FABENS HIGH SCHOOL
Campus Improvement Plan
2020 - 2021

HOME OF THE TWELVE CONSECUTIVE UIL ACADEMIC CHAMPIONS
Cotton Valley Early College, T-STEM, and P-TECH Programs

Mission Statement

Fabens High School will be a student-centered institution of higher learning that will address and meet the needs of its students. The teacher, administrator, and staff will assure that all decisions made are based on what is best for the student, parents, teachers, and the Fabens Independent School District. Every student will be treated as an individual and will secure the opportunity to a genuine education.

Vision Statement

Fabens High School will support students in their social emotional development in conjunction with providing opportunities to open doors in becoming college, career, and military ready.

<div align="center">**COMPREHENSIVE NEEDS ASSESSMENT**</div>

Introduction
The comprehensive needs assessment was conducted by the Campus Improvement Team and reviewed by the Faculty and Staff during the Staff Development week on August 5 in the Fabens HS cafeteria. The CNA as well as the CIP was reviewed by CIT and Faculty and Staff on October 28. Data used to inform the CIT for the CNA process include TAPR reports, student assessment data found in DMAC, Student and Faculty Reports found in TEAMS.

Demographics
Fabens ISD is a rural district serving the Fabens Community. Enrollment has declined in recent years prompting the transition to an open enrollment district with innovative programs to attract students. Fabens ISD is a District of Innovation which currently offers Early College, STEM, P-TECH, and Career and Technology Education (CTE) Pathways for High School Students. Fabens ISD is a STEM District with an aligned approach to STEM curriculum at all campuses. Fabens ISD maintains strong partnerships with El Paso Community College, The University of Texas El Paso, El Paso Electric, The Workforce Commission, and Prudential to increase opportunities for students. Fabens ISD competes in UIL Athletics, Academics, and Fine Arts with great success. Fabens ISD offers comprehensives services to students who are Migrant, Homeless, and to those with Disabilities. Fabens' average household income is $26,289 with a population of 6,203.

Fabens High School represents the lone high school within Fabens ISD. Fabens HS follows a school within a school model for the Cotton Valley Early College Program, T-STEM Program, and the planning year for a P-TECH Diesel Technology Program. As of the 19-20 school year, Fabens HS was comprised of 744 total students (9th – 212, 10th – 191, 11th – 171, 12th – 170); 98.9% Hispanic, 1.1% White; 87.1% Economically Disadvantaged, 7.0% 504, 30.5% English Learners, 61.8% At-Risk, 2.8% Dyslexia related Disorders; 79 Total Students with Disabilities; 11.1% Total Mobile Students.

<u>Demographic Strengths</u>
Fabens HS is one of the focal points of the Fabens community. The students at Fabens HS are very humble and respectful. Fabens HS serves as a beacon of light at times for festivities throughout the year. Students from all programs on campus contribute to bring great proud throughout the community.

<u>Demographic Needs</u>
Problem Statement 1: 87.1% of students at Fabens HS are economically disadvantaged. Root Cause: Fabens represents several of El Paso County's outlying rural communities faced with economic challenges.

Problem Statement 2: 30.5% of students at Fabens HS are English Learners. Root Cause: Several students with families connected to Mexico live throughout the community with the home language being Spanish.

Problem Statement 3: 61.8% of students at Fabens HS are At-Risk. Root Cause: High numbers of English Learners and challenges with Graduation Rates represent a portion of challenges with the At-Risk population.

Student Achievement

Fabens HS received a rating of a "B" for the second consecutive year (in the 2019-2020 school year, pre-COVID). Fabens HS received Distinction Designations in three categories: ELA/Reading, Science, and Social Studies.

English 1 EOC had gains across the board in **Approaches** (56% to 61%), **Meets** (31% to 34%), and **Masters** (2% to 5%).
English 2 EOC had decreases across the board in **Approaches** (65% to 57%), **Meets** (38% to 35%), and **Masters** (6% to 2%).
Algebra 1 EOC maintained in **Approaches** (90% to 90%), had gains in **Meets** (58% to 59%) and **Masters** (26% to 27%).
Biology EOC had decreases across the board in **Approaches** (90% to 86%), **Meets** (55% to 46%), and **Masters** (14% to 9%).
US History EOC had increases in **Approaches** (94% to 97%), **Meets** (67% to 73%), and decreases in **Masters** (35% to 30%).

Student Achievement Strengths**:**
English 1 EOC scores did very well, earning a distinction. US History Approaches and Meets scores increased by a good amount. Algebra 1 EOC Meets and Masters had increases.
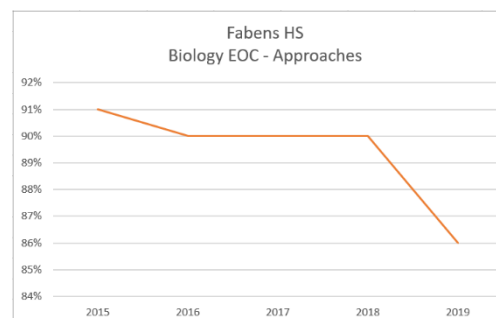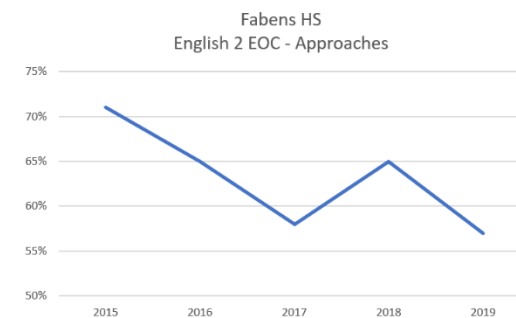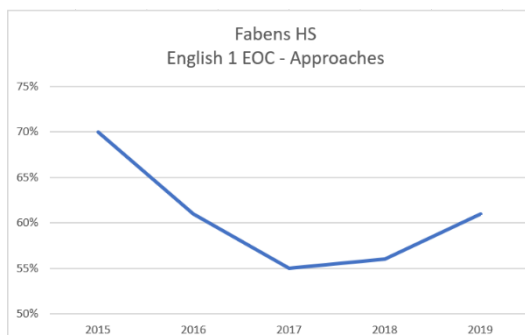
Student Achievement Needs:
Problem Statement 1: English 2 EOC continues to be a challenge with our population. Root Cause: English Learners represent 30.5% of the population.

Problem Statement 2: Biology EOC scores had decreases overall. Root Cause: SPED scores decreased from 73% in 2018 to 59% in 2020.

Problem Statement 3: Industry based certifications remains at 0%. Root Cause: Although low % for the State at 4%, we must review what certification tests are given in CTE courses.

| STAAR-EOC DATA | | | | | |
State Test	2015	2016	2017	2018	2019
E1 Approaches	70%	61%	55%	56%	61%
E1 Meets			31%	31%	34%
E1 Masters			2%	2%	5%
E2 Approaches	71%	65%	58%	65%	57%
E2 Meets			38%	38%	35%
E2 Masters			2%	6%	2%
A1 Approaches	88%	92%	89%	90%	90%
A1 Meets			51%	58%	59%
A1 Masters			19%	26%	27%
Bio Approaches	91%	90%	90%	90%	86%
Bio Meets			50%	55%	46%
Bio Masters			12%	14%	9%
USH Approaches	88%	91%	90%	94%	97%
USH Meets			55%	67%	73%
USH Masters			22%	35%	30%

Fabens HS
English 1 EOC - Approaches

Fabens HS
English 2 EOC - Approaches

Fabens HS
Biology EOC - Approaches

Staff Quality, Recruitment, and Retention

Summary
Fabens HS faces challenges at times with Dual Credit / Early College Educators leaving for positions out of Fabens or at EPCC. Fabens ISD continues as a District of Innovation, including within the application to hire in high need positions such as Dual Credit/Early College, CTE, Math, or Science. Challenges faced with hiring under District of Innovation are the contracts offered to those individuals as At-Will hires.

Strengths
70.1% of teachers at Fabens have six or more years of experience. Teachers share deep loyalty and vested interest in the campus and community of Fabens. Several teachers are alumni of Fabens, serving as positive role models for the students.

Needs
Problem Statement 1: Hiring and Retaining high quality staff in areas of need such as Dual Credit. Root Cause: Competition from other El Paso County Schools and the distance for commute.

Problem Statement 2: Informing El Paso County, UTEP, EPCC on the positives of working in Fabens. Root Cause: Updating website, Human Resources, creating lasting contacts with each Institute of Higher Education as well as ESC19.

Curriculum, Instruction, and Assessment

Summary
Fabens HS has made strides in improving PLC structure within the master schedule. This school year, Algebra 1, English 1, English 2, Biology, and US History each share a PLC period within the school day to support a stronger PLC. Fabens HS is in its third year of implementing DMAC for assessments. Although training has been provided, there are more areas for improvement and usage. Scanning answer documents have presented a challenge as not all sheets will scan readily. TEKS Resource System is Fabens HS primary source for curriculum sequencing. DMAC is also used for teacher evaluations of TTESS.

Strengths
Teacher leaders have shown great strength in leading faculty on Fundamental 5 strategies within the classroom. Region 19 continues to support the campus and teachers in improving all areas. Empowering teachers to lead others instructionally has shown to be a strength at Fabens HS.

Needs
Problem Statement 1: Teacher use of DMAC needs to improve. Root Cause: Issues with scanning forms and the ability to focus on open ended questions.

Problem Statement 2: PLCs need more support throughout the entire department to improve vertical alignment of curriculum. Root Cause: Admin will review the viability of department wide PLC periods for next school year.

