Counselors Report
    Staff Responsible for Monitoring: Early College Director
 	
    Transitional Counselor
    Population: Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021				

Strategy 23 Details			Reviews		
Strategy 23: Dual Enrollment and AP Courses will be offered to students to gain college hours before graduation.			**Formative**		**Summative**
Daily			**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Master Schedule					
Summative: Student EOY Grades					
Staff Responsible for Monitoring: Early College Director					
Transitional Counselor					
Population: ECHS Students - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021					

Strategy 24 Details			Reviews		
Strategy 24: Honors and Achievement Awards Ceremony will be held to rewards students that have excelled in the classes.			**Formative**		**Summative**
			Oct	**Jan**	**Mar**	**June**
CNA Pg. 5					
Milestone's/Strategy's Expected Results/Impact: Formative: Grades					
Summative: Rankings					
Staff Responsible for Monitoring: Principal					
Assistant Principal					
Couselors					
Title I Schoolwide Elements: 2.5 - **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers - **Start Date:** August 25, 2020 - **End Date:** June 10, 2021					
Funding Sources: CTE Funds for Awards - 164 State Career and Technical Education - 164-11-6498, Awards for Honors and Achievement - 211 Title I-A - 211-11-6498-00-001-y-0F2-Y					

Strategy 25 Details			Reviews		
Strategy 25: Campus will provide for ambulance service and supplies for graduation ceremonies.			**Formative**		**Summative**
Milestone's/Strategy's Expected Results/Impact: Graduation Ceremony			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal					
Funding Sources: Ambulance Service - 199 Local funds - 199-23-6299-41-001-Y-99-000-Y					

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 9: Hanna ECHS through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 3: All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

    Evaluation Data Sources: STAAR/EOC reports disaggregated for At-Risk students.

Goal 9: Hanna ECHS through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 4: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

> **Evaluation Data Sources:** Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

State Compensatory

Personnel for Hanna Early College High School

Name	Position	Program	FTE
Becky Grist	At-Risk Counselor	SCE	1
Gregory Larson	STARS Teacher	SCE	1
Juan Carlos Chavez	Dean of Instruction	SCE	1
Laura Sierra	Program Specialist	SCE	1
Olga Odabashian	Dyslexia	SCE	1
Orlando Crenshaw	English Teacher	SCE	1
Sandra Anaya	STARS Teacher	SCE	1

Title I Personnel

Name	Position	Program	FTE
Anahi Cavazos	Parent Liaison	Title I	1
Belva Ramirez	Nurse	Title I	40%
Carmen Mendez	Parent Liaison	Title I	1
Griselda Palacios	Math Teacher	Title I	1
Hector Quintanilla	Science Teacher	Title I	1
Jose T. Rodriguez	Math Teacher	Title I	1
Leilani Hernandez	ELA Teacher	Title I	1
Marcela Gomez	Nurse	Title I	40%
Rene Ibarra	Math Teacher	Title I	1
Rosario Reyna	Dyslexia Aide	Title I	1
Roxanne Gonzalez	Library Aide	Title I	1
Sandra Janke	Nurse	Title I	40%
Sylvia Alviar	Library Aide	Title I	1
Victor Trejo	Science Teacher	Title I	1

