

**El Campo Independent School District**  
**El Campo High School**  
**2013-2014 Campus Improvement Plan**



BOARD APPROVAL DATE: OCTOBER 15, 2013  
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**El Campo Independent School District  
El Campo High School  
2013-2014  
Campus Improvement Committee**

**Rich DuBroc**, Principal

**Heidi Elliott**, Faculty Representative – *Term 2 / Year 2*

**Natasha Krenek**, Faculty Representative – *Term 2 / Year 1*

**Marissa McCoy**, Faculty Representative - *Term 1 / Year 1*

**Belinda Paul**, Faculty Representative - *Term 2 / Year 1*

**Dunae Stehling**, Faculty Representative - *Term 1 / Year 1*

**Donna Kyle**, Faculty Representative - *Term 2 / Year 1*

**Noma Kremling**, Faculty representative – *Term 2 / Year 1*

**Ashley Barnes**, Faculty Representative - *Term 1 / Year 1*

**Carl Woodworth**, Faculty Representative – *Term 2 / Year 1*

**Lisa Hernandez**, District Professional – *Term 2 / Year 1*

**Mary Arredondo**, Community Representative

, Community Representative

**Brandon Zabodyn**, Business Representative

**Beryl Southall**, Business Representative

**Cassandra Moreno**, Parent Representative

**Jeff Nohavitz**, Parent Representative

**Robin Crowell**, Non-teaching Professional

**Dollie Coleman**, Non-teaching Professional

# Mission Statement

El Campo High School's Mission is to close the achievement gap by providing all students the educational opportunity and motivation to learn and by preparing all students for college and career readiness and success in a global society.

## Vision

Preparing all students for a productive future.

## Core Beliefs

ECHS students will continuously hear the following 3 Critical Messages because ECHS has a strong belief in all stakeholders putting forth effort.

- 1) What we're doing here ( in my classroom) is important.
- 2) You can do it.
- 3) I'm not going to give up on you—even if you give up on yourself ( DuFour, Eaker, & DuFour, 2005 pp.89-90)

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

El Campo High School has an enrollment of 992 students. White: 32.06% (318) students); Hispanic:54.54% (541 students); African American: 12.5% (124 students); Asian (0 students), Am Indian/Alaskan (1 student), and Two or more Races (8 students). Economically Disadvantaged:50.91% (505 students); , Females: 48.29% (479 students); Males: 51.71% (513 students); Gifted and Talented: 16.83% (167 students); Special Ed: 7.16% ((71 students); ESL: 3.3% (33 students); Migrant: 1.51% (15 students); At-Risk: 56.75% (563 students); CTE: 67.94% (674 students); Section 504: (45 students). The total enrollment over the last 3 years ( 983; 997; 992) have decreased by 5 students. The completion rate for the Class of 2012 was 95.9%. Last year approximately 114 students withdrew to be homeschooled; Zero (0) withdrew to attend private schools; and Zero (0) withdrew to pursue a GED. There are 60.48% White, 35.33% Hispanic, and 2.99% African Americans in Gifted and Talented/PAP, AP, and Dual Credit Programs; There are 35.21% White, 45.07%, Hispanic, and 19.72% African Americans in Special Education. The attendance rate for All students is 94.0%; White: 95.5%, Hispanics 93.2%, and African Americans 92.8%. The trend over the last 3-5 years reveal attendance rate continues to decrease. There is a total of 72 teachers at ECHS. 81.9% are Anglo; 9.1% are Hispanic, and 6.1 % are African American. The average class size are as follow: English (15.5), Math (16.7), Social Studies (19.9), and Science (21.2).

### Demographics Strengths

Enrollment has increased by 11 students since 2010. Average class sizes are 18:1; Attendance rates remain at 95%. Parents are notified through the Caller to let them know that their student is absent. Attendance continues to be monitored, and students and parents are notified in a timely manner of the dates that Saturday school is being held so that the students have an opportunity to make up days. The Attendance Committee meets and discusses each case individually. Credit Recovery during the day and After School continues to be offered for students to regain credit.

### Demographics Needs

Of the 124 total enrollment of African American Students, 75% of them are identified as at risk. Of the 124 total enrollment of African American Students, 68.5% of them are either on free or reduced lunch.

## Student Achievement

### Student Achievement Summary

El Campo High School Met Standard.

Data Spring 2013, EOC assessments revealed the following: **Algebra I:** All Students: Level II - 61%; Level III 9%; White:Level II-72%; Level III-13%; Hispanic:Level II 60%; Level III - 2%; African American:Level II-45%; Level III-0%; Eco. Disadvantaged:Level II - 57%; Level III - 3%; LEP- Level II-40%; Special Education: Level II - 29%; GATE: Level II - 100%; Level III- 18%; At-Risk: Level II- 40%; CTE-Level II - 63%; Level III- 5%; **Geometry:** All Students: Level II - 75%; Level III- 10%; White: Level II - 91%; Level III - 20%; Hispanic: Level II - 66%; Level III- 5%; African Americans: Level II - 68%; Level III -0%; Eco. Disadvantaged: Level II - 64%; Level III-3%; LEP- Level II - 0%; Special Education: Level II - 30%; Level III - 10%; GATE: Level II - 100%; Level III- 26%; At-Risk: 54%; Level III - 0%; CTE: Level II - 77%; Level III - 11%; **Algebra II:** Level II ( 100%); Level III -88%; Lowest subgroup Level III - Eco. Disadvantaged -86%; **English I Reading:** All Students: Level II - 65%; Level III -12% ; White: Level II - 85%; Level III-21%; Hispanic: Level II - 61%; Level III- 11%; African American: Level II - 46%' Level III - 0%; Eco. Disadvantaged: Level II - 55%; Level III- 6%; LEP - Level II - 0%; Migrant: Level II 9%; Special Education - Level II- 25%;GATE: Level II - 100% Level III - 39%; At- Risk: Level II - 30%; Level III - 0%; CTE: Level II - 68%; Level III - 13%; **English I Writing:** All Students: Level II - 52%; Level III - 2%; White: Level II - 77%; Level III- 6%'; Hispanic: Level II - 42%; Level III - 1%; African American: Level II - 40%; Level III- 0%; Eco. Disadvantaged: Level II - 39%; Level III - 1%; LEP - Level II 0%; Migrant: Level II - 0%; Special Education: Level II - 25%; Level III - 0%; GATE: Level II - 91%; Level III - 9%; At-risk -Level ii - 23%; Level III - 0%; CTE: Level II- 54%; Level III - 2%; **English II Reading:** All Students: Level II - 80%; Level III- 55%; White: Level II - 93%; Level III-41%; Hispanic: Level II - 76%' Level III- 14%; African American: Level II - 65%; Level III - 4%; Eco. Disadvantaged: Level II - 76%; Level III- 7%; Special Education: Level II -27: Level III - 0%; GATE: Level II - 100%; Level III- 67%; At-Risk: Level II - 67%; Level III - 2%; CTE: Level II - 56%; Level III- 2%;**English II Writing:** All Students: Level II - 55%; Level III- 3%; White: Level II - 77%; Level III - 6%; Hispanic: Level II - 44%; Level III - 1%; African American: Level II - 48%; Level III - 1%; Eco. Disadvantaged: Level II - 41%; Level III- 1%; Special Education: Level II - 9%; Level III - 0%; GATE: 100%; Level III - 67%; At-Risk: 30%; Level III - 0%; CTE: Level II: 56%; Level III- 2%; **Biology:** All Students: Level II - 68% Level III-4%; White: Level II - 87%; Level III- 6%; Hispanic: Level II - 61%; Level III- 3%; African American: Level II - 58%; Level III 0%; Eco. Disadvantaged: Level II - 56%; Level III - 3%; LEP -Level II -0%; Special Education: Level II - 36%; GATE: Level II- 100%; Level III- 24%; At- risk - Level II - 36%; CTE: Level II - 70%; Level III-5%; **Chemistry:** All Students: Level II - 77% Level III - 10%; White: Level II - 87%; Level III- 6%; Hispanic: Level II - 70%; Level III- 5%; African American: Level II - 67%; Level III - 5%; Eco. Disadvantaged: Level II - 66%; Level III - 3%; GATE: Level II - 100%; Level III - 35%; At-Risk: Level II - 57%; Level III -0%; CTE: Level II- 79%; Level III - 10%; **U.S. History:** : All Students: Level II - 74%; Level III - 12%; White: Level II - 88%; Level III- 24%; Hispanic: Level II - 73%; Level III- 6%; African American: Level II - 50%; Level III - 6%; Eco. Disadvantaged: Level II - 67%; Level III- 4%; Migrant: Level II- 80%; Level III-0%; Special Education: Level II - 20%; Level III - 10%; GATE: Level II - 100%; Level III-35%; At-Risk: Level II - 46%; Level III - 0%; CTE - Level II -76%; Level III - 13%; **World Geography:** All Students: Level II - 89%; Level III - 19%; White: Level II - 97%; Level III- 37%; Hispanic: Level II - 86%; Level III - 5%; African American: Level II - 86%; Level III - 5%; Eco. Disadvantaged: Level II - 85%; Level III - 11%; Special Education: Level II - 38%; Level III - 0%; GATE: Level II - 100%; Level III - 56%; At-Risk: Level II - 83%; Level III - 3%; CTE - Level II - 92%; Level III- 20%; **World History:** All Students: Level II - 25% Leve III - 0%; White: Level II - 54%; Level III - 0%; Hispanic: Level II - 19%: Level III - 0%; African American: Level II - 17%; Level III - 0%; Eco. Disadvantaged: 19%; Level III - 0%; At-Risk: Level II -

19%; Level III - 0%; CTE: Level II - 22%; Level III - 0%. Based upon Texas Academic Performance Report, The Performance Index Scores were: Index 1 - Student Achievement - 71; Index 2 - Student Progress - 31; Index 3 - Closing Performance Gaps - 63; and Postsecondary Readiness - 88. System Safeguards result reflect: Performance Rates - 76%; Participation Rates - 100%; Graduation Rates - 100%; Met Federal Limits on Alternative Assessments 100%.

