

Campus Improvement Plan
2017-2018

*Reflecting on a proud past,
building a dynamic future...*



Submitted for Board Approval November 2017

Comprehensive Needs Assessment

Data Sources Reviewed

2017 STAAR EOC Results	Spring 2017 K12 Climate Survey
2017 Accountability Reports	2017 PEIMS Snapshot Data
2017 TELPAS Scores	2016 – 2017 Discipline Data
2017 AP Data	2017 ACT, PSAT, & SAT Data

Identified Strengths

Demographics

GRHS is a majority minority school. The number of African American and Hispanic students combine to make up more than 50% of the total student population. As the school has grown, this trend has continued.
Enrollment in special education programs has increased, but the percentage is in comparison to the entire school population.
Enrollment in ELL programs has continued to increase slightly, but the percentage is in comparison to the entire school population.

Student Achievement

GRHS exceeded the state average on 5 of 5 STAAR EOC exams including Algebra 1, Biology, English 1, English 2, and U.S. History.
GRHS students increased their raw score performance on the Algebra 1 STAAR EOC.
GRHS Advanced Placement Program increased in its student participation, number of exams taken, and the percentage of students who scored a 3 or higher on an AP exam. We continue to focus on improving our practices and focus on having highly qualified staff to service our advanced placement students.
GRHS has partnered with EOS (Equal Opportunity Schools) to help continue to fine AP eligible students to take AP courses that have the potential to find success. Fostering this initiative has supported an increase in the number of AP students taking AP courses the 17-18 school year, but has also assisted in creating post-secondary readiness.
GRHS has a rating of Met Standard on the 2017 Accountability Rating report, we met standards on all index's including student achievement, student progress, closing the performance gaps, and post-secondary readiness.
GRHS had gains in multiple EOC tested areas which included ELA 1 as well as Algebra 1. Yet there is still a need to focus on some of our most at-risk sub pops such as ELL, African American, Hispanic, and Economically disadvantaged students. With a heavy focus on our most at risk sub pop which is our Special Education population.

GRHS in the 2017 school year had 10 National Merit Commended Scholars, 7 students received National Hispanic Recognition, and 3 students receive the National Achievement for Outstanding Participant.
Currently at GRHS based off our student’s performance on the PSAT/NMSQT during their 11 th grade year have received the following recognition of 5 National Merit Commended Scholars, 1 National Merit Semi-finalist, and 5 National Hispanic Recognition Program.
GRHS received one distinction designation which was the top 25 percent student progress when compared to our 2016-2017 cohort.

School Climate and Culture

GRHS received an overall rating of Recognized in the 2017 Community and Student Engagement Ratings. With an exemplary rating in the Digital Learning Environment.
GRHS motto is “Reflecting on a proud past... Building a dynamic future...” GRHS places a strong emphasis on knowing the proud history of AI and Mamie George.
GRHS utilizes a restorative discipline management model which focuses on the “why” and not the “what”, as well as focuses on the restoration of relationships. We conduct these restorative practices through our Center for Success. GRHS Staff have received training in restorative practices to ensure there is consistency in implementation.
Student engagement, student success, student behavior, and the appropriate use of social media are all priorities at GRHS.
We have over 50 clubs represented here at GRHS. We place a heavy emphasis on getting students plugged into the different areas they are interested in. We also place an emphasis of providing opportunities for new clubs to be created on campus to help build a strong culture on our campus to get students plugged in.
At GRHS we have implemented houses within the student body to build unity and create a culture on the campus amongst grade level students and the GRHS staff. This involves healthy competition on a point system that is set to target and reward student achievement, school pride, and positive decision making by the student body.

Staff Quality, Recruitment, and Retention

100% of the GRHS teaching staff is deemed highly qualified by the state of Texas.
All potential staff undergo a rigorous two-part interview process in which administrators and department chairs evaluate if the candidate is a good fit for GRHS and the academic team they will possibly be working with.
All new teachers to GRHS are assigned a campus mentor and receive a tremendous amount of support from their supervising administrator and department chair.
All new teachers are given the opportunity to join an administrative driven book study (Fundamental 5) to continue to support and build the capacity of our new staff on campus to assist in our retention of newly hired teachers.

A team member from each content area serves on the Principal's Advisory Committee to ensure that all concerns are heard and addressed by the principal.
Each new teacher on the campus is provided with an administrative driven new teacher orientation of the campus and is provided resources to assist them in starting the school year off with success and resources to refer to throughout the school year.
The GRHS principal has a staffing conference with every staff member to discuss any of their concerns and to also discuss what they are requesting to teach for the upcoming school year.
GRHS prides itself in finding and nurturing aspiring leaders. We have created an Aspiring Leader's Cohort on the campus to which meet monthly with a campus administrator to continue to foster the growth of our future leaders.

Curriculum, Instruction, and Assessment

GRHS teachers consistently practice the district initiatives of Unwrapping the TEKS, Close Reading, Deep Practice and focusing on Dual-Coded Questions to improve students' academic achievement.
GRHS teachers participate in weekly team planning to enhance their ability to design and execute highly engaging and rigorous lessons.
GRHS teachers during their weekly planning meetings focus on disaggregating data to make data driven decisions. Our staff utilizes Eduphoria & Lead4ward resources to pull accurate and current data.
GRHS teachers utilize Lead4ward as a resource while planning to assist in accurately Unwrapping the TEKS and planning to ensure that when delivering instruction, they are precise in their delivery to increase student success.
GRHS teachers in their Professional Learning Communities (PLC's) both analyze data and share successful instructional strategies/techniques. Teachers use data prior the delivery of new content to ensure optimal success. They also review data following all major assessments to target both at risk students and TEKS as a team they need to revisit their method of delivery to best meet the needs of the students they serve.
GRHS teachers provide students with the opportunity to receive additional help with their academics during our Longhorn Lunch which occurs daily. Tutoring, make-up labs, re-assessment, and targeted interventions etc.... will be used to optimize the time provided during the Longhorn Lunch.

Community and Student Engagement

GRHS received a Recognized rating in the area of Community and Parental Involvement of the 2017 Community and Student Engagement Ratings.
GRHS hosts multiple events to engage GRHS families and community members, such as Freshman Parent Orientation, Open House, Parent Nights, Festival of Trees at the Ranch, AutoRama, Course Selection Night, Grade Level Awards Nights, Dancing with the staff, and a Christmas Show.

GRHS communicates campus events and important information through various forms of social media including the school website, weekly emails and call outs, twitter, remind 101, Canvas our new student learning management system, and student newsletters from grade level offices. Active communication is a priority at GRHS.

School Organization

GRHS is recognized as extremely organized to which promotes high staff productivity and high academic performance.

GRHS has well defined processes and procedures in place to ensure that effective communication occurs and expectations of staff and students are clearly understood.

GRHS places a heavy emphasis on communication to ensure that all stakeholders are well informed as this creates a positive learning environment for our students and staff that we serve daily.

Technology

GRHS received an Exemplary rating in Digital Learning Environment of the 2017 Community and Student Engagement Ratings.

GRHS teachers are trained in instructional technology during Workshop Wednesday sessions in which they learn about innovative ways to utilize technology within their classrooms both to deliver instruction and have students access information.

GRHS utilizes various forms of technology to communicate with the GRHS educational community about important school news and upcoming events. All GRHS teachers must have a teacher website, twitter account, remind 101 accounts, Edmodo, and Canvas.

GRHS has a Campus Instructional Technology Specialist (CITS) that is available 3 days a week to support the faculty and staff with their technological needs and build the staff's capacity to utilize technology in the classroom.

