

Campus Improvement Plan
2016-2017

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



Submitted for Board Approval October 2016

Comprehensive Needs Assessment

Data Sources Reviewed

2016 STAAR EOC Results	Spring 2016 K12 Climate Survey
2016 Accountability Reports	2016 PEIMS Snapshot Data
2016 TELPAS Scores	2015 – 2016 Discipline Data
2016 AP Data	2016 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 increased 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 US History, Biology, and Algebra 1 STAAR EOC exams.
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 a rating of Met Standard on the 2016 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 a huge gain in Algebra 1 with regards to students meeting the advanced expectations on the STAAR EOC exam. Biology had gains in closing the gaps on the SPED sub pop, and US History had gains on closing the ELL sub pop.

GRHS in the 2016 school year had 2 National Merit Semi-Finalists, 8 National Merit Commended, and 2 National Hispanic Scholars.
GRHS due to continued success of our students have 3 National Merit Semi-Finalists, 11 students receiving recognition for the 2017 National Merit Scholarship Program, and 7 students have been asked to participate in the 2017 National Hispanic Recognition Program.
GRHS was a Top 10 Lone Star Finalist which is a testament to the successes of all of our programs here at GRHS.
GRHS received two distinction designations one in the area of top 25 percent student progress and the other for top 25 percent closing performance gaps.

School Climate and Culture

GRHS received an overall rating of Recognized in the 2016 Community and Student Engagement Ratings. GRHS was rated exemplary in the areas of Community and Parental Involvement and 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 Al 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.

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 current teachers 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 administrator driven book study 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.

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.

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 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 and techniques. Constantly looking at data prior the delivery of new content to ensure optimal success, and then reviewing data following all major assessments to target both at risk students and TEKS that we need to revisit our method of delivery to ensure optimal success.

GRHS teachers provide students with the opportunity to receive additional help with their academics through targeted Late Night Library session which occur on specified Monday nights, and every teacher offers two tutorial times each week.

Community and Student Engagement

GRHS received an Exemplary rating in the area of Community and Parental Involvement of the 2016 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 and 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, and student newsletters from grade level offices. Communication is a daily practice on the campus here at GRHS to keep all stakeholders informed.

School Organization

GRHS is extremely organized 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 on a daily basis.

Technology

GRHS received an Exemplary rating in the area of Digital Learning Environment of the 2016 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.

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 account, and utilize an Edmodo account.

GRHS has a Campus Instructional Technology Specialist (CITS) that is present on campus two 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.

Identified Needs

Priorities Based off of Identified Needs

Demographics

<p>SPED students consistently scored below their peers in all of the assessment areas. There were increases from the previous year's results in English 1 and English 2 yet there are still distinct gaps between the other sub pops. Algebra 1 decreased from the previous year, and GRHS continues to be strong in US History and Biology.</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.</p>
<p>LEP students scored below their peers in the English 1 and English 2 assessment areas. In the area of Algebra 1 LEP students increased from the previous year yet there is still a need to focus on continued growth. LEP students at GRHS continue to be strong in Biology and US History. US History students had large gains.</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. Continue to push for all staff members to be trained in Sheltered Instruction.</p>
<p>African American students scored below their White and Hispanic counterparts in several critical areas such as English 1, Algebra 1, and Biology.</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>While the majority of students experienced success on the majority of assessments, students from low SES backgrounds struggled overall with the exception of Biology and US History.</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 on all STAAR exams with the exception of English 1 and a minimal decrease 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>While ESL students did show improvement on passing STAAR in all areas with the exception of English 1 and 2, they did not show growth in their linguistic ability when assessed through TELPAS.</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.</p>
<p>SPED students consistently scored below their peers in all of the assessment areas. There were increases from the previous year's results in English 1 and English 2 yet there are still distinct gaps between the other sub pops. Algebra 1 decreased from the previous year, and GRHS continues to be strong in US History and Biology.</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.</p>

School Culture and Climate

<p>Comments within the Spring 2016 GRHS employee survey indicate that teachers are worried about outside influences effecting the educational program in a negative way.</p>	<p>Continue to communicate expectations to teachers so that they will know how they can be supported by administration.</p>
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Staff Quality, Recruitment, and Retention

GRHS will continue to attract and retain Highly Qualified teachers.	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.
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Curriculum, Instruction, and Assessment

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.	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 instruction.
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Community and Student Engagement

The continued need to provide multilingual publications, notices and other public documents to an increasingly diverse set of community stakeholders.	All letters sent home to parents are in Spanish and English. All callouts are in Spanish and English.
The continued need to include parents and community members in the educational process as invested stakeholders in their children's success.	All teachers must call home if a student's grade falls below a 74 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.
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>
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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 are allowed to 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

