

Campus Improvement Plan
2017-2018

Churchill Fulshear High School



Submitted for Board Approval November 2017

Comprehensive Needs Assessment

Data Sources Reviewed

2017 STAAR EOC Scores – Fulshear and Leaman	2017-2017 gradebook data
2017 Accountability Reports	Campus climate survey results
2017 TELPAS Scores	
PSAT, AP test data	
Staff data such as demographics and retention	

Identified Strengths

Student Achievement

English – 80% of CFHS students at approaches grade level in English I and II.
Algebra – 91% of CFHS students at approaches grade level in Algebra I with an academic distinction earned in mathematics.
Biology – 96% of CFHS students at approaches grade level in biology.
US History – 20 of our students took the US History test last year. All met approaches grade level standard (100%)
Students are successful in their course work. Of all classes offered in the 2017-2017 school year, there was an overall pass rate of 97% when the pass rates for each course, each semester are averaged.

School Climate and Culture

CFHS is implementing Restorative Practices through classroom, administration, and counseling including having a restorative room for conflict resolution.
CFHS is continuing to develop traditions for the school such as Charger Camp, meet the chargers, pep rallies, and forthcoming (homecoming) activities. We plan to implement new activities this year to build on traditions including a student spirit section, new leadership and service organizations, and Power Hour which allows students to receive tutorials during school and participate in clubs during school.
Student involvement in school and community is encouraged on an individual, organization and/or program basis. This will be amplified this year through designated meeting times during Power Hour this year, weekly.

Our student population is highly involved in extracurricular activities with many of our students playing more than one sport and being involved in at least one club. Club time will be allocated for interest based clubs during power hour.

Staff Quality, Recruitment, and Retention

The admin team works diligently to hire the most qualified personnel possible. Most of our teachers this school year are veteran teachers. Only three are first year teachers. Mentor programs are established for our new teachers to provide them additional support this school year.

All staff are recommended based on their proven professional record as an instructional leader skilled in content and positive relationship building skills with others. All teachers on staff have two or more years of experience with many having previous professional employment in their subject field or in industry.

CFHS retained all but 4 teachers from the 2017-2017 school year. Due to student growth, we have added 11 teachers to our team with all core departments growing this year. Additionally, two teachers whom we split part time with other LCISD schools are full time this school year.

Creating a positive culture on our campus helps retain teachers. Multiple staff members hired this summer stated they chose to apply specifically to our campus based on word of mouth reputation we have.

CFHS incorporates team building activities in the summer and throughout the school year to build a sense of teamwork, family, and fun amongst our staff. 84% of our staff rated CFHS overall an "A" on the campus climate survey with the remaining 16% rating CFHS a "B"

Curriculum, Instruction, and Assessment

CFHS teachers analyze student performance in all content areas and all core teachers have a common planning period during which data analysis and remediation planning will occur.

CFHS teacher work with district curriculum professionals during their PLC planning time to collaborate, find resources, plan, and learn about research-based teaching practices.

CFHS teachers work to unwrap the TEKS, utilize instructional strategies such as close reading and deep practice and develop common formative assessment that mirror the rigor for the STAAR tests, and utilize Lead4Ward guides when planning their instruction.

CFHS is providing targeted SPED and ELL tutorials through Power Hour daily to give additional targeted instructional support to those populations.

Once per six weeks, CFHS will provide EOC teachers with half day planning days with district ICs and ESL facilitators to support.

CFHS core teachers administer common assessments and analyze classroom assessment data to determine student areas of strength and needed areas of growth as well as compare between classrooms to determine teaching strategies which were successful and unsuccessful in teaching the TEKS.

Community and Student Engagement

Last year, we established a PTO, multiple booster clubs, and packed the stands at sporting events with families and community members.

CFHS communicates with parents through a variety of regularly used avenues. Skyward, weekly call-outs, newsletters, email blasts, tweets, Facebook, Canvas, Edmodo, webpage, etc.

CFHS service cord program promotes and recognizes students for community service and involvement. This year, we are also beginning a partnership with Chick-Fil-a to build leadership in students and host 3 school-wide service projects.

Both principal Dan Ward and athletic coordinator Oschler Flemming have spoken at the Fulshear Chamber of Commerce meetings and we continue to build partnerships with our local businesses.

We are building a new Power Hour lunch system which allows students to participate in interest based club during their lunch hour. This will increase student engagement with organizations within our school.

CFHS will begin the LAMP programs for mentoring which will consist of community members mentoring students on campus.

CFHS partners with our feeder elementary schools to assist with their activities and build Charger identity with their students

School Organization

Instructional Leadership Team meets once every three weeks.

