



East Austin College Prep at MLK

Campus Improvement Plan

2016-17

Dr. Salvador Cavazos, Superintendent
Jaime Huerta, Assistant Superintendent
Dr. Ruben Pena, Principal
Nakisha Harris, Assistant Principal

Table of Content

SCHOOL EDUCATION IMPROVEMENT COUNCIL.....	4
COMPREHENSIVE DATA ANALYSIS	6
ESEA GOALS AND INDICATORS	10
LONG RANGE GOAL: # 1 – STUDENT ACHIEVEMENT: ALL STUDENTS AT OUR CAMPUS WILL REACH THEIR FULL ACADEMIC AND SOCIAL POTENTIAL AND WILL BE RESPONSIBLE CITIZENS IN A GLOBAL SOCIETY.....	11
CURRICULUM/INSTRUCTION.....	12
HOMELESS	24
DROPOUT PREVENTION	26
CONTINUE TO PROVIDE DROPOUT PREVENTION STRATEGIES/ACTIVITIES:.....	26
TECHNOLOGY USE.....	27
TRANSITION.....	28
HIGHER EDUCATION	28
PROVIDE INFORMATION ON HIGHER EDUCATION OPPORTUNITIES:	28
ATTENDANCE	29
CONTINUE STRATEGIES/ACTIVITIES TO ASSURE HIGH STUDENT ATTENDANCE	29
LONG RANGE GOAL #2: PARENT/COMMUNITY INVOLVEMENT: ALL PARENTS, COMMUNITY MEMBERS, AND EDUCATORS AT OUR CAMPUS WILL BE ACTIVE PARTNERS IN THE EDUCATION OF OUR STUDENTS.....	30
TEACHER /PARENT CONFERENCES.....	32
INVOLVEMENT OPPORTUNITIES.....	32
TRAINING/ INFORMATION SESSIONS	33
SURVEYS	34
RIGHTS AND RESPONSIBILITIES	35
STAFF DEVELOPMENT/STRATEGIES	35

CONTINUE TO PROVIDE TRAINING/ STRATEGIES IN THE FOLLOWING AREAS:.....	35
LONG RANGE GOAL # 3 – SAFE AND ORDERLY ENVIRONMENT: OUR SCHOOL WILL HAVE A SAFE, ORDERLY ENVIRONMENT THAT PROMOTES SUCCESSFUL STUDENT LEARNING.	37
DISCIPLINE MANAGEMENT	38
FACILITIES	39
BULLYING PREVENTION	41
SUICIDE PREVENTION.....	41
CHILD ABUSE PREVENTION	42
HEALTH & HEALTH EDUCATION.....	42
TEXAS BEHAVIOR SUPPORT INITIATIVE	43
STAFF DEVELOPMENT/STRATEGIES.....	43

School Education Improvement Council

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Nakisha Harris, Assistant Principal

Angelica Lara, Curriculum/Assessment Facilitator

John Torres, Physical Education Teacher/Athletic Coordinator

Erica Gonzalez, Instructional Specialist/Teacher (Literacy)

Jessica Lagalo, Instructional Specialist (Science)

Erika Hernandez, Instructional Specialist/Teacher (Math)

Jacqueline Vidal, Instructional Specialist/Teacher (Social Studies)

Jenice Garza, School Counselor

Sascha Betts, Teacher

Mandy Laurence, Special Education Teacher

Kristan Silva, Children's Promise

Jackie Verastegui, Parent

Sheldon Williams, Community Partner

School Education Improvement Council Signature Page

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Comprehensive Data Analysis

Student Program Counts

YEAR	TOTAL ENROLLMENT	TOTAL G & T STUDENTS	TOTAL C & T STUDENTS	TOTAL ELL STUDENTS	TOTAL BILINGUAL STUDENTS	TOTAL ESL STUDENTS	TOTAL ECONOMICALLY DISADVANTAGED STUDENTS	TOTAL TITLE I STUDENTS
2016	562	0	0	135	0	135	509	562
2015	536	0	0	130	0	130	477	536

YEAR	TOTAL AT RISK STUDENTS	TOTAL MILITARY DEPENDENT STUDENTS	TOTAL FOSTER CARE STUDENTS	TOTAL STUDENTS RECEIVING SPECIAL EDUCATION SERVICES
2016	226	0	0	57
2015	377	0	0	59

Accountability Ratings

District/Campus Name	District Number	Campus Number	Year	Accountability Rating
EAST AUSTIN COLLEGE PREP AT MLK	'227824	'227824002	2016	Met Standard
EAST AUSTIN COLLEGE PREP AT MLK	'227824	'227824002	2015	Improvement Required
EAST AUSTIN COLLEGE PREP AT MLK	'227824	'227824002	2014	Improvement Required

Annual Measurable Achievement Objectives (2011-12)

AMAO 1: LEP Student Progress – Passed
 AMAO 2: LEP Student Attainment – Passed
 AMAO 3: LEP Student Attainment – Passed
 AMAO 4: LEP AYP - Passed

Annual Measurable Achievement Objectives (2012-13)

AMAO 1: LEP Student Progress – Passed
 AMAO 2: LEP Student Attainment – Passed
 AMAO 3: LEP Student Attainment – Passed
 AMAO 4: LEP AYP – Not Met

Annual Measurable Achievement Objectives (2013-14)

AMAO 1: LEP Student Progress – TBD
 AMAO 2: LEP Student Attainment – TBD
 AMAO 3: LEP Student Attainment – TBD
 AMAO 4: LEP AYP - TBD

Discipline Referrals (2011-12)

Discipline Referrals	All	Male	Female
Tobacco, Alcohol, Drugs	0	0	0
Involving firearms	0	0	0
Resulting in JJAEP placement	0	0	0
Resulting in DAEP placement	0	0	0

Discipline Referrals (2012-13)

Discipline Referrals	All	Male	Female
Tobacco, Alcohol, Drugs	0	0	0
Involving firearms	0	0	0
Resulting in JJAEP placement	0	0	0
Resulting in DAEP placement	0	0	0

Discipline Referrals (2013-14)

Discipline Referrals	All	Male	Female
Tobacco, Alcohol, Drugs	0	0	0
Involving firearms	0	0	0
Resulting in JJAEP placement	0	0	0
Resulting in DAEP placement	0	0	0

Discipline Referrals (2014-15)

Discipline Referrals	All	Male	Female
Tobacco, Alcohol, Drugs	0	0	0
Involving firearms	0	0	0
Resulting in JJAEP placement	0	0	0
Resulting in DAEP placement	0	0	0

Discipline Referrals (2015-16)

Discipline Referrals	All	Male	Female
Tobacco, Alcohol, Drugs	4	4	0
Involving firearms	0	0	0
Resulting in JJAEP placement	0	0	0
Resulting in DAEP placement	0	0	0

Other Data 2011-12

Attendance: 97.9%

Drop Out Rate: 4.2%

Highly Qualified: 100% of School teachers meet highly qualified standards as defined by No Child Left Behind.