2020 – 2021 FHS CAMPUS IMPROVEMENT TEAM

Committee Role	Name	Position
Administrator	Tony Prado	Principal
Administrator	Alex Navarro	Assistant Principal
Classroom Teacher	Denise Pena	English Teacher
Classroom Teacher	Sandra Flores	Math Teacher
Classroom Teacher	Julieta Banuelas	Science Teacher
Classroom Teacher	Julie Navar	Social Studies Teacher
Classroom Teacher	Charlie Estrada	Special Education Teacher
Classroom Teacher	Ismael Salas	CTE Teacher
Classroom Teacher	Roderick Pearson	Early College Teacher
Classroom Teacher	Michael Hertel	Elective Teacher
Non-Teaching Professional	Susana Jones	Counselor
District-level Professional	Jacob Belshe	District Athletic Director
Community Member	Francisco Flores	Community Member
Business Representative	Armando Baca	Subway Business Partner
Parent	Carla Ochoa	Parent
Parent	Veronica Esparza	Parent

Campus Goal 1:
All student groups taking the STAAR English language arts (ELA) I &II, Algebra I, US History and Biology tests will meet or exceed the 2020-2020 Performance Standards. All students in 9th, 10th, and 11th grade will have an increased awareness of EOC requirements to prepare for EOC Assessments.

Objective 1.0: All student groups by the end of May 2021 will have met or exceeded the 2020 state performance standards in STAAR English language arts (ELA) I &II, Algebra I, US History and Biology tests.

TITLE 1 School-Wide Components	1. Comprehensive Needs Assessment (CNA)	2. Is it School-Wide Reform	3. Instruction by Highly Qualified Teachers	4. High Quality Professional Development	5. Strategies to Attract High-Quality Teachers
	6. Parental Involvement	7. Transition	8. Teacher Decision-Making Regarding Assessments	9. Effective and Timely Assistance to Students	10. Coordinate & Integrate federal, State & Local Programs

STRATEGIES Reading	COMPONENTS	PERSONS RESPONSIBLE	RESOURCE	FORMATIVE EVALUATION	TIME LINES	SUMMATIVE EVALUATION
Objective 1.1 Disaggregate EOC data in **Reading** for all students and focus on objectives below 70% mastery.	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Principals Campus Committee Lang. Arts Teachers	Faculty and department meetings DMAC	Work sessions – documentations Lesson plans Nine Weeks exams Benchmark tests	August 2020 January 2021 Every Nine Weeks	TEA BOY Assessments, Subject area benchmarks/final exams
Continue Staff Development TEKS and Continue Staff Development on EOC requirements	1. ☐ 6. ☐ 2. ☒ 7. ☐ 3. ☒ 8. ☐ 4. ☒ 9. ☐ 5. ☐ 10. ☐	Administration Dept Chairs	Local, SCE	Workshop requests Sign-in sheets	August 2020 January 2021 EOY 2021	Increased knowledge of EOC requirements Benchmark Data EOC Data
EOC Essays (Most Juniors and all Sophomores and Freshmen will write their essays in English classes and/or Practical & Technical Writing). Consultants and English teachers will conference 1on1 with students and will let them know what they scored and how they can improve their scores.	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☒ 9. ☒ 5. ☐ 10. ☐	Administration English Teachers	Released time for teachers	Students' sign-in sheets Lower EOC failure rate	October 2020 March 2020	Increased awareness of scoring rubrics by attending training and better understanding of interpreting rubric. Better writing samples (students) Increase Awareness of EOC requirements

Strategy	Checkboxes	Responsible	Resources	Formative/Evidence	Timeline	Summative
EOC pullout program for Juniors, Sophomores and Freshmen and Senior Retesters.	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☒ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration Counselors PLC Teachers	Assigned time for instruction	Lower EOC failure rate	October 2020 February 2021	Increase EOC passing rate by 10% More students on Recommended graduation plan
Summer School • Edgenuity • A+ Curriculum • Classroom Instruction	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Counselors Administration Summer School Teachers	OEY, Local Funds, Title I	More intensive instruction	June 2021	Recovered credits, more students on grade level. Increased Graduation Rate
After school and before school tutoring. Mandatory tutoring after each Nine Weeks.	1. ☐ 6. ☐ 2. ☒ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration Counselors	Title I 9th Period	Lower EOC failure rate Documentation from Department Chairs, Tutoring Teachers	Every Nine Weeks	Reduce Semester failures Increase # students on grade level
EOC prep in 9th and 10th core classes and intervention classes	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☒ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Department Chairs	General Funds SCE, FTE .5 EOC Materials	Teachers' Lesson Plans Lower EOC failure rate	August 2020	Lower EOC failure rate Increase EOC awareness
Prepare all students for college readiness according to HB 5 requirements continue with College Preparatory English and Math Courses	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration Department Chairs	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	Every Nine Weeks	Increase % of graduates. Align curriculum with Middle School.
Lesson delivery on the Fundamental Five to improve scores	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration Department Chairs	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	Every Nine Weeks	Lower EOC failure rate, Lower failure rate
Continue Reading Strategies						
Edgenuity and A+ Curriculum during and after school	1. ☒ 6. ☐ 2. ☐ 7. ☐	Administration Counselors A+ Staff	General Funds Title I Scheduled Time	Focus on Mastery of Reading TEKS and lower failure rates.	Every Nine Weeks	More students on grade level.

	3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐					More students on Recommended Graduation Plan Increased Graduation Rates
Continue with Dyslexia Program using Herman Method Curriculum	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Counselors Staff	General funds Master schedule FTE .25	Focus on Reading Lower EOC failures increased EOC awareness	August 2020 Every Nine Weeks as needed	Students reading on grade level Fewer failures in subject areas
Continue Management of Reading/Writing/Math Lab Ensure that instructional program includes Reading objectives in grades not tested by state assessment.	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☒ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Staff	General Funds Title I Edgenuity A+ Curriculum	Logs for Attendance Lesson Plans	August 2020 Every Nine Weeks	Lower EOC failure rate Students reading on grade level.
Read 180 for English Learners.	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☒ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration EL Staff	General funds	Logs for Attendance Lesson Plans	August 2020 Every Nine Weeks	Lower EOC failure rate among ESL students; Increased EOC awareness
Provide Rosen Lightsail and Lightbox for reading initiatives across campus.	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Department Chair Administration	Title I Classroom time TEKS Resource System	Allowing students to have individual copies and to read novels using classroom and outside time Lesson Plans	August 2020 Every Nine Weeks	Improved EOC Reading scores Lower EOC failure rate Increase EOC awareness
Benchmark testing – Beginning of Year Assessment from TEA Subject area based benchmarks.	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☒ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Department Chairs Staff	Scheduled Time	Lesson Plans Lower EOC failure rate	Oct 2020 Mar 2021	Improved Reading Scores Lower EOC failure rate Increase EOC awareness.
EOC formatted Nine Weeks and semester exams for 9th and 10th and 11th graders	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☒	Administration Department Chairs Staff	Scheduled Time	Lesson Plans	Each Nine Weeks	Lower EOC failure rate Increased EOC awareness

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	4. ☐ 9. ☐ 5. ☐ 10. ☐					
Continue Curriculum Collaborative Program (TEKS Resource System Vertical Alignment Documents.)	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☒ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Department Chairs Staff	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	Aug 2020 Every Nine Weeks	Lower EOC failure rate, Lower failure rate Increase % of graduates. Align curriculum with Middle School.
Continue utilization of Smart Boards	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration, Staff	Technology Funds	Lesson Plans, Walkthroughs	Every Nine Weeks	Increased student performance and engagement through technology
Continue implementation of Tier 1, II and III strategies for RTI	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration	Posters, allotted time	Posting of Posters	Aug 2020 Review each Nine Weeks	Increased student performance
Continue use of 3D lab	1. ☐ 6. ☐ 2. ☒ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration, Staff	Technology Funds	Lesson Plans, Walkthroughs	Every Nine Weeks	Lower EOC failure rate, Lower failure rate. Increase % of graduates attending College by preparing students for college readiness
Prepare all students for college readiness according to HB 5 requirements to include creation of cohorts for STEM Academy	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☒ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration STEM Coordinator STEM Counselor	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	Aug 2020 Every Nine Weeks	Lower EOC failure rate, Lower failure rate. Increase % of graduates.

Objective 1.2

Disaggregate EOC data in Math for all students and focus on objectives below 70% mastery.

TITLE 1 School-Wide Components	1. Comprehensive Needs Assessment (CNA)	2. Is it School-Wide Reform	3. Instruction by Highly Qualified Teachers	4. High Quality Professional Development	5. Strategies to Attract High-Quality Teachers
	6. Parental Involvement	7. Transition	8. Teacher Decision-Making Regarding Assessments	9. Effective and Timely Assistance to Students	10. Coordinate & Integrate federal, State & Local Programs

STRATEGIES Math	COMPONENTS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIME LINES	SUMMATIVE EVALUATION
Disaggregate EOC data in **Math** for all students and focus on objectives below 70% mastery.	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Math Teachers Counselors	Faculty Meetings Department Meetings Scheduled Time	Work Sessions (Agendas, sign-in sheets, minutes) Lesson plans Six-weeks exams Benchmark Tests	August 2020 Every Nine Weeks Dec 2020 EOC test dates	Increased EOC Math scores Progress toward CIP goals and performance indicators
Offer Staff Development for EOC Algebra I	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☒ 9. ☐ 5. ☐ 10. ☐	Administration	Title I Scheduled time	Increase EOC scores	Feb 2021	Increase EOC scores
Continue Staff Development in TEKS and TEKS Resource System	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☒ 9. ☐ 5. ☐ 10. ☐	Administration Department Chair	General Funds	Lower STAAR failure rate	August 2020	Increased knowledge of EOC
Continuation of Algebra I intervention courses for Freshmen and other students who have not passed Algebra I EOC.	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration Counselors Department Chair	Title I General Funds Scheduled Time	Lower EOC failure rate. Increase EOC awareness	Dec 2020 Jan 2021	Lower failure rate, more students on grade level. Increased EOC awareness