Data revealed that ECHS is no longer an Academically Unacceptable Campus. Significant gains were made in all subgroups and all students in all four CORE areas. With the implementation of EOCs, our students, scores in Algebra I, Writing I, Reading I, Writing II, and Reading II indicated that intensive acceleration continues to be needed. There continues to be a direct correlation between our Common Assessments (given at the end of each 9-week grading period) and our EOC results. Students whose attendance met the criteria obtained credit for their CORE areas classes. The retention rate is quite high, primarily due to lack of attendance, students becoming overwhelmed because they get so far behind, and, in most instances, lack of motivation (students do not have a desire to come to school and do well and/or the topic(s) of discussion may lack relevancy to their life).

### **Student Achievement Strengths**

Because of the transitioning from TAKS to more rigorous EOCs in Algebra I, Biology, U.S. History, English I, Reading I, English II, and Reading II, our percentage of students meeting Level II Satisfactory or Level III (Advanced) were not where they needed to be. However, Geometry EOC results for all students was 75% (Level II) with 10% (Level III). On our English II Reading, 80% met (Level II). Algebra II, our strongest students scored 100% (Level II) and 88% (Level III). On our Chemistry EOC, 77% scored (Level II) and 10% scored (Level III). On World Geography, 89% met (Level II) and 19% (Level III).

### **Student Achievement Needs**

Quality, more intensive accelerated intervention in the areas of Algebra I, Biology, U.S. History, English I & Reading I (combined) and English II and Reading II (combined). Math Intervention class taught with rigorous curriculum; Reading/Writing Intervention classes offered during the school day.

Strongly consider campus wide mandatory tutorials for students whose grades are 70 or below. Diligently seek out and obtain parent "buy-in" More effective consequences need to be assigned to students with excessive absences, truancy, 4+ discipline referrals, eliminate "zeros" on daily assignments and incomplete assignments, more effective contact with parents (via Skyward). The rate of students repeating core areas is quite high, primarily due to lack of attendance, students becoming overwhelmed because they get so far behind, and, in most instances, lack of motivation (students do not have a desire to come to school, put forth the necessary effort, and earn their grades). Celebrate the students who choose to demonstrate great work ethics; thus, resulting in ongoing success.

## **School Culture and Climate**

### **School Culture and Climate Summary**

At ECHS, students feel safe at ECHS. They would describe campus life as pleasant. This in turn, is (similar from teachers' descriptions. Efforts will be made to ensure that the ECHS' culture and climate meet the needs of all students groups. With regards to respect, citizenship, relationships, behavior, support, Discipline data reveals that a significant number of students miss class due to ISS/OSS/ and/or DAEP placements. Each student group has their own "culture" as it relates to behavior, they just want to be treated fairly and in an equitable manner. To date, positive behavior supports have not shown a significant difference; however, efforts to increase school wide, classroom, and individual incentives will continue. In addition, giving the students a forum to voice their opinions in efforts to increase their ability to learn and develop skills is in the planning stages. 9 ECHS students were assigned to DAEP for discretionary purposes. 28 ECHS students were assigned to DAEP for mandatory purposes. The Hispanic and African American population(s) are more represented than others. 12 9th grade students were assigned to DAEP. 15 students have been caught in the possession of and/or using Drugs and Alcohol. Compared to previous years, there was/ was not any difference. Again, students feel at ECHS. We have security cameras, an SRO officer, and administrators, faculty, and teachers who are very approachable and willing to assist any student. Gangs, weapons and other safe school issues are minimal. Incidents of bullying are taken seriously and are investigated and documented. Students are given the opportunities to participate in a wide-spread variety of clubs, activities, etc. Students who participate in the clubs grades are generally higher that those who are not involved. Recruitment to join clubs are ongoing. Most students feel that it is of the utmost importance to Earn and give respect, Commit to excellence, Honor themselves and other, knowing that Success will follow.

### **School Culture and Climate Strengths**

Students feel safe at ECHS. The relationship between the teachers and students are respectful. Students feel that they have the necessary supports in place for them to be successful and maximize their potential. The number of fights on our campus or extremely minimal. We have security cameras, an SRO officer, and administrators, faculty, and teachers who are very approachable and extremely willing to assist any student. Gangs, weapons and other safe school issues are minimal. Incidents of bullying are taken seriously and are investigated, documented, and the results of the investigation are shared with the parents of the victim as well as the perpetrator (if it is actually found to be bullying). Students are given the opportunities to participate in a wide-spread variety of clubs, activities, etc. Students who participate in the clubs grades are generally higher that those who are not involved. Recruitment to join clubs are ongoing. The administrators, teachers, paraprofessionals and students feel that it is of the utmost importance to Earn and give respect, Commit to excellence, Honor themselves and other, knowing that Success will follow. Every stakeholder has numerous opportunities to model what we expect.

### **School Culture and Climate Needs**

More administrator/teacher supervision during passing times as well as in areas where students tend to "hide out" to decrease the number of tardies and



reduce the chances of students in "skip class", exchange inappropriate substances, and/or fight.

More of an awareness on signs of bullying and the steps to take if a student is a victim of and/or a witness of bullying. More training of staff on the steps to take when a student brings an allegation to him or her.

Ensure that at least one announced and one unannounced lockdown drill is carried out.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

All except one of our teachers is highly qualified. Talented and effective personnel are recruited by the use of website, attending job fairs, and checking references to ensure that questions answered by the applicant during the interview process accurately reflect the effectiveness of the teacher while he or she was teaching and/or student teaching. New teachers are given a mentor ( usually a facilitator) as well support from teachers who teach in the same content area or subject. The attendance rate for teachers is 90%. All teachers are strongly encouraged to obtain their Masters Degree in via Lamar University on line Graduate program and are empowered as Teacher Leaders in their PLCs. Teachers are also encouraged to obtain additional certification in ESL, GT, and Special Education to help ensure that their lessons are differentiated to meet the individual needs of our diverse group of students. PD 360 has been purchased for teachers to grow more professionally in their areas of concern. Based upon the Needs Assessment, professional development for English Language Learners and Struggling Learners was conducted at the beginning of the year. In addition ongoing professional development is being conducted as it relates to STAAR/EOC. Walkthroughs are conducted to document the ongoing use of the strategies taught. There is still a need for teachers on how to successfully meet the needs of our economically disadvantaged students, a curriculum for social skills, and procedures for follow up of professional development. Oftentimes, teachers are allowed to share what they have learned at a workshop during their planning time. It would be listed as an agenda item and teachers will be able to implement 1 or 2 of the ideas in their classroom to increase student engagement and academic achievement. We currently use our unit tests, common assessments, report grades, TAKS (10th & Exit Level), and EOC to measure whether or not the professional development has made a positive impact. This year all teachers will have a 45 minute appraisal and at least 4 walkthroughs. Informal, formal, and reflective meetings are held with teachers to discuss their performance data. Teachers whose students performance is below district and/or state standards are supported by CORE facilitators, Dean of Instruction, and " highly effective master teachers who have diverse groups of students in their classes who continue to experience success. Effective teachers are willing to allow other teachers to come in their rooms to observe them, teach the students of the teachers in need of support, and/or observe the teachers and give them constructive feedback on their strengths and suggestions on how to improve upon their weaknesses. Time for follow-up conversations can be arranged by the campus administrators.

### **Staff Quality, Recruitment, and Retention Strengths**

Teacher retention is high. Only 2 teachers accepted another position in another district as a teacher. 1 teacher accepted an administrative position in another district. One teacher resigned because the spouse's job was in a new city. 2 teachers moved to another position in the district. An incentive package was offered, and 7 teachers opted to retire. 1 teacher resigned during the year. One teacher passed away.

Professional Development is delivered at the beginning of the year. Teachers are offered opportunities to attend professional development in order to increase their effectiveness as a teacher, learn more research based high probability instructional strategies, and learn more about the upcoming STAAR/EOC tests. Each teacher will receive 1 observation and a minimum of 4 walkthroughs. Teachers will be given time to plan in the PLCs (Professional Learning Communities), share strategies, analyze data, and make instructional adjustments. PD 360 (online professional development) will be purchased so that teachers can have access to research based professional development on line.