GRHS places a heavy emphasis in ensuring students have access to technology within their instructional settings. GRHS creates new technology opportunities for students to get engaged through our Maker's Space which is provided in the library to which can be accessed by all students. This is a great way for our students to show creativity. Grants have been written to continue to create the optimum technology based opportunities within our Maker's Space located in the library. (ex: 3D Printer)

Identified Needs

Priorities Based off Identified Needs

Demographics

<p>SPED students consistently scored below their peers in all the assessment areas. In looking at year to year comparison there were decreases in all subject areas except for US History.</p>	<p>Place a heavy emphasis on disaggregating data to track SPED students' progress and utilize that data to drive instructional decisions by making instructional adjustments to meet the SPED populations needs in all subject areas. Continue to focus on team teaching and best practices for inclusion settings on the campus to build the successes of SPED students on our campus. Optimizing our resources to help assist our struggling sub pops is a necessity.</p>
<p>LEP students scored below their peers in the English 1 yet in English 2 LEP students increased from the previous year yet there is still a need to focus on continued growth. LEP students at GRHS had decreases in Biology and Algebra 1 in a year to year comparison.</p>	<p>Place a heavy emphasis on successfully tracking our LEP students' progress and ensure that the appropriate supports and trainings are in place for our returning and new teachers on the campus to ensure best practices are being implemented. We will monitor LEP progress by picking up 2 writing samples per six weeks. These samples will be scored by our Sheltered Teachers to build capacity and show growth. Optimum push is for all staff members to be trained in Sheltered Instruction.</p>
<p>African American students scored below their White and Hispanic counterparts in all areas except for Biology to which both the African American sub pop as well as the Hispanic sub pop had the same percentage of passing rates.</p>	<p>Through disaggregating data, we will need to effectively track the progress of our at-risk students on the campus. By placing a heavy focus on our pacing and the rigor we are applying to the instruction, our goal is to improve/close the gap on our African American sub pop.</p>
<p>Our Economically Disadvantaged sub pop struggle in all areas regarding to the state assessment with lower percentages than all sub pops at GRHS.</p>	<p>Place a continued focus on our at-risk students on the campus and ensure that we are tracking their progress through data and implementing interventions to support their educational progress.</p>

Student Achievement

<p>GRHS STAAR passing percentages increased in the subject areas of English 1, Algebra 1, yet we had minimal decreases 1% in English 2, 3% in Biology and 2% in US History. We need to continue to dedicate a heavy emphasis on our English 1 and 2 STAAR scores as this is the area that our most at risk sub pops struggled on.</p>	<p>Continue to unwrap the TEKS, use close reading, and deep practice to provide a clearer focus and increase rigor of the classroom instruction. Using Lead4ward resources to assist in planning and preparing a strong instructional delivery plan. Continue to utilize dual coded questions on every assessment we provide which will build the capacity for success for our students on upcoming STAAR EOC's.</p>
<p>When looking at the results for our ELL students this year we showed growth on our TELPAS, but there were recognized struggles regarding growth in all EOC tested areas specifically in Math.</p>	<p>We need to implement targeted Sheltered Instructional Strategies that are closely monitored through both formal and informal walkthroughs both by administration and ESL assigned staff members. Ensuring that within the master schedule we create targeted content courses to successfully monitor and implement the best practice sheltered instructional strategies to specifically target EOC tested areas.</p>
<p>SPED students consistently scored below their peers in all the assessment areas. There were decreases in all subject areas except for US History to which we had a 12% increase from a year to year comparison.</p>	<p>We need to focus on effective team teaching with a focus on effective pacing and adequate rigor. Each GRHS inclusion team has participated in an inclusion training to ensure that each team member has the necessary tools and knowledge to effectively service our SPED population. Provide opportunities for staff to receive trainings through Workshop Wednesday and through other means throughout the district to build the capacity to work with our struggling SPED sub-pop.</p>

School Culture and Climate

<p>GRHS will continue to focus on adding to the strong foundation of school culture that is already engrained at GRHS.</p>	<p>Continue to communicate expectations and receive feedback from teachers so that as we adapt and add to the culture on the campus there is collective buy in.</p>
--	---

Staff Quality, Recruitment, and Retention

<p>GRHS will continue to attract and retain Highly Qualified teachers.</p>	<p>GRHS provides onsite staff development in the areas of Sheltered Instruction, Special Education Best Practices, Effective 504 Service Implementation, Restorative Practices, and High Yield Instructional Strategies.</p>
<p>GRHS will continue to value and acknowledge staff input and feedback throughout the school year.</p>	<p>GRHS staff are given the opportunity to meet with the campus building principal when there is a need. Each staff member is also provided an end of the year meeting to review the year as well as to review their upcoming school year teaching assignments/requests.</p>

Curriculum, Instruction, and Assessment

<p>Teachers continue to have challenges adjusting to the rigor of STAAR and having a dedicated focus on the importance of pacing aligned to the scope and sequence.</p>	<p>Place an emphasis on planning for effective instruction with a focus on the rigor aligned to the verb in the TEKS. GRHS teachers are expected to utilize Lead4ward resources when planning for optimal instructional delivery.</p>
---	---

Community and Student Engagement

<p>The continued need to provide multilingual publications, notices and other public documents to an increasingly diverse set of community stakeholders.</p>	<p>All letters sent home to parents are in Spanish and English. All callouts are in Spanish and English. Any type of communication that needs to be sent to an ELL student is sent via the family's home language.</p>
<p>The continued need to include parents and community members in the educational process as invested stakeholders in their children's success.</p>	<p>All teachers must call home if a student's grade falls below a 70 at any time during the 6 weeks. Call logs are checked by supervising administrators. Failure conferences are held for any student who fail 2 or more classes. Parents are contacted each time a student is referred to the office for discipline.</p>

Placing a continued focus on restoring relationships and building the capacity of our students to find success in the instructional environment here at GRHS.

Place an emphasis on restoring positive relationships through the implementation of Restorative Practices by all administrators and teaching staff at GRHS. Building positive relationships is a priority at GRHS.

School Organization

<p>Continue to allow our core content teachers a common planning time to plan together to ensure consistency and cohesion across content teams. Vertical alignment is addressed during the common planning time provided.</p>	<p>Supervising administrators will attend all team planning meetings to ensure that the teams function in sync with GRHS campus expectations on effective teaming and planning.</p>
---	---

Technology

<p>Continue to expand learning opportunities to students as technology continues to evolve and change.</p>	<p>GRHS will continue to utilize the Campus Instructional Technology Specialist (CITS) to provide staff with support in evolving technology.</p>
<p>Continue to provide staff with support in evolving technology used for instructional purposes.</p>	<p>GRHS will continue to promote and support LCISD's initiative to increase the use of technology for all staff and students to help increase student engagement. Each teacher at GRHS is required to utilize technology as a resource for both instruction and communication.</p>
<p>Continue to focus on peeking student interest and engagement while delivering instruction.</p>	<p>Utilize various forms of technology in the classroom to deliver instructional best practices and peek student interests. Student engagement for 21st century learners requires implementation of technology in the classroom and at GRHS this is an expectation. Students can bring a Mobile Learning Device (MLD) to be utilized within the instructional environment to optimize access and efficiency.</p>

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

Improvement Plan Goals

1) On the Algebra 1 STAAR EOC the campus will experience a 2% growth in the pass rate from the previous year's 95% pass rate of first time test takers and at least 50% will reach advanced by the end of the 2017 - 2018 school year.
2) The percentage of first time test takers meeting satisfactory on the ELA 1 STAAR EOC will increase to 90% by the end of the 2017 – 2018 school year.
3) The percentage of first time test takers meeting satisfactory on the ELA 2 STAAR EOC will meet or exceed 90% by the end of the 2017 – 2018 school year.
4) The percentage of re-testers meeting satisfactory on the ELA I and/or II STAAR EOC will meet 100% by the end of the 2017 – 2018 school year.
5) The percentage of first time test takers mastering grade level on the Biology STAAR EOC will increase to 90% by the end of the 2017 – 2018 school year.
6) The percentage of first time test takers meeting satisfactory on the U.S. History STAAR EOC will increase to 99% by the end of the 2017 – 2018 school year.
7) The Average Daily Attendance (ADA) will increase to 98% by the end of the 2017 – 2018 school year as evidenced through the 2017 – 2018 Texas Academic Performance Report resulting in a Distinction Designation
8) The percentage of first time test takers meeting satisfactory who are classified as English Language Learners and taking the STAAR L and regular STAAR EOC will increase to 95% by the end of the 2017 – 2018 school
9) All English Language Learners will show at least 1 level of growth across all 4 domains on the TELPAS Assessment and we will be able to exit students who have been in the program for 6 or more years.
10)The percentage for students meeting system safeguards and federal targets will be a minimum of 79% in STAAR EOC's that measure reading and math.
11)All classified 11 th grade students will demonstrate college and career readiness through successful passing of the PSAT in reading and math, or other equivalent measures.
12)The percentage of students engaged in a co-curricular or extra-curricular program will be 85% or higher for the 2017 – 2018 school year as measured by co-curricular and extra-curricular programs membership rosters and event attendance.