Campus Funding Summary

			199 Local funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Stipends	199-11-6117	$0.00
1	3	1	Co-Curricular Stipends	199-36-6117	$0.00
1	3	1	Co-Curricular Subs	199-36-6112	$0.00
1	3	1	Transportation	199-36-6494	$0.00
1	3	1	General Supplies	199-36-6399	$0.00
1	3	1	Misc Contracted	199-36-6412-00-001-Y-99-000-Y	$0.00
1	3	1	Contracted Services for Senior Pictures	199-11-6299-00-001-Y-11-000-Y	$0.00
1	3	1	Graduation Programs	199-11-6399-16-001-Y-11-000-Y	$0.00
1	3	1	Graduation supplies	199-11-6269-00-001-Y-11-000-Y	$0.00
2	1	1	Supplies for maintenance and operation costs	199-51-6315-00-001-Y-99-000-Y	$0.00
2	2	1	Gator for Campus Safety	199-23-6639-00-001-Y-99-000-Y	$0.00
3	1	1	District Stipends	199-11-6117	$0.00
3	2	1	Teacher Incentive Allotment Stipends 199 Local funds		$0.00
3	3	1	199 Local funds		$0.00
8	1	1	Student ID Machine	199-11-6395-62-00-001-Y-11-000-Y	$0.00
8	1	1	Poster Maker for Data Analysis	199-23-6639-00-001-Y-99-000-Y	$0.00
9	2	3	Choir Dues	199-36-6495-57-001-99-000-Y	$0.00
9	2	4	Substitutes	199-11-6112	$0.00
9	2	13	199 Local funds	199-36-6399-57-001-99-000-Y	$0.00
9	2	13	Supplies form Local Funds	199-36-6398-57-001-Y-99-000-Y	$0.00
9	2	13	Counseling supplies	199-31-6399-	$0.00
9	2	25	Ambulance Service	199-23-6299-41-001-Y-99-000-Y	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$75,235.00
				+/- Difference	$75,235.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Dual Enrollment Tuition	162-11-6223-15-001-Y-30-000-Y	$0.00
1	1	5	Dual Enrollment Adjuncts	162-11-6299-15-001-Y-30-000-Y	$0.00
6	1	5	Drop Out Specialist Travel	162-23-6411-23-001-Y-30-TRV-Y	$0.00
8	1	1	Software	162-11-6299-62-001-Y-30-AYP	$0.00
8	1	1	Chromebooks, Printers	162-11-6398-62-001-Y-30-000-Y	$0.00
8	1	1	Laptops	162-13-6398-62-001-Y-30-000-Y	$0.00
8	1	1	Technology for data desegregation	162-13-6639-62-001-Y30-337-Y	$0.00
8	1	1	Supplies		$0.00
9	2	1	Probation Officer	162-32-6299	$0.00
9	2	2	CIS	162-32-6299	$0.00
9	2	4	Dean of Instruction	162-13-6119-31-001-Y-30-000-Y	$0.00
9	2	5	Personell	162-11-6119-	$0.00
9	2	7	Tutorials EOC	162-11-6118-00-001-Y-24-EOC-Y	$0.00
9	2	7	Tutorials Regular	162-11-6118-00-001-Y-24-EOC-Y	$0.00
9	2	8	At-Risk	162-31-6119-31-001-Y-30-000-Y	$0.00
9	2	9	Walk for The Future Supplies	162-61-6399-00-001-Y-30-WTF-Y	$0.00
9	2	9	Walk for The Future Supplies	162-61-6499-53-001-Y-30-WTF-Y	$0.00
9	2	9	Dropout Specialist	162-23-6119-01-001-Y-30-037-Y	$0.00
9	2	11	Substitutes	162-11-6112-18-001-Y-30-000-Y	$0.00
9	2	13	162 Supplies	162-11-6399-00-001-Y-30-000-Y	$0.00
9	2	13	Criterion	162-11-6299-62-001-Y-30-000-Y	$0.00
9	2	17	Curriculum Alignment	162-13-6118-00-001-Y-30-000-Y	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$420,432.00
				+/- Difference	$420,432.00

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	4	Bilingual Travel	163-13-6411-23-001-Y-25-031-Y	$0.00
9	2	13	Substitutes	163-11-6112-00-001-Y-25-000-Y	$0.00

163 State Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
9	2	13	Bilingual Supplies	163-11-6399-00-001-Y-25-000-Y	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$11,200.00
				+/- Difference	$11,200.00
164 State Career and Technical Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	CTE Funds	164-36-6412	$0.00
1	3	1	CTE Funds	164-36-6494	$0.00
1	3	1	CTE Funds	164-31-6411	$0.00
1	3	1	CTE Funds	164-11-6412	$0.00
1	3	1	CTE Funds	164-11-6494	$0.00
1	4	1	CTE Funds	164-11-6299	$0.00
1	4	1	CTE Funds	164-11-6321	$0.00
1	4	1	CTE Funds	164-11-6497	$0.00
1	4	1	CTE Funds	164-31-6399	$0.00
1	4	1	CTE Funds	164-11-6396	$0.00
1	4	1	CTE Funds	164-11-6118	$0.00
1	4	1	CTE Funds	164-11-6249	$0.00
1	4	1	CTE Funds	164-11-6399	$0.00
1	4	1	CTE Funds	164-36-6412	$0.00
1	4	1	CTE Funds	164-36-6399	$0.00
1	4	1	CTE Funds	164-31-6499	$0.00
1	4	1	CTE Funds	164-11-6398	$0.00
9	2	17	CTE Funds Substitutes	164-11-6112	$0.00
9	2	24	CTE Funds for Awards	164-11-6498	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$435,959.00
				+/- Difference	$435,959.00