### **Staff Quality, Recruitment, and Retention Needs**

increase the systems that we have in place to support new teachers ( 1-3 years experience) in efforts to increase their effectiveness and commitment to the teaching profession.

Provide Staff Development (refresher) PDAS; 5-E model lesson design; How to successfully engage, motivate, and build relationships with the diverse groups of students, especially those who live in poverty. How to make the lessons in TEKS Resource System more relevant to the student in efforts to increase their level of interest; thus, increase their level of engagement and retention of the lessons that are being taught.

Provide beginning of the year professional development based on the campus needs; schedule follow-up professional development; conduct walkthroughs to monitor whether or not the strategies learned are being successfully implemented and there in an increase in student achievement.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

TEKS Resource System is a research based, viable curriculum that is tightly aligned with state standards and 21st Century Learning Skills, The level of rigor aligns with the new STAAR/EOC assessments. Scheduled PLC ( Professional Learning Community) meetings are held to ensure that teachers are following the TEKS Resource System Scope and Sequence and fully implementing the curriculum in the classrooms. Unit tests, common assessments, TAKS (10th and Exit), and STAAR/EOC assessments are used to measure student achievement. CORE area Facilitators, with collaboration /feedback from the core area teachers, develop the 9-week common assessments, which are developed on the STAAR/EOC level of rigor forcing the students active engaged in the learning, problem solve , and think more critically. Assessment results are use to identify strengths, weaknesses in both instructional delivery and instructional strategies, determine whether or not decisions need to be made on instructional adjustments to improve teaching, student learning, positive students engagement, teacher to student interaction, and student to student interaction. Data is analyzed based upon All students, student subgroups, and student special programs. Each teacher has received and/or are strongly encouraged to receive professional development on differentiation to prepare for and meet the needs of the struggling learner, 504 students, ( English Language Learner) ELL, Special education students, and Gifted and Talented students. Teachers are expected to implement basis Tier I interventions in the classroom. If these interventions are not working the students are targeted via RtI and many are placed in Math Intervention classes and/or facilitators find time to work with them in the afternoon. Progress in monitored on a weekly, 3-week, and 9 week basis. In addition, attendance, and discipline are monitored so that students can take advantage of the tutorials held before, after, and on Saturdays to prevent failure. Teachers volunteer to be student mentors and meet with them at least 2 times every 2 weeks in efforts to build a positive relationship of trust with them and increase their level of academic achievement and decrease the number of absences and office discipline referrals. Goals setting by teachers and students are strongly encouraged. Students are given a user name and password to check their academic progress, and, in some classes access and submit their assignments electronically. Thus far, the level of students awareness of their grades, missing/incomplete assignments has positively motivated some students to at least make the attempt to try. RtI (Response to Intervention) is unique at ECHS. Currently, we only have a team of one administrator and 4 teachers along with counselors and Mentors who strive to identify struggling learners in a timely manner and give the interventions that we have to offer. We strongly encourage our students to advocate for themselves and communicate with their teachers about their accommodations and/or their learning styles. Mentors are extremely instrumental in helping the RtI team monitor their mentee's grades, attendance, and office discipline referrals. The number of targeted students continue to decline due to them passing their attending classes, participating and completing their assignments, behaving appropriately, passing their courses, and ultimately passing their TAKS (10th and Exit) and STAAR/EOC. and receiving course credit.

### **Curriculum, Instruction, and Assessment Strengths**

TEKS Resource System, our core curriculum, is being fully implemented. Each teacher will receive at least 4 walkthroughs. Elective teachers follow their TEKS for their subject. Scheduled dates and time are designated for teachers to plan, share strategies, collect and analyze data. Aligned lessons, weekly, unit, and common assessments. Inclusion and ESL teachers in the PLCs to assist with differentiating based upon each individual student's needs. Evidence

of knowledge of content and research based instructional strategies. Report grades reflect students having passing grades and receiving credit for the semester. Rtl Team in place and ongoing monitoring of our students, especially our targeted TAKS math students.

### **Curriculum, Instruction, and Assessment Needs**

An increase in Formative Assessments; More frequent monitoring of student progress and timely interventions; More emphasis on bell to bell instruction. Students grades reflecting A's and B's and common assessment results reflecting a high percentage of students meeting the standard may "possibly" be considered as a rationale for a teacher not expecting the students to be "on task" until the bell rings.

Complete Data Analysis Form after each 9-Week Common Assessment. Teachers and well as students should figure out why his or her students were not successful; decide what instructional/behavior adjustments he or she will make, set goals for teacher's effectiveness and student's individual progress. Self-Evaluate (Am I being an effective teacher?)

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

We did not conduct a Parent/Community Survey last year; however, we will conduct a survey this year. The majority of our parents perceive that ECHS is being effective. They do feel welcome when they come to ECHS. There is a need to increase the level of parent and community involvement in meaningful ways that support student learning. Parents who were high achievers and have the same expectation for their students are involved the most, and Parents of students who are economically disadvantaged are involved the least. Parent education and other services available to help develop healthy families and strong parent/school relationships are at a minimum. The Family Literacy Academy (held at Hutchins Elementary) is the most effective program we have as an outreach program. Special needs parents are supported by receiving information for the Special Education Department at Meadow Lane Resource Center. Communication are sent out through School Messenger, district website, campus website, letters, marquee, and newspaper articles in both English and Spanish. Currently, we have community partnerships with HEB, Pilot Club, Power Set. These partnerships are recruited, developed, and supported by dedicated teachers/paraprofessionals, who make the necessary time to make these partnerships work. We do have a diverse group of parents, community members, and business representative on our site-based planning committee who are asked if they would like to participate on our committee; however, the level of participation is low primarily due to the fact that we do not conduct the necessary number of Site-base meetings.

### **Family and Community Involvement Strengths**

**Family Access:** Parents/Guardians have access to their student's grades, missing assignments, absences, and teachers and parents are able to communicate with each other.

**School Messenger:** Mr. Dubroc keeps parents informed of important events, late start days, STAAR/TAKS testing dates, tutorials, and any other changes that may be made.

**Call-out -** When students are marked absent in a given period to keep the parent informed and aware.

Updated campus webpage as well as updated ECHS events on ECISD's webpage.

Family Literacy Academy meets at least monthly and continues to meet during the summer at the recommendation of the Families who attend.

Communication in both English and Spanish. Translators are made available at all meetings.

Community partnership with HEB and sponsors of Power Set.

## **Family and Community Involvement Needs**

Need to schedule more meetings to keep parents informed, especially as it relates to the STAAR requirements, attendance, and any other important topic the parents would like to have addressed.

Possibly recommend that the businesses request the student ( applicant) to bring a copy of his or her report card to check for number of days absent, the type of grades the potential employee makes as a part of the application process. If hired, ask for the applicant for his or her report card at the end of each semester.

Schedule more Campus Improvement Committee meetings.

## **School Context and Organization**

### **School Context and Organization Summary**

We did not conduct a student survey last year; however, we are planning to conduct one in the Fall Semester as well as one in the Spring Semester this year. The majority of the students (80-85%), teachers, and community members perceive ECHS in a positive manner. The administration always has an open door policy whereby parents and community members are welcome to come in and discuss their problems/concerns with Mr. Rich Dubroc, principal or a designated administrator. Bell to bell instruction is expected and is monitored through walkthrough and assessment data. Based on the TAKS data, there has to be a sense of urgency to protect our math and science student learning time. Each class period is 47 minutes. If students need more time, before, after school, GCS, and in math intervention classes are available if students need more time to complete their assignments provided they worked and did not waste time being off task and/or disrupting class. The campus and District goals are completely aligned. PLC and elective teachers are organized by content. They are responsible for analyzing data and monitoring students' grades and attendance, and their performance on common assessments. We have a Monday- Friday Schedule and a Pep- Rally. On-going two-way communications is shared via email, morning announcements, and during PLCS. The discipline data reveals that the majority of teachers are implementing discipline techniques and writing discipline referrals in a fair and equitable manner. All efforts are made to accommodate parents' needs in the event that meetings/parent conferences need to be held. Students' needs are met on an individual basis. Section 504 students have Individualized Service Plans and Identified Special Education Students have IEPs ( Individualized Education Plans) that are implemented and monitored to measure student's progress or lack of progress. When problems occur and/or new traditions, etc, need to be established, the administrators try to obtain feedback from teachers, and in some instances, students in many cases.

### **School Context and Organization Strengths**

The students, teachers, parents, and community members have a positive perception of ECHS. Currently we have 8 periods with 47 minutes per period and 32 minutes for lunch. Pep rally schedules and club schedules are followed on a designated day.

Teachers are empowered to provide input during their PLC, talking to their facilitator/department head, and/or talking to Principal in efforts to participate in becoming decision makers when they have new ideas they would like to share, when problems occur and/or when new traditions are introduced and are expected to be implemented.

### **School Context and Organization Needs**

Need more of a Sense of urgency in protecting student learning time. Make Teaching from bell to bell has to be a priority; a non-negotiable; if students complete the work the teacher has given them, teachers should make students aware of what is expected of them when they have successfully completed their assignment/task for the day, and teachers are expected to check the student's work to make sure that the student has actually learned what was being



taught.