Campus administrative team will block off dedicated meeting time once per week with additional informal meeting time throughout the week.

EOC teams will meet once a week with regular administrative involvement in meetings. Department teams will meet every other week to analyze data and plan instruction in accordance with TEKS and district curriculum.

Staff meetings will occur once per month and will include collaborative decision making and troubleshooting.

CFHS is restructuring time given to teachers for tutorials using the Power Hour program this school year.

Technology

<p>Instructional technology training will be provided to teachers once per month. Admin models use of instructional technology in teacher professional development sessions. CFHS teachers participated in Interact this year and developed multidisciplinary technology units. All classrooms are equipped with Smart boards and LCD projectors. Ipads, computer carts, document cameras are readily available for classroom use. Process is in place for reserving computer labs (4) for class projects. Students are encouraged to bring their own mobile technology and school protocol have been developed for the management of student devices.</p>
<p>Teachers working on developing online class spaces using Canvas. We have a Canvas Pro identified for all subjects to assist their colleagues with the roll out of Canvas. This is a developing year for Canvas with more wholesale roll out in the 2018-2019 school year.</p>
<p>CFHS teachers provide professional development sessions for each other on the use of instructional technology. This teachers teaching teachers model will be replicated 2-3 times per school year.</p>
<p>CFHS library is open for students during Power Hour to utilize the computers. It will also host a maker spaces club which will promote the use of technology to solve everyday problems.</p>

Demographics

Identified Needs	Priorities Based off of Identified Needs
<p>16.1% of our student population is economically disadvantage. This population struggled in English (66% approaches grade level)</p>	<p>CFHS will monitor these students once or more per six weeks and provide individualized support which will include English EOC tutorials and may include home visits. Additionally, CFHS staff will be trained in Restorative Practices to bring a relationship based approach to teaching and learning into their classrooms to engage this subpopulation.</p>

<p>CFHS has a small percentage (3%) of ELL students with unique needs. This subpopulation did not perform on level with their peers on the EOCs. Only 29% achieved approaching grade level in English, 58% in Algebra, 87% in Biology, and 100% in US History. In addition, only one met exit criteria for the ESL program (criteria based on TELPAS and EOC scores).</p>	<p>CFHS has developed an ESOL program this school year, will monitor these students once or more per six weeks, and will provide individualized support which may include tutorials. In addition, the ELA department head is going to teach both English I and ESOL classes and will plan with the ELA department for this population. We will utilize the district ESL support personnel during planning time for all core areas. Employing a full time ESOL teacher is new for the 2017-2018 school year. CFHS will increase number of ESL certified teachers by two teachers per core department in the 2018 school year. The ESOL teacher will collaborate with the district ESL PLC at the district organized PLC days. We will send science teachers and ELA teachers to ESL workshops this school year. Additionally, ESL Power Hour tutorials will happen multiple times during the week and will focus on writing and language development.</p>
<p>7.5% of our student population consists of students in the Special Education Program. This population struggled in ELA (29% approaches grade level), Algebra (58% approaches grade level), and Biology (63% approaches grade level). None of the students in this subpopulation took the US History EOC.</p>	<p>SPED staff will monitor these students multiple times per six weeks and will provide additional instructional support to these students during Power Hour with a SPED master list teacher. During this time, reading remediation programs will be implemented as well as students will receive CFHS will be developing a SILC and PASS program this year to meet the social and behavioral needs of our students.</p>
<p>A significant number of CFHS students were adversely affected by Hurricane Harvey and we will have many students homeless this school year while they rebuild.</p>	<p>CFHS counseling and administration will gather information on the needs of our students and coordinate with district personnel to meet those needs. In addition, a support group for these students will meet during Power Hour and will be facilitated by one of our counseling staff as well as Suzanne Stavinoha.</p>

Student Achievement

Identified Needs	Priorities Based off of Identified Needs
Special education (EOC scores, all subjects)	SPED staff will monitor these students multiple times per six weeks and will provide additional instructional support to these students during Power Hour with a SPED master list teacher. During this time, reading remediation programs will be implemented as well as students will receive content area support. Teachers of core content and SPED teachers will provide tutorials during Power Hour. CFHS will be developing a SILC and PASS program this year to meet the social and behavioral needs of our students.
ELL (EOC scores, all subjects)	CFHS has developed an ESOL program this school year, will monitor these students once or more per six weeks, and will provide individualized support which may include tutorials. In addition, the ELA department head is going to teach both English I and ESOL classes and will plan with the ELA department for this population. We will utilize the district ESL support personnel during planning time for all core areas. Employing a full time ESOL teacher is new for the 2017-2018 school year. CFHS will increase number of ESL certified teachers by two teachers per core department in the 2018 school year. The ESOL teacher will collaborate with the district ESL PLC at the district organized PLC days. We will send science teachers and ELA teachers to ESL workshops this school year. Additionally, ESL Power Hour tutorials will happen multiple times during the week and will focus on writing and language development.