Goal 1

Goal Statement: On the Algebra 1 STAAR EOC the campus will experience a 2% growth in the pass rate from the previous year's 95% pass rate of first time test takers and at least 50% will reach advanced by the end of the 2017 - 2018 school year.	CNA Area of Need: Student Performance				
2016 Student Performance addressed by the Goal (if applicable):	SPED	ELL	ECD		
2016 Missed Safeguards addressed by Goal (if applicable):	SPED				

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. All Algebra 1 classes will have no more than 27 students in a class. (Target Group: ECD) (NCLB: 1, 5)	Assistant Principal(s), Counselor(s), Principals	Daily	(0) No funds needed	Master Schedule
2. All Algebra 1 teachers will have continued training on how to unwrap the TEKS. (Target Group: ECD) (NCLB: 1, 5)	Curriculum & Instructional Specialists, Department Directors, Principals	August 18, 2017	(0) No funds needed	Lesson plans
3. All Algebra 1 teachers will continue to disaggregate data by sub-populations and objective on every assessment to identify areas of weakness. (Target Group: ECD) (NCLB: 1, 5)	Assistant Principal(s), Curriculum & Instructional Specialists, Department Head/Lead Teacher, Principals	Ongoing within each 6 week	(0) No funds needed	Lesson plans that address the areas of weakness.

4. All Algebra 1 teachers will be trained how to write dual-coded questions in the STAAR EOC format. (Target Group: ECD) (NCLB: 1, 5)	Assistant Principal(s), Curriculum & Instructional Specialists, Department Head/Lead Teacher, Principals	September 2017	(0) No funds needed	Teacher-made tests and bell ringers
5. All Algebra 1 assessments and bell ringers will reflect the same level of rigor assessed on the STAAR EOC format focus is to gain a + 3 questions right on EOC (or more). (Target Group: ECD) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Daily	(0) No funds needed	Teacher-made tests and bell ringers
6. 50% or more of teacher-made tests and bell ringers will consist of dual-coded problems. (Target Group: ECD) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Bi-weekly (Tests) Bell ringers (Daily)	(0) No funds needed	Teacher-made tests and bell ringers
7. All teachers will continue to be trained in Close Reading techniques.	Assistant Principal(s), Teachers, Principals	Fall 2017	(S) Local Funds	Lesson plans
8. Targeted students will attend Saturday STAAR tutorials prior to taking the STAAR EOC.	Assistant Principal(s), Department Head/Lead Teacher, Principals	Spring 2018	(S) State Compensatory (\$ 1, 562.00)	STAAR EOC Data
9. All 1 st Semester Failures – placed in an Algebra 1 Trailer Course.	Assistant Principal(s), Department Head/Lead Teacher, Principals	Spring 2018	(0) No funds needed	Skyward failure report
10. EOC Mentor Teacher – for at risk senior re-testers. Mentor's will meet two times per week to assist the at-risk senior in being successful on the December EOC administration.	Assistant Principal(s), Department Head/Lead Teacher, Principals	Fall 2017/Spring 2018	(0) No funds needed	STAAR EOC Data
11. All Algebra 1 teachers are implementing the use of interactive notebooks.	Department Head/Lead Teacher,	Fall 2017/Spring 2018	(0) No funds needed	STAAR EOC Data & Skyward failure report
12. 8 th Grade data was used to strategically place at risk students in a targeted Algebra 1 class and a targeted intervention math class.	Assistant Principal(s), Department Head/Lead Teacher, Principals	Fall 2017	(0) No funds needed	STAAR EOC Data
13. Trailer (Algebra 1 2 nd Semester) class was created to support students struggling to finish Algebra 1 & to assist in passing the December EOC administration.	Assistant Principal(s), Department Head/Lead Teacher, Principals	Fall 2017	(0) No funds needed	STAAR EOC Data

Performance Objective:

Special education Algebra 1 test takers will increase to 80% as evidenced on STAAR EOC.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Targeted students will attend STAAR tutorials prior to taking the STAAR EOC. At risk students will also be placed in STAAR EOC Advisory Pull Outs (Target Group: SPED) (NCLB: 1, 5)	Assistant Principal(s), Counselor(s), Department Head/Lead Teacher Principals	Spring 2018	(S) State Compensatory (\$ 1, 562.00)	Saturday STAAR Tutorial Exit Survey
3. All Algebra 1 teachers will have continued trainings in how to unwrap the TEKS. (Target Group: SPED) (NCLB: 1, 5)	Curriculum & Instructional Specialists, Department Directors, Principals	August 2017	(0) No funds needed	Lesson plans
4. All Algebra 1 teachers will continue to disaggregate data by sub-populations and objective on every assessment to identify areas of weakness. (Target Group: SPED) (NCLB: 1, 5)	Assistant Principal(s), Curriculum & Instructional Specialists, Department Head/Lead Teacher, Principals	Every 6 weeks	(0) No funds needed	Lesson plans that address the areas of weakness.
5. All Algebra 1 teachers will be trained how to write dual-coded questions in the STAAR EOC format. (Target Group: SPED) (NCLB: 1, 5)	Assistant Principal(s), Curriculum & Instructional Specialists, Department Head/Lead Teacher, Principals	Fall 2017	(0) No funds needed	Teacher-made tests and bell ringers
6. All Algebra 1 assessments and bell ringers will be written in the STAAR EOC format focus is to gain a + 3 questions right on EOC (or more). (Target Group: SPED) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Daily	(0) No funds needed	Teacher-made tests and bell ringers
7. 50% or more of teacher-made tests and bell ringers will consist of dual-coded problems. (Target Group: SPED) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Bi-weekly (Tests) Bell ringers (Daily)	(0) No funds needed	Teacher-made tests and bell ringers
8. All teachers will continue to be trained in Close Reading techniques.	Assistant Principal(s), Teachers, Principals	Fall 2017	(S) Local Funds	Lesson plans

9. Targeted students will attend Saturday STAAR tutorials prior to taking the STAAR EOC.	Assistant Principal(s), Department Head/Lead Teacher, Principals	Spring 2018	(S) State Compensatory (\$ 1, 562.00)	STAAR EOC Data
10. Algebra 1 teachers who are in an inclusion classroom have received training on team teaching and best practices for implementing instruction to students with Special Needs.	Assistant Principal(s), Department Head/Lead Teacher, Principals	Fall 2017	(0) No funds needed	Walkthrough Data

Performance Objective:

90% of ELL students will receive a satisfactory rating evidenced on the Algebra 1 STAAR EOC.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. All Algebra 1 classes will have no more than 27 students in a class. (Target Group: ECD) (NCLB: 1, 5)	Assistant Principal(s), Counselor(s), Principals	Daily	(0) No funds needed	Master Schedule
2. All Algebra 1 teachers will have continued training on how to unwrap the TEKS. (Target Group: ECD) (NCLB: 1, 5)	Curriculum & Instructional Specialists, Department Directors, Principals	August 18, 2017	(0) No funds needed	Lesson plans
3. All Algebra 1 teachers will continue to disaggregate data by sub-populations and objective on every assessment to identify areas of weakness. (Target Group: ECD) (NCLB: 1, 5)	Assistant Principal(s), Curriculum & Instructional Specialists, Department Head/Lead Teacher, Principals	Ongoing within each 6 week	(0) No funds needed	Lesson plans that address the areas of weakness.
4. All Algebra 1 teachers will be trained how to write dual-coded questions in the STAAR EOC format. (Target Group: ECD) (NCLB: 1, 5)	Assistant Principal(s), Curriculum & Instructional Specialists, Department Head/Lead Teacher, Principals	September 2017	(0) No funds needed	Teacher-made tests and bell ringers
5. All Algebra 1 assessments and bell ringers will reflect the same level of rigor assessed on the STAAR EOC. (Target Group: ECD) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Daily	(0) No funds needed	Teacher-made tests and bell ringers