1On 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 2016 - 2017 school year.
2The percentage of first time test takers meeting satisfactory on the ELA 1 STAAR EOC will increase to 90% by the end of the 2016 – 2017 school year.
3The percentage of first time test takers meeting satisfactory on the ELA 2 STAAR EOC will meet or exceed 90% by the end of the 2016 – 2017 school year.
4The percentage of re-testers meeting satisfactory on the ELA I and/or II STAAR EOC will meet 100% by the end of the 2016 – 2017 school year.
5The percentage of first time test takers meeting satisfactory on Biology STAAR EOC w/ increase to 99% by the end of the 2016-2017 school year.
6The percentage of first time test takers meeting satisfactory on the U.S. History STAAR EOC will increase to 99% by the end of the 2016 – 2017 school year.
7The Average Daily Attendance (ADA) will increase to 98% by the end of the 2016 – 2017 school year as evidenced through the 2016 – 2017 Texas Academic Performance Report resulting in a Distinction Designation in Quartile 1.
8The 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 2016 – 2017 school year.
9All 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.
10The percentage for students meeting system safeguards and federal targets will be a minimum of 79% in STAAR EOC's that measure reading and math.
11All 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.
The percentage of students engaged in a co-curricular or extra-curricular program will be 85% or higher for the 2016 – 2017 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 2016 - 2017 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	ELL			

Performance Objective: 95% of all Algebra 1 test takers will meet satisfactory and at least 50% will reach advanced on the STAAR by the end of the 2016 - 2017 school year.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. All Algebra 1 classes will have no more than 28 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, 2016	(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 weeks	(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 2016	(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 2016	(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 2017	(S) State Compensatory (\$1,284.80)	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 2017	(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 2016/Spring 2017	(S) State Compensatory (\$1,284.80)	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 2016/Spring 2017	(0) No funds needed	STAAR EOC Data
12. All Algebra 1 teachers are implementing the use of interactive notebooks.	Department Head/Lead Teacher,	Fall 2016/Spring 2017	(0) No funds needed	STAAR EOC Data & Skyward failure report

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 Saturday 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 2017	(S) State Compensatory (\$1,284.80)	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 2016	(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 2016	(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. (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 2016	(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 2017	(S) State Compensatory (\$1,284.80)	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			

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 28 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, 2016	(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 weeks	(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 2016	(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 2016	(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 2017	(S) State Compensatory (\$1,284.80)	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 2017	(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 2016/Spring 2017	(S) State Compensatory (\$1,284.80)	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 2016/Spring 2017	(0) No funds needed	STAAR EOC Data
12. All Algebra 1 teachers are implementing the use of interactive notebooks.	Department Head/Lead Teacher,	Fall 2016/Spring 2017	(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 2016/Spring 2017	(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 2016/Spring 2017	(0) No funds needed	Master Schedule, STAAR EOC Data, TELPAS results, & Skyward failure report

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 2016 – 2017 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	ELL			

Performance Objective: Economically disadvantaged English 1 test takers will achieve an increase to 90% as evidenced on STAAR.
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Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. All English 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 18, 2016	(0) No funds needed	Lesson plans
2. All English 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 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 2016	(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. 50% 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 teachers will continue to be trained in Close Reading techniques through Workshop Wednesday sessions.	Assistant Principal(s), Teachers, Principals	Fall 2016/Spring 2017	(S) Local Funds	Workshop Wednesday sessions
9. Targeted students will attend Saturday STAAR tutorials prior to taking the STAAR EOC. (Target Group: ECD)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Spring 2017	(S) State Compensatory (\$1,284.80)	STAAR EOC Data

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 2016	(0) No funds needed	Lesson Plans; Walk-throughs
3. All English 1 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 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 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. 50% 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 2016/Spring 2017	(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 2016	(S) State Compensatory (\$1,284.80)	STAAR EOC Data

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 2016 – 2017 school year.</p>	<p>CNA Area of Need: Student Achievement</p>
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<p>Performance Objective: Limited English Proficient (LEP) English 2 test takers will achieve an increase to 90% as evidenced on STAAR.</p>
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Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. All English 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 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 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. 50% 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 Technology Tuesday sessions.	Assistant Principal(s), Teachers, Principals	Fall 2016/Spring 2017	(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 2017	(S) State Compensatory (\$1,284.80)	STAAR EOC Data

Performance Objective:

Special education English 2 test takers will achieve an increase to 50% as evidenced on STAAR.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. All English 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 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 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 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. 50% 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 Technology Tuesday sessions.	Assistant Principal(s), Principals	Fall 2016/Spring 2017	(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 2017	(F) IDEA Special Education	Summative – STAAR EOC Results
9. Targeted students will attend Saturday STAAR tutorials prior to taking the STAAR EOC. (Target Group: SPED) (NCLB: 1, 5)	Assistant Principal(s), Department Head/Lead Teacher, Principals	Spring 2017	(S) State Compensatory (\$1,284.80)	Summative- STAAR EOC Results; Student and parent surveys,

Performance Objective:

At-Risk English 2 test takers will achieve an increase from 64% to 80% as evidenced on STAAR.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. All English 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 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 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. 50% 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 Technology Tuesday sessions.	Assistant Principal(s), Teachers, Principals	Fall 2016/Spring 2017	(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 2017	(S) State Compensatory (\$1,284.80)	STAAR EOC Data