Other Data 2012-13

Attendance: 97%

Drop Out Rate: 0%

Highly Qualified: 100% of School teachers meet highly qualified standards as defined by No Child Left Behind.

Other Data 2013-14

Attendance: 97%

Drop Out Rate: 0%

Highly Qualified: 100% of School teachers meet highly qualified standards as defined by No Child Left Behind.

Other Data 2014-15

Attendance: 97%

Drop Out Rate: 0%

Highly Qualified: 100% of School teachers meet highly qualified standards as defined by No Child Left Behind.

Other Data 2015-16

Attendance: 94.5%

Drop Out Rate: 0%

Highly Qualified: 100% of School teachers meet highly qualified standards as defined by No Child Left Behind.

ESEA Goals and Indicators

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better, in reading/language arts and mathematics.

- 1.1 Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 Performance Indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.3 Performance Indicator: The percentage of Title I schools that make adequate yearly progress.
- 1.4 Performance Indicator: The percentage of students in third grade reading at the proficient level.

Performance 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.

- 2.1 Performance Indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: All students will be taught by highly qualified teachers.

- 3.1 Performance Indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 Performance Indicator: The percentage of teachers receiving high-quality professional development (as the term, "professional development," is defined in section 9101(34).)
- 3.3 Performance Indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

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

- 4.1 Performance Indicator: The number of persistently dangerous schools, as defined by the State.
- 4.2 Performance Indicator: Improve the overall wellness of students by promoting healthy lifestyles.

Performance Goal 5: All students will graduate from high school.

- 5.1 Performance Indicator: The percentage of students who graduate from high school each year with a regular diploma,
 - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 Performance Indicator: The percentage of students who drop out of school,
 - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

Long Range Goal: # 1 – Student Achievement: All students at our campus will reach their full academic and social potential and will be responsible citizens in a global society.

Summary of Needs Assessment Findings: (Include AEIS, Adequate Yearly Progress, Drop Out Rate, Attendance, Test Participation Rate, etc.)

- ❖ Core Subjects – Reading/ELA, Math, Science and Social Studies
- ❖ Special Populations – Special Education, English Language Learners, Dyslexia, At Risk, and Homeless
- ❖ Accountability – Monitor Student Progress, Assessment, Drop Out Prevention, and Attendance
- ❖ Extension – Transition and Higher Education
- ❖ Leadership Effectiveness, Staff Issues/Personnel, Teacher Quality and Highly Qualified
- ❖ Training, Volunteering and Involvement
 - Reasons for shortcoming based on review of data:
 - High number of new & first year teachers
 - High number of alternative certified teachers
 - Language barriers
 - Extended hours for teachers and Students
 - Not enough planning time/no cross curricular time designated for planning
 - Better grade tracking / portal updates
 - More bilingual speaking personnel
 - No communication from teachers for needs → no parent knowledge of needs
 - High turnover of staff
 - Teachers to monitor student progress and six weeks test

Documenting Evidence: (Data Collected/Analyzed)

Data disaggregated is from the school reports received from TEA on Testing summary Reports and AEIS reports. Previous test scores, report cards, benchmark scores and looked at last year's SBDM data work. Additional data reviewed includes:

504 folders	attendance records	Benchmark data
Campus (college)	Community meetings	Student portfolios
CPR/AED training	curriculum guides	data on Eduphoria
data reviewed for student achievement	TELPAS	discipline records
Division of labor	Eduphoria data for special populations	ESL Folders
Extracurricular activities	Faculty cell phone	Flyers
General parent / teacher / student attendance to school events	lesson plans	Letters
Mail outs	Monthly meetings – minimal attendance	More communication via web – website & Facebook
Open house events by grade level	Organizational chart	Parent liaison
Parent portal	Parent surveys	Phone calls
CIP	Report card grades	Report Card Night
Sign-in sheets	Six weeks tests	skills checks
Snack sales	Social network / website feedback	SPED Folders

	STAAR Test results	Student grades / attendance	
	supplemental resources	Survey – Title I Survey, Children’s Promise, etc...	
	Academic Field Trips	Website	
Target Objectives: Objective 1: All applicable populations with meet system safeguards as defined by TEA. Objective 2: EA Prep will meet standards for all four components of accountability as defined by TEA. Objective 3: At least 80 percent of the student population who have been at EAPREP at least two years meet or exceed acceptable or higher state performance standards in <u>Reading/Language Arts</u> . Objective 4: At least 80 percent of the student population who have been at EAPREP at least two years meet or exceed acceptable or higher state performance standards in <u>Mathematics</u> . Objective 5: At least 80 percent of the student population who have been at EAPREP at least two years meet or exceed acceptable or higher state performance standards in <u>Science</u> . Objective 6: At least 80 percent of the student population who have been at EAPREP at least two years meet or exceed acceptable or higher state performance standards in <u>Social Studies</u> . Objective 7: At least 80 percent of special population students who have been at EAPREP at least two years meet or exceed acceptable or higher state performance standards in Reading/Language Arts, Writing, Mathematics, Science and Social Studies Objective 8: All students will receive a rigorous education and will be college ready when they graduate from high school. Objective 9: No students will drop out of school while enrolled at EAPREP. Objective 10: Student attendance rate will meet or exceed 90% ADA.			

Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)
Curriculum/Instruction					
Reading/ELA <ul style="list-style-type: none"> Improve reading instruction through implementing various research based strategies and teaching methods Novel sets for English/Reading classes Literacy Grant support <ul style="list-style-type: none"> Librarian iPads Increased reading material 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: 1) Lesson Plans 2) Three weeks progress reports and six weeks grades 3) Staff meetings and training sign in sheets

<ul style="list-style-type: none"> ○ Kindles ○ Peg Writing ○ Chromebooks ○ iStation • Purchase additional supplementary materials (Books, Technology/Current Resources, In House Tutors (teachers) and library) • SPED/ESL Support • TEKS Resource System/ELPS • Implement tiered RTI program for both low performing students and for students at the potential commended level • Tutoring support • Summer reading lists • Increased collaboration with science and social studies so that all subjects reinforce ELA TEKS, expectations, and graphic organizers • Feedback must be given after all walkthroughs & observation • Weekly walkthroughs • Practice organizing & writing skills/APE strategy • More supplemental aids (graphic organizers) • Practice note taking (Dialectical journals/Cornell notes) • ESOL Class for newcomers • Targeted writing support for LEP learners • Tier interventions • Summer intervention for STAAR & students below level • Initiate skills checks earlier in year – BOY, MOY, EOY if needed • Initiation/continuation of the Write for Texas grant • Prescriptive tutoring groups • Dual credit classes for 11th and 12th grades • AP courses • District initiative in writing across the curriculum • Include special pops in planning meetings with core subjects • Common planning period • Student reading logs 	<p>Nakisha Harris – Assistant Principal</p> <p>Angelica Lara – Curriculum/Assessment Facilitator</p> <p>Erica Gonzalez, Instructional Specialist, Literacy</p> <p>Campus Educational Staff</p>				
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<ul style="list-style-type: none"> • Grade-level scheduled visits to the library • Encourage data driven instruction and provide structured time for teachers to interpret data • Alignment of curriculum to instructional delivery • Continuous OARS support • Use of consistent high yield strategies • Fundamental Five Framework implementation • Grade level/Content Professional Learning Communities • STAAR/EOC intervention course • Writing class for 6th & 7th graders and 8th graders who demonstrate need • Use of writing strategies across all content areas • 30 hour GT training for all teachers • Student use of Lead4ward document for progress monitoring • Academic Power Hour Support • ACE Enrichment after school programming 					
Math	<p>Dr. Salvador Cavazos – Superintendent</p> <p>Jaime Huerta- Assistant Superintendent</p> <p>Dr. Ruben Pena - Principal</p> <p>Nakisha Harris – Assistant Principal</p> <p>Angelica Lara – Curriculum/Assessment Facilitator</p> <p>Erika Hernandez – Instructional Specialist, Math</p>	08/16	07/17	<p>State Funds</p> <p>Federal Funds</p> <p>State</p> <p>Compensatory</p> <p>Education Funds</p> <p>FSCS Grant</p> <p>RISE Grant</p> <p>Private Grants</p>	<p>Formative:</p> <p>1) Lesson Plans</p> <p>2) Three weeks progress reports and six weeks grades</p> <p>3) Staff meetings and training sign in sheets</p>

<ul style="list-style-type: none"> • Encourage data driven instruction and provide structured time for teachers to interpret data. • Additional training for and recruitment for high level math tutors and teachers • Additional training in AP/ College Board Summer Institutes • Increase professional development in best practices of ESL strategies, vocabulary, and innovative research based instruction techniques (flipped classrooms, interactive notebooks, etc.) • Give teachers easier access to supplies and equipment needed for class (markers, scissors, hand-held white boards, etc) • Additional technology in every classroom—IPADS for students, laptops for students, multiple desktop systems in every classroom • Increase use of online resources for re-teach and interventions for at-risk students (Study Island, Edusmart, etc) • Smaller class size for Inclusion and ESL students, and low performing students • Teachers to offer Saturday tutoring, afterschool tutoring, and Saturday STAAR/EOC bootcamp test prep • Increase math electives and link to STEM enrichment opportunities. • Summer intervention for STAAR & students below level • Initiate skills checks earlier in year – BOY, MOY, EOY if needed • Prescriptive tutoring groups • Dual credit classes for 11th grade and 12th grade • AP courses • Curriculum alignment across all 4 core areas • Include special pops in planning meetings with core subjects • Benchmarking • Common planning period • Alignment of curriculum to instructional delivery • Continuous OARS training • Use of consistent high yield strategies 	Campus Educational Staff				
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<ul style="list-style-type: none"> Fundamental Five Framework implementation Grade level/Content Professional Learning Communities STAAR/EOC intervention course Use of writing strategies across all content areas 30 Hour GT training for all teachers Student use of Lead4ward document for progress monitoring Academic Power Hour Support ACE Enrichment after school programming 					
Science <ul style="list-style-type: none"> Improve science instruction through implementing various research based strategies and teaching methods Provide background/ extension to the instruction Purchase additional supplementary materials (Books, Technology/Current Resources, In House Tutors (teachers) and library) SPED/ESL Support Various Differentiated Instruction Strategies Provide background/ extension to the instruction Purchase additional supplementary materials (Books, Technology/Current Resources, In House Tutors (teachers) and library) Various Differentiated Instruction Strategies Provide students and teachers with a proper science laboratory to meet the state goal of 60% lab/field instruction. Implement tiered RTI program for both low performing students and for students at the potential commended level. Offer more field work/field trips to support scientific engagement and research. Encourage data driven instruction and provide structured time for teachers to interpret data. Additional training for and recruitment for high level science tutors and teachers Additional training in AP/ College Board Summer Institutes TEKS Resource System/ELPS 	<p>Dr. Salvador Cavazos – Superintendent</p> <p>Jaime Huerta- Assistant Superintendent</p> <p>Dr. Ruben Pena - Principal</p> <p>Nakisha Harris – Assistant Principal</p> <p>Angelica Lara – Curriculum/Assessment Facilitator</p> <p>Jessica Lagalo – Instructional Specialist, Science</p> <p>Campus Educational Staff</p>	08/16	07/17	<p>State Funds</p> <p>Federal Funds</p> <p>State Compensatory Education Funds</p> <p>FSCS Grant</p> <p>RISE Grant</p> <p>Private Grants</p>	<p>Formative:</p> <p>1) Lesson Plans</p> <p>2) Three weeks progress reports and six weeks grades</p> <p>3) Staff meetings and training sign in sheets</p>