Teachers, especially math teachers, are requesting more time in the class periods; in having the additional time, it would give the teachers more time to teach the lesson and give the students more time to practice their work to ensure that the students have learned the work and are able to verbalize the process they used to arrive at their answers.

Implement more timely interventions/adjustments based upon ongoing daily and weekly monitoring of student's understanding of lessons, completions of assignments, and unit tests.

## **Technology**

### **Technology Summary**

El Campo High school has technology that is proficient for faculty as well as students. 90-95% of the faculty embrace technology; however, only about 50% of the teachers do not maximize what the technology has to offer. Lack of initial and ongoing follow-up professional development in the area of technology potentially prevents effective use of technology. It is rare when we do not have use of our technology. If we do not have use of it, we are notified in a timely manner. At the beginning of the year a short professional development was conducted by Molly Kresta on SKYWARD and its many uses. Training on Eduphoria is conducted by Tana Martin, Assessment Coordinator for teachers. Technology is being use in all content area. The effectiveness is increasing slightly. Our technology network provides for and supports all of our users. If the faculty needs assistance, they complete the form on the District website, and the technology department takes care of the problem(s) in a timely manner. At the beginning of January, all math and science teachers had smart boards installed and began using them immediately.

### **Technology Strengths**

100% of STAR Charts completed by teachers.

Technology Resources available for use for teachers and students. Skyward, Eduphoria, and PD360 available for teacher input, monitoring of student's progress, attendance, tardies, and online professional development. School Messenger Caller system utilized to keep parents/guardians informed.

Mrs. Kresta is available to assist teachers with technological questions and/or concerns. She provides professional development periodically and shares what she learns about the use of Skyward and other technology resources with the teachers.

Parent, teacher, and community surveys are continuing to be developed, reviewed, revised, implemented, data collected and analyzed, and the findings are being shared so that necessary improvements can be made.

### **Technology Needs**

Schedule time for Mrs. Kresta to provide professional development with teachers on designated topics once every 9 weeks. Teachers can attend during their conference periods. Certificate of attendance can be made based on the names on sign in sheets.

Refresher in Technology Applications (obtain suggestions of topics from teachers) to ensure that all teachers are comfortable with and aware of how to effectively integrate technology into their curriculum to enhance engagement and learning. Provide follow-up staff development.

Higher emphasis from administrators placed on using the PD360. Set and share guidelines for the number of hours will be required for professional development so that we have evidence of teachers challenging themselves to grow more professionally as well as to have documentation for earning exceeding expectation on PDAS Domain VI.

# Comprehensive Needs Assessment Data Documentation

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

- District goals
- Campus goals
- AEIS data - longitudinal
- TAPR (AEIS) data - current
- AYP data
- PBMAS data
- Professional learning communities discussions
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc.
- Drop-out rates
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or feedback
- Community and/or parent surveys and/or feedback
- Staff surveys and/or feedback
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- State and/or federal planning requirements
- Campus leadership and/or department meetings
- Campus faculty meeting discussions
- District committee meeting discussions
- Student failure and/or retention rates
- Student Success Initiative (SSI) results
- Prior year(s) campus and/or district improvement plans
- Staff development evaluations, surveys, and/or needs assessment(s)
- Study of best practices
- Texas Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt
- Linguistically Accommodated Testing (LAT) data
- Texas English Language Proficiency Assessment System (TELPAS) results
- End-of-Course (EOC) Assessments results
- Advanced Placement (AP) and/or International Baccalaureate (IB) test results
- SAT and/or ACT test results
- Tobacco, alcohol, and other drug-use data





- Special education population, including performance, discipline, attendance, and mobility
- Homeless population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL population, including performance, discipline, attendance and mobility
- Gifted population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) population, including performance, discipline, attendance and mobility
- College Readiness Data
- Class size data
- Texas STaR Chart
- Running Records results
- Campus committee meeting discussions
- Other additional data
- NCLB Report Card data
- Observation Survey results
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and STAAR L testing requirements
- Completion Rates / Graduation Rates
- RTI Committee Minutes & Intervention Processes
- STAAR Released Test Questions
- STAAR Data Released from TEA
- AMAOs Data
- PDAS data
- Gender data, including performance, discipline, attendance and mobility
- Race/Ethnicity data, including performance, discipline, attendance and mobility
- Students served by Section 504, including performance, discipline, attendance and mobility
- Response to Intervention (RtI) data
- TEA Accountability Summary
- System Safeguards

# Goals

**Goal 1: The students at El Campo High School will show performance gains based on scores on STAAR, STAAR Modified (8th grade), EOC, EOC - Modified, PSAT/PLAN, EXPLORE, SAT, ACT, as well as other local, state, and national tests. We will narrow achievement gaps and graduate students who are college- and career-ready.**

**Performance Objective 1:** By the end of the 2014 school year, El Campo High School will continue to meet or exceed Standard performance index targets: Student Achievement ( Index 1), Student Progress ( Index 2), Closing Performance Gaps (Index 3), and Postsecondary Readiness (Index 4) and close the achievement gaps of our African American, Hispanic, and Economically Disadvantaged students subgroups in the area of Writing. All Students, all students subgroups' performance at Level II (Satisfactory) will increase on EOC English I, II, EOC Algebra I, EOC Biology, and EOC U.S. History. In addition, our percentage of students performing at the Advanced Academic (Level III) Standard maintain and/or will increase in all 5 EOC Assessments and the percentage of student who Meet Progress or Exceeds Progress will be greater than 28% in English I, English II ( Single Assessment), and Algebra I,

**Summative Evaluation: NEEDS ASSESSMENT:** (2013-2014) EOC results English I Reading and Writing (Single Assessment) English II Reading and Writing (Single Assessment) , Algebra I, Biology. and U.S. History.














Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b></p> <p>1) Disaggregate and interpret state assessment scores and other data sources and utilize the results to determine if our improvement efforts are systematic or specific; to inform decisions on planning and organizing interventions, accelerated instruction activities, and scheduling for Summer and December retests, and keeping parents informed of what the data means. Special attention will be given to targeted CTE Special Education students and ELL (English Language Learners).</p>	Rich Dubroc, Principal	EOCs: Algebra I, Biology, U.S. History, English I ( Single Assessment), and English II ( Single Assessment) ; Common Formative/Summative Assessments, Benchmarks ; Improvement on Report Card Grades; TELPAS Reading. Quintiles; heat maps (by standards); heat maps (by reporting categories)				
Funding Sources: General funds						
<p>2) Continue to implement TEKS Resource System as our curriculum and utilize our heat maps to determine where in our curriculum we see growth, maintenance, or decline at the student expectation level or reporting category level. Implement testing schedule, including designated common formative and common summative assessments, performance assessments, and benchmarks. Update as TEA, District, or PLC decisions are made.</p>	Lorie VanGorp, Faculty Representative	Common Formative and Common Summative Assessment(s) performance assessments, , EOC English I ( Single Assessment), English II ( Single Assessment); Algebra I, Biology, and U.S. History; and TELPAS Reading administered according to designated dates.				
Funding Sources: General funds						

3) Designate staff development days and curriculum planning days whereby CTE, Elective, CORE area teachers, and instructional coaches meet to analyze data, collaborate and share instructional strategies, and identify the professional learning that (ECHS, core areas, and individual teachers) need in order to better understand what is expected in our EOCs and further clarify ECHS expectations regarding our own planning processes.	Natasha Krenek, Faculty Representative	Sign In sheets; agenda and data from common formative and common summative assessments, benchmarks, and state assessments.				
4) Continue to implement and monitor the effectiveness of accommodations, modifications, inclusion support, and interventions to accelerate non-CTE special education students and decrease the achievement gap on Common Formative Assessments, Common Summative Assessments, Report card grades, Benchmarks, and statewide assessments between special education students and non-special education students.	Dunae Stehling, Faculty Representative	Report Card grades, Common Formative and Summative Assessment Scores, Campus, State, and Federal Assessments				
Funding Sources: IDEA B						
<b>System Safeguard Strategy</b> 5) Integrate ELPS (English Language Proficiency Standards) to provide a common framework for integrating language and content instruction for English Language Learners. Continue to provide additional assistance in all core content areas to ELLs (English Language Learners).	Lisa Hernandez, District Professional	Documentation of ELPS on Lesson Plans and boards; walkthroughs; increase in local, and state assessments; TELPAS				
6) Identify migrant students and provide priority-for- services to each migrant student who needs supplementary interventions.	Lisa Hernandez, District Professional	Priority-for-services New Generation System (NGS) reports; Local and state assessments				
Funding Sources: Title I, Part C						
7) Update, inform, and prepare teachers via professional development, TEA websites, and planning meetings for the EOC assessments given this year and upcoming years.	Lorie VanGorp, Faculty Representative	Dates of training, staff development certificates, planning time where the updates on EOC are discussed and preparation is made accordingly; updated website				
8) Conduct a survey for students, teachers, parents/community members to find out what they say about academic expectations, rigor, differentiation, effectiveness and relevance of strategies and intervention, and building positive relationship at ECHS.	Natasha Krenek, Faculty Representative	Increase in report card grades, common assessments, state, and federal assessments.				
Funding Sources: General funds						
9) Lead learning (Principal) and create a context for continuous improvement by campus administrators modeling and creating a healthy sense of urgency whereby teachers create their own internal "sense of urgency" to move beyond our current state by supporting our principal's vision in transforming ECHS, helping more students learn, and making a difference.	Dollie Coleman, Dean of Instruction	Teacher Self-Assessment-( Self-Awareness) Teachers have identified what internal urgency he or she has and identified the source of that urgency; Teacher schedule time to share their sense of urgency with Principal so that he can provide professional learning to maximize each teacher's potential while supporting students.				
10) Increase the amount of time technology is used to support instruction and learning; increase the degree that technology is integrated in the teachers' and students' lives.	Natasha Krenek, Faculty Representative Donna Kyle, Faculty Representative	Walkthroughs, professional development on technology devices and teachers needs; increase in technology proficiency and use of technology to enhance student learning				