<p>EcoDis in English</p>	<p>CFHS will monitor these students once or more per six weeks and provide individualized support which will include English EOC tutorials and may include home visits. Additionally, CFHS staff will be trained in Restorative Practices to bring a relationships based approach to teaching and learning into their classrooms to engage this subpopulation. ELA teachers will be provided half day planning days throughout the school year to plan with district ICs.</p>
<p>There is, at minimum, a 8% difference in achievement between our students in the White and Asian subpopulations and all other subpopulations in Algebra I.</p>	<p>CFHS will provide targeted remediation to students in algebra based on data and identified student needs. Algebra I teachers will be provided half day planning days throughout the school year to plan with district ICs. CFHS will provide a targeted large group tutorial in the spring (format to be determined). Algebra retesters will either be put in an Algebra class or MMA class depending on credits and will receive remediation. Teachers will analyze student data including EOC, district assessment, classroom summative assessment, and classroom formative assessment to provide timely and targeted reteach opportunities during the instructional period.</p>

<p>Scores on the first administration of English I EOC (overall 84% pass rate with lower scores in special populations such as Eco Dis 79%, Hispanic 76%, Black/African Am 75%, LEP 0% of three students) have room for improvement and there is a high need to increase percentage of students reaching advanced level scores in English EOCs.</p>	<p>CFHS will prioritize writing instruction and deep practice in both writing and reading. CFHS will provide a targeted large group tutorial in the spring (format to be determined). CFHS math teachers will work with district math ICs and ESL facilitator to develop interactive and engaging English lessons based on unwrapped TEKS at the appropriate level of rigor. Teachers will analyze student data including EOC, district assessment, classroom summative assessment, and classroom formative assessment to provide timely and targeted reteach opportunities during the instructional period. Finally, the school will have a writing across the curriculum initiative to develop student writing skills and practice on in all classes.</p>
<p>10% of 10th grade students are retaking 9th grade courses due to course failure last school year.</p>	<p>CFHS teacher teams provide tutorials for students before school, during Power Hour, and after school, and will develop a team schedule for tutorials for all students. In addition, CFHS teachers and staff will provide Monday Night Library services to students in need of help in a core subject area and/or LOTE. CFHS teachers will analyze student data including EOC, district assessment, classroom summative assessment, and classroom formative assessment to provide timely and targeted reteach opportunities during the instructional period. CFHS will begin a credit restoration program utilizing the Edgenuity online learning program.</p>
<p>Meets grade level scores are lower for all subjects. Algebra 1 63%, Biology 81%, English I 62%, English II 39%, US History 36%</p>	<p>Teacher teams will meet to discuss data and create instructional activities based on identified student needs at least every other week. EOC teams will be provided with a half day PLC during which they will analyze district assessments and determine where students have gaps in their understanding and plan lessons which address these needs.</p>

School Culture and Climate

Identified Needs	Priorities Based off of Identified Needs
CFHS campus population is growing from 400 students in 2017-2017 to over 740 students at the beginning of the 2017-2018 school year. This will be the first year CFHS has juniors.	Using restorative practices, prioritizing relationships, and open communication, CFHS will build a safe nurturing environment which builds on positive and collaborative communications/planning. CFHS will continue to foster traditions on campus so engage students.
CFHS sent a small number of students to DAEP and a small percentage of our school population was suspended out of school last year.	CFHS administration has developed a system and will train teachers on PBIS strategies for dealing with, addressing, documenting, and also building relationships with students who commit minor discipline infractions. In addition, teachers will be trained in restorative practices. With students sent to DAEP, we will hold one restorative review at ALC and a restorative circle upon student return to our campus to reduce recidivism. In addition, CFHS is utilizing lunch detention away from Power Hour as an alternative discipline method to suspensions.
Some of our students were involved in multiple organizations and were not able to meet all the requirements of the organizations in which they were involved. In addition, this involvement hindered student ability to attend tutorials. Furthermore, some students were unable to attend tutorials due to the bus schedule.	Power Hour will be created this year to allow students to access three tutorials per week for each of their teachers. In addition, club meetings are built into the school day through power hour. This also provides flexibility for targeted tutorials.
Though number of incidents of bullying reported were low last school year, it is a priority of our campus to build positive student relationships, decrease conflicts between students, develop anti-bullying programs, and handle bullying situations in a prompt and effective manner.	Fulshear HS will implement No Place for Hate this year