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 2016 – 2017 school year.</p>	<p>CNA Area of Need: Student Achievement</p>
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<p>Performance Objective: Limited English Proficient (LEP) English 3 re-testers will demonstrate mastery as evidenced on STAAR.</p>
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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 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 3 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. 50% 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 2016/Spring 2017	(S) Local Funds	Workshop Wednesday sessions
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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 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 3 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. 50% 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 2016/Spring 2017	(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
Students will use various lenses to analyze works of literature. This approach will increase depth of understanding.	English III AP Teacher	May 2017	None 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
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.
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 2017	(S) Local Funds	Workshop Wednesday sessions

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. 25% of the questions from English IV 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. 20% 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 2017	(S) Local Funds	Workshop Wednesday sessions

Performance Objective:

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

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Students will use various lenses to analyze works of literature. This approach will increase depth of understanding.	English IV AP Teacher	May 2017	None needed	AP Literature and Composition Exam results released in July 2017.

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
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 2017.
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 2017.

Goal 5

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

Performance Objective: Special education Biology test takers will achieve an increase to 94% 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 a certified Biology and special education teacher. (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. (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 Saturday 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 2017	(S) State Compensatory (\$1,284.80)	Summative- STAAR EOC Results
5. All Biology teachers will continue to unwrap the TEKS. 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 2016/Spring 2017	(S) Local Funds	Technology Tuesday sessions
7. All Biology teachers will continue to be trained how 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
8. 50% 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
9. Teachers will be trained on Explain Everything for notes and additional reinforcement for target populations that will be placed on Edmodo (Target Group: SPED, ELL)	Assistant Principal(s), Teachers	Fall 2016/Spring 2017	(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 2017	(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 2017	(0) No funds needed	Benchmark results; lesson plans

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 2016 – 2017 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.
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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 2016	(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 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
8. Teachers will continue to be trained in Close Reading techniques through Workshop Wednesday Sessions.	Assistant Principal(s), Teachers, Principals	Fall 2016/Spring 2017	(0) No funds needed	Workshop Wednesday Sessions
9. 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 2017	(S) State Compensatory (\$1,284.80)	STAAR EOC Data

Goal 7

<p>Goal Statement: The Average Daily Attendance (ADA) will increase to 98% by the end of the 2016 – 2017 school year as evidenced through the 2016 – 2017 Texas Academic Performance Report resulting in a Distinction Designation in Quartile 1.</p>	<p>CNA Area of Need: School Operations</p>
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<p>Performance Objective: The number of students who are in lost credit will be reduced by 10% for the 2016 – 2017 school year.</p>
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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 for each class period. (Target Group: All) (NCLB: 1, 5)	Assistant Principal(s), Associate Principal, Attendance Clerk	Daily	(0) No funds needed	Daily Attendance Submission Reports
3. Call the parents of students who are on their 3 rd 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 morning and afternoon 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 \$135,024	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 95% by the end of the 2016 – 2017 school year.</p>	<p>CNA Area of Need: Student Performance</p>
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<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>
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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 2016	(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 2016/Spring 2017	(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 2016	(S) State Compensatory (\$1,284.80)	STAAR EOC Data

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>
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<p>Performance Objective: The campus will be able to exit students who have been in the program for 6 or more years following the 2016 – 2017 TELPAS Assessment administration.</p>
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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 2016	(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 2016/Spring 2017	(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 2016	Title III Immigrant Funds (\$250.00)	STAAR EOC Data

<p>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)</p>	<p>Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals</p>	<p>Fall 2016</p>	<p>Title III LEP Funds (\$500.00)</p>	<p>Lesson Plans; Walk-throughs</p>
<p>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)</p>	<p>Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals</p>	<p>Fall 2016</p>	<p>Title III Immigrant Funds (\$1,000)</p>	<p>Lesson Plans; Walk-throughs</p>
<p>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)</p>	<p>Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals</p>	<p>Spring 2017</p>	<p>Title III Immigrant Funds (\$250.00)</p>	<p>Student Interest Survey</p>
<p>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)</p>	<p>Assistant Principal(s), Department Head/Lead Teacher, Teachers, Principals</p>	<p>Spring 2017</p>	<p>(0) No funds needed</p>	<p>EOS Data</p>

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>
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<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 2016	(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 2016	(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>
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<p>Performance Objective: Students will achieve college & career readiness through successful passing of the PSAT or other equivalent measures.</p>
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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 2016	(S) State Compensatory (\$1,284.80)	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 2016	(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 2017	(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 2016 – 2017 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>
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<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	\$154,296.00
Title III Immigrant Funds	\$1,500.00
Title III LEP Funds	\$500.00

SBDMC Members

Name	Position
Black, Frederick	Principal
Tielke, Gregory	Associate Principal
Momanyi, Judith	Assistant Principal
Lazar, Kayse	Assistant Principal
Cuellar, Christopher	Assistant Principal
Croft, Kevin	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
Tucker, Christy	Counselor
Vela, Lindsey	English Department Chair/ English Teacher
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

ESSA / ESEA Performance Goals

Goal 1. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 2. All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 3. By 2005-2006, all students will be taught by highly qualified teachers.

Goal 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Goal 5. All students will graduate from high school.