

Brownsville Independent School District

Hanna Early College High School

2019-2020 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

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

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Comprehensive Needs Assessment

Revised/Approved: November 06, 2019

Student Achievement

Student Achievement Strengths

NEEDS

1. Supplemental instructional supplies for teachers and EOC remediation courses before school, after school and Saturday academies
2. Provide professional development on effective instructional strategies across the content with an emphasis on EOC targeted instruction for subpopulations
3. Provide transportation for after school and Saturday academy tutorials
4. Provide professional development on state / federal accountability, graduation requirements and effective instructional practices to the Dean of Instruction, Testing Coordinator and Program specialist in order to train and retain highly qualified teachers.
5. Substitutes needed for teachers to attend professional development and conduct curriculum alignment to address the needs of the students throughout the school year.
6. Provide support for cohort graduation and completion through an Advise TX program

7. AVID Membership to support at-risk students including ECHS Co-hort program in order to provide an orientatin to incoming 9th Grade Students to assis with the transition from middle school to high school.
8. Cohort Express Summer program in order to increase the campus graduation rate and ensure students remain on target with their academic cohort
9. Supplies needed for Migrant students to enable them to have the necessary materials (toner) and resources (API modules, printer, Credit by Exam)be able to be successful in the classroom and EOC state assessments.
10. Supplies needed for bilingual students to assist them in the computer lab and classroom (IPADS) in order for them to be successful in their core academic classes.
11. Supplies needed for Walk For the Future
13. Computers/laptops, projectors, printers and software needed to analyze data for at-risk students and to improve overall student performance and assist with credit recovery programs
14. Substitutes needed in order for teachers to meet as LPAC Committee.
15. Need renewal subscritption for Edgenuity for Regaining Credit Program
16. Need AP Tests for AP Testers
17. Establish P-Tech Program to encourage and support at-risk co-hort of students to continue post secondary education and/or obtain an associate and/or industry certification
18. Awards for Honors and Achievement
19. Need Problem-Attic for Math and Criterio for English

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

Parent and Community Engagement

Parent and Community Engagement Summary

Hanna Early College is committed to involving parents and community members to be involved in students' education. The parent liaisons compile data on parental participation, attendance and meeting agendas for the SBDM committee. With that information, SBDM determines campus needs. One way to increase parental and community involvement is by conducting the annual Walk for the Future Campaign. The community comes together with district personnel to go and look for students that have not returned to school in August.

Parent and Community Engagement Strengths

Parent and Community Engagement Strengths

Communities in School

Parent feedback

Community Service Agencies

Walk for the Future

Needed supplies to host parent meetings

NEEDS

1. Increase parental involvement for all sub populations
2. Provide Computer Classes for parents
3. Home visitors and Parent Liaisons will conduct home visits to communicate with parents about their children's education.
4. Increase Supplies, snacks and refreshments for Parent Center

5. Provide snacks and refreshments for migrant parent meetings

School Context and Organization

School Context and Organization Strengths

Master schedule (teacher, counselor, and admin input)

School structure- English I & II Block Periods as well as Algebra I Classes

Leadership-Department chair and administrators share campus leadership roles

Support structure-Assistant Principals, Dean of Instruction and Department chairs work closely with each department to align curriculum

Schedule for Student Support Services-We have extended day for students in academics, extended Library hours

Increase the number cameras through out the campus to supervise the entire campus. BISD Police Department is currently working to address this need.

Increase the number of security personnel to assist in monitoring and keeping the campus safe.

BISD Police Department is analysing the need for overtime so that more man power can become available.

Needs

1. AVID Membership to support at-risk students including ECHS Co-hort program in order to provide an orientatin to incoming 9th Grade Students to assis with the transition from middle school to high school.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices


Goals

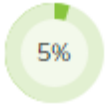

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).







Performance Objective 1: BISD student performance for all students, all grades, all subjects will exceed 2018 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

Evaluation Data Source(s) 1: STAAR/EOC performance reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The English I Writing Percentage of Approaches, Meets and Masters for LEP and Special Education Students will increase to meet passing standards on state assessments through curriculum and computer based instruction. Population: Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers Timeline: August 2019-June 2020 Daily		-ESL Teachers -ELA Teachers -Dean of Instruction -Campus Administrators	Formative: Lesson Plans, Scope and Sequence Walk through observations Progress Monitoring Summative: TAKS/EOC/ TELPAS Scores	 20%			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Provide Professional Development for new and existing Secondary teachers on the Plan of Action for English Language Arts and Reading.</p> <p>Population: Bilingual, Migrant, ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers</p> <p>Timeline: August 2019-June 2020 Daily CNA: Pg. 16</p>		<p>9th - 12th grade teachers</p> <p>-Special Ed. Teachers</p> <p>-Dyslexia Teachers</p> <p>-Principals</p> <p>-Dean of Instruction</p> <p>-Lead Teachers/ Department Heads</p>	<p>Formative: Professional Development Evaluations</p> <p>Summative: Teacher Transcripts EOC/TELPAS Scores</p>				
<p>3) Provide Professional Development through turn-around trainings and curriculum alignment by selected teachers, Teacher Specialists, and administrators in order to guide planning for student improvement.</p> <p>Population: Teachers of Bilingual, Migrant, ESL, LEP, Sp. Ed.,GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students</p> <p>Timeline: August 2019-June 2020 Daily CNA Pg.# 11, 16</p>		<p>Principal</p> <p>-Dean of Instruction</p> <p>Teacher-Language Arts</p>	<p>Formative: Professional Development Evaluations</p> <p>Summative: Curriculum (lesson plans, framework, scope and sequence), Benchmarks</p>				