Staff Quality, Recruitment, and Retention

Identified Needs	Priorities Based off of Identified Needs
Due to allotment of new staff units later in the summer, we have staff members who were not hired for part of our professional development.	These members need to feel supported and connected to the school and the staff. They have been paired with their department head to help them catch up and get extra support. Administration will check in with these individuals at minimum every two weeks to provide them support.
Only 45% of our core subject teachers are ESL certified.	CFHS will work to identify grade level and subject level teams where a teacher who is ESL certified is needed and will continue to promote ESL certification among staff. A trainer will be brought in to provide a prep course for the TExES ESL supplemental certification test and teachers will be provided substitutes to attend. CFHS will add 6 more ESL certified teachers before May 2018.
17 CFHS teachers need GT hours this school year to be qualified to teach their course.	Teachers unable to attend GT foundational hours in the summer 2017 will be provided subs and registration to attend GT foundational training at Region 4 or through an online GT certification program.

Curriculum, Instruction, and Assessment

Two of our core teams consist of majority of teachers who are new to the campus. All core teams have added new people. There is a need to allow these teams time to plan and structure their PLCs	Substitutes for planning days during which EOC teams of teachers will disaggregate data and make plans based off of student data and unwrapped TEKS.
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<p>CFHS will to support the teachers by providing them or allowing staff to attend staff development activities geared toward STAAR EOCs. In addition, CFHS will disaggregate local assessment data via Eduphoria and will to align Common Formative Assessments with the state and local curriculum to ensure students are prepared for the STAAR/EOC exam through their subject level teams.</p>	<p>Provide professional development on Wednesdays after school for teachers in both curriculum and technology implementation. Seek professional development opportunities for teachers outside of the school through district trainings and through the ESCs.</p>
<p>CFHS did not have teachers with the correct certifications to teach Dual credit classes until one social studies teachers was hired in late August. As such, we were unable to offer WCJC dual credit on campus. We need to get teachers trained for OnRamps and prioritize hiring to facilitate dual credit classes on campus.</p>	<p>Fulshear will set aside funds to send teachers to OnRamps training and will see teachers will the correct degrees for teaching dual credit on campus through the local college. Additionally, principals will investigate online dual credit options with the help of central office personnel. All activities will have a goal of offering a variety of dual credit options in 2018-2019</p>
<p>There is a gap in students electing to take AP courses based on race/ethnicity and economic factors.</p>	<p>Fulshear, in partnership with Equal Opportunity Schools (EOS), will create an AP support program which includes student leaders (“ambassadors”) and an AP skills boot camp.</p>

Community and Student Engagement

<p>CFHS has a parent base largely made up of working professionals with college level degrees. We have parents who would like to help, but they also need events scheduled far in advance. There is need to have a more organized calendar for parents and PTO volunteers.</p>	<p>Our parent base will be highly involved in campus affairs and there is a need to develop and foster programs as well as build parent leaders in our community. Developing PTO and Booster clubs. Development of a site based management team for this school year. Build collaboration between PTO and the campus this school year.</p>
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<p>CFHS will continue to provide information to parents through various means in both Spanish and English and will utilize the District translator when needed. In addition, CFHS will continue to use a variety of means, such as the phone blast, email blast, Twitter, Remind, etc to deliver important information to parents and community members and will continue to invite parents and community members in to the school for various events. In addition, staff members will make timely parent communication a priority.</p>	<p>We will work with the ALP department to increase our multilingual parent offerings this school year.</p>
<p>Twitter presence was well established last year. We will also develop Canvas classes and a school Canvas presence this school year to help with online engagement of both parents and students. It is possible Canvas will replace Remind in coming years.</p>	<p>We will facilitate Canvas open labs and trainings with our teacher teams. Admin will also get training on Canvas and begin our school-wide Canvas presence with the purpose of being fully Canvas ready at the beginning of the 2018-2019 school year.</p>

School Organization

<p>Allow teachers time to plan together, disaggregate data together, and participate in staff development. CFHS will continue to provide teachers in the core subject areas with common planning periods so they have time embedded in the normal work day for planning of instruction and disaggregation of assessment data. Additional time will be provided to review released EOC test and student responses.</p>	<p>Inviting district ICs to common planning time to assist with data analysis and lesson planning. We have also planed master schedule to accommodate common planning time. We will also build planning time into the day by having half day PLCs with EOC content area teams.</p>
<p>Campus leadership team meets once every three weeks to discuss pertinent school policies and give feedback on campus initiates.</p>	<p>We have multiple new department heads on the leadership team this school year. We will work to develop and support these new campus leaders.</p>