<ul style="list-style-type: none"> • Implement tiered RTI program for both low performing students and for students at the potential commended level • Increase professional development in best practices of ESL strategies, vocabulary, and innovative research based instruction techniques (flipped classrooms, interactive notebooks, etc.) • Give teachers easier access to supplies and equipment needed for class (markers, scissors, hand-held white boards, etc) • Give teachers easier access to purchase consumable supplies for student experiments—balloons, straws, eggs, vinegar, baking soda, etc. • Additional technology in every classroom—IPADS for students, laptops for students, multiple desktop systems in every classroom. • Increase use of online resources for re-teach and interventions for at-risk students (Study Island, Edusmart, etc) • Smaller class size for Inclusion and ESL students, and low performing students. • Offer more science electives at the HS level—microbiology, A &P, Astronomy • Link science to STEM programming (summer enrichment, afterschool) • Provide teachers and students with an opportunity to participate in Science Fair. • Allow teachers to attend regional, state, and national science teacher conferences (NSTA, CAST, Etc.) • Teachers to offer Saturday tutoring, afterschool tutoring, and Saturday STARR/EOC bootcamp test prep. • Increase aligned strategies from elementary, middle and high school (Lab reports, common vocab, use of interactive notebooks, etc) • Summer intervention for STAAR & students below level • Initiate skills checks earlier in year – BOY, MOY, EOY if needed • Dual credit classes for 11th grade and 12th grade 					
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<ul style="list-style-type: none"> • AP courses • Curriculum alignment across all 4 core areas • Include special pops in planning meetings with core subjects • Continue portfolios • More frequent planning in faculty & team meeting • Common planning period • Alignment of curriculum to instructional delivery • Continuous OARS training • Use of consistent high yield strategies • Fundamental Five Framework implementation • Grade level/Content Professional Learning Communities • Use of writing strategies across all content areas • 30 Hour GT training for all teachers • Student use of Lead4ward document for progress monitoring • Academic Power Hour Support • ACE Enrichment after school programming 					
Social Studies <ul style="list-style-type: none"> • Improve Social Studies instruction through implementing various research based strategies and teaching methods • Purchase additional supplementary materials (Books, Technology/Current Resources, In House Tutors (teachers) and library) • SPED/ESL Support • TEKS Resource System/ELPS • Implement tiered RTI program for both low performing students and for students at the potential commended level • Tutor Support • More reading materials / maps. • More supplemental aids (graphic organizer, manipulative). • Summer intervention for STAAR & students below level • Initiate skills checks earlier in year – BOY, MOY, EOY if needed 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator Jacqueline Vidal – Instructional Specialist, Social Studies	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: 1) Lesson Plans 2) Three weeks progress reports and six weeks grades 3) Staff meetings and training sign in sheets

<ul style="list-style-type: none"> • Prescriptive tutoring groups • Dual credit classes for 11th and 12th grades • AP courses • Encourage data driven instruction and provide structured time for teachers to interpret data • Curriculum alignment across all 4 core areas • Include special pops in planning meetings with core subjects • More frequent planning in faculty & team meeting • Common planning period • Implementation of history field trips • Alignment of curriculum to instructional delivery • Continuous OARS training • Use of consistent high yield strategies • Fundamental Five Framework implementation • Grade level/Content Professional Learning Communities • Use of writing strategies across all content areas • 30 Hour GT training for all teachers • Student use of Lead4ward document for progress monitoring • Academic Power Hour Support • ACE Enrichment after school programming 	Campus Educational Staff				
Accountability: TAIS/AYP Turnaround Principals and Critical Success Factors <ul style="list-style-type: none"> • Providing strong leadership • Ensuring that teachers are effective and able to improve instruction. • Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration. • Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards. • Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data. • Lead campus in implementing the Fundamental Five 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	1) Staff meetings/training sign in sheets, agendas and handouts 2) Recorded student mastery 3) Lesson plans 4) Records of tutoring 5) Attendance and participation records

<p>Framework</p> <ul style="list-style-type: none"> Lead campus in implementing suggestions noted through the OARS process LEA level activities designed to assist campuses in addressing Turnaround Principles and Critical Success Factors. 	Campus Educational Staff				
Programs:					
<p>Special Education</p> <p>Continue services to identified Special Education students</p> <ul style="list-style-type: none"> Policies/Procedures/Notification ARD's, annual and as needed Implementation of IDEA requirements <ul style="list-style-type: none"> >FAPE >Initial testing / placement >Least restrictive environment >Related services (OT, PT, Speech & VI) >Three year evaluation/ follow-up >Classroom modifications/accommodations >Assistive technology, as needed Instruction as needed: Inclusion/CM/Resource Prescriptive tutoring groups Include special pops in planning meetings with core subjects Inclusion staff for ESL/SpEd More frequent planning in faculty & team meeting Common planning period Inclusion teachers to be certified in content area of support. Specifically, higher level math and science SPED support. Inclusion teachers to offer Saturday tutoring, afterschool tutoring, and Saturday STAAR/EOC bootcamp support STAAR Intervention Support Class Academic Power Hour Support ACE Enrichment after school programming 	<p>Dr. Salvador Cavazos – Superintendent</p> <p>Jaime Huerta- Assistant Superintendent</p> <p>Dr. Ruben Pena - Principal</p> <p>Angelica Lara – Curriculum/Assessment Facilitator</p> <p>Campus Educational Staff</p>	08/16	07/17	<p>State Funds</p> <p>Federal Funds</p> <p>State</p> <p>Compensatory Education Funds</p> <p>FSCS Grant</p> <p>RISE Grant</p> <p>Private Grants</p>	<p>Formative:</p> <p>1) Student FIE</p> <p>2) Annual ARD Meetings</p> <p>3) Support and services documentation</p>
<p>English Language Learners</p> <ul style="list-style-type: none"> Home Language Survey Policies/Procedures/ Notification Establish clearly defined vision for Bilingual/ESL 	<p>Dr. Salvador Cavazos – Superintendent</p> <p>Jaime Huerta- Assistant</p>	08/16	07/17	<p>State Funds</p> <p>Federal Funds</p> <p>State</p> <p>Compensatory</p>	<p>Formative:</p> <p>1) Enrollment lists</p>