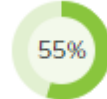




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Data Wall developed to implement Intervention (RtI) 3 Tier Model in order to support student academic growth and success. All interventions should be scientifically researched based. Documentation of interventions and progress monitoring Use data to identify areas of need Monitor progress of struggling student Adjust instruction / interventions Review student outcome data to evaluate instruction Tier I a minimum of 90 minutes devoted to ELA instruction Tier II 30 minutes per day in small group in addition to the core instruction Tier III 30 minutes per day in individual or small group instruction in addition to the core instruction</p> <p>Population: Teachers of Bilingual, Migrant, ESL, LEP, Sp. Ed.,GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students</p> <p>Timeline: August 2019-June 2020 Daily</p>	2.5	Classroom Teachers Special Education Teachers Dyslexia Teachers Bilingual Education Department Special Education Department Dean of Instruction	<p>Formative: Pre/Post Tests</p> <p>Summative: Six Weeks Grades/ Semester Grades/ EOC Results</p>				
<p>5) Highly qualified teachers will be recruited for our school and be retained by providing a stipend based on their area of certification (Math, Science, ESL and Social Studies and Special Education), free professional development and free medical insurance.</p> <p>Population : Teachers</p> <p>August 2019</p> <p>CNA Pg. # 16</p>		Principal Assistant Principal	<p>Formative: Winocular, advertising</p> <p>Summative: Six Weeks Grades/ Semester Grades/ EOC Results</p>				
<p>Funding Sources: 199 Local funds - 189018.00</p>							
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Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

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

Evaluation Data Source(s) 2: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation 2:


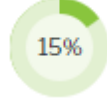




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments, thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental support services before other migrant students.		Migrant Campus Clerk Migrant Recruiters District Migrant Coordinator	Formative Results: Distribution Forms, PFS Learning Academy Reports, Composite of Services Reports Summative Impact: *Fewer PFS students are identified due to increased performance. *On-time promotion and on-time graduation rates increase.				
Population: All Migrant students Timeline: August 2019-June 2020 Daily	Funding Sources: 212 Title I-C (Migrant) - 1020.00						
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = No Progress</div><div> = Discontinue</div></div>							

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

Performance Objective 3: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2017-2018 participation.

Evaluation Data Source(s) 3: Regional and state competition participation numbers

Summative Evaluation 3:

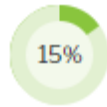




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Hanna Early College Fine Arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district / community events, and public performances. Timeline: August 2019-June 2020 (Daily)		All fine arts teachers, directors	Formative: Performance ratings, attendance, audience/student reaction Summative: EOC Scores / TELPAS Scores				
Funding Sources: 199 Local funds - 372984.00							
2) Increase vertically aligned course offerings and in all instructional materials needed to ensure equitable access for all students includes fine arts advanced placement (AP)/Dual enrollment courses to ensure college readiness. Timeline: Daily- August 2018-June 2019 (Daily)		All fine arts teachers, directors	Formative: Sign in sheets / ERO Transcripts Summative: EOC Scores / TELPAS Scores				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

Evaluation Data Source(s) 1: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Summative Evaluation 1:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Hanna Early College High School will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All departments and campus facilities Timeline: August 2019-June 2020 (Daily)		Principal Dean of Instruction Assistant Principals Maintenance Supervisor	Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

Evaluation Data Source(s) 2: Presented draft plans

Summative Evaluation 2:

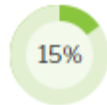
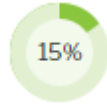
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Hanna Early College will create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the district. Population: All department and campus facilities Timeline: August 2019-June 2020 Daily		Principal Dean of Instruction Assistant Principals Maintenance Supervisor	Formative: Survey Summative: Evaluation/analysis of survey data				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							