6. 50% or more of teacher-made tests and bell ringers will consist of dual-coded problems. (Target Group: ECD) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Bi-weekly (Tests) Bell ringers (Daily)	(0) No funds needed	Teacher-made tests and bell ringers
7. All teachers will continue to be trained in Close Reading techniques.	Assistant Principal(s), Teachers, Principals	Fall 2017	(S) Local Funds	Lesson plans
8. Targeted students will attend Saturday STAAR tutorials prior to taking the STAAR EOC.	Assistant Principal(s), Department Head/Lead Teacher, Principals	Spring 2018	(S) State Compensatory (\$ 1, 562.00)	STAAR EOC Data
9. All 1 st Semester Failures – placed in an Algebra 1 Trailer Course.	Assistant Principal(s), Department Head/Lead Teacher, Principals	Spring 2018	(0) No funds needed	Skyward failure report
10. Summer School Now (SSN) implementation to help at risk students from falling behind and not mastering the TEKS.	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Fall 2017/Spring 2018	(S) State Compensatory (\$ 1, 562.00)	Skyward failure report
11. EOC Advisory implementation to target students at risk of failing the STAAR EOC or students that have failed the STAAR EOC.	Assistant Principal(s), Department Head/Lead Teacher, Principals	Fall 2017/Spring 2018	(0) No funds needed	STAAR EOC Data
12. All Algebra 1 teachers are implementing the use of interactive notebooks.	Department Head/Lead Teacher	Fall 2017/Spring 2018	(0) No funds needed	STAAR EOC Data & Skyward failure report
13. Targeted ELL students will be placed in Sheltered Algebra 1 classes.	Assistant Principal(s), Department Head/Lead Teacher, Principals	Fall 2017/Spring 2018	(0) No funds needed	Master Schedule, STAAR EOC Data, TELPAS results, & Skyward failure report
14. Every six weeks' teachers will be provided with PD and expected to implement a new sheltered instructional strategy in their classrooms.	Assistant Principal(s), Department Head/Lead Teacher, Principals	Fall 2017/Spring 2018	(0) No funds needed	Master Schedule, STAAR EOC Data, TELPAS results, & Skyward failure report
15. Adding writing problems every 3 weeks to allow students to use vocab to justify and explain ideas and concepts.	Department Head/Lead Teacher, Teacher	2 times per 6 weeks	(0) No funds needed	Teacher made writing prompts & questions
16. Strategically scheduling ELL students to ensure they are not loaded into SPED Inclusion classes.	Assistant Principal(s), Department Head/Lead Teacher, Principals	Ongoing	(0) No funds needed	Skyward reports
17. ELPS & ELL sheltered instruction strategies will be taught via Workshop Wednesdays (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s) Lead ELL Teacher	Ongoing	(0) No funds needed	Lesson Plans; Walk-throughs

Goal 2

Goal Statement: The percentage of first time test takers meeting satisfactory on the ELA 1 STAAR EOC will increase to 90% by the end of the 2017 – 2018 school year.	CNA Area of Need: Student Performance				
2017 Student Performance addressed by the Goal (if applicable):	SPED	ELL	ECD		
2017 Missed Safeguards addressed by Goal (if applicable):	SPED				

Performance Objective:

Economically disadvantaged English 1 test takers will achieve an increase to 90% as evidenced on STAAR.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. All English 1 & ESOL 1 teachers will have continued training in how to unwrap the TEKS. (Target Group: ECD) (NCLB: 1, 5)	Curriculum & Instructional Specialists, Department Directors, Principals	August 22, 2017	(0) No funds needed	Lesson plans
2. All English 1 & ESOL 1 teachers will be trained on how to disaggregate data by sub-populations and objective on every assessment to identify areas of weakness. (Target Group: ECD) (NCLB: 1, 5)	Assistant Principal(s), Curriculum & Instructional Specialists, Department Head/Lead Teacher, Principals	Every 6 weeks	(0) No funds needed	Lesson plans that address the areas of weakness.
3. All English 1 & ESOL 1 teachers will be trained how to write dual-coded questions in the STAAR EOC format. (Target Group: ECD) (NCLB: 1, 5)	Assistant Principal(s), Curriculum & Instructional Specialists, Department Head/Lead Teacher, Principals	Fall 2017	(0) No funds needed	Teacher-made tests and bell ringers

4. All English 1 assessments and bell ringers will be written in the STAAR EOC format. (Target Group: ECD) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Daily	(0) No funds needed	Teacher-made tests and bell ringers
5. 60% of teacher-made tests and bell ringers will consist of dual-coded problems. (Target Group: ECD) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Bi-weekly (Tests) Bell ringers (Daily)	(0) No funds needed	Teacher-made tests and bell ringers
6. All English 1 & ESOL 1 teachers will continue to be trained in Close Reading techniques through Workshop Wednesday sessions.	Assistant Principal(s), Teachers, Principals	Fall 2017/Spring 2018	(S) Local Funds	Workshop Wednesday sessions
9. All English 1 & ESOL 1 students will be taught and assessed over the writing process.	Department Chair, Team Lead, Teachers, Administration	Each Six Weeks	(0) No funds needed	Teacher-made tests and bell ringers
10. ELPS & ELL sheltered instruction strategies will be taught via Workshop Wednesdays (Target Group:	Assistant Principal(s) Lead ELL Teacher	Ongoing	(0) No funds needed	Lesson Plans; Walk-throughs

Performance Objective:

Limited English Proficient (LEP) English 1 test takers will achieve an increase to 90% as evidenced on STAAR.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. All Teachers will implement writing across the curriculum into their instruction and assessments. (Target Group: All) (NCLB: 1, 2, 5)	Assistant Principal(s), Curriculum & Instructional Specialists, Teachers, Principals.	Every 6 weeks	(0) No funds needed	Lesson plans, assessments, and work samples.
2. All teachers will be trained in ELL and ELPS strategies prior to the beginning of the school year. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s)	August 2017	(0) No funds needed	Lesson Plans; Walk-throughs
3. All English 1 & ESOL 1 teacher's teachers will have continued trainings in how to unwrap the TEKS. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Curriculum & Instructional Specialists, Department Directors, Principals	Every 6 weeks	(0) No funds needed	Lesson plans

4. All English 1 & ESOL 1 teachers will disaggregate data by sub-populations and objective on every assessment to identify areas of weakness. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Curriculum & Instructional Specialists, Department Head/Lead Teacher, Principals	Every 6 weeks	(0) No funds needed	Lesson plans that address the areas of weakness.
5. All English 1 & ESOL 1 teachers will be trained how to write dual-coded questions in the STAAR EOC format. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Curriculum & Instructional Specialists, Department Head/Lead Teacher, Principals	Ongoing	(0) No funds needed	Teacher-made tests and bell ringers
6. All English 1 assessments and bell ringers will be written in the STAAR EOC format. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Daily	(0) No funds needed	Teacher-made tests and bell ringers
7. 60% of teacher-made tests and bell ringers will consist of dual-coded questions. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Bi-weekly (Tests) Bell ringers (Daily)	(0) No funds needed	Teacher-made tests and bell ringers
8. All teachers will continue to be trained in Close Reading techniques through Workshop Wednesday sessions.	Assistant Principal(s), Teachers, Principals	Fall 2017/Spring 2018	(S) Local Funds	Workshop Wednesday sessions
9. Targeted students will attend Saturday STAAR tutorials prior to taking the STAAR EOC. (Target Group: ESL, LEP)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Spring 2018	(S) State Compensatory (\$ 1, 562.00)	STAAR EOC Data
10. ELPS & ELL sheltered instruction strategies will be taught via Workshop Wednesdays (Target Group:	Assistant Principal(s) Lead ELL Teacher	Ongoing	(0) No funds needed	Lesson Plans; Walk-throughs

Goal 3

<p>Goal Statement: The percentage of first time test takers meeting satisfactory on the ELA 2 STAAR EOC will meet or exceed 90% by the end of the 2017 – 2018 school year.</p>	<p>CNA Area of Need: Student Achievement</p>
---	---