<p>program and share with all staff and members of community.</p> <ul style="list-style-type: none"> • Develop written policy regarding program criteria to ensure programs are being operated in compliance with state and federal guidelines. • Parent Consultation • Screening / testing • LPAC (Language Proficiency Assessment Committee) • Required members of LPAC be trained on a yearly basis and proper documentation maintained. • Translations • Follow-up (Exited Students) • Intensive Interventions • Ensure coordination of services for LEP students between and among other programs such as special education, CATE and/or with content area teachers. • Professional development for staff includes training in TELPAS proficiency levels and the language acquisition process. • Scheduled follow-up walk throughs to observe for sheltered instruction strategies and research-based best practices. • Incorporate progress monitoring tools to ensure that students are making necessary gains to meet goals and objectives. • ESOL Classes • Use state-adopted textbooks in ESOL Classes • All staff to attain ESL Endorsement • Provide additional materials and anchors of support to students and teachers (Bilingual materials, curriculum guides, manipulatives, etc) • Train teachers on use of word walls and require in call content classrooms • STAAR Intervention Support Class • Academic Power Hour Support • PALS/AMIGOS Program • ACE Enrichment after school programming 	<p>Superintendent</p> <p>Dr. Ruben Pena - Principal</p> <p>Nakisha Harris – Assistant Principal</p> <p>Angelica Lara – Curriculum/Assessment Facilitator</p> <p>Campus Educational Staff</p>			<p>Education Funds</p> <p>FSCS Grant</p> <p>RISE Grant</p> <p>Private Grants</p>	<p>2) LPAC Meeting Dates</p> <p>3) LPAC Documentation</p>
<p>Migrant</p> <p>1) Identification and Recruitment</p>	<p>Dr. Salvador Cavazos – Superintendent</p>	08/16	07/17	<p>State Funds</p> <p>Federal Funds</p>	<p>Formative:</p>

2) Parental Involvement (Parent Certificate) 3) Secondary Credit Accrual 4) Graduation Enhancement 5) Migrant Services Coordination • Services Provided ✓ Forms (English/Spanish) ✓ Monitoring (Program & Retention) ✓ Intervention Strategies • Priority for Service • Coordination with ESC	Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal TBD – Curriculum/Assessment Facilitator			State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	1) NGS Student Records; 2) Staff Development; 3) Assessment Records; 4) Forms; 5) Policies/ Procedures; 6) Progress Reports; 7) Report Card Grades
Dyslexia • Policies/Procedures/Notification • Parent Notification/Consent (Scottish Rite Dyslexia program as needed) • Identification/Student Assessment • Program/Activities • Staff Development • Early Identification • Accommodations • Student Support Team (RTI) • STAAR Intervention Support Class • Academic Power Hour Support • ACE Enrichment after school programming	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: 1) Policies and Procedures 2) Student program plans for Section 504 services
At Risk • Policies/Procedures/ Notification • Student Identification • Program Activities (such as Saturday School and Saturday Seminars) • Staff Development <ul style="list-style-type: none"> At-Risk Criteria Services/Programs 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: 1) Student list of all at-risk students 2) Three weeks progress reports and six weeks grades 3) Policies and Procedures

<ul style="list-style-type: none"> ○ Confidentiality • Tutoring • State Compensatory Education supplemental services • Provide 1 to 1 case management supported by the counseling and resource team • Development of a P.A.L. program (Peer Assistance and Leadership) to be implemented 2016-2017 school year • Implementation of Trauma Informed Care model • Provide restorative justice groups for at risk students • Provide gender based programs afterschool for at risk students • Social Emotional Learning Program embedded in College & Career Classes in grades 6-10 • Services provided by SEL Counselor and school social worker • Implementation of PBIS program • STAAR Intervention Support Class • Academic Power Hour Support • School Social Worker • SEL Counselor • SSS Intern Support 	<p>Nakisha Harris – Assistant Principal</p> <p>Angelica Lara – Curriculum/Assessment Facilitator</p> <p>Campus Educational Staff</p>				
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Homeless Provide services to identified homeless students: <ul style="list-style-type: none"> Review Policies/Procedures Identify Homeless Liaison Student Identification Programs/Services Provide 1 to 1 case management supported by the counseling and resource team Same instructional and support opportunities as the At-risk students	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: 1) Student list of homeless students
Monitoring Student Progress <ul style="list-style-type: none"> Review students progress Afterschool and in school tutoring Portfolios Skill checks in core subjects Benchmarks to drive instruction Implement a tiered RTI program and train teachers on RTI strategies. All teachers to offer tutoring/remediation at least one day afterschool. (Scheduled by administration) Provide time for teachers to use and review data to drive instruction. (Content/Grade Level Professional Learning Communities) Prescriptive tutoring from 4pm – 4:45pm on Monday through Thursdays Student use Lead4Ward document to progress monitor Administration and/or instructional specialist will hold weekly data talks with teachers/tutors 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator Instructional Specialist Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: 1) Lesson Plans 2) Three weeks progress reports and six weeks grades 3) Staff meetings and training sign in sheets
Staff Development		08/16	07/17	State Funds	Formative:

Provide appropriate staff development to meet the needs of all staff <ul style="list-style-type: none"> • Admin oversee PD opportunities based on need for improvement • Emphasis on pedagogy and serving minority and low socio economic populations of high risk • On-Campus Staff Development • Needs of special populations • Technology training • ELPS Training & TALA • RTI & Special Education • ESL/Reading & Writing Workshops • How to develop cross-curricular activities. • How to address reading deficits. • Reading across the curriculum strategies • How to teach note taking. • How to utilize technology. • Eduphoria • ELL & SPED strategies / differentiation • Inclusion / special ed support / small group modeling • AP Training • ELL/SIOP Strategies • Social and Emotional Learning trainings • 30 GT Training • Training on Fundamental Five Framework • High Yield Strategies 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator Campus Educational Staff			Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	1) Staff training calendar 2) Staff training evaluation of training attended 3) Staff training survey
Assessments Based on teacher input, develop/administer appropriate assessments to monitor student progress <ul style="list-style-type: none"> • Benchmark Assessments • STAAR, EOC, AP • Classroom Assessments • Reporting results to parents • Initiate skills checks earlier in year – BOY, MOY, EOY if needed • Skill checks • Benchmarking • PSAT/SAT prep courses 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: 1) Three weeks progress reports and six weeks grades 2) Staff meetings and training sign in sheets