Activity	Checkboxes	Person Responsible	Resources	Documentation	Timeline	Expected Outcome
After school and before school tutoring after school every Nine Weeks	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☒ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration Department Chairs Staff	Title I, Scheduled time – 9th Period	Lower EOC failure rate Lower Failure rate	August 2020 Every Nine Weeks	Lower EOC failure rate Lower Failure Rate
EOC prep in 9th and 10th grade classes. Continue Algebra I EOC Intervention for Freshmen, and Sophomores.	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Counselors Department Heads	General Funds Master schedule	Lower EOC failure rate 's memos & minutes of Dept. Chair meetings Teacher Lesson Plans	August 2020 Every Nine Weeks	Lower EOC failure rate. Increased EOC awareness.
Continue Math Models Curriculum and create Advanced Quantitative Reasoning Curriculum	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☒ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Counselors Staff	Master Schedule	Increase Graduation Rate	August 2020 Every Nine Weeks	Increase Graduation Rate
Continue using Ms. May's strategies.	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☒ 9. ☐ 5. ☐ 10. ☐	Administration, Staff	Staff Development	Teacher Lesson Plans	August 2020 Every Nine Weeks	Increase knowledge of Alg I EOC requirements
Lesson delivery on the Fundamental Five to improve scores	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration Department Chairs	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	Every Nine Weeks	Lower EOC failure rate, Lower failure rate

Continue Math Strategies						
Edgenuity and A+ Curriculum during & after school	1. ⊠ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Counselors Staff	Title I General Funds Scheduled time	Lower drop-out rate More students on grade level More students graduating	August 2020 Every Nine Weeks	More students on grade level More students on Foundation Plan with Endorsements
Continue management of Reading/Writing for problem solving	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ⊠ 5. ☐ 10. ☐	Administration Staff	Scheduled time	Lower EOC failure rate Better core subject grades	August 2020 Every Nine Weeks	Lower EOC failure Rate More students on grade level
Administer Benchmark EOC to 9th (TEA Beg. Of Year Assessment) Semester Exam	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ⊠ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Department Chair Staff	Scheduled Time	Lower EOC failure rate Lesson Plans	Dec 2020	Lower EOC failure rate
EOC Objectives in Nine Weeks, EOC formatted exams	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ⊠ 5. ☐ 10. ☐	Administration Staff	Scheduled Time	Lesson Plans Nine Weeks and Semester Exams	August 2020 Every Nine Weeks	Lower EOC failure rate. Increased EOC awareness.
Implementation of Math Camp with Ms.Mays Students will attend a math camp and discuss EOC formatted questions and provide Test Taking Strategies.	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ⊠ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Staff Central Office	Scheduled time	Increase EOC scores	Jan 2021 April 2021	Increased EOC scores
Continue Curriculum Collaborative Program (TEKS Resource System Vertical Alignment Documents) and work with unit assessments. Continue Staff Development in TEKS Resource System	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ⊠ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Department Chairs	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	August 2020 Every Nine Weeks	Lower EOC failure rate, lower failure rate Increase % of graduates

Action	Checkboxes	Responsible	Resources	Evidence	Timeline	Outcome
Continue utilization of Smart Boards	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☒ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration, Staff	Technology Funds	Lesson Plans Walkthroughs	Aug 2020 Every Nine Weeks	Increased Student Performance and engagement
Continue implementation of Tier I, II, III strategies for RTI	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration	Posters, Allotted time Lesson Plans	Posting of Posters	Aug 2020 Every Nine Weeks	Increased Student Performance
Addition of lab	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration, Staff	Technology Funds	Lesson Plans, Walkthroughs	Every Nine Weeks	Increased student performance through technology
Continue to Acquire TI Inspire calculators	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☒ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Math Department	Classroom	Lesson Plans. Walkthroughs	March 2021	Increased student Performance through technology
Prepare all students for college readiness according to HB 5 requirements add College Preparatory Math Course and add the Math lab component	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☒ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Department Chair	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	Every Nine Weeks	Lower EOC failure rate, Lower failure rate. Increase % of graduates attending College
Prepare all students for college readiness according to HB 5 requirements to include creation of cohorts for STEM Academy	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☒ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration STEM Coordinator STEM Counselor	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	Aug 2020 Every Nine Weeks	Lower EOC failure rate, Lower failure rate. Increase % of graduates.

Objective 1.3

Disaggregate EOC data in **Writing** for all students and focus on objectives below 70% mastery. Administrative Team meet with department to plan curriculum English I & II curriculum

TITLE 1 School-Wide Components	**1**. Comprehensive Needs Assessment (CNA)	**2**. Is it School-Wide Reform	**3**. Instruction by Highly Qualified Teachers	**4**. High Quality Professional Development	**5**. Strategies to Attract High-Quality Teachers
	6. Parental Involvement	**7**. Transition	**8**. Teacher Decision-Making Regarding Assessments	**9**. Effective and Timely Assistance to Students	**10**. Coordinate & Integrate federal, State & Local Programs

STRATEGIES Writing	COMPONENTS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIME LINES	SUMMATIVE EVALUATION
Strategies listed below will be implemented to fulfill objective 1.3	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration English teachers	Faculty meetings Department meetings DMAC	Work sessions (agendas, sign-in sheets, minutes) Lesson plans Nine-weeks exams Benchmark Tests	August 2020 Every Nine Weeks EOC test dates	Progress toward CIP goals and performance indicators
Offer Staff Development in EOC requirements.	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration	Title I	Increase knowledge in EOC awareness	Every Nine Weeks	Increased EOC scores improve scores above safeguards
Continue Staff development on TEKS, DMAC and TEKS Resource System	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☒ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration	General Funds Title I Region XIX	Sign-in sheets Region 19 Workshop requests	August 2020 Every Nine Weeks	Increased knowledge of STAAR specifications and requirements
EOC essays (Sophomores and Freshmen will write their EOC essays in English I & II classes). Consultants and English teachers will grade the papers and conference with students 1on1 students and will let them know what	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration English Teachers	Released time for teachers SCE Funds for Consultant	Students' sign-in sheets Increase knowledge of scoring rubrics	Oct 2020 March 2021	Increased awareness of scoring rubrics. Better writing samples (students) Increased EOC scores

they scored and how they can improve their scores.						
EOC pullout program for Sophomores, Freshmen and Juniors who have not passed the Eng. I and/or II ELA.	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☒ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Counselors	Assigned time for instruction	Lower EOC failure rate	February 2021	Lower EOC failure Increase scores above safeguards
Summer School Edgenuity A+ Classroom Instruction	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☒ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Counselors Administrators Summer School Staff	OEY, Title I SCE	Lower EOC failure rate Credit recovery	June 2021	Recovered credits, more students on grade level
After school and before school tutoring	1. ☐ 6. ☐ 2. ☒ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Counselors	Title I SCE General Funds 9th Period	More intensive instruction Lower EOC failure rate Documentation from & Department Heads Master Schedule	August 2020 Every Nine Weeks	Lower EOC failure rate Reduce Semester failures Increase number of students on grade level
EOC Prep in Core Classes and Unit Assessments	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration Counselors, Department Chairs	General Funds EOC Materials	Teachers' Lesson Plans Lower EOC failure rate	August 2020 Every Nine Weeks	Lower EOC failure rate, more students passing core subjects.

Continue Writing Strategies						
Edgenuity and A+ Curriculum during and after school	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐	Administration Counselors A+ Staff	Title I General Funds Scheduled Time SEC	Focus on Mastery of Writing TEKS and lower failure rates.	August 2020 Every Nine Weeks	Fewer failures in Eng. classes Lower EOC failure rate

	4. ☐ 9. ☐ 5. ☐ 10. ☐					
Continue Management of Reading/Writing/Math Lab Ensure that instructional program includes Writing objectives in grades not tested by state assessment.	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration Staff	General Funds Title I SCE	Lower EOC failure Rates	August 2020 Every Nine Weeks	Fewer failure in Core classes
Administer TEA's Beginning of Year Assessment to gauge student learning during pandemic	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☒ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Staff	Scheduled Time	Lower EOC failure rate Lesson Plans	Oct 2020	Lower EOC failure rate. Increase scores above safeguards
EOC Objectives in Nine Weeks and Semester Exams. EOC formatted exams	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration Staff	Scheduled Time	Lower EOC failure rate	August 2020 Every Nine Weeks	Lower EOC failure rate Increase scores above safeguards
Continue implementing Curriculum Collaborative Program (TEKS Resource Vertical Alignment Documents)	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☒ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Department Chairs	Scheduled Time Classroom	Lesson Plans Dept Meetings Walkthroughs	Aug 2020 Every Nine Weeks	Lower EOC failure rate, Lower failure rate. Increase % of graduates.
Continue utilization of Smart Boards	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☒ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration, Staff	Technology Funds	Lesson Plans Walkthroughs	Aug 2020 Every Nine Weeks	Increased Student Performance
Continue implementation of Tier I, II, III strategies for RTI	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration	Posters, Allotted time	Posting of Posters	Aug 2020 Every Nine Weeks	Increased Student Performance

Addition of 3D lab	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration, Staff	Technology Funds	Lesson Plans, Walkthroughs	Every Nine Weeks	Increased student performance through technology
Prepare all students for college readiness according to HB 5 requirements add College Preparatory English Course	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Department Chairs	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2020 Every Nine Weeks	Lower EOC failure rate, Lower failure rate. Increase % of graduates attending College
Prepare all students for college readiness according to HB 5 requirements to include creation of cohorts for STEM Academy	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☒ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Department Chairs STEM Coordinator STEM Counselors	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2020 Every Nine Weeks	Lower EOC failure rate, Lower failure rate. Increase % of graduates.
Lesson delivery on the Fundamental Five to improve scores	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2020 Every Nine Weeks	Lower EOC failure rate, Lower failure rate

Objective 1.4
Disaggregate **Science** data and focus on objectives below 80% mastery:

TITLE 1 School-Wide Components	**1**. Comprehensive Needs Assessment (CNA)	**2**. Is it School-Wide Reform	**3**. Instruction by Highly Qualified Teachers	**4**. High Quality Professional Development	**5**. Strategies to Attract High-Quality Teachers
	6. Parental Involvement	**7**. Transition	**8**. Teacher Decision-Making Regarding Assessments	**9**. Effective and Timely Assistance to Students	**10**. Coordinate & Integrate federal, State & Local Programs

STRATEGIES Science	**COMPONENTS**	**PERSONS RESPONSIBLE**	**RESOURCES**	**FORMATIVE EVALUATION**	**TIME LINES**	**SUMMATIVE EVALUATION**
Disaggregate **Science** EOC data and focus on objectives below 80%.	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Campus Committee Head of dept. Science teachers	Region 19 ESC Objective training DMAC Department meetings	Lesson plans Six-weeks exams Benchmark Tests	Aug 2020 Every Nine Weeks	Increased knowledge of EOC Science .
Continue Staff development on TEKS, DMAC, Teks Resource System .	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐		Title I General Funds Region 19 ESC	Increased knowledge of Science EOC	August 2020	Increased knowledge of Science EOC scores to earn a distinction.
Prepare students for state assessment in EOC Science	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☒ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration	Master schedule Title I General Funds, SCE Science Starters	Increased knowledge of Science EOC	August 2020 Every Nine Weeks	Scores indicative of a Campus with earned distinction
EOC Prep in core classes Ensure that instructional program includes science objectives in grades not tested by state assessment	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☒	Department Heads Staff	General Funds, SCE EOC Materials	Memos & Minutes of Dept. Heads meetings Teachers' Lesson Plans	August 2020 Every Nine Weeks	Instruction for scores indicative of a campus with earned distinction.
Vertically and horizontally align objective expectations	1. ☐ 6. ☐	Administration	All Teachers All Programs	Curriculum alignment meetings Pre-Assessments	Monthly Fall 2020	EOC results

Strategy	Checkboxes	Responsible	Resources	Evidence of Implementation	Timeline	Evidence of Impact
by grade level (EOC). Develop chart that indicates vertical alignment at a glance.	2. ☐ 7. ☐ 3. ☐ 8. ☒ 4. ☐ 9. ☐ 5. ☐ 10. ☐		Region XIX ESC TEKS Resource System	Lesson plans	Weekly	Progress toward ESEA goals and performance indicators
Administer TEA Beginning of Year Assessment	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☒ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Staff	Scheduled Time	Lesson Plans Increased knowledge of Science EOC objectives	Dec 2020	Increased knowledge of Science EOC objectives
Mandatory Tutoring (Board Policy EHBC) Mandatory tutoring for students attaining EOC Minimum scores	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Staff	Scheduled time 9th Period	Lower EOC failure rate	Sept 2020 Every Nine Weeks	Lower EOC failure rate
Partnership with MSP (Region XIX)	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration Staff	Scheduled time Called meetings Region XIX, UTEP	Increased knowledge of Science EOC objectives	August 2020	Lower EOC failure rate
Pullout program for Biology students. Pulled out of class, meet individually with staff. Application of test taking strategies for EOC.	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Staff	Scheduled time	Increase knowledge of EOC objectives	Oct 2020 April 2021	Lower EOC failure rate
Continue with Curriculum Collaborative Program (TEKS Resource System Vertical Alignment Documents and use Unit Assessments).	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☒	Administration Dept Heads	Scheduled Time Classroom Region XIX	Lesson Plans Dept Meetings Walkthroughs	Sept 2020 Every Nine Weeks	Lower EOC failure rate, lower failure rate Increase % of grads.
Offer Staff Development on EOC requirements.	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☒ 8. ☐	Administration	Title I	Increase EOC requirements.	Sept 2020	Increased EOC awareness

Strategy	1-5	6-10	Person Responsible	Resources	Evidence	Timeline	Evaluation
	4. ☐ 5. ☐	9. ☐ 10. ☐					
Continue utilization of Smart Boards	1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐	6. ☐ 7. ☐ 8. ☐ 9. ☐ 10. ☒	Administration, Staff	Technology Funds	Lesson Plans Walkthroughs	Aug 2020 Every Nine Weeks	Increased Student Performance
Continue implementation of Tier I, II, III strategies for RTI	1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐	6. ☐ 7. ☐ 8. ☒ 9. ☐ 10. ☐	Administration	Posters, Allotted time	Posting of Posters Lesson Plans	Aug 2020 Every Nine Weeks	Increased Student Performance
A+ during and after school	1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐	6. ☐ 7. ☐ 8. ☒ 9. ☐ 10. ☐	Administration	Scheduled time Title I	Sign in sheets, attendance rosters	Sept 2020 Every Nine Weeks	Increased EOC scores, Increased student performance
In School pullout with certified teachers	1. ☒ 2. ☐ 3. ☐ 4. ☐ 5. ☐	6. ☐ 7. ☐ 8. ☐ 9. ☐ 10. ☐	Administration	Released time, Scheduled time with subs covering	Attendance rosters, Sign in sheets	Oct 2020 April 2021	Increased EOC scores. Increase EOC awareness
Continue Biology Intervention classes.	1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐	6. ☐ 7. ☐ 8. ☐ 9. ☒ 10. ☐	Administration	Master Schedule	Increase knowledge of course content	August 2020 Every Nine Weeks Every Nine Weeks	Increased EOC scores
Prepare all students for college readiness according to HB 5 requirements by increasing the number of Pre-AP and AP courses to	1. ☒ 2. ☐ 3. ☐ 4. ☐	6. ☐ 7. ☐ 8. ☐ 9. ☐	Administration Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2020 Every Nine Weeks	Lower EOC failure rate, Lower failure rate. Increase % of graduates.

include Physics and Environmental Science	5. ☐ 10. ☐					
Addition of 3D lab	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration, Staff	Technology Funds	Lesson Plans, Walkthroughs	Oct 2020 Every Nine Weeks	Increased student performance through technology
Continuation of AP Chemistry, AP Biology, Dual Credit Classes, CoET. EMT Dual	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☒ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administrations Staff	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthrough	Aug 2020 Every Nine Weeks	Increase student performance through college readiness
Prepare all students for college readiness according to HB 5 requirements to include creation of cohorts for STEM Academy	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☒ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2020 Every Nine Weeks	Lower EOC failure rate, Lower failure rate. Increase % of graduates.
Lesson delivery on the Fundamental Five to improve scores	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2020 Every Nine Weeks	Lower EOC failure rate, Lower failure rate

Objective 1.5

Disaggregate **Social Studies** EOC data and focus on objectives below 70%

TITLE 1 School-Wide Components	1. Comprehensive Needs Assessment (CNA)	2. Is it School-Wide Reform	3. Instruction by Highly Qualified Teachers	4. High Quality Professional Development	5. Strategies to Attract High-Quality Teachers
	6. Parental Involvement	7. Transition	8. Teacher Decision-Making Regarding Assessments	9. Effective and Timely Assistance to Students	10. Coordinate & Integrate federal, State & Local Programs

STRATEGIES Social Studies	COMPONENTS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIME LINES	SUMMATIVE EVALUATION
Disaggregate **Social Studies** EOC data and focus on objectives below 70% mastery.	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Campus Committee Social Studies Department Head Social Studies teachers	Region 19 ESC DMAC Department meetings	Lesson plans Six-weeks exams Teachers Lesson Plans Benchmark Tests	Aug 2020 Every Nine Weeks	Increased knowledge of EOC Social Studies Increase scores above safeguards Knowledge base for better scores.
Prepare students for state assessment in EOC US History.	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration	Master Schedule Title I, SCE General Funds	Increased knowledge of Social Studies	August 2020 Every Nine Weeks	Scores indicative of a Campus with all three distinctions earned
Continue Staff Development on TEKS, DMAC, SIOP and TEKS Resource System.	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☒ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration	Region XIX ESC Scheduled Meetings	Increased knowledge of Social Studies EOC	August 2020 Every Nine Weeks	Increased knowledge of Social Studies EOC
EOC Prep in Core Classes Ensure that instructional program includes Social Studies objectives in grades not tested by state assessment	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Department Heads Staff	General Funds EOC materials	Dept. Heads meeting Teachers' Lesson Plans	August 2020 Every Nine Weeks	Instruction for scores indicative of a TEA distinctive campus Increase scores above safeguards

Vertically and horizontally align objective expectations by grade level (TEKS /EOC). Develop chart that indicates vertical alignment at a glance and use Unit Assessments.	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☒ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Department Head Staff	All Teachers All Programs Region XIX ESC Scheduled meetings	Curriculum alignment meetings Pre-Assessments Lesson plans	Monthly Fall 2020	EOC results Progress toward ESEA goals and performance indicators
Use grade –level TEKS as a scope and sequence along with grade-level EOC objectives to vertically align the curriculum and for vertical teaming.	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☒ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Dept. Heads	Master Schedule	Benchmark tests	EOC test dates	Increased knowledge of Social Studies EOC
Administer Benchmark EOC for grade 9 and 10 EOC World Geography, World History and U.S. History to address all populations to include SPED, LEP, and Migrant. Semester Exam Exemption Incentive	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☒ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Dept Head, Staff	Scheduled Time	Lesson Plans Increased knowledge of SS EOC	Dec 2020	Lower EOC failure rate. Increase scores above safeguards
Mandatory Tutoring – Intersession Interventions, Winter Intervention	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☒ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Staff	Title I, 9th period	Lower EOC failure rate. Increase SS passing rate	August 2020 Every Nine Weeks	Lower EOC failure rate Lower failure rate
Continue to implement Curriculum Collaborative Program (TEKS Resource System Vertical Alignment Documents)	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Dept Heads	Scheduled Time Classroom	Lesson Plans Dept Meetings Walkthroughs	Aug 2020 Every Nine Weeks	Lower EOC failure rate, lower failure rate Increase # of graduates
Offer Staff Development for EOC requirements.	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration	Title 1, SCE	Increase EOC knowledge	Aug 2020	Increased EOC awareness.
Continue utilization of Smart Boards	1. ☐ 6. ☐ 2. ☐ 7. ☐	Administration, Staff	Technology Funds	Lesson Plans, Walkthroughs	Aug 2020 Every Nine Weeks	Increased student performance

	3. ☒ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐					
Continue implementation of Tier I, II, III strategies for RTI	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration	Posters, allotted time	Posting of Posters Lesson Plans	Aug 2020 Every Nine Weeks	Increased student Performance
Continue Pullout Program	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☒ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration, Staff	Scheduled time	Lower EOC rate Increase EOC awareness	Oct 2020 April 2021	Lower EOC Failure rate, more students on grade level Increased EOC awareness
Prepare all students for college readiness according to HB 5 requirements	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☒ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2020 Every Nine Weeks	Lower EOC failure rate, Lower failure rate. Increase # of graduates.
Available 3D lab	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration, Staff	Technology Funds	Lesson Plans, Walkthroughs	Oct 2020 Every Nine Weeks	Increased student performance through technology
Addition of AP World History and AP US History	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Counselors & Staff	Title I General Funds Scheduled Time	Lower EOC failure rate. Increase EOC awareness	Oct 2020 Feb 2021	Lower failure rate, more students on grade level. Increased EOC awareness
Prepare all students for college readiness according to HB 5 requirements to include creation of cohorts for STEM Academy	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☒ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2020 Every Nine Weeks	Lower EOC failure rate, Lower failure rate. Increase % of graduates.