<p>Performance Objective: Limited English Proficient (LEP) English 2 test takers will achieve an increase to 90% as evidenced on STAAR.</p>
--

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. All English 2 & ESOL 2 teachers will continue to unwrap the TEKS. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Ongoing	(0) No funds needed	Lesson plans
2. All English 2 & ESOL 2 teachers will continue to disaggregate data by sub- populations and objective on every assessment to identify areas of weakness. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Every 6 weeks	(0) No funds needed	Lesson plans that address the areas of weakness.
3. All English 2 & ESOL 2 teachers will continue to write dual-coded questions in the STAAR EOC format. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Ongoing	(0) No funds needed	Teacher-made tests and bell ringers
4. All English 2 assessments and bell ringers will be written in the STAAR EOC format. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Daily	(0) No funds needed	Teacher-made tests and bell ringers
5. 60% of teacher-made tests and bell ringers will consist of dual-coded problems. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Bi-weekly (Tests) Bell ringers (Daily)	(0) No funds needed	Teacher-made tests and bell ringers

6. All teachers will continue to be trained in Close Reading techniques through Workshop Wednesday sessions.	Assistant Principal(s), Teachers, Principals	Fall 2017/Spring 2018	(S) Local Funds	Technology Tuesday sessions
7. Targeted students will attend Saturday STAAR tutorials prior to taking the STAAR EOC. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Spring 2018	(S) State Compensatory (\$ 1, 562.00)	STAAR EOC Data
8. ELPS & ELL sheltered instruction strategies will be taught via Workshop Wednesdays (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s) Lead ELL Teacher	Ongoing	(0) No funds needed	Lesson Plans; Walk-throughs

Performance Objective:

Special education English 2 test takers will achieve an increase to 90% as evidenced on STAAR.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. All English 2 & ESOL 2 teachers will continue to unwrap the TEKS. (Target Group: SPED) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Ongoing	(0) No funds needed	Lesson plans
2. All English 2 & ESOL 2 teachers will continue to disaggregate data by sub- populations and objective on every assessment to identify areas of weakness. (Target Group: SPED) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Every 6 weeks	(0) No funds needed	Lesson plans that address the areas of weakness.
3. All English 2 & ESOL 2 teachers will continue to write dual-coded questions in the STAAR EOC format. (Target Group: SPED) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Ongoing	(0) No funds needed	Teacher-made tests and bell ringers
4. All English 2 & ESOL 2 teacher's assessments and bell ringers will be written in the STAAR EOC format. (Target Group: SPED) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Daily	(0) No funds needed	Teacher-made tests and bell ringers
5. 60% of teacher-made tests and bell ringers will consist of dual-coded problems. Target Group: SPED) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Bi-weekly (Tests) Bell ringers (Daily)	(0) No funds needed	Teacher-made tests and bell ringers

6. Teachers will continue to be trained in Close Reading techniques through Workshop Wednesday sessions.	Assistant Principal(s), Principals	Fall 2017/Spring 2018	(S) Local Funds	Technology Tuesday sessions
7. All students receiving special education/504 services in English 2 will be in an inclusion classroom with a certified English 2 and special education teacher. (Target Group: SPED) (NCLB: 1, 5)	Assistant Principal(s), Principals	Ongoing	(0) No funds needed	ARDC
8. English 2 STAAR tutorials will be provided to students receiving special education services. (Target Group: SPED) (NCLB: 1, 5)	Assistant Principal(s), Counselors, Department Head/Lead Teacher, Special Ed Teachers, Principals	Spring 2018	(F) IDEA Special Education	Summative – STAAR EOC Results
9. ELPS & ELL sheltered instruction strategies will be taught via Workshop Wednesdays (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s) Lead ELL Teacher	Ongoing	(0) No funds needed	Lesson Plans; Walk- throughs

Performance Objective:

At-Risk English 2 test takers will achieve an increase to 90% as evidenced on STAAR.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. All English 2 & ESOL 2 teachers will continue to unwrap the TEKS. (Target Group: At-Risk) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Ongoing	(0) No funds needed	Lesson plans
2. All English 2 & ESOL 2 teachers will continue to disaggregate data by sub- populations and objective on every assessment to identify areas of weakness. (Target Group: At-Risk) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Every 6 weeks	(0) No funds needed	Lesson plans that address the areas of weakness.

3. All English 2 & ESOL 2 teachers will continue to write dual-coded questions in the STAAR EOC format. (Target Group: At-Risk) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Ongoing	(0) No funds needed	Teacher-made tests and bell ringers
4. All English 2 assessments and bell ringers will be written in the STAAR EOC format. (Target Group: At-Risk) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Daily	(0) No funds needed	Teacher-made tests and bell ringers
5. 60% of teacher-made tests and bell ringers will consist of dual-coded problems. (Target Group: At-Risk) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Bi-weekly (Tests) Bell ringers (Daily)	(0) No funds needed	Teacher-made tests and bell ringers
6. Teachers will continue to be trained in Close Reading techniques through Workshop Wednesday sessions.	Assistant Principal(s), Teachers, Principals	Fall 2017/Spring 2018	(S) Local Funds	Technology Tuesday sessions
7. Targeted students will attend Saturday STAAR tutorials prior to taking the STAAR EOC. (Target Group: At-Risk) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Spring 2018	(S) State Compensatory (\$ 1, 562.00)	STAAR EOC Data
8. ELPS & ELL sheltered instruction strategies will be taught via Workshop Wednesdays (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s) Lead ELL Teacher	Ongoing	(0) No funds needed	Lesson Plans; Walk-throughs

Goal 4

<p>Goal Statement: The percentage of re-testers meeting satisfactory on the ELA I and/or II STAAR EOC will meet 100% by the end of the 2017 – 2018 school year.</p>	<p>CNA Area of Need: Student Achievement</p>
--	---

<p>Performance Objective: Limited English Proficient (LEP) English 3 re-testers will demonstrate mastery as evidenced on STAAR.</p>
--

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. All English 3 teachers will continue to unwrap the TEKS. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Ongoing	(0) No funds needed	Lesson plans
2. All English 3 teachers will continue to disaggregate data by sub-populations and objective on every assessment to identify areas of weakness. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Every 6 weeks	(0) No funds needed	Lesson plans that address the areas of weakness.
3. All English 3 teachers will continue to write dual-coded questions in the SAT format. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Ongoing	(0) No funds needed	Teacher-made tests and bell ringers
4. All English 3 assessments and bell ringers will be written in the SAT EOC format. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Daily	(0) No funds needed	Teacher-made tests and bell ringers
5. 60% of teacher-made tests and bell ringers will consist of dual-coded problems. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Bi-weekly (Tests) Bell ringers (Daily)	(0) No funds needed	Teacher-made tests and bell ringers
6. ELPS & ELL sheltered instruction strategies will be taught via Workshop Wednesdays (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s) Lead ELL Teacher	Ongoing	(0) No funds needed	Lesson Plans; Walk-throughs

6. All teachers will continue to be trained in Close Reading techniques through Workshop Wednesday sessions.	Assistant Principal(s), Teachers, Principals	Fall 2017/Spring 2018	(S) Local Funds	Workshop Wednesday sessions
--	---	--------------------------	-----------------	--------------------------------

Performance Objective:

Special Education English 3 re-testers will demonstrate mastery as evidenced on STAAR.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. All English 3 teachers will continue to unwrap the TEKS. (Target Group: SPED) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Ongoing	(0) No funds needed	Lesson plans
2. All English 3 teachers will continue to disaggregate data by sub-populations and objective on every assessment to identify areas of weakness. (Target Group: SPED) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Every 6 weeks	(0) No funds needed	Lesson plans that address the areas of weakness.
3. All English 3 teachers will continue to write dual-coded questions in the SAT EOC format. (Target Group: SPED) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Ongoing	(0) No funds needed	Teacher-made tests and bell ringers
4. All English 3 assessments and bell ringers will be written in the SAT EOC format. (Target Group: SPED) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Daily	(0) No funds needed	Teacher-made tests and bell ringers
5. 60% of teacher-made tests and bell ringers will consist of dual-coded problems. Target Group: SPED) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Bi-weekly (Tests) Bell ringers (Daily)	(0) No funds needed	Teacher-made tests and bell ringers
6. Teachers will continue to be trained in Close Reading techniques through Workshop Wednesday sessions.	Assistant Principal(s), Principals	Fall 2017/Spring 2018	(S) Local Funds	Workshop Wednesday sessions

Performance Objective:

Passing rate for the English Language and Composition Exam will improve over previous year (70%).