11) Create student hope by identifying and maximizing student expectations that show strength and emerging strength. Meet one on one with each student and inform him or her of how many points they need to attain the Level II or Level III performance standard. Collaborate with PLC and organize interventions around each students' strengths.	Dollie Coleman, Non-teaching Professional	Planning agendas - with Focus on the learning and focus on the learner. Intervention organized; Report card grades increase, common formative assessments increased scores, increase in state assessments Performance Level II & III, and increase in the percentage of students meeting and/or exceeding progress from year to year.				
<b>System Safeguard Strategy</b> 12) Provide tutorials before, during advisory and after school; provide math intervention classes to targeted (9th. and 12th grade students) not meeting standard on TAKS and schedule 2 Reading/Writing Intervention classes to help address the African American, Hispanic, & Economically Disadvantaged subpopulations that scored less than or equal to 50% in Index 2 ( Student Progress). Provide credit recovery and Saturday school to students who are at-risk of dropping out of school.	Lorie VanGorp, Faculty Representative	Sign in sheets; Students assigned to Math Intervention and Reading/Writing Intervention Classes. Master Schedule-reflective of (2) Math Intervention and (2) Reading/Writing Intervention Classes. Increase in report card grades, common formative assessment, and state assessments result of targeted students who attended tutorials and math intervention. Jane Schaeffer Model used in all English Classes				
Funding Sources: State Comp Ed						
<b>System Safeguard Strategy</b> 13) Evaluate the performance of students in quintiles 1-3-5 to determine who will require intervention (Quintile 1); to determine the level of need for the CORE classes; (Quintile 3); and to give teachers an understanding of the success of primary instruction).	Robin Crowell, Non-teaching Professional	Intervention provided for students identified as definitely needing intervention; additional support given to specific teachers; Identified standards have been reviewed and retaught.				
14) Implement and monitor a SMART ISS. Provide additional academic assistance from the Instructional Coaches.	Noma Kremling, Faculty Representative	Documentation/Sign In Log; increase in the level of academic support for students who are assigned to ISS				
15) Continue to emphasize the value of successful performance on PSAT, SAT, ACT, and through campus newsletters, websites, announcements, and posters, with special emphasis on reaching our at-risk, African American, and Hispanic populations.	Robin Crowell, Non-teaching Professional	Increase in number of students taking tests; increase in the scores from year to year.				
16) Continue offering dyslexia services for identified dyslexia students.	Lorie VanGorp, Faculty Representative	Class scheduled; Certified teacher in place and research based instructional strategies implemented.				
Funding Sources: General funds						
17) Develop, implement, and monitor a DAEP transition plan to ensure that students who transition back from DAEP have been exposed to what has been taught while they were not on ECHS campus.	Dollie Coleman, Non-Teaching Professional	Transition Plan in place. List of DAEP Students and their date of return to ECHS				
18) Develop and administer meaningful authentic assessments in formats other than multiple choice.	Lorie VanGorp, Faculty Representative	A variety of assessments formats being implemented; an increase in common assessment results. Performance Indicators				
Funding Sources: General funds						
19) Conduct 1 formal observation on each teacher and a minimum of 4 walkthroughs on each teacher. Schedule conferences to have conversations with teachers to discuss strengths and weaknesses. Math and English teachers will have a minimum of 8 walkthroughs conducted.	Dollie Coleman, Non-teaching Professional	Increase in effective instructional delivery, student engagement, and academic achievement.				



20) Develop AVID Interdisciplinary Site Team and provide training at Summer Institute or Pathway Training in AVID Methodologies AND WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies.	Dollie Coleman, Professional Representative	Increase in the number of students who are prepared to enroll in four year colleges and succeed in higher education.				
21) Provide professional learning to faculty in WICOR strategies, implement and monitor the AVID College Readiness System Components according to AVID Methodologies (WICOR) to provide the students the appropriate skills and support to complete rigorous curriculum.	Dollie Coleman, Professional Representative	Certificates from SI Training, AVID National Conference Training, or Pathway Training. Increase in student's organizational skills to promote critical thinking and learning, critical reading skills, writing skills, ability to ask higher order questions, and use structures for collaboration.				
22) Schedule and enroll AVID students in a year long AVID Academic Elective available within the regular academic school day.	Rich Dubroc, Principal	Master class schedule Student class schedule				
23) Recruit and select AVID students by focusing on the students in the middle, with academic potential, who would benefit from AVID support to improve their academic record and begin college preparation.	Stephanie Lyford, Faculty Representative	Student Recruitment Plan in place and implemented Student Interview Conducted At least 90% of students in AVID meet AVID's nationally defined selection criteria, classifying them as "students in the middle."				
24) Enroll AVID students in rigorous courses, appropriate to the student, and have a plan which enables them to fulfill the sequence of a 4-year college or university entrance requirements.	Robin Crowell, Professional Representative	Four-year graduation plan reflecting 4-year college-going requirements. Report cards ACT, SAT, PSAT score sheets Formal reporting of test scores from actual standardized test taken. Transcripts				
25) Schedule and conduct AVID Interdisciplinary SITE Team Meetings to ensure progress toward goals identified by the Site Team Plan ( initially started on in July 2013).	Dollie Coleman, Professional Representative	Composition of AVID Interdisciplinary Site Team Schedule with Meeting Dates Agendas, sign-in sheets, minutes AVID Site Plan				
26) Develop, write, and implement an AVID Site Plan. Revise the plan based upon District Director's recommendations and certification results.	Dollie Coleman, Professional Representative	AVID Site Plan ( living document) in place; sent to AVID Center; continuous monitoring to ensure that ECHS becomes a certified AVID Site.				
27) Conduct walkthroughs a minimum of one time per 9 weeks to monitor effective implementation of WICOR strategies and provide feedback to AVID Core teachers that participated in AVID Summer Institute and other professional learning activities.	Dollie Coleman, Professional Representative	Lesson Plans from AVID site team members that incorporate AVID methodologies (WICOR).				
28) Coordinate with Carolyn Gordon, Assistant Superintendent of Federal Programs, to ensure that funding for AVID professional learning opportunities and identified AVID resources are available.	Rich Dubroc, Principal	AVID - Budget line item				
		Funding Sources: State Comp Ed				

29) Monitor AVID program implementation and AVID student progress through AVID Center Data System and continue to analyze results to ensure success.	Dollie Coleman, Professional Representative	AVID Data System Disaggregated Reports Master Schedule Completed ISS/CSS Financial plans/budget data AVID students' Grades, attendance, discipline records State Assessments				
<b>System Safeguard Strategy</b> 30) Improve EOC Writing scores by using more common language/forms/graphic organizers associated with expository and persuasive essays (Jane Schaeffer model in all English classes.	Lorie VanGorp, Faculty Representative	Increase in student performance on formative, benchmarks, and EOC English I ( Single Assessment) and English II (Single Assessment). English i-IV teachers are following this format and using these forms as primary or secondary source.				
Funding Sources: Title II, Part A funds						
<b>System Safeguard Strategy</b> 31) Identify Special Education students who are within 10% of meeting Level II EOC standard and review with general education and special education teachers.	Dollie Coleman, Dean of Instruction	Increase in the number of Special Education students meeting Level III EOC standard.				
<b>System Safeguard Strategy</b> 32) Provide instructional coaching and feedback to inclusion teachers regarding targeted students. Include feedback discussion on how to challenge each student to the most rigorous version of EOC in alignment with the student's IEP and accommodations.	Dollie Coleman, Dean of Instruction	Date of meetings, sign in sheets, agendas, list of students				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

**Goal 1:** The students at El Campo High School will show performance gains based on scores on STAAR, STAAR Modified (8th grade), EOC, EOC - Modified, PSAT/PLAN, EXPLORE, SAT, ACT, as well as other local, state, and national tests. We will narrow achievement gaps and graduate students who are college- and career-ready.

**Performance Objective 2:** El Campo High School will attain a 95% attendance rate and increase completion rate to 98% for grades 9-12.

**Summative Evaluation:** PEIMS Edit + Data Review; AEIS Report, attendance report; increase in report card grades, common formative assessments, and state assessments.












Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue the process to update the accuracy of the demographic database and review the automated phone calling system report of disconnected phones so that parents will continue to be notified when their student is not in school.	Lorie VanGorp, Faculty Representative	Improved communication and accurate contact data on all students. Improvement in attendance percentages.				
2) Continue to provide innovative instructional programs and services to address needs of students with high absenteeism ( i.e. Career and Technical Education, tutoring, Saturday School, and credit recovery).	Lorie VanGorp, Faculty Representative	Increase enrollment in the instructional programs and increase in attendance.				
Funding Sources: CTE funds, State Comp Ed, General funds						
3) Continue to monitor attendance procedures identify students to reward for maintaining 95% attendance each semester and to ensure adequate time is allotted for researching excessive absences that could lead to loss of credit due to excessive absences and/or student withdrawals to homeschool.	Lorie VanGorp, Faculty Representative	Students interventions in place in a timely manner. Decrease in number of student losing credit for courses due to excessive absences; decrease in number of dropouts due to excessive absences.				
Funding Sources: General funds						
4) Based on information obtained through student survey provide incentives that would motivate them to come to school on time, eliminate tardies, be prepared to work, behave appropriately, and successfully complete their task(s) and/or assignments.	Lorie VanGorp, Faculty Representative	List of incentives shared with Mr. Dubroc and teachers. Variety of incentives given; increase in student attendance; improvement on report cards, common formative, common summative, benchmarks, and EOCs.				
Funding Sources: General funds						
5) Intervene in a timely manner with students contemplating dropping out of school. Provide and discuss alternatives.	Robin Crowell, Non-teaching Professional	Decrease in # of students dropping out of school; increase in # of students deciding to return and obtain a diploma.				
= Discontinue               = No Progress               = Some Progress               = Considerable               = Accomplished						

**Goal 2: El Campo High School will create a performance culture that embraces employees who are results oriented, innovative, and master in engaging students. Each employee shall actively participate in El Campo High School's quest for excellence.**

**Performance Objective 1:** El Campo High School will provide and require teachers to participate in job embedded professional development that will better enable them to grow more professionally and effectively facilitate their teaching and learning. Special emphasis will be placed on instructional strategies that will increase higher order thinking and problem solving.

**Summative Evaluation:** Documentation/certificates of professional development sessions attended. Sign in sheet and agendas.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide increased opportunities for relevant online professional learning through pd360.	Dollie Coleman, Non-teaching Representative	pd360 purchased; Number of training sessions offered; number of online pd360 videos viewed by each teacher an/or administrator.	✓	✓		
2) Provide technology training to show teachers how to more effectively engage students in learning by going to the Smartboard, using responders, or using the website to do research. Provide technology support for teachers every Thursday (Mr. Skinner).	Natasha Krenek, Faculty Representative	Mrs. Skinner - assigned to ECHS on Thursdays Dates scheduled for Training Sign In sheets Agendas Increase in the level of teacher confidence and competent use of technology; increase in level of student engagement, student academic success,				
3) Continue to integrate technology ideas into the curriculum on a regular basis in order for students to be better prepared to function in a technology based work and college environment.	Natasha Krenek, Faculty Representative	Lesson Plans; Library Sign-In sheet; AVS-Lab Sign in Sheets Walkthroughs; Online benchmarks and State assessments				
4) Complete Teacher, Administrator, and Campus STAR charts in the fall. Share results with staff.	Rich Dubroc, Principal	Star Charts are completed at 100% participation. Results used to determine staff development needs and goals/objectives for campus improvement plan.	✓	✓		
5) Provide professional learning for teachers and educational aides, and staff at the beginning and throughout the year to meet the needs of the students, including but not limited to conflict resolution, discipline management, technology, TEKS, EOC), Gifted and Talented, Special Education, English Language Learners, AVID, and other topics approved by Campus Improvement Committee.	Belinda Paul, Faculty Representative	Schedule for training dates, Sign In Sheets Agendas Absence from Duty Report Walkthroughs ( to monitor effective implementation of strategies)	✓	✓		
6) Continue to allow Instructional Coaches and designated teachers to attend TEK Resource System (formerly known as C-Scope) State Conference.	Lorie VanGorp, Faculty Representative	Dates of Conference; List of Instructional Coaches, administrators, and teachers that attended.				
		Funding Sources: Title II, Part A funds				

<p>7) Plan and provide professional learning opportunities for general education, elective, CTE teachers, and administrators focusing on improving instructional practices and instructional programs ( Sped, ELL, GT, 504, AVID) whereby teachers can build on success and focus on specific high need areas.</p>	<p>Rich Dubroc, Principal</p>	<p>Time provided/scheduled for teachers to identify and prioritized high needs units; to learn, to plan, and to evaluate data and resources.            Sign In Sheet, Agenda,            Variety of Assessment Data analyzed,            Focus on Qunities - measure academic growth            Focus on Heat Maps - by standards and reporting categories</p>				
<p>Funding Sources: Title II, Part A funds, CTE funds, IDEA B, State Comp Ed</p>						
<p>8) Train teachers on the use of Forethought in Eduphoria so that teachers can use this option to submit lesson plans ( 5E Model or Balanced Literacy Model).</p>	<p>Natasha Krenek, Faculty Representative</p>	<p>Lesson Plans in Eduphoria (Balanced Literacy or 5-E Model)..</p>				
<p>9) Utilize Data Analysis Form (Lead4Ward) or an Instructional Coach/Teacher created format to analyze classroom data, identify strengths and weakness as it relates to subgroups and student expectations, create plans to address identified areas of skill deficit, and conference with Dean of Instruction or Principal about the results and adaptations to be made.</p>	<p>Dollie Coleman, Non-teaching Representative</p>	<p>Data Analysis Forms Submitted to Dean of Instruction            Lesson Plans reflective of instructional adaptations based on the kinds of items/ types of errors            Increase in student academic student achievement on common formative, summative assessments, report card grades benchmarks, EOCs and other state assessments.</p>				
<p> = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished</p>						

**Goal 2:** El Campo High School will create a performance culture that embraces employees who are results oriented, innovative, and master in engaging students. Each employee shall actively participate in El Campo High School's quest for excellence.

**Performance Objective 2:** El Campo High School will schedule an advisory period to allot time to for core area teachers to meet with their PLC ( Professional Learning Community) to plan, discuss, develop lesson plans, develop common formative assessments, monitor students' progress, analyze various types of data, share data, make decisions on whether or not to make instructional adjustments (document adjustments made), provide input on Common Formative Assessments, assist in the development of study guides, and assist in the administration of major benchmarks, EOCs, and TELPAS Reading Assessment.

**Summative Evaluation:** Schedule (2) curriculum planning dates. Sign in sheets, agenda, and minutes reflecting adjustments made. Lesson plans. Schedule of where Elective teachers are to ensure that all students are monitored in designated areas.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Schedule dates to allow content area teachers, special program teachers, CTE teachers, and Instructional Coaches to meet, collaborate, plan, analyze and use ongoing data, and make necessary adjustments/adaptations in a timely manner.	Heidi Elliott, Faculty Representative	Schedule; Agendas; Sign in sheets; minutes, lesson plans, Lead4 Ward Form (template) or alternate form, and data from Eduphoria				
2) Continue to provide Common Formative Summative Assessments and benchmark data to teacher in a timely manner so that they can analyze the data, identify strengths that are to built upon and "hot spots" that continue to widen our achievement gaps, discuss instructional strategies to better address the "hot spots".	Heidi Elliott, Faculty Representative	Eduphoria data for each teacher to analyze and be knowledgeable of his or her students and their progress or lack of progress in each Reporting Category and SE (student expectation) assessed.				
	Funding Sources: General funds					
3) Provide class time to review common assessment and share class and content area results with whole group as well as individual student's results, with each student. Students will be expected to analyze, and chart their data, identify their strengths and areas of concerns, and set improvement goals.	Dollie Coleman, Non-teaching Professional; Heidi Elliott, Faculty Representative	Lesson plans; Students charts; and goals for the next common assessment.				
4) Conduct walkthroughs to monitor the level of student engagement, effective implementation of research based strategies, and level of student success. Ensure that learning is relevant and is taught at the appropriate level of rigor.	Dollie Coleman, Non-Teaching Professional;	Increase in the level of student engagement , teacher effectiveness, student interaction, retention level, and student academic success.				
= Discontinue               = No Progress               = Some Progress               = Considerable               = Accomplished						

**Goal 3: El Campo High School shall provide an environment where all students, staff, and visitors feel safe, and the atmosphere is conducive to learning. El Campo High School will provide safety measures at its facilities and at all campus related events.**

**Performance Objective 1:** El Campo High School will continue to appropriately mitigate all internal and external threats to the safety of students, staff, and patrons according to the training so that no one is seriously harmed.