Lesson delivery on the Fundamental Five to improve scores	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2020 Every Nine Weeks	Lower EOC failure rate, Lower failure rate

Objective 1.6
Integrate Bilingual**/ESL** methodology into regular classroom instruction

TITLE 1 School-Wide Components	**1**. Comprehensive Needs Assessment (CNA)	**2**. Is it School-Wide Reform	**3**. Instruction by Highly Qualified Teachers	**4**. High Quality Professional Development	**5**. Strategies to Attract High-Quality Teachers
	6. Parental Involvement	**7**. Transition	**8**. Teacher Decision-Making Regarding Assessments	**9**. Effective and Timely Assistance to Students	**10**. Coordinate & Integrate federal, State & Local Programs

STRATEGIES ESL	COMPONENTS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIME LINES	SUMMATIVE EVALUATION
Integrate Bilingual**/ESL** methodology into regular classroom instruction and have all English Teachers Certified in ESL LPAC will meet and monitor student progress every Nine Weeks. ESL staff will monitor student progress in all content areas every three weeks and plan intervention strategies. Continue with Reading Program using Read 180, Continuation of SIOP Training Continue ELPS in all classes	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration ESL Teachers Administration ESL Staff Administration ESL Staff Administration Administration Administration	Staff development LPAC Committee ELPS All Teachers State Mandates Tech Writing Reading Improvement Read 180, Open Book	Training sessions (agendas/minutes/sign-in-sheets) Lesson Plans Progress Forms Parent permission and denial forms with benefits Increased Reading Levels Lower failure rate	Fall 2020 Weekly Every three weeks August 2020 Every Nine Weeks August 2020 Every Nine Weeks	EOC results Bilingual/ESL Chart of Expectations Lower Failure Rate Improve PBMAS rating Bilingual/ESL Annual Evaluation Report Increase scores above safeguards Student Annual Review TELPAS results Progress toward ESEA goal and

Continue Differentiated Instruction (DI) in all classes to decrease drop out of ELLs Use of ELPS Flipcharts to address AMAOs.			ELPS Training Bilingual/ESL funds			performance indicators
Mandatory Tutoring – Board Policy EHBC	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration Staff	Title I General Funds 9th period	Lower failure rate	Sept 2020 Every Nine Weeks	Lower failure rate
Continue utilization of Smart Boards	1. ☐ 6. ☐ 2. ☒ 7. ☐ 3. ☐ 8. ☐ 4. ☒ 9. ☐ 5. ☐ 10. ☒	Administration, staff	Technology funds, CATE	Lesson Plans Walkthroughs	Aug 2020 Every Nine Weeks Every Nine Weeks	Increased student performance Increase scores above safeguards
Continue implementation of Tier I, II, III strategies for RTI	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☒ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration	Posters, allotted time	Posting of posters	Aug 2020 Every Nine Weeks	Increased student performance
Continue pullout programs in core subject areas	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☒ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration, staff	Allotted time	Progress reports	Oct 2020 Jan 2021 April 2021	Increased student performance Increase scores above safeguards
TELPAS (Texas English Language Proficiency Assessment) training for core subject teachers	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☒ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration, ELA staff	Allotted time Staff development	Writing Samples Training	August 2020	Increased student performance through PBMAS

Model Teaching	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐		Scheduled time	Progress Reports, Lesson Plans	August 2020 Scheduled	Increased student performance
Conduct Walkthroughs using T-TESS as the evaluation instrument	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration	Scheduled time	T-TESS available for teachers to view	Aug 2020 Every Nine Weeks	Increased student performance
Set up Parent/teacher conferences to ensure student progress	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Staff	Scheduled time	Teacher plans, documentation	August 2020 As needed	Increased student performance. Students on grade level
Monitor EOC passing rates compare to state standards In Reading/Writing Administer Benchmark Assessment in core subject areas to include EOC/STAAR especially Reading and Writing	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration	Scheduled time	Increased EOC scores	Feb. 2020 April 2021	Increased student performance Increase scores above safeguards Increase Benchmark Test
Prepare all students for college readiness according to HB 5 requirements to include creation of cohorts for STEM Academy	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☒ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2020 Every Nine Weeks	Lower EOC failure rate, Lower failure rate. Increase % of graduates.
Continue us of 3D lab	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒	Administration, Staff	Technology Funds	Lesson Plans, Walkthroughs	Oct 2020 Every Nine Weeks	Increased student performance through technology

	5. ☐ 10. ☐					
Lesson delivery on the Fundamental Five to improve scores	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2020 Every Nine Weeks	Lower EOC failure rate, Lower failure rate

TITLE 1 School-Wide Components	**1**. Comprehensive Needs Assessment (CNA)	**2**. Is it School-Wide Reform	**3**. Instruction by Highly Qualified Teachers	**4**. High Quality Professional Development	**5**. Strategies to Attract High-Quality Teachers
	6. Parental Involvement	**7**. Transition	**8**. Teacher Decision-Making Regarding Assessments	**9**. Effective and Timely Assistance to Students	**10**. Coordinate & Integrate federal, State & Local Programs

Objective 1.7
Continue implementing the **G/T** program.

STRATEGIES G/T	COMPONENTS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIME LINES	SUMMATIVE EVALUATION

Continue implementing the **G/T** program.
• Update G/T curriculum
• Provide G/T staff development
  1. 30 hour training
  2. 6-hour update training
• Provide effective information and communication to all parents regarding the G/T program.
• Dept Career Field Trips per/dept
	1. ☒ 6. ☐
	2. ☒ 7. ☐
	3. ☐ 8. ☐
	4. ☒ 9. ☐
	5. ☐ 10. ☒
		Administration
		
		G/T Coordinator
		
		G/T District Coordinator
		
		Dept Chairs
		
		GT Coordinator
			G/T funds
			
			Region XIX ESC
			
			G/T Selection Committee
			
			Central Office Personnel
			
			Scheduled time, Online
				Curriculum update meetings (agendas/minutes/sign-in-sheet)
				
				Nomination/identification documentation
				
				Staff development calendar Staff development training (agendas/minutes/sign-in-sheet)
				
				PEIMS data
				
				Power Point Presentations
				
				Library presentations by Independent Studies students
					Monthly
					
					Fall 2020
					Spring 2021
					
					As scheduled
					
					As scheduled
						EOC results
						G/T Chart of Expectations
						
						PAS Report (GT)
						G/T Annual Evaluation Report
						
						Progress toward ESEA goals and performance indicators
						
						Progress toward ESEA Goals and

• Job Shadowing
• Internships
• STEM Cohort
• Survey GT students as a needs assessment
• Provide for Educational field trips to Medical Center, Court House, etc.
• Provide out of County travel
• Continue EMT Program
• Continue Pharmacy Certification
• Implement Independent Studies class
• Continue Research and Design classes
• Use of IPADS in the classroom
• Increase the number of LEP students identified as GT)
  • Implement G/T nomination and identification strategies to ensure that LEP students have equal access to G/T services
  • Test in native language
  • Non-Verbal tests
 	
Increase Percentage of 9th through 12th grade students identified as G/T who are enrolled in Pre-AP and AP classes with AP scores of 3+ or 4+ on AP examinations)
			IPADS			performance indicators

STRATEGIES	COMPONENTS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIME LINES	SUMMATIVE EVALUATION
• Increase the number of G/T students taking AP exams • Increase the number of G/T students scoring 4's or 5'						
Lesson delivery on the Fundamental Five to improve scores	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2020 Every Nine Weeks	Lower EOC failure rate, Lower failure rate

Objective 1.8
Provide quality **CATE** program:

TITLE 1 School-Wide Components						
	1. Comprehensive Needs Assessment (CNA)	**2**. Is it School-Wide Reform	**3**. Instruction by Highly Qualified Teachers	**4**. High Quality Professional Development	**5**. Strategies to Attract High-Quality Teachers	
	6. Parental Involvement	**7**. Transition	**8**. Teacher Decision-Making Regarding Assessments	**9**. Effective and Timely Assistance to Students	**10**. Coordinate & Integrate federal, State & Local Programs	

STRATEGIES CATE	COMPONENTS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIME LINES	SUMMATIVE EVALUATION
Provide quality **CTE** program: • Career Pathways for college-bound and vocationally bound students. • Increase vocational course offerings	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration CATE Dept. Chair	State CATE Funds Carl Perkins Grant	Master Schedule Career Plans	August 2020 Every Nine Weeks	EOC Results CATE Chart of Expectations CATE Annual evaluation report