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Students will use various lenses to analyze works of literature. This approach will increase depth of	English III AP Teacher	May 2018	(0) No funds needed	AP Language and Composition Exam results released in July 2017.

Performance Objective:

Increase average essay scores for the AP English Language and Composition Exam

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Concentrated focus on vocabulary that applies to rhetorical devices.	English III AP Teacher	Ongoing	Applied Practice Materials	AP Language and Composition Exam results released in July 2017.
2. Weekly analysis of 1800's – 1900's period text.	English III AP Teacher	Ongoing	Applied Practice Materials	AP Language and Composition Exam results released in July 2017.

Performance Objective:

ESL students enrolled in English IV will earn credit for the course and graduate at a rate of 100% as evidenced in the graduation rate report.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. All English 4 teachers will have continued training in how to unwrap the TEKS. (Target Group: ESL) (NCLB: 1, 5)	Curriculum & Instructional Specialists, Department Directors, Principals	August 18, 2017	(0) No funds needed	Lesson plans

2. All English IV teachers will be trained on how to disaggregate data by sub-populations and objective on every assessment to identify areas of weakness. (Target Group: ESL) (NCLB: 1, 5)	Assistant Principal(s), Curriculum & Instructional Specialists, Department Head/Lead Teacher, Principals	Every 6 weeks	(0) No funds needed	Lesson plans that address the areas of weakness.
3. All English 4 teachers will be trained how to use research-based teaching practices to support academic growth of ESL students. (Target Group: ESL) (NCLB: 1, 5)	Assistant Principal(s), Curriculum & Instructional Specialists, Department Head/Lead Teacher, Principals	Fall 2017	(0) No funds needed	Teacher-made tests and bell ringers
4. All English IV content and language objectives will be written in student friendly terms. All other classroom resources will be provided in the manner in which they are to be presented as indicated in student accommodations. (Target Group: ESL) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Daily	(0) No funds needed	Teacher-made tests and bell ringers, daily objectives, lesson plans
5. All teachers will continue to be trained in ESL teaching techniques through Workshop Wednesday sessions.	Assistant Principal(s), Teachers, Principals	Fall 2017/Spring 2018	(S) Local Funds	Workshop Wednesday sessions
8. ELPS & ELL sheltered instruction strategies will be taught via Workshop Wednesdays (Target Group: ESL, LEP) (NCLB:	Assistant Principal(s) Lead ELL Teacher	Ongoing	(0) No funds needed	Lesson Plans; Walk-throughs

Performance Objective:

Limited English Proficient (LEP) English IV students who are re-taking the English I or English II STAAR EOC will achieve an increase to 90% as evidenced on STAAR.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. All Teachers will implement writing across the curriculum into their instruction and assessments. (Target Group: All) (NCLB: 1, 2, 5)	Assistant Principal(s), Curriculum & Instructional Specialists, Teachers, Principals.	Every 6 weeks	(0) No funds needed	Lesson plans, assessments, and work samples.

2. All teachers will be trained in ELL and ELPS strategies prior to the beginning of the school year. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s)	August 2017	(0) No funds needed	Lesson Plans; Walk-throughs
3. All English IV teachers will have continued trainings in how to unwrap the TEKS. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Curriculum & Instructional Specialists, Department Directors, Principals	Every 6 weeks	(0) No funds needed	Lesson plans
4. All English IV teachers will disaggregate data by sub-populations and objective on every assessment to identify areas of weakness. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Curriculum & Instructional Specialists, Department Head/Lead Teacher, Principals	Every 6 weeks	(0) No funds needed	Lesson plans that address the areas of weakness.
5. All English IV teachers will be trained how to write dual-coded questions in the STAAR EOC format. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Curriculum & Instructional Specialists, Department Head/Lead Teacher, Principals	Ongoing	(0) No funds needed	Teacher-made tests and bell ringers
6. All the questions from English IV assessments and bell ringers will be written in the SAT Format (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Daily	(0) No funds needed	Teacher-made tests and bell ringers
7. 60% of teacher-made tests and bell ringers will consist of dual-coded questions. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Bi-weekly (Tests) Bell ringers (Daily)	(0) No funds needed	Teacher-made tests and bell ringers
8. All teachers will continue to be trained in ESL teaching techniques through Workshop Wednesday sessions.	Assistant Principal(s), Teachers, Principals	Fall 2017/Spring 2018	(S) Local Funds	Workshop Wednesday sessions
9. ELPS & ELL sheltered instruction strategies will be taught via Workshop Wednesdays (Target Group: ESL, LEP) (NCLB:	Assistant Principal(s) Lead ELL Teacher	Ongoing	(0) No funds needed	Lesson Plans; Walk-throughs

Performance Objective:

Passing rate for the English Literature and Composition Exam will improve over previous year (90%).

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Students will use various lenses to analyze works of literature. This approach will increase depth of	English IV AP Teacher	May 2018	(0) No funds needed	AP Literature and Composition Exam results released in July 2018.

Performance Objective:

Increase average essay scores on the Poetry Essay for the AP English Literature and Composition Exam

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Concentrated focus on vocabulary that applies to poetry.	English IV AP Teacher	Ongoing	Applied Practice Materials; Copies of Poems	AP Literature and Composition Exam results released in July 2018.
2. Weekly analysis of poems from various time periods.	English IV AP Teacher	Ongoing	Applied Practice Materials; Copies of Poems	AP Literature and Composition Exam results released in July 2018.

Goal 5

Goal Statement: The percentage of first time test takers mastering grade level on the Biology STAAR EOC will increase to 90% by the end of the 2017 – 2018 school year.	CNA Area of Need: Student Performance				
2016 Student Performance addressed by the Goal (if applicable):	SPED	ELL			

Performance Objective:

Special education Biology test takers will achieve an increase to 98% as evidenced on STAAR.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. All students receiving special education services in Biology will be in an inclusion classroom with two certified teachers for added support. (Target Group: SPED) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Ongoing	(F) IDEA Special Education	Skyward Teacher Reports
2. All Biology assessments and bell ringers will be written in the STAAR EOC format. (Target Group: SPED, ELL) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Daily	(0) No funds needed	Summative - Lesson plans; walk-throughs
3. STAAR tutorials will be provided to students receiving special education services during our Longhorn Lunch. (Target Group: SPED) (NCLB: 1, 5) Showing weak objective mastery.	Department Head/Lead Teacher, Special Ed Teachers, Teachers	Daily	(0) No funds needed	Summative – STAAR EOC Results
4. Identified Targeted students will attend STAAR tutorials prior to taking the STAAR EOC. (Target Group: SPED, ELL) (NCLB: 1, 5)	Assistant Principal(s), Counselor(s), Department Head/Lead Teacher, Principals	Spring 2018	(S) State Compensatory (\$ 1, 562.00)	Summative- STAAR EOC Results
5. All Biology teachers will continue to unwrap the TEKS using lead4ward resources. Target Group: SPED, ELL) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Ongoing	(0) No funds needed	Summative - Lesson plans