<ul style="list-style-type: none"> • TSI Prep and assessment • Aptitude and Interest inventory survey • Learning styles assessment • Physical health assessment • Suicide assessment 	<p>Angelica Lara – Curriculum/Assessment Facilitator</p> <p>Campus Educational Staff</p>				
<p>Dropout Prevention Continue to provide Dropout Prevention strategies/activities:</p> <ul style="list-style-type: none"> • Truancy • Specialized tutorials • College prep • Home visits • Service Learning • More extracurricular interests and electives to engage multiple intelligences • Afterschool small group counseling activities • Provision of truancy prevention program through a third party providers • Frequent attendance reviews • Send attendance notices home after so many absences • Make up Saturday's • STAAR Intervention Support Class • Academic Power Hour Support • SEL Counselor Support • School Social Worker Support • SSS Intern Support 	<p>Dr. Salvador Cavazos – Superintendent</p> <p>Jaime Huerta- Assistant Superintendent</p> <p>Dr. Ruben Pena - Principal</p> <p>Nakisha Harris – Assistant Principal</p> <p>Angelica Lara – Curriculum/Assessment Facilitator</p> <p>College & Career Specialist</p> <p>Counselor</p>	08/16	07/17	<p>State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants</p>	<p>Formative:</p> <p>1) Dates of activities</p>

Technology Use Continue to expand the use of technology for instruction and educational management <ul style="list-style-type: none"> E-mail/Internet Access/Web Technology Modules Keyboarding Lego Robotics Digital Photography w/Adobe Photoshop Globaloria Eduphoria CareerCruising Gradpoint 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator Technology Specialist	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: 1) Technology Campus Plan
Staff Issues/Personnel <ul style="list-style-type: none"> Conduct monthly meeting to discuss staff issues Open door policy Provided tutoring to all students not on grade level & targeted bubble kids-Saturday tutoring, 4pm tutoring & pull-outs Hire staff appropriate to roles Common planning period Start recruiting teachers early spring 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: 1) Staff roster and classroom assignments 2) Staff meeting sign in sheets

Transition Continue activities to transition students successfully through the educational process <ul style="list-style-type: none"> • One on one with students about the importance of going to college and goal setting • Speaker series – Early career awareness (guest speakers brought into the classroom to talk about their college and career journey) • Superintendent cabinet to coordinate services • Student council • Engage students in programs outside of EAPREP that are geared towards early college and career awareness • Provide a transition camp from elementary to middle school and from middle to high school 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator College & Career Specialist Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: 1) Dates of activities
Higher Education Provide information on higher education opportunities: <ul style="list-style-type: none"> • College bound student surveys • Admission and Financial Aid Opportunities • Student group college visitation and tours • Career counseling aligned to college • Engage students in programs outside of EAPREP that are geared towards early college and career awareness • Dual credit classes for 11th and 12th grades (ACC/UT) • AP courses & concurrent enrollment • PSAT/SAT prep courses (SureScore) • College resources available @ MLK library • Career Fair • College Fair • Saturday/Afterschool workshops • College application support • College & Career Class • Guest Speakers (8th – 12th grades) • FAFSA Support 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator College & Career Specialist	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: 1) Dates of activities

<ul style="list-style-type: none"> College recruiters to visit campus and speak to students NCLR – Escalera/CASA 	Campus Educational Staff				
Attendance Continue strategies/activities to assure high student attendance <ul style="list-style-type: none"> Phone calls One Call follow up Attendance incentives Implement a 12 week program for students and parents who are at risk for truancy Truancy filing for those who do not successfully complete the truancy prevention program Use parent support specialist home visits automated mass communication system better communication with staff, parents and teachers about Improved attendance Tardy sweeps Accurate and frequent monitoring Frequent attendance reviews Make Up Saturday's 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: <ol style="list-style-type: none"> Attendance records PEIMS records
					Summative: <ul style="list-style-type: none"> STAAR TAPR TAIS AYP PBMAS FIRST Surveys – Staff, Students and Parents

Long Range Goal #2: Parent/Community Involvement: All parents, community members, and educators at our campus will be active partners in the education of our students.

Summary of Needs Assessment Findings:

- ❖ Training, Volunteering and Involvement
- ❖ Communication and Coordination
- ❖ Evaluation of Services
 - Reasons for shortcoming based on review of data:
 - Language barriers
 - Parent phone #s often change
 - Lack of feedback (parents & staff)
 - Social networking management
 - Teacher portal updates with ongoing maintenance and updates
 - Grades missing from reports – progress and report card audits
 - More parents involved in PTSA
 - Language classes
 - Challenges – digital divide between school and families
 - Need to educate parents on programs
 - No communication from teachers for needs → no parent knowledge of needs
 - High turnover of staff
 - Bilingual website that's user friendly
 - Electrical renewal or enrollment applications to help gather student up to date information
 - Need a list of volunteer options for parents.

Documenting Evidence: (Data Collected/Analyzed)

Logs and sign-in sheets for community partner inclusion and activities with students and staff are recorded and analyzed. Looked at last year's SBDM Data work.

Additional data reviewed includes:

504 folders	Mail outs	Sign-in sheets
Back to school night attendance	Monthly meetings – minimal attendance	Social network / website feedback
Beautification events	More communication via web – website & Facebook	student portfolios
Climate survey	Open house events by grade level	Survey – Title I Survey
Community meetings	Organizational chart	Surveys
Division of labor	Parent academy attendance	Surveys (Children's Promise)
Extracurricular activities	Parent portal	Website-school/social networking
Flyers	Parent surveys	
General parent / teacher / student attendance to school events	Phone calls	

Letters	Report Card Night
Target Goals: Increase the community partner involvement in school activities and participation by non-parenting individuals by 50% in numbers of individuals included and instances of involvement.	

Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)
Continue numerous approaches to assure open communication between the school and home <ul style="list-style-type: none"> Newsletters – campus & Children’s Promise (needed in English and Spanish) Website (needed in English and Spanish) Surveys Open House by grade level and general assemblies Parent/teacher conferences Back to School Conference/Fair Letters to Parents Student Portfolio Meetings Automated system <ul style="list-style-type: none"> One Call System Open lines of all communication between teachers/parents/admin/students More opportunities for open forum More community input on content of surveys Parent portal training Update personal info of parents Establish need for appointments – rather than walk-ins Send parent communications error free & on time Check & re-check mail outs early More home visits Appointments for parent/teacher Newsletter 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator Children’s Promise Parent Specialist Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: 1) Newsletters 2) Participation sign-in 3) Dates of activities

Teacher /Parent Conferences <ul style="list-style-type: none"> Conduct teacher/parent conferences Document conferences Open house meetings Frequent follow up with parents Portfolio meetings with parent Parent portal 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator Parent Specialist Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: 1) Participation sign-in 2) Dates of activities
Involvement Opportunities Continue opportunities for parents and community members to be actively involved in the programs of the school <ul style="list-style-type: none"> Field Trip Chaperones Campus Volunteers Parent University Good Neighbor’s Program (Cafecitos) Service Saturdays Parent College Workshops 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator Parent Specialist Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: 1) Newsletters 2) Participation sign-in 3) Dates of activities

Training/ Information Sessions Provide numerous opportunities for sharing information or training with parents <ul style="list-style-type: none"> • Parent Night • Open Houses • Parent Training/Parent Academy 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator Parent Specialist Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: 1) Newsletters 2) Participation sign-in 3) Dates of activities
Planning Opportunities Plan activities/events at least two weeks in advance. The activities need to be organized and structured. Provide opportunities for parents and community members to be involved in the planning process <ul style="list-style-type: none"> • SBDM Committee • PBM Committee • Comprehensive Planning • Parent Involvement Policy • School/Parent Compact • PBIS Committee Continue / expand partnerships with local businesses and organizations <ul style="list-style-type: none"> • Chamber of Commerce • Local Business Associations 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator Parent Specialist Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: 1) Newsletters 2) Participation sign-in 3) Dates of activities

<ul style="list-style-type: none"> • Newspapers • Boys & Girls Club • Job Coaches (Chase) • NCLR (Service Learning) 					
Surveys Disseminate a survey to collect information /input for planning and school improvement <ul style="list-style-type: none"> • Staff • Parent • Students 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator Parent Specialist Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: 1) Surveys and Survey Summary

Rights and Responsibilities Ensure that parents and students are informed of their rights and responsibilities <ul style="list-style-type: none"> • Student Handbook & Student Code-of-Conduct • Parental Involvement Policy • School/Parent Compact • Special Education Rights • Parents Right-to-Know 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Parent Specialist Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: 1) Policies and procedures
Staff Development/Strategies Continue to provide training/ strategies in the following areas: <ul style="list-style-type: none"> • Classroom Management • Coordination with parents and community members • Training for staff and parents on using the parent portal • Using data to drive instruction (data talks) • PBIS implementation 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator Parent Specialist Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: 1) Training schedule 2) Staff sign-in roster 3) Training evaluations
Accountability: TAIS/AYP					
Turnaround Principals and Critical Success Factors	Dr. Salvador Cavazos – Superintendent	08/16	07/17	State Funds Federal Funds State	1) Staff meetings/training sign in sheets, agendas and handouts

<ul style="list-style-type: none"> Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. 	<p>Jaime Huerta- Assistant Superintendent</p> <p>Dr. Ruben Pena - Principal</p> <p>Nakisha Harris – Assistant Principal</p> <p>Angelica Lara – Curriculum/Assessment Facilitator</p> <p>Campus Educational Staff</p>			<p>Compensatory Education Funds</p> <p>FSCS Grant</p> <p>RISE Grant</p> <p>Private Grants</p>	
<p>Accountability: TAIS/AYP</p> <p>Turnaround Principals and Critical Success Factors</p> <ul style="list-style-type: none"> Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. 	<p>Dr. Salvador Cavazos – Superintendent</p> <p>Jaime Huerta- Assistant Superintendent</p> <p>Dr. Ruben Pena - Principal</p> <p>Nakisha Harris – Assistant Principal</p> <p>Angelica Lara – Curriculum/Assessment Facilitator</p> <p>Campus Educational Staff</p>	08/16	07/17	<p>State Funds</p> <p>Federal Funds</p> <p>State</p> <p>Compensatory Education Funds</p> <p>FSCS Grant</p> <p>RISE Grant</p> <p>Private Grants</p>	1) Staff meetings/training sign in sheets, agendas and handouts
					<p>Summative Evaluation:</p> <ul style="list-style-type: none"> Parental Involvement Records School/Parent Compact Parental Involvement Policy Survey Information

Long Range Goal # 3 – Safe and Orderly Environment: Our school will have a safe, orderly environment that promotes successful student learning.

Summary of Needs Assessment Findings:

- ❖ School Climate
- ❖ Discipline Management
- ❖ Facilities and Safety Issues
- ❖ Crisis – Violence Prevention, Bullying, Child Abuse Prevention, Suicide Prevention and Texas Behavior Support Initiatives & Peer mediation program
 - Reasons for shortcoming based on review of data:
 - Lack of proper planning prior to school year
 - High number of new & first year teachers
 - Many new teachers with little experience
 - Parent phone #s often change
 - Lack of feedback (parents & staff)
 - Lockdowns
 - Traffic & cars cutting through parking lot
 - More bilingual speaking personnel
 - Consistency & follow through
 - Following through & seriousness
 - New staff & new systems
 - High turnover of staff

Documenting Evidence: (Data Collected/Analyzed)

PEIMS 425 Report as well as teacher and administrator student disciplinary write-ups and reports. Previous CIPs and Needs Assessment. Additional data reviewed includes:

# of behavior contracts	discipline records	Organizational chart	Survey – Title I Survey
# of discipline committee meetings	Division of labor	Parent academy attendance	Surveys
# of incident reports	Extracurricular activities	Parent portal	Surveys (Children’s Promise)
# of times the police have been called & on campus	Flyers	Parent surveys	Teacher referrals (write up & reports)
504 folders	General parent / teacher / student attendance to school events	PEIMS 425 report	Website-school/social networking
Clearly written procedures in every classroom for students to see	Letters	Phone calls	
Climate survey	Mail outs	Sign-in sheets	
Community meetings	Monthly meetings – minimal attendance	Snack sales	

CPI	communication via web – website & Facebook	Social network / website feedback
CPR/AED training	Open house events by grade level	student portfolios
Target Goals: Reduce the number of students listed for disciplinary action on the 425 report by 50% reduction.		

Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)
Discipline Management Revise/improve the campus: <ul style="list-style-type: none"> • Student Code of Conduct • Student Handbook • Orientation • Enforcement of campus rules & expectations. • Assemblies / speakers • Continue One Call • Offer text & email services (One Call) • Contact logs – central location • posters • Regular communication meetings • Communicate campus discipline plan and PBIS program with parents and students 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: <ol style="list-style-type: none"> 1) Policies and Procedures 2) Code of Conduct; 3) Student Handbook; 4) Signed Parent/Student Compact Forms
Crisis Mngt./Violence Prevention Identify/maintain <ul style="list-style-type: none"> • Crisis Management/ Response Plan • Staff Orientation to Emergency Drills: Building Evacuation (Fire); Shelter In Place (Tornado); Lockdown; BASE (Building Active Shooter Emergency); Site Evacuation • Practice Drills • Assemblies / speakers • Continue One Call • Offer text & email services (One Call) 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris –	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: <ol style="list-style-type: none"> 1) Policies and Procedures 2) Code of Conduct; 3) Student Handbook; 4) Signed Parent/Student Compact Forms 5) Drill Documentation

<ul style="list-style-type: none"> posters Regular communication meetings Need to implement more security Fire drills more frequently 	Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator Campus Educational Staff				
Facilities Develop a timeline to do the annual upkeep and improvements on the campus facilities <ul style="list-style-type: none"> Classroom Design Technology Uses Office Space Funding for more space Capital campaign for new school Need more community space area Fire alarms linked to all buildings 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: 1) Policies and Procedures 2) Campus Classroom Assignment chart
Climate Issues Continue to encourage and develop a positive and nurturing climate for students, parents, and teachers <ul style="list-style-type: none"> Climate Survey Climate Committee Open House by grade level Back to School Fair 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris –	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: 1) Survey Results

	Assistant Principal Angelica Lara – Curriculum/Asses sment Facilitator Campus Educational Staff				
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Bullying Prevention <ul style="list-style-type: none"> Character Education Service Learning Student Code of Conduct Staff Training Documentation of Investigation and Follow up Parent/school compact sent home and signed Social Emotional Learning Program Embedded into College & Career Classes grades 6-10. Services offered with SEL Counselor and School Social Worker 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: <ol style="list-style-type: none"> 1) Policies and Procedures 2) Code of Conduct; 3) Student Handbook; 4) Training Documentation
Suicide Prevention <ul style="list-style-type: none"> Character Education Student Code of Conduct Staff Training Social Emotional Learning Program Embedded into College & Career Classes grades 6-10. Services offered with SEL Counselor and School Social Worker 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal TBD – Curriculum/Assessment Facilitator School Counselor	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: <ol style="list-style-type: none"> 1) Policies and Procedures 2) Training Documentation

Child Abuse Prevention <ul style="list-style-type: none"> • All staff training • Training • Student Code of Conduct • Staff Training 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: <ol style="list-style-type: none"> 1) Policies and Procedures 2) Training Documentation
Health & Health Education <ul style="list-style-type: none"> • Use of technology (iPads, FitBits, Heart Monitors, Polarized watch and band system) • Catch and Spark PE Curriculum • High School health class • Just Keep Living after school program • Gym Equipment • First Aid and Safety • Fitness Gram 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator Athletic Coordinator	8/15	7/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: <ol style="list-style-type: none"> 1) Lesson Plans 2) Sign In Sheets 3) Reports

Texas Behavior Support Initiative <ul style="list-style-type: none"> System for safe student restraint Crisis prevention – CPI Classroom Management 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: <ol style="list-style-type: none"> 1) Policies and Procedures 2) Student Handbook; 3) Training Documentation
Staff Development/Strategies <ul style="list-style-type: none"> Discipline Management Classroom Management Campus Safety Bullying Prevention Suicide Prevention Child Abuse Prevention Texas Behavior Support Initiative Progressive Discipline Plan Walk throughs 	Dr. Salvador Cavazos – Superintendent Jaime Huerta- Assistant Superintendent Dr. Ruben Pena - Principal Nakisha Harris – Assistant Principal Angelica Lara – Curriculum/Assessment Facilitator Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants	Formative: <ol style="list-style-type: none"> 1) Policies and Procedures 2) Code of Conduct; 3) Student Handbook; 4) Signed Parent/Student Compact Forms 5) Training Documentation

<p>Turnaround Principals and Critical Success Factors</p> <ul style="list-style-type: none"> Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. 	<p>Dr. Salvador Cavazos – Superintendent</p> <p>Jaime Huerta- Assistant Superintendent</p> <p>Dr. Ruben Pena - Principal</p> <p>Nakisha Harris – Assistant Principal</p> <p>Angelica Lara – Curriculum/Assessment Facilitator</p> <p>Campus Educational Staff</p>	08/16	07/17	<p>State Funds</p> <p>Federal Funds</p> <p>State</p> <p>Compensatory Education Funds</p> <p>FSCS Grant</p> <p>RISE Grant</p> <p>Private Grants</p>	<p>1) Staff meetings/training sign in sheets, agendas and handouts</p>
					<p>Summative:</p> <ul style="list-style-type: none"> Technology Plan/ Inventory Crisis Plan Student Code of Conduct PEIMS Data TAPR