• Make CCTE available for afternoon classes • Develop CTE course offering handbook • Offer Trade and Industry classes • Promote Health Science Classes • Articulated Courses • Continue EMT class • Increase Business Education Courses • Career Information & Knowledge o Nutrition o Career Investigation o Job Shadowing o Guest Speakers o Career Field Trips * Offer Research and Design class Continue AHEC Program CPR Certificate			Counselor CATE Dept. Tech Prep Center for Career and Technology Education (CCTE) General funds			Faculty, Student, Parent Surveys PAS Report (CATE) Increased participation in CCTE classes available to FHS students
Monitor program to make sure PEIMS data matches receipt of Carl Perkins funds • Submit all federal and state financial reports in a timely manner.	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Central Office PEIMS Specialist Campus PEIMS Clerk		PEIMS Data	CATE PAS ratings	May 2021	CATE annual evaluation report
Mandatory tutoring – Board Policy EHBC	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration Staff		Title I funds General funds 9th period	Lower CATE failure rate	Sept 2020 Every Nine Weeks	Lower CATE failure rate
Continue HOSA activities	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☒ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration, Staff		Scheduled time	Sign in sheets	August 2020 As scheduled	Increased student performance

Action	Objectives (1-10)	Person Responsible	Resources	Evidence	Timeline	Expected Outcome
Continue utilization of Smart Boards and up to date software and hardware to meet today's industry standards.	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration, Staff	CATE funds	Lesson Plans Walkthroughs	Aug 2020 Every Nine Weeks	Increased student performance
Continue implementation of Tier I, II, III strategies for RTI	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☒ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration	Posters, allotted time	Posting of posters	Aug 2020 Every Nine Weeks	Increased student performance
Continue use of Apple Laptops and IPADs in the curriculum	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Dept Head Administration	CATE	Purchase orders, Lesson plans	August 2020 Every Nine Weeks	Increased student performance
Monitor Master schedule to balance the number of males taking nontraditional female courses	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Counselors	CATE	Master schedule	Every Semester	Balanced Schedule
Lesson delivery on the Fundamental Five to improve scores	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2020 Every Nine Weeks	Lower EOC failure rate, Lower failure rate
Increase number of CTE Industry based certification	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration Department Head CTE	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2020 Every Nine Weeks	Lower EOC failure rate, Lower failure rate
Continue to expand STEM Program course offerings	1. ☐ 6. ☐ 2. ☐ 7. ☐	Administration Department Head CTE	Scheduled Time Classroom	Lesson Plans Department Meetings	September 2020	Lower EOC failure rate, Lower failure rate

				Walkthroughs	Every Nine Weeks	
	3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐					

TITLE 1 School-Wide Components	**1**. Comprehensive Needs Assessment (CNA)	**2**. Is it School-Wide Reform	**3**. Instruction by Highly Qualified Teachers	**4**. High Quality Professional Development	**5**. Strategies to Attract High-Quality Teachers
	6. Parental Involvement	**7**. Transition	**8**. Teacher Decision-Making Regarding Assessments	**9**. Effective and Timely Assistance to Students	**10**. Coordinate & Integrate federal, State & Local Programs

Objective 1.9
Address the needs of **At-risk** students:

STRATEGIES At-Risk Students	COMPONENTS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIME LINES	SUMMATIVE EVALUATION
Address the needs of **At-risk** students: • Staff development (training, substitutes, and travel) • Enrichment opportunities • ESL services and lab • Extended library hours/aide • Community services (Pregnancy-related services and school-age parents) • Computer-assisted instruction (A +) • Math strategies, including Ms. Mays • Language Arts strategies • Student Leadership class • Counseling • School leadership and administration • Additional supplies • Contracted services • Planning/Teaming for at-risk students • Tutorials • Extended Day • Special Ed CMC • Optional Extended Year • NHS Tutorials • Dyn Ed • Intervention classes for STAAR EOC	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration A+ Coordinator Counselors Administration Attendance Clerk Instructional Aide	**SCE** FTEs 20.9 Region XIX ESC Teachers Para-professionals **SCE** FTE 1.0 Title I, Part A funds Title II, Part A funds OEY funds Local funds SCE Supplies and Materials Travel –Students Travel –Staff Misc Costs Instructional Resources Community Service Tutoring Guidance/Counseling Go Center Scheduled time	Staff development calendar (agendas/minutes/ sign-in sheets) Programmatic assessments (computer labs) Credit accrual Master schedules (tutorials, ESL, other supple-mental classes) Mastery charts Lesson plans Counselors' logs Purchase orders/ invoices Benchmark tests Recovered Credits Reduction in Failure Rates College Awareness	As scheduled Weekly Semester 6 weeks Weekly Daily Dec 2020 Aug 2020 Every Six Week	EOC results At-Risk Chart of Expectations Disparity between student performance of regular ed. students and at-risk students Disparity in High School Completion Rate between At-Risk students and all other students Progress toward ESSA goals and performance indicators Increase or decrease in FTEs vs At-Risk students/Economically Disadvantaged students Personal Graduation Plan Final PEIMS report Increase % of graduates Lower failure rate

• Personal Graduation Plan • ISS/DAEP • Continue REAL Mentoring Program with Border Patrol Establish Mentoring Program with teachers mentoring students. Establish Teen Pregnancy Intervention Program				Lower failure rate Keep students on track	Students on Grade level PBMAS
Lesson delivery on the Fundamental Five to improve scores	1. ☐　6. ☐ 2. ☐　7. ☐ 3. ☐　8. ☐ 4. ☐　9. ☒ 5. ☐　10. ☐	Administration Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2020 Every Nine Weeks	Lower EOC failure rate, Lower failure rate

Objective 1.101

Provide <u>special education</u> update training in the Comprehensive Analysis Process (CAP and identify needs in special education based on the 5 CAP components

TITLE 1 School-Wide Components	**1**. Comprehensive Needs Assessment (CNA)	**2**. Is it School-Wide Reform	**3**. Instruction by Highly Qualified Teachers	**4**. High Quality Professional Development	**5**. Strategies to Attract High-Quality Teachers
	6. Parental Involvement	**7**. Transition	**8**. Teacher Decision-Making Regarding Assessments	**9**. Effective and Timely Assistance to Students	**10**. Coordinate & Integrate federal, State & Local Programs

STRATEGIES Special Education	COMPONENTS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIME LINES	SUMMATIVE EVALUATION

Provide **special education** update training in the Comprehensive Analysis Process (CAP and identify needs in special education based on the 5 CAP components:
• LRE
• Staff development on continuum of services
• Revise system for regular education teachers' input for ARD meetings
• Related Services
• Initial Evaluations *
• Improve tracking system for initial evaluations
• Re-evaluations
• Transition services
• District-wide focus
 	
Monitor EOC passing rates compare to state standards
• **In Reading/Writing/Social Studies/Math/Science**
Inclusion and integration of special ed. in all /EOC training
• Continue to track mastery
 	
Monitor potential disproportion of LEP students in Special Education identified as having Speech Language Impairment (SLI)
• Continue to test in student's home language
• Adhere to criteria for SLI
• Ensure nondiscriminatory evaluation practices
	1. ☒ 6. ☐
	2. ☐ 7. ☐
	3. ☐ 8. ☐
	4. ☒ 9. ☒
	5. ☐ 10. ☐
		Special Ed. Director
		
		Speech therapist
		
		Administration
		
		Administration
		LPAC
			Special Ed. funds
			
			IDEA
			
			Title 1
			
			Special education teachers
			
			Regular education teachers
			
			Title II
				Referrals/
				Placement records
				Logs
				  (Campuses)
				
				ARD minutes
				
				IEP
				
				Lesson plans
				
				Mastery tests
				
				Benchmark tests
					Individual basis/
					Quarterly
					
					6 weeks
					
					Weekly
					
					6 weeks
					
					Dec 2020
					
					Feb 2021
						STAAR I results
						
						Special Ed. Annual Evaluation Report
						
						Expectation: 80% qualify from referrals
						
						  Increased student performance
						Increase scores above safeguards
						Increase Benchmark Test

Continue dyslexia and 504 services in accordance with district policy,	1. ☒ 6. ☐ 2. ☐ 7. ☐	Administration 504 Coordinator	Teachers Special Ed. Dept TAT.	Referrals Campus Schedules	Per occurrence	STAAR results TPRI

District Dyslexia Plan, and 504 plan	3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐				August 2020	
Offer EOC/STAAR requirements training to all staff. Provide Staff Development for all Special Education teachers in the field of Goal Setting and Inclusion.	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☒ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Special Ed teachers	Scheduled time. Conference periods	Increase knowledge of EOC/STAAR requirements	August 2020	Increased EOC awareness Increase scores above safeguards
Provide update training for all teachers in identification of students with dyslexia and related disorders.	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Special Education Director	504 Committee	Lesson plans with modifications/Accommodations Progress reports/Report Cards Benchmark tests	Weekly 6 weeks EOC test dates	Dyslexia Chart Expectations Training certificates Progress toward ESEA goals and performance indicators
Continue Vocational Academic Program (VAP)	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☒ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration/Staff Special Ed Director	Master Schedule General Funds Special Ed Funds	Lesson Plans Field trip request	August 2020 Every Nine Weeks	Increased student participation Increased Community participation
Administer Benchmark Assessment in core subject areas to include EOC/STAAR especially Social Studies, Writing	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☒ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Staff	Scheduled time	Lesson plans	Dec 2020	Increased knowledge in EOC objectives
Mandatory Tutoring – Board Policy EHBC Mandatory tutoring for students scoring minimum on EOC	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☒ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Staff	Title I Special Ed funds 9th Period	Lower failure rate	Sept 2020 Every Nine Weeks	Lower failure rate
Continue Read 180 Program, Open Book and A+	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒	Administration Staff	Scheduled time	Classroom Scheduled time	August 2020 Every Nine Weeks	Lower EOC failure rate

	5. ☐ 10. ☐					
Continue Herman Method Dyslexia Program	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☒ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Staff	Scheduled time	Lesson Plans Lab sign in sheets	August 2020 Every Nine Weeks	Lower EOC failure rate
Continue utilization of Smart Boards	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☒ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration, Staff	Technology Funds	Lesson Plans Walkthroughs	Aug 2020 Every Nine Weeks	Increased student performance
Continue implementation of Tier I, II, III strategy ies for RTI	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration	Posters, Allotted time	Posting of posters	Aug 2020 Every Nine Weeks	Increased student performance
Lesson delivery on the Fundamental Five to improve scores	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2020 Every Nine Weeks	Lower EOC failure rate, Lower failure rate

TITLE 1 School-Wide Components	**1**. Comprehensive Needs Assessment (CNA)	**2**. Is it School-Wide Reform	**3**. Instruction by Highly Qualified Teachers	**4**. High Quality Professional Development	**5**. Strategies to Attract High-Quality Teachers
	6. Parental Involvement	**7**. Transition	**8**. Teacher Decision-Making Regarding Assessments	**9**. Effective and Timely Assistance to Students	**10**. Coordinate & Integrate federal, State & Local Programs

STRATEGIES Migrant	COMPONENTS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIME LINES	SUMMATIVE EVALUATION

Objective 1.102
Provide quality services to **Migrant** students.
 	