6. All Biology teachers will continue to disaggregate data by sub-populations and objective on every assessment to identify areas of weakness. Target Group: SPED) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Every 6 weeks	(0) No funds needed	Summative - Lesson plans that address the areas of weakness.
6. Teachers will continue to be trained in Close Reading techniques through Workshop Wednesday sessions.	Assistant Principal(s), Principals	Fall 2017/Spring 2018	(S) Local Funds	Technology Tuesday sessions
7. All Biology teachers will continue to focus on writing dual-coded questions in the STAAR EOC format. (Target Group: SPED) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Ongoing	(0) No funds needed	Teacher-made tests and bell ringers
8. Each assessment will contain 2 or more short answer responses – focusing on evaluation and analysis. (Target Group: SPED) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Bi-weekly (Tests) Bell ringers (Daily)	(0) No funds needed	Teacher-made tests and bell ringers
9. Teachers will focus on creating resources to reinforce classroom instruction. (ex: recording & reviewing notes to refer back to. (Target Group: SPED, ELL)	Assistant Principal(s), Teachers	Fall 2017/Spring 2018	(0) No funds needed	Summative- study assessments
10. Benchmark will be given to all students prior to STAAR to identify strengths/weaknesses. (Target Group: SPED) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Spring 2018	(0) No funds needed	Benchmark results
11. Utilize benchmark results to create individualized reviews tailored to student's needs. (Target Group: SPED) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Spring 2018	(0) No funds needed	Benchmark results; lesson plans
12. ELPS & ELL sheltered instruction strategies will be taught via Workshop Wednesdays (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s) Lead ELL Teacher	Ongoing	(0) No funds needed	Lesson Plans; Walk-throughs

Goal 6

Goal Statement: The percentage of first time test takers meeting satisfactory on the U.S. History STAAR EOC will increase to 99% by the end of the 2017 – 2018 school year.	CNA Area of Need: Student Performance				
2016 Student Performance addressed by the Goal (if applicable):	ELL				

Performance Objective: All ELL students will get 55% of the questions correct on the U.S. History STAAR EOC by the end of the 2016 – 2017 school year as evidenced by the STAAR.
--

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. All teachers will continue to be trained in ELL strategies and the ELPS prior to the beginning of the school year. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	August 2017	(0) No funds needed	Lesson Plans; Walk-throughs
2. All teachers will continue to implement writing across the curriculum into their instruction and assessments. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Weekly	(0) No funds needed	Lesson Plans; Walk-throughs
3. All U.S. History teachers will continue to unwrap the TEKS. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s)	Ongoing	(0) No funds needed	Lesson Plans
4. All U.S. History teachers will continue to disaggregate data by sub-populations and objective on every assessment to identify areas of weakness. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Ongoing	(0) No funds needed	Lesson plans that address the areas of weakness.

5. All U.S. History teachers will continue to be trained how to write dual-coded questions in the STAAR EOC format. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Ongoing	(0) No funds needed	Teacher-made tests and bell ringers
6. All U.S. History assessments and bell ringers will be written in the STAAR EOC format. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Daily	(0) No funds needed	Teacher-made tests and bell ringers
7. 50% or more of teacher-made tests and bell ringers will consist of dual-coded questions. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Bi-weekly (Tests) Bell ringers (Daily)	(0) No funds needed	Teacher-made tests and bell ringers
8. All US History teachers will be trained on writing and scoring Short Answer Responses.				
9. Teachers will continue to be trained in Close Reading techniques through Workshop Wednesday Sessions.	Assistant Principal(s), Teachers, Principals	Fall 2017/Spring 2018	(0) No funds needed	Workshop Wednesday Sessions
10. Targeted students will attend Saturday STAAR tutorials prior to taking the STAAR EOC. (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s), Counselor(s), Department Head/Lead Teacher, Principals	Spring 2018	(S) State Compensatory (\$ 1, 562.00)	STAAR EOC Data
11. ELPS & ELL sheltered instruction strategies will be taught via Workshop Wednesdays (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s) Lead ELL Teacher	Ongoing	(0) No funds needed	Lesson Plans; Walk-throughs

Goal 7

<p>Goal Statement: The Average Daily Attendance (ADA) will increase to 98% by the end of the 2017 – 2018 school year as evidenced through the 2017 – 2018 Texas Academic Performance Report resulting in a Distinction Designation in Quartile 1.</p>	<p>CNA Area of Need: School Operations</p>
--	---

<p>Performance Objective: The number of students who are in lost credit will be reduced by 10% for the 2017 – 2018 school year.</p>
--

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Counsel with students who are in danger of being filed on or violating the 90% attendance law. (Target Group: All) (NCLB: 1, 5)	Assistant Principal(s)	Weekly	(0) No funds needed	Summative – Average Daily Attendance (ADA)
2. Attendance reports will be run to ensure that 100% of the teachers are inputting attendance accurately for each class period each day. (Target Group: All) (NCLB: 1, 5)	Assistant Principal(s), Associate Principal, Attendance Clerk	Daily	(0) No funds needed	Daily Attendance Submission Reports – Failure to submit accurate attendance tracking
3. Call the parents of students who are on their 5 th absence to collaborate on interventions. (NCLB: 1, 5)	Assistant Principal(s)	Daily	(0) No funds needed	Summative – Average Daily Attendance (ADA)
4. The attendance report will be tracked weekly. Students who are absent frequently will consult with their grade level administrator. (Target: At-Risk) (NCLB: 1, 5)	Assistant Principal(s)	Weekly	(0) No funds needed	Lost Credit Spreadsheet; Dropout Rate
5. Students who are in lost credit will be allowed to attend tutorials to make up for lost instructional time. (Target Group: All) (NCLB: 1, 5)	Assistant Principal(s), Principals	Daily	(0) No funds needed	Lost credit tutorial cards; Attendance Review Committee Appeal Hearings

6. Teachers will be notified when they have failed to enter attendance each period as this is a campus expectation.	Assistant Principal(s), Associate Principal, Attendance Clerk	Daily	(0) No funds needed	Daily Attendance Submission Reports
7. Continue to hire teachers, paraprofessionals and supplemental staff to help at-risk students (Target: At-Risk) (NCLB: 1, 5)	Principals	Aug. - June	SCE FTE Allotment 2.57 (\$ 119, 946.00)	Summative STAAR 6 Weeks Assessments, Benchmarks, and Failures

Goal 8

<p>Goal Statement: The percentage of first time test takers meeting satisfactory who are classified as English Language Learners and taking the STAAR L and regular STAAR EOC will increase to 90% by the end of the 2017 – 2018 school year.</p>	<p>CNA Area of Need: Student Performance</p>
--	---

<p>Performance Objective: The campus will continue to implement a campus ELL STAAR readiness program to ensure successful mastery of STAAR and exit from ESL program.</p>
--

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Students will be placed in an English elective class that will connect American literature to U.S. History. (Target Group: ESL, LEP) (NCLB: 1,2,5)	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Ongoing	(0) No funds needed	Walk-throughs
2. Students will participate in various field trips to historical sites connected to U.S. History. (Target Group: ESL, LEP) (NCLB: 1,2,5)	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Every 6 weeks	(S) Local Funds	Student journal entries
3. All teachers will be trained in ELL strategies and the ELPS prior to the beginning of the school year. (Target Group: ESL, LEP) (NCLB: 1,2,5)	Assistant Principal(s), Principals	August 2017	(0) No funds needed	Lesson Plans; Walk-throughs
4. Teachers will continue to be trained in Close Reading techniques through Technology Tuesday sessions.	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Fall 2017/Spring 2018	(0) No funds needed	Technology Tuesday sessions
5. Targeted students will attend Saturday STAAR tutorials prior to taking the STAAR EOC. (Target Group: ESL, LEP) (NCLB: 1,2,5)	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Spring 2017	(S) State Compensatory (\$ 1, 562.00)	STAAR EOC Data
6. ELPS & ELL sheltered instruction strategies will be taught via Workshop Wednesdays (Target Group:	Assistant Principal(s) Lead ELL Teacher	Ongoing	(0) No funds needed	Lesson Plans; Walk-throughs

Goal 9

<p>Goal Statement: All English Language Learners will show at least 1 level of growth across all 4 domains on the TELPAS Assessment and we will be able to exit students who have been in the program for 6 or more years.</p>	<p>CNA Area of Need: Student Performance</p>
---	---

<p>Performance Objective: The campus will be able to exit students who have been in the program for 6 or more years following the 2017 – 2018 TELPAS Assessment administration.</p>
--