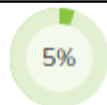




Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

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

Evaluation Data Source(s) 1: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide District Stipends to retain and attract teachers and allow them to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives. Population: high poverty/ high minority/ low performing campuses students Timeline: Daily- August 2018-June 2019 (Daily)	2.6	Principal Dean of Instruction Assistant Principals	Formative: draft of revised compensation plan Summative: approved revised compensation plan				
Funding Sources: 199 Local funds - 0.00							
2) Core area highly qualified teachers (8) , 3 nurses, 2 library aides, 1 dyslexia aide will be utilized to meet the needs of Title I-A students in order to ensure that academic progress in attained and academic gaps are closed. Population: Teachers Timeline: Daily- August 2018-June 2019 (Daily)		Principal Dean of Instruction Assistant Principals	Formative: e-school Plus At-Risk Progress Reports, Benchmark Scores, Lesson Plans, Walk-Throughs, Attendance Reports Summative: EOC, Attendance, Rate, Retention Rate, Recidivism Rate, Graduation Rate, Completion Rate, Dropout Rate				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Teacher appreciation week will be held in May once a week to recognize all Faculty and Staff for their dedication and hard work. Population: Teachers May 2019		Principal Dean of Instruction Assistant Principals	Formative: Calendar of Activities for the week Summative: List of Teachers attending activities and receiving recognitions				
4) Recognition of Bell Awards of Teachers and Honors and Achievement Ceremony. Population: Teachers April 2019		Principal Dean of Instruction Assistant Principals	Formative: Schedule of Honors and Achievement Ceremony Summative: Student announcement of Bell Award Recipients				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

Evaluation Data Source(s) 2: Compensation plan including improved funding for teachers.

Summative Evaluation 2:

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

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

Evaluation Data Source(s) 3: Campus needs assessment surveys, district/campus climate surveys




Summative Evaluation 3:

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

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

Evaluation Data Source(s) 1: Media records with Public Information Office, enrollment data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Hanna Early College High School will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues. Population: BISD Stakeholders Timeline: Daily- August 2018-June 2019 (Daily)		Principal Dean of Instruction Assistant Principals Maintenance Supervisor	Formative: schedule of weekly articles Summative: Newspaper articles; KBSD Shows; Media exposure				
2) Hanna Early College High School will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Population: BISD Stakeholders Timeline: Daily- August 2018-June 2019 (Daily)		Principal Dean of Instruction Assistant Principals Maintenance Supervisor	Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases				
3) All departments and campuses will update websites at least monthly including showcasing student and community activities. Population: Hanna ECHS Stakeholders Timeline: Daily- August 2019 June 2020		Principal Dean of Instruction Assistant Principals	Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div></div><div></div></div><div>= Continue/Modify</div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div></div><div></div></div><div>= Discontinue</div></div>							

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

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

Evaluation Data Source(s) 2: School calendar showing earlier start date.


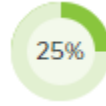
Summative Evaluation 2:











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

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

Evaluation Data Source(s) 1: BAC placement data for 2018-2019 and 2019-2020, PEIMS discipline report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Training & Professional Development Teachers will be trained on conflict resolution, discipline management, out-cries, and violence prevention. Population: All Students Timeline: Daily- August 2019-June 2020 (Daily)		Counselors Administration	Formative: Sign in sheets Summative: Discipline Referral Count	 50%			
2) In School Suspension ISS will be restructured to meet the needs of students and bring in implementation of compass odyssey. Population: All Students Timeline: Daily- August 2018-June 2019 (Daily)		Principal Assistant Principals	Formative: Walk-throughs Summative: ISS Attendance Rates	 25%			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Security Cameras Additional security cameras will be installed to ensure the security needs of the campus as well as a monitor to view cameras throughout the day. Population: All Students Timeline: Daily- August 2018-June 2019 (Daily)		Principal Assistant Principals Security Monitor	Formative: Increased coordination between security and administration Summative: Reduction in vandalism				
4) Instructional Strategies Provide classroom instructional strategies to keep students engaged and away from discipline issues. Population: All Students Timeline: Daily- August 2018-June 2019 (Daily)		Principal Assistant Principals Security Monitor	Formative: Walk-throughs Summative: Reduction in discipline referrals. EOY Reports				
5) Review 360 Software will be utilized to create databases and reports of student discipline and school safety procedures. Population: All Students Timeline: Daily- August 2018-June 2019 (Daily)		Principal Assistant Principals Security Monitor	Formative: Review 360 Reports Summative: Reduction in discipline referrals. EOY Reports				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2019-2020 and will not be disproportionate for any population.

Evaluation Data Source(s) 2: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation 2:

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

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

Evaluation Data Source(s) 3: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.


Summative Evaluation 3:



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



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






Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Host New Student Orientation for Parents and Students Schedules District / Campus Rules Home Access Center (HAC) Population: Parents Timeline: Daily- August 2019-June 2020 (Daily		Administration Teachers Parent Liaison	Formative : Agenda, Code of Conduct Handbook, S-P-S Compact Summative: Sign in sheets, Parent Participation EOC Results Attendance Rate Discipline Results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:</p> <p>Parental Involvement Policy School-Parent-Student Compact Campus Improvement Plan</p> <p>Population: Parents Timeline: Daily- August 2019-June 2020 (Daily)</p>		Principal Assistant Principals Counselors Parent Liaison	<p>Formative: Parent Rep. Sign-in Sheets Completed Parental Involvement Policies Campus S-P-S Compacts CIP, Calendars, Meeting Agendas</p> <p>Summative: Training Session Evaluations LPAC and SBDM Meeting minutes EOC Results Attendance Rate Discipline Results</p>				
<p>3) Provide educational training for parents; Computer Literacy, Nutrition classes, fitness, and purchase needed supplies for parent center for enrichment classes, as well.</p> <p>Population: Parents</p> <p>Timeline: Daily- August 2019-June 2020 (Daily) CNA Pg.# 19</p>	3.1	Administration Parent Liaison	<p>Formative: Agenda, Parent Activities</p> <p>Summative: Sign in sheets EOC Results Attendance Rate Discipline Results</p>				
Funding Sources: 211 Title I-A - 1000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Conduct the following annual Title I-A required activities;</p> <p>Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the campus level</p> <p>Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas.</p> <p>Title I-A Meeting to inform parents of the services provided through Title I funds</p> <p>Title I-A Parent Survey to evaluate the effectiveness of the Campus Parental Involvement Program</p> <p>Population: Parents Timeline: Daily- August 2019-June 2020 (Daily)</p>		<p>Parent Liaisons</p> <p>Principals</p> <p>Parent Liaisons</p>	<p>Formative: Completed Parental Involvement Policies Campuses S-P-S Compacts, Campus Visitation Reports, Campus Websites Fliers, Meeting Agendas</p> <p>Summative: Completed Title I-A Parental Involvement Compliance Checklist Signed S-P-S Compact Training Session Evaluations EOC Results Attendance Rate Discipline Results</p>				
<p>5) Parent Liaison and staff will attend meetings, workshops and conduct home visits in district / out of district to receive training on how to better assist parents of struggling students and monitor attendance. Liaisons will conduct trainings and conduct parent meetings.</p> <p>Population: Parents Timeline: Daily- August 2019-June 2020 (Daily)</p>	3.2	<p>Parent Liaison</p> <p>Attendance Liaisons</p> <p>Asst. Principal</p>	<p>Formative: Registration / Agenda, job description, meeting minutes</p> <p>Summative: Evaluations, parental involvement will increase 10% EOC Results Attendance Rate Discipline Results</p>				
CNA Pg. 20	Funding Sources: 211 Title I-A - 1000.00, 162 State Compensatory - 100.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Campus migrant clerks will conduct a minimum of two migrant parent meetings to provide migrant parents with current information regarding the academic progress of students and on-time graduation. Provide light snack at the parent meetings. Population: All migrant parents Timeline: November 2019 and March 2020		Migrant Campus Clerk District Migrant Coordinator Migrant Counselor	Formative: Sign-In sheets & Agendas of Parent Meetings Summative: * PBMAS report *Increased participation in PAC Meetings *Increased student participation in supplemental activities				
Funding Sources: 212 Title I-C (Migrant) - 50.00							
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = No Progress</div><div> = Discontinue</div></div>							

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

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

Evaluation Data Source(s) 1: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Summative Evaluation 1:

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

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

Evaluation Data Source(s) 2: Professional development records for CTE, numbers of students in under-served pathways, survey data


Summative Evaluation 2:






Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

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

Evaluation Data Source(s) 1: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Campus will purchase desktops computer, printers, chromebooks, projectors, laptops and software (windows office) /technology supplies / renew subscriptions that fit campus specific needs to improve overall student performance and assist with credit recovery programs Edgenuity for At-Risk Students, API, data analysis, etc. Population: Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students Timeline: August 2019-June 2020 (Daily)	2.4, 2.6	Principals TST Dean of Instruction	Formative: Student Progress Reports, Benchmark Scores Summative: Student Transcripts	 10%			
Funding Sources: 162 State Compensatory - 32000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Campus will provide a website license to communicate with teachers, students, parents and community of the various educational opportunities and pertinent information regarding school and district programs and functions. Population: Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students Timeline: August 2019-June 2020 (Daily)CNA Pg. 23							
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

Performance Objective 1: Increase the overall district attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Source(s) 1: District and campus attendance rates, At-Risk Student Attendance.

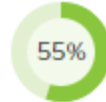
Summative Evaluation 1:





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




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



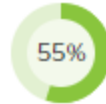
Evaluation Data Source(s) 2: Drop-out and Graduation rate reports.

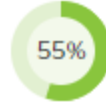

Summative Evaluation 2:


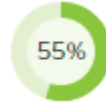
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The Probation officer will work with students who are on probation to improve behavior and to maximize classroom performance. Population: AR, TI Students Timeline: Daily- August 2019-June 2020 (Daily) CNA Pg.#		Principals Administrator for State Compensatory Education	Formative: e-school Plus At-Risk Progress Reports, Benchmark Scores, Student Progress Reports Summative: STAAR, Attendance, Rate, Retention Rate, Recidivism Rate, Graduation Rate, Completion Rate, Dropout Rate	 55%			
Funding Sources: 162 State Compensatory - 10000.00							