199 G/T Advanced Academics					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1.00
				+/- Difference	$1.00
211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Consultant Services (TI Education Technology)	211-13-6291-00-001-Y-30-AYP-Y-9	$0.00
6	1	3	Parent Center Miscellaneous Operating Costs	211-61-6499-53-001-030-0F2-Y	$0.00
6	1	3	Parent Center General Supplies	211-61-6399-00-001-Y-30-0F2-Y	$0.00
6	1	5	Home Visitors Employee Travel	211-61-6411-00-001-Y-30-0F2-Y	$0.00
6	1	5	Extra Duty Pay for distribution of Resources to parents during Covid19	211-61-xxx-00-001-Y30-0F2Y	$0.00
9	2	3	Summer Bridge Supplies	211-11-6399-00-001-Y-30-BDG-Y	$0.00
9	2	3	AVID Membership	211-11-6495-00-001-Y-30-0F2-Y	$0.00
9	2	3	AVID Weekly Secondary	211-11-6325-00-001-Y-30-0F2-Y	$0.00
9	2	3	Summer Bridge Program (Teachers, Admin & Counselors)	211-XX-6118-00-001-Y-30-BDG-Y	$0.00
9	2	3	Summer Bridge Transportation	211-11-6494-00-001-Y-30-BDG-Y	$0.00
9	2	3	Summer Bridge Awards	211-11-6498-00-001-Y-30-BDG-Y	$0.00
9	2	4	Registration	211-13-6497-23-001-Y-30-AYP-Y	$0.00
9	2	4	Registration	211-23-6497-23-001-Y-30-0F2-Y	$0.00
9	2	4	211 Stipend	211-13-6117-00-001-Y-30-0F2-Y	$0.00
9	2	7	OFSDP	211-11-6121-00-001-Y-30-0F2-Y	$0.00
9	2	13	Ink Supplies	211-11-6399-62-001-Y-30-0F2-Y	$0.00
9	2	13	211 Student Supplies	211-11-6399-00-001-Y-30-0F2-Y	$0.00
9	2	13	Duplicating paper	211-11-00-001-Y-30-0F2	$0.00
9	2	13	211 Supplies for Teachers	211-13-6399-00-001-Y-30-0F2-Y	$0.00
9	2	14	Transportation	211-11-6494-00-001-Y-30-0F2-Y	$0.00
9	2	17	Substitutes	211-11-6112-00-001-Y-30-AYP-Y	$0.00
9	2	20	Advise TX	211-31-6299-00-001-Y-30-0F2-Y	$0.00
9	2	21	AP Testing	211-11-6339-00-001-Y-30-0F2-Y	$0.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	24	Awards for Honors and Achievement	211-11-6498-00-001-y-0F2-Y	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$242,098.00
				+/- Difference	$242,098.00

212 Title I-C (Migrant)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Migrant Consulting Services (PFS Academy)	212-11-6291-00-001-Y-24-Y-0F2-Y	$0.00
1	2	1	Migrant Supplies	212-11-6399-00-001-Y-24-Y-0F2-Y	$0.00
1	2	1	Migrant ESC Services (Math Academy)	212-11-6239-00-001-Y-24-Y-0F2-Y	$0.00
1	2	1	Migrant Transportation	212-11-6494-00-001-Y-24-Y-0F2-Y	$0.00
6	1	6	Migrant Parent Meeting	212-61-6499-53-001-Y-24-0F2-Y	$0.00
9	2	13	211 Summer Bridge Supplies	211-11-6399-00-001-Y-30-BDG-Y	$0.00
9	2	13	Migrant Miscellaneous Operating Costs	212-11-6399-00-001-Y-24-0F2-Y	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,125.00
				+/- Difference	$2,125.00

244 Perkins Grant (Fed. CTE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	CTE Funds	244-11-6412	$0.00
1	4	1	CTE Funds	244-11-6399	$0.00
9	2	4	CTE Funds	244-13-6411	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$35,000.00
				+/- Difference	$35,000.00

263 Title III-A Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	13	Bilingual Supplies	263-11-6399-	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$7,168.00

263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	$7,168.00

429 P-TECH Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	P-Tech Technology	429-11-6398-62-001-Y-38-PSG-Y	$0.00
9	2	3	P-TECH TRAVEL	429-11-6412-00-001-Y-38-PSG-Y	$0.00
9	2	3	P-TECH TRAVEL	$550.00 9 2 3 P-TECH TRAVEL	$0.00
9	2	4	P-Tech Travel	429-13-6411-23-001-Y-22-PTE-Y	$0.00
9	2	11	P-TECH SUBSTITUTES	429-13-6112-00-001-Y-38-PSG-Y	$0.00
9	2	13	P-Tech Curriculum Writing	429-11-611800-001-Y-38-PSG-Y	$0.00
9	2	13	P-Tech Supplies	429-11-6399-00-001-Y-38-PSG-Y	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$137,610.00
				+/- Difference	$137,610.00
				Grand Total	$0.00

Addendums