• Identification
• Support Services
 	
  o Nurse
  o Counselor
  o Parent Advisory Council (PAC)
  o Training (Seven Areas of Focus)
  o Social Worker
  o Coordination between district and campuses to meet the state requirement, *Seven Areas of Focus*
    ▪ Parent Involvement
    ▪ ID & R
    ▪ NGS
    ▪ Graduation enhancement
    ▪ Early childhood
    ▪ Migrant Services Coordinator
    ▪ Secondary credit accrual
Monitor EOC passing rates compare to state standards
  o **In Reading/Writing/Social Studies/Math/Science**
  o Administer Benchmark Assessment in core subject areas to include
	1. ☒ 6. ☐
	2. ☐ 7. ☐
	3. ☐ 8. ☒
	4. ☒ 9. ☒
	5. ☐ 10. ☐
		Administration
		
		Migrant Coordinator
		
		Teachers
			Region XIX ESC
			
			Title I, Part C funds (Migrant)
			
			Title II, Part A
			
			Laptops
				Student registration
				
				Progress reports
				
				Report cards
				
				ID and R logs
				
				NGS Reports
				
				Migrant Survey
				
				STAAR test Results
				
				Benchmark results
					Per occurrence
					
					3 weeks
					
					6 weeks
					
					Weekly
					
					6 weeks
					
					Semester
						Promotion/Retention rate (Migrant students)
						
						NGS Reports
						Credit accrual
						
						Migrant Survey
						
						Migrant Education Annual Evaluation Report
						
						Increased student performance Increase scores above safeguards Increase Benchmark Test

EOC/STAAR **especially** o **Social Studies, Writing** o **Benchmark Testing Disaggregation at end of Semester**						
Continue to integrate technology into classroom instruction: **Staff development based on CNA** • Integration of technology into instructional program across the curriculum (all subjects/all grade levels) • Provide computer literacy for parents • Diverse library software to support reading program • Internet availability to staff • Equipment, maintenance, software upgrades • Student assignments include technology • Computerized TEKS access • Edgenuity • Rosen Lightsail • Lightbox • Nearpod • A-Plus Learning • Read 180 • Mobile Lab (Wireless) • DynEd • IPADSs • Elmos, Document Cameras, Smart Board	1. ☐ 6. ☒ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☒ 9. ☐ 5. ☐ 10. ☐	Administration Technology Facilitator Migrant Coordinator	Title II, Part D Region XIX ESC Lexia Program Read 180 DynEd A+ Laptops DMAC	Staff development calendar (agendas/minutes/ Sign-in sheets) Lesson plans Principal observations Programmatic assessments LPAC minutes	August 2020 Every Nine Weeks Every Nine Weeks August 2020 Every Nine Weeks	EOC results Personnel Records o Teacher Competencies o Certificates Increased student performance and Mastery of TEKS
Lesson delivery on the Fundamental Five to improve scores	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2020 Every Nine Weeks	Lower EOC failure rate, Lower failure rate

STRATEGIES Recruit/Retain Highly Qualified Teachers	COMPONENTS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIME LINES	SUMMATIVE EVALUATION
Objective 1.103 **Recruit and retain highly qualified teachers** • Stipends • Quality staff development • Incentives • Sign-on bonus • Continue to Encourage regular ed. Teachers to certify in ESL • Small Teacher to Student Ratio Paraprofessionals will become qualified in accordance with ESEA Goal 3, Performance Indicator 3.3 by the year 2020-17 • Local Assessment • College Courses	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☒ 10. ☐	Personnel Director Administration	Program Directors Region XIX ESC Finance Director	Recruitment logs Staff development calendar (agendas/minutes/sign-in sheets) Budget Paraprofessional Growth Plan (ESEA 3.3)	Fall 2020 Spring 2021	EOC results Personnel records Paraprofessional certificates/transcripts
Provide transition activities from Middle School to High School. • Fish Camp • Counseling • Orientation sessions • Campus visitation • ROTC Orientation • HB 5 Endorsement Orientation • Incoming Freshman EXPO	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Staff	Counselors Teachers at transition levels/grades Organizations Counselors	Orientation sessions Counselors' logs Notification/ communications	Spring 2021	Student achievement Academic Excellence Indicator System (AEIS) data Progress toward ESEA goals and objectives
Continue to involve teachers in assessment decisions and/or the use of assessment data. • Disaggregation and use of test data (DMAC) • TEKS Resource System • Training in the interpretation of test data	1. ☐ 6. ☐ 2. ☐ 7. ☒ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration	Region XIX ESC Teachers Title I, Part A funds Bilingual Director	Committee meetings Faculty meetings Staff development calendar (agendas, minutes, sign-in sheets)	Throughout the year	Personnel records ○ Certificates ○ Training hours ○ Transcripts Progress toward ESEA Goal 3.

(DMAC) • RPTE, ELPS, DI And EOC Training • LPAC and TELPAS training • G/T Selection Committee training			DMAC			

Performance Goal 4: All students will graduate from high school.

4.1 Performance Indicator: The percentage of students who graduate from high school, with a regular diploma disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data

Performance Target: Performance targets as defined by the TEA, effective July 1, 2012 for the 2020-2021 school year.

Campus Goal 2

- Student attendance will continue to meet or exceed the 94% for attendance.
- The campus dropout rate will continue to meet the state standard of 1% or less.
- The campus completion rate will meet or exceed the state standard

Objective 2:

For the 2020-2021 school year:

2.1 The student attendance rate will improve by 3% in the year 2020-2021

2.2 The campus dropout rate will remain at 1.0% or less in the year 2020-2021.

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STRATEGIES Graduation	COMPONENTS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIME LINES	SUMMATIVE EVALUATION

Objective 2.1, 2.2
Monitor attendance on a daily basis.
 o Parent notification
  o Telephone calls
  o Letters
 o Computerized attendance reports
 o Counseling
 o Home visits
 o Attendance contests
 o Court referrals
	1. ☒ 6. ☒
	2. ☐ 7. ☐
	3. ☐ 8. ☐
	4. ☐ 9. ☐
	5. ☐ 10. ☐
		Administration
		
		Attendance Officer
		
		Attendance Clerk
		
		Staff
			Attendance clerk	Attendance reports
				
				ADA reports
					Daily
					
					Monthly
					
					Scheduled
						Attendance rate
						
						Dropout rate

Provide dropout prevention and recovery through the following: o Counseling services o Pregnancy-related services o Services for school-age parents o Saturday school o After-school mentoring o Edgenuity o A+ Learning o Instructional Aides	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☒ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration Counselors Administration Administration Certified teacher Instructional aides College tutors	PEP Grant Counselor Nurse Health Teacher Title I General Funds	Withdrawal tracking records Counselor's log Scheduled class Scheduled time Principal contacts for locating leavers Recover Drop outs Develop PGPs for all at-risk students Recover credits	Per occurrence Daily Master schedule Weekly or per occurrence August 2020 Master Schedule Aug 2020 As scheduled	Decrease Dropout rate Decrease Pregnancy Rate Leaver reports Increased Attendance Increase # of graduates
Increase the percent of students taking the SAT/ACT to 100%. Increase the percent of students scoring above the criterion on the SAT/ACT o High school is an SAT testing center o SAT/ACT software available in computer labs and library. o Pay for tests through waivers. o Include Sophomores in	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration Counselors	Counselor Librarian High School Testing Center HS Allotment PSAT (SAT) PLAN (ACT) Grant money	SAT/ACT registration Programmatic assessments (software) Results of ACT or SAT exams Scheduled time	Fall 2020 Spring 2021 Monthly Spring 2021	Higher SAT/ACT results Increase number of students taking either ACT or SAT exams

PSAT testing o Pay for SAT, ACT and PSAT exams o PSAT Webinar						
Inform juniors and seniors that top 10% of graduating class receives automatic admission to most state colleges and universities.	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	High School Counselors Administration Senior Class Sponsor	**Posters** Letters Valedictorian/ Salutatorian criteria	Letters to parents Orientation sessions (agenda, sign-in sheets, minutes)	Fall 2020 Spring 2021	Graduation ranking College admissions records TEA report
Increase the number taking AP classes, the number of students scoring 3+ or 4+ on AP exams, and the number pursuing and achieving Performance Acknowledgment Indicator. Continue signing up students for at least one endorsement Continue to offer Dual Credit Courses through El Paso Community College Increase the number of courses available to include Pre Calculus and Calculus Increase the number of juniors taking the PSAT toward qualifying as National Merit Scholars.	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐	Administration Counselors Staff Administration Counselors	Counselor El Paso Community College transcripts Registrar records Valedictorian/ Salutatorian criteria Scheduled time	Graduation Plans AP Exam results Transcripts Student Registration logs	August 2020 Fall 2020 Spring 2021	Student transcripts (G/T students scoring 3+ or 4+ on AP exams) Increased Dual Credit enrollment to include Pre Cal and Calculus Increased number of students taking PSAT Ensure students are signed up for Endorsements
Allow sophomores to take PSAT	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☒ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Counselors	Registration Scheduled time	Registration logs	October 2020	Increased awareness of PSAT and SAT exams
Lesson delivery on the Fundamental Five to improve scores	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐	Administration Department Heads	Scheduled Time Classroom	Lesson Plans Department Meetings Walkthroughs	September 2020 Every Nine Weeks	Lower EOC failure rate, Lower failure rate

4. ☐ 9. ☒	
5. ☐ 10. ☐	

Performance Goal 5: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

5.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

Performance Target: Performance targets as defined by the TEA, effective July 1, 2020 for the 2020-2021 school year.