**Summative Evaluation: NEEDS ASSESSMENT(2013-2014):** (2013 Safety Audit: Crisis Management Training: 100% trained via pd360. 2014 Safety Survey Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Review and update the Crisis Management Handbook to reflect the Multihazard Emergency Operations Plan. Ensure 100% compliance.	Rich Dubroc, Principal	Compliant Emergency Operations Plan; updated as needed Todd Fuechec - Administrator in charge	✓	✓		
2) Conduct announced and unannounced lockdown drills to evaluate student and faculty preparedness training.	Campus Principals, Assistant Principals, SRO	Dates lockdowns were conducted; Provide feedback to all stakeholders.	●	✓		
3) Ensure that designated campus personnel are trained to be in compliance with SB 1196, the Texas State Behavior Initiative; the law requires campuses to have personnel trained in behavioral interventions and containment relative to all students.	Assistant Principals	Training Records	✓			
Funding Sources: IDEA B						
4) Ensure all auxiliary buildings on ECHS maintain a secure environment by locking non-essential external doors and making sure that all visitors are registered for the day in the visitor registry.	All Teachers; Administrators; Custodial Staff	Audit records and analyses	✓	✓		
Funding Sources: General funds						
5) Post Fitnessgram information flyer and update information on ECISD website to notify parents of the testing. Include information on how parents can obtain a copy of their child's fitness report.	Noma Kremling, Faculty Representative	Flyers posted, website updated, fitness reports sent out.	●	●		
6) Utilize School Messenger System to improve parent contact and notification in emergency situations.	Rich Dubroc, Principal	Ongoing use of School Messenger System	✓	✓		
Funding Sources: General funds						
7) Provide Crisis Management training via pd360 ( Compliance Series) with Crisis Management Team, evaluate, revise (if necessary), and implement plans to enhance student and staff preparedness trainings such as lockdowns.	Rich Dubroc, Principal	Training Records	✓	✓		
Funding Sources: General funds						

**Goal 3:** El Campo High School shall provide an environment where all students, staff, and visitors feel safe, and the atmosphere is conducive to learning. El Campo High School will provide safety measures at its facilities and at all campus related events.

**Performance Objective 2:** El Campo High School will continue to provide a safe, welcoming, student-focused environment, where students and employees feel safe and are comfortable when attending classes and any other school-related event.

**Summative Evaluation:** Pride Survey Results:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Conduct a Pride Survey for students in grades 9-12. Information garnered will provide data for measuring success in a variety of safety and security strategies, and help shape future strategies.	Noma Kremling; Robin Crowell	Reports and analyses				
2) Continue bullying prevention activities and announcements that target both physical bullying and cyberbullying. Address bullying complaints according to state law.	Rich Dubroc, Principal; Robin Crowell, Counselor Funding Sources: General funds	Dates for announcements; Lesson Plans; Posters Documentation of bullying complaints and how they were addressed.				
3) Conduct on a more frequent basis unannounced drug dog searches to help prevent drug possession, distribution, and use at school.	Rich Dubroc, Principal Assistant Principals Funding Sources: General funds	Reports and analyses				
4) Provide training via pd360 for all staff in recognition and prevention of harassment, including disability, sexual, dating violence, child abuse reporting, and bullying.	Rich Dubroc, Principal	pd360 Administrative Monitoring Component; tracking dates of viewing of videos.				
= Discontinue               = No Progress               = Some Progress               = Considerable               = Accomplished						



**Goal 3:** El Campo High School shall provide an environment where all students, staff, and visitors feel safe, and the atmosphere is conducive to learning. El Campo High School will provide safety measures at its facilities and at all campus related events.

**Performance Objective 3:** El Campo High School will decrease office referrals that result in ISS, OSS, and/or discretionary DAEP by 15% percent.









**Summative Evaluation:** NEEDS ASSESSMENT: (2013-2014) 425 report; DAEP Report












Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Review, revise, and implement a 3-Tier discipline program with emphasis on Tier 1 to keep students in the classroom for minor infractions.	Noma Kremling, Faculty Representative	425 reports that result in ISS, OSS, or DAEP placements.				
2) Organize a Positive Behavior Support Team to work in conjunction with RTI Team to identify, intervene, and monitor students who have been assigned to ISS for disruptive behavior 3 or more times per semester.	Noma Kremling, Faculty Representative	Reduced number of assignments in ISS.				
3) Provide pd360 with classroom management videos that will assist teachers whose classroom environment does not promote and encourage self-discipline and self-directed learning.	Dollie Coleman, Non-teaching professional	Decrease in number of office referral; Increase in level of students' self-discipline and self-directed learning.				
Funding Sources: General funds						
4) Continue to hold administrators, teachers, and all staff members accountable for fair and equitable treatment of all students.	Rich Dubroc, Principal	Reduction in disproportionate placement in ISS.				
5) Implement and monitor SMART ISS to assist students who have been assigned to this placement with their academics. Schedule CORE facilitators to attend the SMART ISS at least 3 times a week.	Rich Dubroc, Principal	ISS Sign In Sheets				
6) Develop, implement, and monitor a Transition Plan for students returning to ECHS from DAEP.	Dollie Coleman, Non-Teaching Professional ; Robin Crowell, Non-Teaching Professional	Plan in place and increase in student's exposure to contents of Math Common Assessments while students were assigned to DAEP.; Math Lesson Plans sent to DAEP				
7) Provide teachers the opportunity to attend Capturing Kids Hearts.	Rich Dubroc, Principal	Dates of training; increase in positive relations, with students; increase in students' motivation to attend school and be prepared to learn.				
Funding Sources: Title II, Part A funds, State Comp Ed, General funds						
= Discontinue              = No Progress              = Some Progress              = Considerable              = Accomplished						

**Goal 4: El Campo High School will use a Learning Community model of organizational structure to empower those closest to the point of action. With a campus-wide commitment to continuous improvement and a shared accountability system in place, ECHS shall employ best practices of pedagogical and administrative principles to make optimal use of district resources and taxpayer dollars.**

**Performance Objective 1:** El Campo High School will remain committed to creating a culture that builds trust, collegiality, and professionalism by empowering individual teachers of each PLC (Professional Learning Community) and by providing opportunities for them to collaborate with each other. CTE teachers and administrators will learn about, teach, and implement best practices, demonstrated leadership skills, set meaningful goals for self and student learning, and use multiple measures to make progress toward those goals while striving to allocate resources and use funding sources in the most effective, efficient manner possible.

**Summative Evaluation:** Schedule with Planning and meeting dates; agendas; sign in sheets; Resources available for all students and teachers;

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Structure and schedule PLC (Professional Learning Community), Campus Improvement Committee, RTI Committee, LPAC, ARD Committee, Section 504 Committees./EOC/TAKS Test Administration Training, AVID Interdisciplinary Site Team, and Principal/Instructional Coaches /Superintendent Meetings so that teachers are not out of their classrooms too often;	Rich Dubroc, Principal	Schedules/date for designated meetings, agendas, sign in sheet, minutes. Participation from all designated stakeholders in the meetings.				
2) Provide time for teachers of Pre-AP and AP core areas to meet to ensure vertical alignment and establish consistent standards and expectations; continue to use results of AP audit and AP exam to identify courses that need support. Continue to emphasize the importance of scoring at least a 3 or higher on AP course exam ( i.e., possible scholarships, college course credit, etc.)	Rich Dubroc, Principal; Robin Crowell, Non-teaching Professional	Participation by all Pre-AP and AP teachers, Sign In sheets, Agenda, curriculum documents, AP exam scores				
3) Provide opportunities for CTE (Career & Technical Education) teachers to collaborate and integrate their programs with core area curriculum to make real world connections and increase level of academic achievement.	Carl Woodsworth, Faculty Representative	Dates; Sign in sheets, agenda, minutes. Participation from all stakeholders. IFDs from CORE classes and TEKS from CTE classes.				
4) Make use of data from PSAT in evaluating ECHS 's curriculum and strengthen links between ECHS general education/Pre-AP, and AP curricula and college admission tests.	Robin Crowell, Non-teaching Professional	Curriculum resources reflect PSAT and EOC				








5) Incorporate in all core areas the (4) facets of College Readiness Standards: 1) key cognitive strategies, 2) key content knowledge, 3) academic behaviors, and 4) contextual skills and awareness.	Dollie Coleman, Non-teaching Professional	Curriculum Documents; Evidence of written and verbal communications of standards via walkthroughs.				
6) Continue using data from common formative and common summative assessments to guide and inform reteaching (using different research based instructional strategies) in all CORE areas.	Heidi Elliott, Faculty Representative	Data from unit tests, and common assessments (formative and summative); Eduphoria; Reteaching of student expectation reflected in lesson plans; walkthroughs				
Funding Sources: General funds						
7) Continue to integrate the required ELPS ( English Language Proficiency Standards) and the Seven (7) Steps for a Language-Rich Interactive Classroom as an integral part of all core area, CTE, and elective classes.	Lisa Hernandez, District Professional	Lesson Plans, ELPS integrated; Walkthroughs; participation in staff development; TELPAS results				
Funding Sources: Bilingual funds, Title III, Part A funds						
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

**Goal 5: El Campo High School will increase the level of confidence and respect as it improves transparency, accountability, and meaningful engagement with the community in efforts to build and sustain positive relationships with our students, faculty, staff, administrators, and our parents.**

**Performance Objective 1:** El Campo High School will continue to enhance and increase parental involvement as it relates to parents taking a more active role in supporting their students' academic achievement. Involvement to be measured by annual evaluation of parent involvement opportunities by parents; and parent involvement activities offered throughout the year.