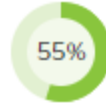
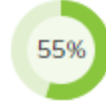
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) In order to create a community of caring adults, Communities in School (CIS) will work with the high school to bring resources and services to students and parents. Population: AR, TI Students Timeline: August 2019-June 2020 (Daily)		Principals Administrator for State Compensatory Education	Formative: e-school Plus At-Risk Progress Reports, Benchmark Scores, Student Progress Reports Summative: STAAR, Attendance, Rate, Retention Rate, Graduation Rate, Completion Rate, Dropout Rate				
	Funding Sources: 162 State Compensatory - 12500.00						
3) The school will provide transportation and an orientation including AVID Strategies to 8th Graders from feeder schools and implement a Summer Bridge Academy to incoming 9th Grade Students and a Cohort Express Academy to address the academic needs of At-Risk students not meeting graduation as of August 30, 2019. Population: TI, MI, LEP, AR Students Timeline: Summer 2019 CNA Pg. Need #7 / Pg. 7		Principals Administrator for State Compensatory Education	Formative: Credits Accrued and Student Transcripts Summative: Retention Rate, Graduation Rate, Completion Rate				
	Funding Sources: 211 Title I-A - 20073.00						




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) The Dean of Instruction, Administrators and teachers will attend and conduct regular research-based professional development training in order to train and retain highly qualified personnel that will positively impact At-Risk student achievement. Training will be used to improve student achievement for those students most at-risk of not graduating on-time as well as improving/upgrading the campus which include AP and Pre-AP</p> <p>Population: At-Risk, TI, MI, LEP Students</p> <p>Timeline: August 2019-June 2020 (Daily) CNA Pg.# 4</p>		Principals Administrator for State Compensatory Education Department	<p>Formative: ERO Session Evaluation Reports, ERO Session Attendance Report, Lesson Plans, Classroom Observations, Student Progress Reports, benchmark scores</p> <p>Summative: STAAR</p>				
<p>Funding Sources: 162 State Compensatory - 0.00, 211 Title I-A - 13239.00, 199 Local funds - 168491.00, 163 State Bilingual - 2900.00</p>							
<p>5) The STARS and Dyslexia programs will be offered during the school day, after school and Saturdays to provide accelerate instruction to identified students using A+ and Edgenuity Programs.</p> <p>Population: AR, TI, MI, LEP Students</p> <p>Timeline: August 2019-June 2020 (Daily) CNA Pg.# 11</p>		Campus Administration Administrator for State Compensatory Education Department	<p>Formative: Student progress reports, student credit counts, walkthroughs, lesson plans</p> <p>Summative: STAAR, Retention Rate, Dropout Rate, Graduation Rate, Completion R</p>				
<p>Funding Sources: 162 State Compensatory - 0.00</p>							
<p>6) A Dyslexia teacher will monitor the academic progress, attendance and provide support services for identified students, staff, and parents.</p> <p>Population: Identified dyslexic students; At-Risk students</p> <p>Timeline: August 2019-June 2020 (Daily) CNA Pg.# 18</p>		Campus Administration Administrator for State Compensatory Education Department	<p>Formative: Lesson Plans, classroom observations, student progress reports, benchmark scores</p> <p>Summative: STAAR, Completion Rate, Graduation Rate.</p>				


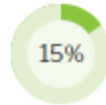
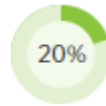
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>7) Accelerated Instruction will be provided to those students that have not passed their EOC Tests and/or are struggling in their classes. They will begin on the 4th week of school to address the needs of students in the areas of English I, English II, Algebra I, Biology and U.S. History. These tutorials will be held before, after school and on Saturdays.</p> <p>Population: AR, TI, LEP, MI Students</p> <p>Timeline: August 2019-June 2020 Daily (Daily) CNA Pg. 4</p>		Dean of Instruction Assistant Principals Administrator for State Compensatory Education	<p>Formative: e-schoolplus tutorial schedule, tutorial attendance report, tutorial lesson plans, classroom observation, student progress reports, benchmark scores</p> <p>Summative: STAAR, Retention Rate, Graduation Rate, Completion Rate</p>				
	Funding Sources: 162 State Compensatory - 62321.00						
<p>8) The At-Risk Counselor will monitor and coordinate intervention programs for students classified as At-Risk to improve student achievement and attendance.</p> <p>Population: AR, TI, MI, LEP Students</p> <p>Timeline: Daily- August 2019-June 2020 (Daily) CNA Pg.# 18</p>		Administrator for Compensatory Education Campus Administration	<p>Formative: e-school plus At-Risk Progress Reports, Student progress reports, benchmark scores</p> <p>Summative: STAAR, Dropout Rate, Attendance Rate, Graduation Rate, Completion Rate</p>				
	Funding Sources: 162 State Compensatory - 0.00						
<p>9) The Program Specialist will monitor and coordinate dropout intervention programs for students classified as At-Risk in order to decrease the dropout rate, and increase the completion and graduation rate. Specialist will coordinate Walk for the Future to bring back students in danger of dropping out of school.</p> <p>Population: AR, TI, MI, LEP Students</p> <p>Timeline: Daily- August 2019-June 2020 (Daily)</p>		Campus Administration Administrator for State Compensatory Education	<p>Formative: e-school plus At-Risk Progress Reports, Student progress reports, benchmark scores</p> <p>Summative: STAAR, Dropout Rate, Attendance Rate, Graduation Rate, Completion Rate</p>				
	Funding Sources: 162 State Compensatory - 400.00						