Technology

<p>Provide staff with support in developing technology rich lessons.</p>	<p>We will have 2-4 Wednesday after school technology professional development with our campus CITS.</p>
<p>Starting a new district technology initiative, Canvas, will mean our students need extra support in developing their Canvas classes</p>	<p>We will have 2-4 technology trainings throughout the year for teachers to get support on canvas and other instructional technology tools. We have also designated Canvas Pros in multiple departments on campus who can help teachers begin their Canvas classes.</p>

Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the priorities section above.

Improvement Plan Goals

Goal 1: By May of 2018, overall raw English EOC scores will improve by 3 more questions correct in comparison student scores from 2017 spring administration and will close the achievement gap in ELA by 7% approaches grade level in the Eco Dis, Hispanic, Black/African American, and LEP subpopulations.

Goal 2: By May of 2017, the special education and LEP subpops will increase percentage of students reaching approaches grade level to 50% in ELA and increase each subpop by 10% in biology and Algebra

Goal 3: By May of 2018, EOC scores in Algebra and Biology will increase in meets grade level by 15% in Algebra I and 7% in Biology when compared to the scores from the 2017 spring administration.

Goal 4: By May of 2017, Fulshear High School will implement programs which promote a positive campus climate and increase student participation in campus activities which will be measured by a 20% increase in student involvement in clubs and organization and an 15% increase in overall rating of an "A" on the student school climate survey.

Goal 5: Restorative Practices will be utilized to make connections and relationships with students and decrease at-risk behaviors which lead to discipline offences and exclusionary practices such as suspension and DAEP placements.

Goal 1

<p>Goal Statement: By May of 2018, overall raw English EOC scores will improve by 3 more questions correct in comparison student scores from 2017 spring administration and will close the achievement gap in ELA by 7% in the Eco Dis, Hispanic, and Black/African American subpopulations.</p>	<p>CNA Area of Need: Student Achievement and Demographics</p>	
<p>2017 Student Performance addressed by the Goal (if applicable):</p>	<p>Overall English Approaches grade level 80%</p>	<p>Approaches grade level in E1 White – 82% EcoDis – 66% Hisp – 75% Black/AA – 73% LEP – 31%</p>

Performance Objective: CFHS will demonstrate an increase in EOC scores in English I and II by 3 more questions correct

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
<p>ELA teacher teams will meet once per week to discuss student data (summative and formative) and make plans for following weeks which address student data-based strengths and weaknesses</p>	<p>ELA team, associate principal</p>	<p>September 2017-May 2018</p>	<p>None</p>	<p>Overall raw English EOC scores will improve by 3 more questions correct in comparison student scores from 2017 spring administration</p>
<p>ELA teams will have one half-day PLC per six weeks to dig into district assessment and classroom assessment data. Data will be sorted to take subpopulation needs into account.</p>	<p>ELA team, associate principal, ELA instructional coach</p>	<p>Once per six weeks through May 2018</p>	<p>5 half day subs – local funds</p>	<p>will close the achievement gap in ELA by 7% in the Eco Dis, Hispanic, Black/African American, and LEP subpopulations as measured by E1 and E2 EOCs.</p>

Fulshear HS will have a writing across the curriculum focus which will require all teachers to assign writing assignments two times per six weeks which tie in to their six weeks curriculum.	All teachers and monitored by department heads	Starting September 2017 through June 2018	None	Student writing assignments in contents other than ELA will increase in number by 50% as measured by grade entries.
ELA will provide data-driven Power Hour tutorials for students retesting the E1 and E2 EOC.	ELA teachers	Starting October 2017 through December 2017	None	70% of ELA retesters pass the 2017 Fall English EOC.
English I teachers will implement reader and writer workshop in their classrooms this school year.	E1 teachers	Starting September 2017 through June 2018		Overall raw English EOC scores will improve by 3 more questions correct in comparison student scores from 2017 spring administration

Performance Objective: CFHS will close performance gaps by 7% in the Eco Dis, Hispanic, and Black/African American subpopulations.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
ELA teams will have one half-day PLC per six weeks to dig into district assessment and classroom assessment data. Data will be sorted to take subpopulation needs into account.	ELA team, associate principal, ELA instructional coach	Once per six weeks through May 2018	5 half day subs – local funds	ELA EOC scores will close the achievement gap in ELA by 7% in the Eco Dis, Hispanic, Black/African American, and LEP subpopulations as measured by E1 and E2 EOCs.