Campus Goal 3:

- Provide a safe and orderly school climate, conducive to learning.

Objective 3:

3.1 Continue with the Crisis Management Plan
Continue to use the Emergency Operations Plan as required by Senate Bill 11
3.2 Tier 3 – DAEP Mandatory referrals will decrease from 2020 to 2021
3.3 Tobacco, Alcohol, and Drug (TAOD) offenses will decrease from 2 in 2020 to 0 in 2021.
3.4 Incidents of violence will decrease from 0 in 2020 to 0 in 2021

TITLE 1 School-Wide Components	**1**. Comprehensive Needs Assessment (CNA)	**2**. Is it School-Wide Reform	**3**. Instruction by Highly Qualified Teachers	**4**. High Quality Professional Development	**5**. Strategies to Attract High-Quality Teachers
	6. Parental Involvement	**7**. Transition	**8**. Teacher Decision-Making Regarding Assessments	**9**. Effective and Timely Assistance to Students	**10**. Coordinate & Integrate federal, State & Local Programs

STRATEGIES Safe & Drug Free School	**COMPONENTS**	**PERSONS RESPONSIBLE**	**RESOURCES**	**FORMATIVE EVALUATION**	**TIME LINES**	**SUMMATIVE EVALUATION**
Objectives 3.1, 3.2, 3.3, 3.4, 3.5 Continue to implement the district crisis management plan including: o Suicide prevention o Violence prevention o Conflict resolution	1. ☒ 6. ☐ 2. ☒ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Counselor Crisis Management Team	Faculty and staff Nurse Decision-making committee Title IV funds	Crisis Calendar of Events o Crisis drills/ Emergency drills o Safety checklists o Meetings or	Monthly	Title IV Annual Evaluation Report PEIMS 425 Report Gun-free Report

Activity							
o Bullying o Cyberbullying o State Trooper Presentations Continue Lock down procedures for emergency situations. Continue the use of the Emergency Operations Plan required by Senate Bill 11			Emergency Operations Plan Team	Scheduled meetings	Crisis Management Team and Emergency Operations Plan Team		Teams meetings' minutes
Continue to implement drug-free curriculum and reduce campus drug offenses. o Red Ribbon Week o Staff development o Random walk-throughs (FISD Security) o Canine Program o Guest Speakers o Theatre Arts class o Student Leadership class o Health Fair	1. ☐ 6. ☒ 2. ☒ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☒ 5. ☐ 10. ☐		Drug-free Coordinator Administration Counselors FISD Security Student Council Staff	Counselor Health teachers FISD Security Region XIX ESC Staff	Lesson plans Calendar of events Drug-related offenses	Weekly As scheduled 6 weeks	Title IV Annual Evaluation Report PEIMS 425 Report

Continue to implement discipline management plan.
o District guidelines
o Parent communications
o ISS
o DAEP
o Special Education needs
  o IEP
  o Behavior Intervention Plan
o Teacher Assistance Team
o Peer mediation
o After-school mentoring
o Teen Anger Program
o Hire DPS troopers to
	1. ☐ 6. ☐
	2. ☒ 7. ☐
	3. ☒ 8. ☐
	4. ☐ 9. ☐
	5. ☒ 10. ☐
			Administration
			
			A101 trained professionals
			
			Special Ed. Director
			
			DAEP Committee
			
			Administration
			
			Administration
			
			Counselors
				Teachers
				
				SCE
				
				FTE 1.0
				
				Title 1
				
				General Funds
				
				ARD Committee
				
				District diagnostician
				Special Ed. Funds
				
				General funds
				Title IV
					Discipline referrals
					
					Individual student ARD meetings
					
					Discipline Reports
					
					ISS Assignments
					
					Positive Recognition
					
					DAEP Assignments
					
					Positive Recognition
						Weekly
						
						As scheduled
						
						Monthly
						
						Weekly
						
						Weekly
						
						End of Nine Weeks and End of Year
							Title IV Annual Evaluation Report
							
							PEIMS 425 Report
							
							Teacher Surveys
							
							Ratio of regular ed. in-school and out-of-school suspensions to special ed. in-school and out-of-school suspensions
							Number of students receiving

patrol school ○ Alternatives to removing students from classrooms ○ Visible administrators and teachers in halls, before and after school, during lunch, and class changes ○ Consistent enforcement of Student Code of Conduct ○ Reward positive student behavior. 　○ Newsletters 　○ End-of-Year Awards Programs 　○ Project Celebration						positive behavior awards

Implement a Comprehensive Guidance Plan aligned with the State Plan. ○ Character Education ○ Decision making ○ Self-esteem ○ Private and group counseling ○ Scholarship acquisition ○ Testing ○ Career awareness ○ Peer Mediation ○ College/University Information ○ Technical School Information ○ Guest Speakers ○ College Recruiters ○ Armed Forces Recruiters Implement TBSI Non-Violence Crisis Prevention strategies TACRAO day Career Day (Invite Colleges and Universities as well as Armed Forces) Invite Local school districts	1. ☒ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Counselors Administration Core Group Counselors	Teachers Counselors Title IV funds CATE funds TBSI Core Group Scheduled time	Calendar of Events Counselors' logs Testing schedule Training Time Increased Awareness in Career choices after HS	Monthly Daily/Weekly Semester Throughout the year August 2020 through September 2020 October 2020	Title IV Annual Evaluation Report PEIMS 425 Report Scholarships awarded Increased Self-Esteem Increased Non-Violence Crisis Intervention strategies Decrease violence in the school Increased awareness in college requirements
Continue with implementation of TBSI Non-Violence Crisis Prevention strategies. Train staff "Texas School Safety Conference."	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Core Group	TBSI Core group	Training Time	August 2020 As scheduled	Increased non-violence crisis intervention strategies. Decrease violence in the school.
Train staff members in CPI (Crisis Prevention Institute) program	1. ☐ 6. ☐ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☒ 9. ☐ 5. ☐ 10. ☐	Administration Special Education Director	Certified Instructors	Training time	August 2020 As scheduled	More staff trained in non-violent crisis intervention

| Inform students, staff and community members of the Surveillance cameras throughout the schools | 1. ☐ 6. ☐
2. ☐ 7. ☐
3. ☐ 8. ☐
4. ☐ 9. ☒
5. ☐ 10. ☐ | Administration, Security, Counselors, staff | Posted signs, letters, memos | Recovery of items, reduced violence acts | August 2020 | Decrease in student violence or violence related activities |

Goal 4: Increase parent and community involvement.
Objective: Increase the number of parent and community participants in each of the following:

4.1   Parent Volunteers   **4.2**   Open House attendees   **4.3**   Increase attendance at special programs meetings by 10%

TITLE 1 School-Wide Components	1. Comprehensive Needs Assessment (CNA)	2. Is it School-Wide Reform	3. Instruction by Highly Qualified Teachers	4. High Quality Professional Development	5. Strategies to Attract High-Quality Teachers
	6. Parental Involvement	7. Transition	8. Teacher Decision-Making Regarding Assessments	9. Effective and Timely Assistance to Students	10. Coordinate & Integrate federal, State & Local Programs

STRATEGIES Parental Involvement	COMPONENTS	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATION	TIME LINES	SUMMATIVE EVALUATION
Objectives 4.1, 4.2, 4.3 Provide opportunities for increased parent and community involvement: ○ Campus decision-making committee meetings ○ Parent communications ○ PFE – Parent Family Engagement Policy – online and on campus (in English) ○ School/Parent Compact ○ ESL Classes ○ District and Campus	1. ☐ 6. ☒ 2. ☐ 7. ☐ 3. ☐ 8. ☐ 4. ☐ 9. ☐ 5. ☐ 10. ☐	Administration Counselors Teachers Administration	**Counselor** Community Partnerships General Funds (Function 61) Title I funds District and campus marquees District and campus websites Guest speakers Meeting Time	Meetings (agendas, sign-in sheets, minutes) Volunteer log Parent class rosters District/campus publications Coordinated efforts Report card pick-up Telephone logs Sign in Sheets	Monthly Daily 6 weeks Scheduled Time As called Posted on Marquee Parent flyers	Parent/Community Involvement Rate Parent Surveys Sign In Sheets Increased Parent Awareness Increased Parental involvement

Newsletters
  o Calendar of Events
  o Parent/Teacher Night
  o Parent Recruitment Program
  o Open Houses (Fall and Spring)
  o Instructional classes for parents
  o Teacher contacts
Telephone, Conferences Mail, Report card pick-up
  o Coordinated efforts by school, community, and local agencies
  o Parent Surveys
  o Homecoming Parade
  o Parent Orientation sessions
  o School-Parent Compacts
  o Federal programs planning sessions
  o Interpreters
  o Communications in parents' native language
  o Music, art, and theatre programs
  o Computer Technology classes
  o HOSA Vital Signs class
  o Web page has a						

parent portal for parents to communicate with teachers and to check grades and attendance *TV's in community businesses announce the school's activities monthly.							