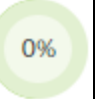




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>10) Unaccompanied Youth: Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake.</p> <p>Population: At-Risk Students</p> <p>Timeline: Fall 2019</p>		PEIMS Administrator	<p>Formative: ERO Session Evaluation Reports, ERO Session Attendance Report, Student Progress Report</p> <p>Summative: STAAR, Retention Rate, Attendance Rate, Completion Rate, Graduation Rate</p>				
<p>11) Provide Substitutes for testing and for professional development opportunities which will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, decrease the retention rate and dropout rate. Professional development opportunities include: Identification of at-risk students via state and local criteria, Graduation Rate, Completion Rate, and Dropout Rate Survivor Manual, Graduation Cohorts, Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance</p> <p>Population: At-Risk Students</p> <p>Timeline: August 2019-MAY 2020 (Daily)</p> <p>CNA Pg.# 4</p>		Program Specialist; At-Risk Counselor	<p>Formative: eSchool Reports through Homeless Youth Project, AR Student Enrollment, Student Progress Reports</p> <p>Summative: STAAR, Retention Rate, Attendance Rate, Completion Rate, Graduation Rate</p>				
<p>Funding Sources: 162 State Compensatory - 20000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>12) A food pantry and clothes closet will be implemented to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: AR, T1, MI, LEP Students</p> <p>Timeline: August 2019-MAY 2020</p> <p>(Daily)</p>		<p>CIS</p> <p>Program Specialist</p> <p>At-Risk Counselor</p>	<p>Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: STAAR, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate</p>				
<p>13) Faculty and Staff will carry out the instructional program, TELPAS , LPAC Meeting, using a variety of computer software programs and supplemental instructional and testing supplies, and materials in the core content areas in order to improve student achievement including the use of Aware to analyze data.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students</p> <p>Timeline: August 2019-MAY 2020</p> <p>CNA Pg. 7</p>	2.4	<p>Department Chairs</p> <p>Strand Leaders</p> <p>TST</p> <p>Assistant Principal</p> <p>Counselors</p> <p>Dean of Instruction</p>	<p>Formative: Master Schedule Attendance Report, Lesson Plans , Walk throughs, Six Weeks Tests, Student Report Cards</p> <p>Summative: EOC Scores / TELPAS Scores</p>				
<p>Funding Sources: 211 Title I-A - 36122.00, 163 State Bilingual - 9575.00, 212 Title I-C (Migrant) - 1939.00, 199 Local funds - 17000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>14) Campus will provide transportation for students to attend Tutorials and accelerated instruction in the four core-area subjects for low-performing students will be provided by September of 2015 in order to decrease the retention rate and improve student achievement. These will occur before, afterschool and on Saturdays.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia At Risk, Pre-AP, AP, TI, CTE students</p> <p>Timeline: August 2019-MAY 2020</p> <p>CNA: Pg. 11</p>	2.5	Principals Deans of Instruction Tutorial Teachers	<p>Formative: E-Schools generated Tutorial Schedule, Attendance Report Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, Student Progress Reports</p> <p>Summative: EOC Scores, TELPAS Scores, Semester Scores</p>				
Funding Sources: 211 Title I-A - 15000.00							
<p>15) Core area highly qualified teachers (8) , 3 nurses, 2 library aides, 1 dyslexia aide will be utilized to meet the needs of Title I-A students in order to ensure that academic progress in attained and academic gaps are closed.</p> <p>Population: Teachers</p> <p>Timeline: August 2019-MAY 2020</p> <p>CNA Pg. 16</p>		Principals Dean of Instruction Assistant Principal	<p>Formative: e-school Plus At-Risk Progress Reports, Benchmark Scores, Lesson Plans, Walk-Throughs, Attendance Reports</p> <p>Summative: EOC, Attendance, Rate, Retention Rate, Recidivism Rate, Graduation Rate, Completion Rate, Dropout Rate</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
16) Teachers will be offered opportunities to attend Summer AP Institutes to teach AP Classes. Training will be used to improve student achievement for those students most at-risk of not graduating on-time as well as improving/upgrading the campus to AP and Pre-AP Population : Teachers August 2019 CNA Pg.# 16		Principal Assistant Principal Dean of Instruction Department Chairs	Formative: APSI Flyers, Master Schedule Summative: EOC Scores/AP Scores				
17) Teachers will have the opportunity to conduct Data Review Sessions to analyze data and adjust frameworks by working on curriculum alignment to address areas of need in the core content area. Population: Teachers At the end of every six weeks Timeline: August 2019-MAY 2020 CNA Pg. # 13		Principal Assistant Principal Dean of Instruction Department Chairs	Formative: Curriculum Writing Schedule, Curriculum Plan Summative: EOC Scores				
	Funding Sources: 211 Title I-A - 2000.00						
18) Teachers will meet as LPAC Committee will to evaluate and rate ELL Students Population: Teachers May, 2020 CNA Pg. # 12		Principal Assistant Principal Dean of Instruction LPAC Chair LPAC Committee	Dean of Instruction LPAC Chair LPAC Committee Formative: Committee Meeting Summative: LPAC Lists				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
19) Early College High School Students will take the TSI Pre-Assessment through Geometry, Algebra II, or Environmental Systems Courses. The students that have passed will take the TSI exam. Population: ECHS Students Timeline: August 2019-MAY 2020 (Daily)		Early College Director Transitional Counselor	Formative: Percentage of students having the TSI pre-assessment, taken the TSI, and applied to Hanna Early College. Summative: Percentage of students applying to the Hanna Early College High School.	 10%			
20) Hanna Early College Students who have taken at least the reading portion of the TSI assessment will complete the Texas Common Application through the Advise TX college center. Population: ECHS Students Timeline: August 2019-MAY 2020 (Daily)		Early College Director Transitional Counselor	Formative: Number of students who enter the lab to begin the common application. Summative: Percentage of Early College Students who have completed the Texas Common Application for Hanna Early College High School admission.	 15%			
	Funding Sources: 211 Title I-A - 10000.00						
21) Students in AP courses and TSI Pre-Class will be offered tutorial classes and needed supplies for students to reinforce AP curriculum and prepare students for AP tests. Population: ECHS Students Timeline: August 2019-MAY 2020 CNA Pg. 5, SA 16: SE 2.4	2.4	Early College Director Transitional Counselor AP Coordinator	Formative: Attendance sheets Summative: AP Sco	 20%			
	Funding Sources: 211 Title I-A - 35000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
22) Financial Aid nights will be held to assist students and parents with completing all college required paperwork and applications to increase college attendance. Population: ECHS Students Timeline: August 2019-MAY 2020 (Daily)		Early College Director Transitional Counselor	Formative: Sign in Sheets Summative: Counselors Report				
23) Dual Enrollment and AP Courses will be offered to students to gain college hours before graduation. Population: ECHS Students Timeline: August 2019-MAY 2020 (Daily)		Early College Director Transitional Counselor	Formative: Master Schedule Summative: Student EOY Grades				
24) Honors and Achievement Awards Ceremony will be held to rewards students that have excelled in the classes. Population: Students Timeline: Daily- August 2019-May 2020 (Daily)		Principal Assistant Principal Counselors	Formative: Grades Summative: Rankings				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