<p>In PLCs and planning meetings, departments will discuss novel and short passages utilized and will insure a diverse offering of reading materials are utilized in ELA classes which represent our diverse student population.</p>	<p>ELA Team, ELA instructional coach</p>	<p>Through May 2018</p>	<p>ELA department local funds for book resources</p>	<p>ELA EOC scores will close the achievement gap in ELA by 7% in the Eco Dis, Hispanic, and Black/African American as measured by E1 and E2 EOCs.</p>
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Goal 2

Goal Statement: By May of 2017, the special education and LEP subpops will increase percentage of students reaching approaches grade level to 50% in ELA and increase each subpop by 10% in biology and Algebra	CNA Area of Need: Student Achievement and demographics				
2017 Student Performance addressed by the Goal (if applicable):	SPED Alg 58% ELA 29% Bio 63%	LEP Alg 83% ELA 31% Bio 75%			

Performance Objective: CFHS will demonstrate an increase in EOC scores in specifically in the Special Education subpopulation to 50% in ELA and increase each subpop by 10% in biology and Algebra

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
CFHS Special Education students will be provided with additional support in Power Hour pull outs with a SPED teacher in the small group setting during Power Hour which will focus on reinforcing daily classroom instruction (specifically in EOC tested subjects), organization, remediation of TEKS each student failed to master based on classroom grades and district assessment data, and homework assistance.	SPED staff	Daily starting September 2017 ending May 2018	\$200 local funds for consumable supplies.	Tutorial rosters will be kept to track student participation in Power Hour tutorials

Content teachers will be available to SPED students three times per week to provide additional content specific support to students. If needed (based on data), these teachers will offer targeted tutorials to SPED students throughout the school year to support content acquisition.	Teachers	Daily starting September 2017 ending May 2018	None	Tutorial rosters will be kept to track student participation in Power Hour tutorials
CFHS special education teachers will utilize the iReady and Phonics Boost programs twice per week to boost SPED and resource student comprehension in English and Math during Power Hour	SPED teachers	Starting October 2017 ending May 2017	Programs provided through SPED department	Student usage data from iReady and Phonics Boost
Special education students will receive individualized English tutorials to prepare them for the EOC based on district assessment data during Power Hour.	ELA teachers	Planning January 2018 and implementation early spring semester ending in March 2018	None	Tutorial rosters will be kept to track student participation in Power Hour tutorials
CFHS teachers will monitor student IEP progress and report progress to SPED teachers through IEP progress reports once per 6 weeks. This data will be monitored and reviewed by the SPED and admin team and specific feedback and strategies will be provided to individual teachers.	All teachers, admin	Starting October 2017 through May 2018	None	All SPED students will master their IEP goals by June 2018.

Performance Objective: CFHS will demonstrate an increase in EOC scores in specifically in the LEP subpopulation to 50% in ELA and increase each subpop by 10% in biology and Algebra

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Teachers without their ESL certification will be encouraged to take the ESL supplemental test before the start of the school year next year. These teachers will be encouraged to attend district trainings for ESL supplemental test prep.	All non-ESL certified staff, monitored by administration	By August 2018	None	Increase in ESL certified teachers by 2 per core content area by August 2018
ESL teacher will attend the Newcomer PLC trainings provided by the ALP department to develop lessons, learn best practices in ESL instruction, and bring resources for newcomers back to the CFHS staff (As provided by ALP).	ESL staff, ALP department	Monthly starting September 2017 through May 2018	Half day substitutes provided by ALP department	50% of students new to the country (in ESOL classes) will pass the English I EOC in the first administration.
Administration will provide content specific ESL trainings during conference periods to increase teacher understanding of the ELPS and strategies for implementing reading, writing, speaking, and listening activities in their lessons to develop academic language for ELLs.	Administration	Ongoing through May 2017	None	Teachers will demonstrate understanding of ELPS through lesson plans and class activities as evidenced in eduphoria and classroom observation.
CFHS will continue to add to the library of translation dictionaries to check out to newcomer students which will be used in all core classes. In addition, a class library of adapted texts and graphic novels will be built for instructional use in ESOL English classes.	ESL staff	By May 2017	\$500 local funds.	50% of students new to the country (in ESOL classes) will pass the English I EOC in the first administration.
CFHS will monitor ESL students once or more per six weeks, and will provide individualized support which will include data based targeted tutorials in Power Hour.	ESL staff, ELA teachers, administration	August 2017 through June 2017	None	85% of ESL students will demonstrate mastery of class TEKS as evidenced in passing classroom grades in all of their classes.