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. All teachers will be trained in sheltered instruction strategies. (Target Group: ESL, LEP) (NCLB: 1,2,5)	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Ongoing	(0) No funds needed	Walk-throughs
2. ELL students that are EOC re-testers have been placed in a targeted advisory with a ESL certified teacher. (Target Group: ESL, LEP) (NCLB: 1,2,5)	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Every 6 weeks	(S) Local Funds	Student journal entries
3. All teachers will be trained in ELL strategies and the ELPS prior to the beginning of the school year. (Target Group: ESL, LEP) (NCLB: 1,2,5)	Assistant Principal(s), Principals	August 2017	(0) No funds needed	Lesson Plans; Walk-throughs
4. Teachers will be trained and able to understand the PLD's and will apply them in the classroom. (Target Group: ESL, LEP) (NCLB: 1,2,5)	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Fall 2017/Spring 2018	(0) No funds needed	Technology Tuesday sessions
5. Targeted ELL students will attend Saturday STAAR tutorials prior to taking the STAAR EOC. (Target Group: ESL, LEP) (NCLB: 1,2,5)	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Spring 2018	Title III Immigrant Funds (\$ 500.00)	STAAR EOC Data

6. Sheltered teachers will receive resources such as books and manipulatives to help connect the ELPS to their content objectives. (Target Group: ESL, LEP) (NCLB: 1,2,5)	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Fall 2017	Title III LEP Funds (\$ 2,000.00)	Lesson Plans; Walk-throughs
7. Technological devices will be purchased to aide in meeting ESL student accommodations and to implement instructional best practices in the ESL classrooms. (Target Group: ESL, LEP) (NCLB: 1,2,5)	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Fall 2017	Title III Immigrant Funds (\$ 1,000.00)	Lesson Plans; Walk-throughs
8. All ELL Students will participate in college field trips to build awareness of post-secondary opportunities. (Target Group: ESL, LEP) (NCLB: 1,2,5)	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Spring 2018	Title III Immigrant Funds (\$ 1,000.00)	Student Interest Survey
9. All students at GRHS including ELL students will be filtered through the EOS program specifically designed to target students with AP potential. (Target Group: ESL, LEP) (NCLB: 1,2,5)	Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals	Spring 2018	(0) No funds needed	EOS Data
10. ELPS & ELL sheltered instruction strategies will be taught via Workshop Wednesdays (Target Group: ESL, LEP) (NCLB: 1, 2, 5)	Assistant Principal(s) Lead ELL Teacher	Ongoing	(0) No funds needed	Lesson Plans; Walk-throughs

Goal 10

<p>Goal Statement: The percentage for students meeting system safeguards and federal targets will be a minimum of 79% in STAAR EOC's that measure reading and math.</p>	<p>CNA Area of Need: Student Performance</p>
--	---

<p>Performance Objective: Students will demonstrate and achieve the federal target of 79% or higher in reading and math.</p>

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. All Algebra 1 and Biology classes will have no more than 28 students in a class. (Target Group: All) (NCLB: 1, 2, 5)	Assistant Principal(s), Principals Counselors	Ongoing	(0) No funds needed	Course/Class Count Reports
2. All teachers will continue to be trained in how to unwrap the TEKS. (Target Group: All) (NCLB: 1, 2, 5)	Assistant Principal(s), Curriculum & Instructional Specialists, Principals	Fall 2017	(0) No funds needed	Lesson Plans
3. All teachers will continue to be trained on how to disaggregate data by sub-populations and objective on every assessment to identify areas of weakness. (Target Group: All) (NCLB: 1, 2, 5)	Assistant Principal(s), Principals	Ongoing	(0) No funds needed	Lesson plans that address areas of weakness
4. All core content areas assessments and bell ringers will be written in STAAR EOC format. (Target Group: All) (NCLB: 1, 2, 5)	Assistant Principal(s), Principals	Ongoing	(0) No funds needed	Lesson Plans; Walk-throughs
5. Teachers will continue to be trained in Close Reading techniques	Assistant Principal(s), Teachers, Principals	August 2017	(S) Local Funds	Lesson Plans

Goal 11

<p>Goal Statement: All classified 11th grade students will demonstrate college and career readiness through successful passing of the PSAT in reading and math, or other equivalent measures.</p>	<p>CNA Area of Need: Student Performance</p>
---	---

<p>Performance Objective: Students will achieve college & career readiness through successful passing of the PSAT or other equivalent measures.</p>
--

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Saturday PSAT tutorial sessions will be offered to prepare all 11 th grade students for the PSAT test. (Target Group: 11 th) (NCLB: 1, 2, 5)	Assistant Principal(s), Principals	Fall 2017	(S) State Compensatory (\$ 1, 562.00)	Saturday PSAT Tutorial Exit Survey
2. All 10 th and 11 th grade students will take the PSAT. (Target Group: 10 th , 11 th) (NCLB: 1, 2, 5)	Academic Administrator, Director of Advanced Studies, Executive Director Secondary, Principals	October 2017	(0) No funds needed	PSAT Results
3. PSAT Parent Night will be held to inform students and parents of the importance of the PSAT, as well as providing a breakdown of what is tested on the PSAT and how to interpret the students' results. (Target Group: 9 th , 10 th , 11 th) (NCLB: 1, 2, 5)	Assistant Principal(s), Principals	Spring 2018	(0) No funds needed	2016 PSAT Results

Goal 12

<p>Goal Statement: The percentage of students engaged in a co-curricular or extra-curricular program will be 85% or higher for the 2017 – 2018 school year as measured by co-curricular and extra-curricular programs membership rosters and event attendance.</p>	<p>CNA Area of Need: Community and Student Engagement</p>
---	--

<p>Performance Objective: The campus will successfully earn points through student engagement and success to qualify as a Texas Lone Star Cup top 10 finalist.</p>

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
<p>1. Teachers will contact parents any time a students' average falls below a 75 to ensure that students participating in co-curricular or extra-curricular activities remain eligible to participate. (Target Group: All) (NCLB: 1, 2, 5)</p>	<p>Assistant Principal(s), Principals</p>	<p>Ongoing</p>	<p>(0) No funds needed</p>	<p>Teacher communication log</p>
<p>2. Teachers will provide morning or afternoon tutorials a minimum of twice per week to ensure that students participating in co-curricular or extra-curricular activities remain eligible to participate. (Target Group: All) (NCLB: 1, 2, 5)</p>	<p>Assistant Principal(s), Principals</p>	<p>Ongoing</p>	<p>(0) No funds needed</p>	<p>Tutorial schedule</p>
<p>3. Teachers will provide students with an opportunity to reassess assignments and tests to ensure that students participating in co-curricular or extra-curricular activities remain eligible to participate. (Target Group: All) (NCLB: 1, 2, 5)</p>	<p>Assistant Principal(s), Principals</p>	<p>Ongoing</p>	<p>(0) No funds needed</p>	<p>Teacher online gradebook</p>

Financial Summary

Funding Source	Total Amount
SCE Funding	\$ 138,690.00
Title III Immigrant Funds	\$ 2,500.00
Title III LEP Funds	\$ 2,000. 00

SBDMC Members

Name	Position
Black, Frederick	Principal
Tielke, Gregory	Associate Principal
Momanyi, Judith	Assistant Principal
Lazar, Kayse	Assistant Principal
Cuellar, Christopher	Assistant Principal
Jessie Eilenstine	Assistant Principal
Thomas, Kyra	Campus Testing Coordinator/CTE Department Chair/Head Cheer Coach
Mobley, Rebecca	College & Career Facilitator
Gordon, Melanie	Counselor
Reeves, Carin	Counselor
Swanigan, Latrina	Counselor
Amanda Gloff	Counselor
Tucker, Christy	Parent
Vela, Lindsey	Parent
Baker, Erica	Fine Arts Department Chair/Choir Teacher
Soto, Soraya	LOTE Department Chair/French Teacher

Guidry, Rachel	Math Department Chair/Math Teacher/Head Tennis Coach
Forshee, Cheyanne	PE/Health Department Chair/Head Volleyball Coach
Abboud, Jean	Registrar
Flores, Monica	Science Department Chair/Science Teacher
Wilkening, Margaret	Social Studies Department Chair/U.S. History Teacher
Gagnon, Courtney	Special Education Department Chair/Life Skills Teacher/Assistant Cheer Coach

Moore, Brian

Community Member

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.