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

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

Evaluation Data Source(s) 3: STAAR/EOC reports disaggregated for At-Risk students.

Summative Evaluation 3:

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

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

Evaluation Data Source(s) 4: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

Summative Evaluation 4:

State Compensatory

Budget for Hanna Early College High School :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6112-18-001-Y30-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$20,000.00
162-11-6118-00-001-Y-24-EOC-Y	6118 Extra Duty Stipend - Locally Defined	\$18,046.00
162-11-6118-00-001-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$44,275.00
6100 Subtotal:		\$82,321.00
6200 Professional and Contracted Services		
162-11-6299-62-001-Y-30-000-Y	6299 Miscellaneous Contracted Services	\$32,000.00
162-32-6299-00-001-Y-24-CIS-Y	6299 Miscellaneous Contracted Services	\$12,500.00
162-32-6299-00-001-Y-24-JPO-Y	6299 Miscellaneous Contracted Services	\$10,000.00
6200 Subtotal:		\$54,500.00
6300 Supplies and Services		
162-61-6399-00-001-Y-30-WTF-Y	6399 General Supplies	\$200.00
6300 Subtotal:		\$200.00
6400 Other Operating Costs		
162-23-6411-23-001-Y-30-TRV-Y	6411 Employee Travel	\$100.00
162-61-6499-53-001-Y-30-WTF-Y	6499 Miscellaneous Operating Costs	\$200.00
6400 Subtotal:		\$300.00

Personnel for Hanna Early College High School :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Fernando Perez III	At-Risk Counselor	SCE	1
Gregory Larson	STARS Teacher	SCE	1
Juan Carlos Chavez	Dean of Instruction	SCE	1
Laura Sierra	Program Specialist	SCE	1
Olga Odabashian	Dyslexia	SCE	1
Sandra Anaya	STARS Teacher	SCE	1
Stephanie Carlos	STARS Teacher	SCE	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Vera	Social Studies Teacher	Title I	1
Anahi Cavazos	Parent Liaison	Title I	1
Belva Ramirez	Nurse	Title I	40%
Carlos Herrera	Science Teacher	Title I	1
Carmen Mendez	Parent Liaison	Title I	1
Griselda Palacios	Math Teacher	Title I	1
Jose T. Rodriguez	Math Teacher	Title I	1
Leilani Hernandez	ELA Teacher	Title I	1
Marcela Gomez	Nurse	Title I	40%
Rene Ibarra	Math Teacher	Title I	1
Rosario Reyna	Dyslexia Aide	Title I	1
Roxanne Gonzalez	Library Aide	Title I	1
Sandra Janke	Nurse	Title I	40%
Sylvia Alviar	Library Aide	Title I	1
Victor Trejo	Science Teacher	Title I	1