Parents/Guardians of ELLs will be mailed relevant TELPAS and ESL program information such as how to read the TELPAS scores, information regarding making one year of ELL progress, testing accommodations, and ESL exit criteria guidelines. In addition, our ESL facilitator and ESL teacher will communicate with parents via phone to clarify this information.	ESL staff, administration	August 2017 through June 2017	\$50 in local funds for postage	50% of parent responders will positively rate our ESL program on the parent climate survey.
Core teachers not ESL or sheltered instruction trained will attend Nancy Motley trainings to increase awareness of best practices for ELLs in the classroom.	Non-ESL certified teachers and all English teachers	By December 2017	Training provided by district, substitutes covered by local funds	All non-ESL certified core teachers will be shelter trained (putting it all together by Nancy Motley) by December 2017.
English teachers will attend writers workshop training.	English I and II teachers	By May 2018	\$2000 Title III	50% of ELL population will reach approaches grade level in ELA and increase by 10% in biology and algebra
iPad will be purchased and utilized for online supplemental language development programs.	ESL staff	By December 2017	\$4500 Title III	50% of ELL population will reach approaches grade level in ELA and increase by 10% in biology and algebra
ESL students will attend college visits.	ESL staff	By May 2017	\$250 for busses	80% of our campus ESL population will be exposed to college campuses and learn about college programs for ESL students.
Continue to hire teachers, paraprofessionals and supplemental staff to help at-risk and LEP students.	Principals	Aug 2017 – June 2018	SCE FTE Allotment .43 \$30,485	50% of ELL population will reach approaches grade level in ELA and increase by 10% in biology and algebra

Goal 3

Goal Statement: By May of 2018, EOC scores in Algebra and Biology will increase in meets grade level by 15% in Algebra I and 7% in Biology when compared to the scores from the 2017 spring administration.	CNA Area of Need: Student Achievement				
2017 Student Performance addressed by the Goal (if applicable):	Bio approaches 96%	Biology meets 81%,	Alg I approaches 91%	Alg 1 meets Algebra 1 63%,	

Performance Objective: CFHS will demonstrate an increase in EOC “meets grade level” scores in Algebra by 15% when compared to the scores from the 2017 spring administration.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Algebra I teacher teams will meet bimonthly to discuss student data (summative and formative) and make plans for following weeks which address student data-based strengths and weaknesses.	Alg1 team, associate principal	September 2017- May 2018	None	Algebra teachers will take meeting minutes which will be shared with the team and administration for each meeting
Algebra I team will have one half-day PLC per six weeks to dig into district assessment and classroom assessment data. Data will be sorted to take subpopulation needs into account.	Alg1 team, associate principal, math district instructional coach	Once per six weeks through May 2018	5 half day subs – local funds	EOC scores in Algebra will increase by 15% in meets grade level when compared to the scores from the 2017 spring administration. District assessment data will also be used to track the success of this activity.

Algebra will provide data-driven Power Hour tutorials for students retesting the Algebra I EOC	Math teachers	Starting October 2017 through December 2017	None	70% of Algebra I retesters pass the 2017 Fall Algebra EOC.
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Performance Objective: CFHS will demonstrate an increase in EOC “meets grade level” scores in Biology by 7% when compared to the scores from the 2017 spring administration.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
ELA teams will have one half-day PLC per six weeks to dig into district assessment and classroom assessment data. Data will be sorted to take subpopulation needs into account.	ELA team, associate principal, ELA instructional coach	Once per six weeks through May 2018	5 half day subs – local funds	Algebra teachers will take meeting minutes which will be shared with the team and administration for each meeting
Biology team will have one half-day PLC per six weeks to dig into district assessment and classroom assessment data. Data will be sorted to take subpopulation needs into account.	Biology team, associate principal, math district instructional coach	Once per six weeks through May 2018	5 half day subs – local funds	EOC scores in Biology will increase by 7% in meets grade level when compared to the scores from the 2017 spring administration. District assessment data will also be used to track the success of this activity.
Biology will provide data-driven Power Hour tutorials for students retesting the Bio I EOC	Science teachers	Starting October 2017 through December 2017	None	70% of Bio I retesters pass the 2017 Fall Bio EOC.