**Summative Evaluation:** NEEDS ASSESSMENT (2013-2014): 2013 Parent Involvement Survey Results, Summary, Parent Comments, agendas, and sign-in sheets.










Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to establish open lines of communication (campus and district websites, newsletters, automated school messenger) with parents/guardians for the purposes of keeping them updated and them multiple opportunities to take a proactive role in supporting their student as well as all of ECHS programs ( CTE, SpEd, ESL, GT, 504, RtI, AVID).	Belinda Paul, Faculty Representative, Cassandra Moreno, Parent Representative;	Increase in reporting positive or productive communication with teachers and increased student achievement overtime.				
	Funding Sources: General funds					
2) Continue to provide and support the Family Literacy Academy specifically designed for for parents of English Language Learners and Migrant students and ELL and Migrant students.	Belinda Paul, Faculty Representative; Lisa Hernandez, District Representative	Agendas, sign-in sheets, listing of dates Family Literacy Academy are held; extra literacy support in the summer				
	Funding Sources: Bilingual funds, SSI					
3) Continue Parent/Teacher Conferences in Fall and Spring.	Belinda Paul, Faculty Representative, Cassandra Moreno, Parent Representative	Sign In Sheets; Increase in passing grades on report cards and parental involvement and knowledge of what is expected of their student.				
4) ECHS Campus Principal and administrators will continue to build rapport with all stakeholders by maintaining an open door policy and striving to build trusting relationships with students, staff, parents and community members in efforts to create partnerships with parent/guardians.	Belinda Paul, Faculty Representative; Rich Dubroc, Principal	Positive School Culture and Climate; Increase in partnerships with parents/guardians; Increase in attendance; Increase in academic achievement.				
5) Initiate partnerships between businesses in the community and the CTE department (with increased attention placed on Sped CTE students) in effort to inform them of the need for funding ( sponsorship) for the economically disadvantaged CTE students who can obtain certification but cannot afford to pay for the test and necessary materials.	Robin Crowell, Non-Teaching Faculty Representative	Names of Businesses contacted; responses to requests; names of businesses making monetary donations; amount of money donated; name of student(s) assisted; title of certification earned; receipts given to business for their documentation; form of recognition to businesses thanking them for their support.				

6) Monitor Skyward to or other effective communications tools to ensure that teachers are communicating with parents a minimum of once per 9-weeks.	Rich Dubroc, Principal	Increased Community Building and parent involvement.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

**Goal 5:** El Campo High School will increase the level of confidence and respect as it improves transparency, accountability, and meaningful engagement with the community in efforts to build and sustain positive relationships with our students, faculty, staff, administrators, and our parents.

**Performance Objective 2:** El Campo High School will continue to promote parent communication and involvement utilizing the campus technology platform to facilitate this effort and measure by use of technology outreach to parents.

**Summative Evaluation:** NEEDS ASSESSMENT (2013-2014) Family Access: Family connect available to view grades and communicate with teachers; Easy access to campus special program and contact person.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Develop a mechanism for parents to provide input to the Campus Improvement Committee on issues of importance to ECHS and the community.	Belinda Paul, Faculty Representative; Cassandra Moreno, Parent Representative	Mechanism in place (parent survey)				
Funding Sources: General funds						
2) Continue to inform and provide directions to parents( in their native language) about how to access and use Family Access to access their student's assignment completion/incomplete grades, attendance, and be able to have ongoing communication with teachers.	Belinda Paul, Faculty Representative; Lisa Hernandez, District Professional	Increase in the number of parents accessing their student's assignments and grade and communicating with their student's teachers.				
Funding Sources: General funds						
 - Discontinue  - No Progress  - Some Progress  - Considerable  - Accomplished						

**Goal 6: El Campo High School will create a shared sense of community and direction among students, personnel, parents, businesses, and the public and continue to place strong emphasis on recruiting, hiring, and retaining the best teachers, administrators, and staff, while preparing an environment where their talents can flourish.**

**Performance Objective 1:** 100% of all professional and paraprofessional personnel will meet the definition of "highly qualified" No Child Left Behind by the end of the 2013-2014 school year.

**Summative Evaluation:** (2013-2014) NEEDS ASSESSMENT: \_\_\_% of all professional and paraprofessional are Highly Qualified according to NCLB.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to recruit and select only teachers and paraprofessional new to ECHS that meet the definition of Highly Qualified, are talented, and has a proven record of effectiveness.	Rich Dubroc, Principal; Stephanie Lyford, Faculty Representative	Employment data; Compliance report				
Funding Sources: General funds						
2) Continue to focus recruiting efforts on Highly Qualified professionals in critical needs areas: math and science.	Rich Dubroc, Principal; Stephanie Lyford, Faculty Representative	Hiring data.				
3) Continue to observe, evaluate, and "coach" teachers to cultivate a We Expect Success Attitude and make sure that 100% of the teachers are ensuring that all ECHS students are receiving three (3) critical messages from them: 1) What we're doing here at ECHS is important, 2) You can do it, and 3) I'm not going to give up on you—even if you give up on yourself.	Stephanie Lyford, Faculty Representative	Increase in students' learning, self-esteem, and self-worth. Walkthroughs Student & Parent Survey results				
4) Expand the use of technology to effectively recruit prospective ECHS professional and paraprofessional staff.	Stephanie Lyford, Faculty Representative, Natasha Krenek, Faculty Representative	Increased percentage of diverse applicant pool from which to choose.				
Funding Sources: General funds						
5) Continue to strongly encourage teachers to obtain their Masters Degrees and provide support from administrators ( via interviews, attending meetings, internship, etc).	Rich Dubroc, Principal; Stephanie Lyford, Faculty Representative	# of Teachers who have obtained Masters Degree since coming being employed at ECHS.				
Funding Sources: General funds						
= Discontinue               = No Progress               = Some Progress               = Considerable               = Accomplished						

**Goal 6:** El Campo High School will create a shared sense of community and direction among students, personnel, parents, businesses, and the public and continue to place strong emphasis on recruiting, hiring, and retaining the best teachers, administrators, and staff, while preparing an environment where their talents can flourish.

**Performance Objective 2:** ECHS will maintain or exceed its current Teacher Retention rate.

**Summative Evaluation:** NEEDS ASSESSMENT: (2013-2014): Retention rate; (2012-2013) Retention Rate.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to Mentor first and second year teachers and administrators .	Stephanie Lyford, Faculty Representative	Retention data, New Teacher Survey				
2) Encourage enrollment and participation in the ARISE program for teachers of ELLs ( English Language Learners). ARISE is found on Project share.	Lisa Hernandez, District Professional; Stephanie Lyford, Faculty Representative	Retention data, PDAS, staff development records, teacher products. Project Share Training				
Funding Sources: Title III, Part A funds						
3) Continue to encourage teachers to seek certification in ESL and offer to pay the fee for taking the ExCeT and for obtaining Certification; continue to encourage English teachers to receive dyslexia training.	Lisa Hernandez, District Professional; Stephanie Lyford, Faculty Representative	Increase in the # of CORE area teachers obtaining certification in ESL and # of English teachers being trained in dyslexia.				
Funding Sources: Title III, Part A funds						
= Discontinue              = No Progress              = Some Progress              = Considerable              = Accomplished						



## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Disaggregate and interpret state assessment scores and other data sources and utilize the results to determine if our improvement efforts are systematic or specific; to inform decisions on planning and organizing interventions, accelerated instruction activities, and scheduling for Summer and December retests, and keeping parents informed of what the data means. Special attention will be given to targeted CTE Special Education students and ELL (English Language Learners).
1	1	5	Integrate ELPS (English Language Proficiency Standards) to provide a common framework for integrating language and content instruction for English Language Learners. Continue to provide additional assistance in all core content areas to ELLs (English Language Learners).
1	1	12	Provide tutorials before, during advisory and after school; provide math intervention classes to targeted (9th. and 12th grade students) not meeting standard on TAKS and schedule 2 Reading/Writing Intervention classes to help address the African American, Hispanic, & Economically Disadvantaged subpopulations that scored less than or equal to 50% in Index 2 ( Student Progress). Provide credit recovery and Saturday school to students who are at-risk of dropping out of school.
1	1	13	Evaluate the performance of students in quintiles 1-3-5 to determine who will require intervention (Quintile 1); to determine the level of need for the CORE classes; (Quintile 3); and to give teachers an understanding of the success of primary instruction).
1	1	30	Improve EOC Writing scores by using more common language/forms/graphic organizers associated with expository and persuasive essays (Jane Schaeffer model in all English classes.
1	1	31	Identify Special Education students who are within 10% of meeting Level II EOC standard and review with general education and special education teachers.
1	1	32	Provide instructional coaching and feedback to inclusion teachers regarding targeted students. Include feedback discussion on how to challenge each student to the most rigorous version of EOC in alignment with the student's IEP and accommodations.