2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Blanca Lambarri	Principal
Administrator	Juan Carlos Chavez	Dean of Instruction

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Stipends	199-11-6117	\$189,018.00
1	3	1	Co-Curricular Stipends	199-36-6117	\$53,326.00
1	3	1	Co-Curricular Subs	199-36-6112	\$1,800.00
1	3	1	Transportation	199-36-6494	\$44,350.00
1	3	1	General Supplies	199-36-6399	\$264,711.00
1	3	1	Misc Contracted	199-36-6299	\$8,797.00
3	1	1	District Stipends	199-11-6117	\$0.00
9	2	4	Substitutes	199-11-6112	\$168,491.00
9	2	13	duplicating paper	199-11-6396	\$17,000.00
Sub-Total					\$747,493.00
Budgeted Fund Source Amount					\$747,493.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	5	Drop Out Specialist Travel	162-23-6411-23-001-Y-30-TRV-Y	\$100.00
8	1	1	Software	162-11-6299-62-001-Y-30-AYP	\$32,000.00
9	2	1	Probation Officer	162-32-6299	\$10,000.00
9	2	2	CIS	162-32-6299	\$12,500.00
9	2	4	Dean of Instruction	162-13-6119-31-001-Y-30-000-Y	\$0.00
9	2	5	Personell	162-11-6119	\$0.00
9	2	7	Tutorials EOC	162-11-6118-00-001-Y-24-EOC-Y	\$18,046.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	7	Tutorials Regular	162-11-6118-00-001-Y-24-EOC-Y	\$44,275.00
9	2	8	At-Risk	162-31-6119-31-001-Y-30-000-Y	\$0.00
9	2	9	Walk for The Future Supplies	162-61-6399-00-001-Y-30-WTF-Y	\$200.00
9	2	9	Walk for The Future Supplies	162-61-6499-53-001-Y-30-WTF-Y	\$200.00
9	2	9	Dropout Specialist	162-23-6119-01-001-Y-30-037-Y	\$0.00
9	2	11	Substitutes	162-11-6112-18-001-Y-30-000-Y	\$20,000.00
Sub-Total					\$137,321.00
Budgeted Fund Source Amount					\$137,321.00
+/- Difference					\$0
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	4	Bilingual Travel	163-13-6411-23-001-Y-25-031-Y	\$2,900.00
9	2	13	Substitutes	163-11-6112-00-001-Y-25-000-Y	\$3,575.00
9	2	13	Bilingual Supplies	163-11-6399-00-001-Y-25-000-Y	\$6,000.00
Sub-Total					\$12,475.00
Budgeted Fund Source Amount					\$12,475.00
+/- Difference					\$0
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	3	Miscellaneous Operating Costs	211-61-6499-53-001-030-0F2-Y	\$1,000.00
6	1	5	Employee Travel	211-61-6411-00-001-Y-30-0F2-Y	\$1,000.00
9	2	3	AVID Membership	211-11-6495-00-001-Y-30-0F2-Y	\$4,000.00
9	2	3	AVID Weekly Secondary	211-11-6325-00-001-Y-30-0F2-Y	\$550.00
9	2	3	Summer Bridge Program Personnel	211-XX-6118-00-001-Y-30-BDG-9	\$13,023.00
9	2	3	Summer Bridge Transporation	211-11-6494-00-001-Y-30-BDG-9	\$2,500.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	4	Travel	211-13-6411-23	\$10,239.00
9	2	4	Admin Travel	211-23-6411-23-001-Y-30-0F2-Y	\$3,000.00
9	2	13	Supplies	211-11-6399-62-001-Y-30-0F2-Y	\$8,000.00
9	2	13	Supplies	211-11-6399-00-001-Y-30-0F2-Y	\$25,522.00
9	2	13	duplicating paper	211-11-00-001-Y-30-0F2	\$2,600.00
9	2	14	Transportation	211-11-6494-00-001-Y-30-0F2-Y	\$15,000.00
9	2	17	Substitutes	211-11-6112-00-001-Y-30-AYP-Y	\$2,000.00
9	2	20	Advise TX	211-31-6299-00-001-Y-30-0F2-Y	\$10,000.00
9	2	21	AP Testing	211-11-6339-00-001-Y-30-0F2-Y	\$35,000.00
Sub-Total					\$133,434.00
Budgeted Fund Source Amount					\$192,501.00
+/- Difference					\$59,067.00
429 P-TECH Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$190,688.00
+/- Difference					\$190,688.00
Grand Total					\$1,030,723.00