Goal 4

<p>Goal Statement: By May of 2017, Fulshear High School will implement programs which promote a positive campus climate and increase student participation in campus activities which will be measured by a 20% increase in student involvement in clubs and organization and an 15% increase in overall rating of an “A” on the student school climate survey.</p>	<p>CNA Area of Need: School Climate and Culture</p>
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Performance Objective: CFHS will develop a No Place for Hate program by October 31, 2017 which will include three project activities before June 2018.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Fulshear HS will develop a No Place for Hate program for the purpose of designing activities during which discrimination and bullying are addressed.	Administration and teachers	Starting September 2017 and activities will run through May 2018	\$100 local funds for project supplies	Fulshear HS will have, at minimum, three No Place for Hate activities this school year.
A No Place for Hate student group will be developed this school year to assist with designing and implementing activities and as a place to discuss pertinent campus culture issues,	Administration and sponsor teachers	Starting October 2017 through May 2018	None	By May of 2017, Fulshear High School will implement programs which promote a positive campus climate which will be measured by a 15% increase in overall rating of an “A” on the student school climate survey.

Performance Objective: CFHS will implement a “Power Hour” system for lunches and tutorials which will include student interest clubs, increasing student involvement in clubs by 20% and a 15% increase in overall rating of an “A” on the student school climate survey.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Teachers will provide tutorials three days per week to students during Power Hour to provide assistance, tutoring, and instructional help inside the school day.	Teachers	September 2017 – June 2018	None	Tutorial rosters will be kept to track student participation in Power Hour tutorials
CFHS will provide time for students to meet with interest based clubs during the school day in Power Hour to increase student participation in school-based organizations. Meeting times will be one per week.	Teachers	September 2017 – June 2018	None	20% increase in student involvement in clubs and organization as measured by club membership rosters

Performance Objective: Fulshear, in partnership with EOS, will create an AP support program which includes student leaders (“ambassadors”) and an AP skills boot camp increase participation in AP and high rigor programs specifically in underrepresented groups such as eco dis and racial sub populations.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
CFHS will use EOS data to identify students with AP potential and utilize a “Trusted adult” system to encourage and support those students in taking AP classes.	EOS equity team, identified trusted adults, counselors	October 2017- March 2018	EOS (funded by the district)	100 more students will be identified to take AP courses in the 2018-2019 school year.

CFHS will develop a AP boot camp in the summer to prepare students for the rigor of AP classes which will include multidisciplinary skills and activities, study skills, confidence and community building, and other activities such as a field trip.	AP teachers, EOS equity team	Spring semester for planning and boot camp to be completed before end of August 2018	\$1500 state compensated for supplemental teacher pay, busses, and resources	Fewer than 10% of students electing to take AP classes will drop their class in the 2018-2019 school year.
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Goal 5

Goal Statement: Restorative Practices will be utilized to make connections and relationships with students and decrease at-risk behaviors which lead to discipline offences and exclusionary practices such as suspension and DAEP placements.	CNA Area of Need: School Climate and Culture
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Performance Objective: Restorative Practices will be utilized to make connections and relationships with students and decrease at-risk behaviors which lead to discipline offences and exclusionary practices such as suspension and DAEP placements.
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Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
A restorative practices trainer will train administration, counseling (morning) and (afternoon) teachers in restorative practices classroom procedures including curricular circles. This will happen on two separate days in the	Administration	August 2017 to May 2018	\$4000 in state compensated	Increase in use of restorative circles as resolution to discipline infractions as measured by restorative circle documentation forms.

school year. Administration trainings will focus on use of curricular circles with at-risk populations				
Teachers will implement curricular restorative circles in their lesson plans once per six weeks.	Teachers	August 2017 to May 2018	None	Percent of student population referred to office will be 50% or less in the 2017 school year.

Financial Summary

Funding Source	Total Amount
Local Funds	\$850
State Comp Ed	\$5500
State Comp Ed FTE	\$30,485
Title III LEP	\$6500
Title III Immigrant	\$1,500 for technology and supplementary materials
Title III Immigrant	\$250 for buses for college visits

TEA has identified four Strategic Priorities which will benefit student outcomes.

1. Recruiting, supporting, and retaining teachers and principals;
2. Building a foundation of math and reading;
3. Connecting high school to career and college; and
4. Improving low-performing schools.

SBDMC Members:

Name	Position
Dan Ward	Principal
Erin Forbes	Associate Principal
Mike Hlinak	Teacher
Erica Sury	Teacher
Carol LeBoeuf	Teacher
Tracey Jensen	Teacher
Maryellen Roberson	Parent
Sherone Jordan	Parent
Derrick Carlson	Parent
Davin Toruta	Parent
Kacy Warren	Counselor
Don McCoy	Business
Morgan Williams	Community Member
Dale Olson	Community Member
Suzanne Loehr	Business