

# HIGH SCHOOL IMPROVEMENT PLAN

Springlake-Earth ISD

Cindy Furr,  
Principal

2017-2018



## *Philosophy of the Springlake-Earth JSD*

We believe that a strong work ethic is foundational to the success of any endeavor within which we engage. While we fully recognize the crucial importance of planning and strategy, worth-while endeavors do not happen with precise planning alone--hard work is a must. Life is a series of choices for every individual, and we believe that every student should be instilled with a strong work ethic so that (s) he may choose to employ it throughout a lifetime.

We believe in high expectations for success. We will strive to encourage a climate of expectation in which the staff believes and demonstrates that all students can attain mastery of the essential knowledge and skills (and make the conscious choice to work to do so) to accomplish the task at hand. For this to be most effective, first, teachers must recognize that high expectations for student success can happen effectively only when teachers have high expectations for self. Second, the school organization must assure that teachers have access to the necessary “tools” to help them achieve successful learning for all students. Third, the school, as a cultural organization, must recognize that it must be transformed from an institution designed for “instruction” to an institution designed to assure “learning!” (Lezotte, 1991)

We believe that to optimize the total school experience, everybody associated with the school must have pride in self, school, family, and community. As a human race, we take pride in our accomplishments and successes. We tend to work harder for the things that are important to us. Thus, the greater the pride that we collectively take in the school as an organization, the greater the levels of success we will all enjoy.

We believe strongly in the importance of character. We are strongly of the opinion that an organization with a safe and orderly environment filled with disciplined people who exhibit the highest levels of character is one that develops a culture of success. This is a move beyond the elimination of undesirable behavior to a cooperative and collaborative environment where character is exhibited, voices are heard, and good choices and decisions are made.

We value the importance of goal-driven activities where success resulting from hard work, guided by high expectations, can be measured and celebrated by the disciplined individuals on the team that made it happen. Goals by their very nature build in a level of accountability that goes hand in hand with high expectations.



## *Springlake-Earth ISD Vision*

Our vision at Springlake-Earth ISD is three-fold:

First, we want everybody who is or has been associated with the school in any way to join us with great pride in claiming the school as **OUR SCHOOL**.

Second, we want that pride to come as a result of the good things that are happening because of **OUR CHOICES** that are driven by high expectations, coupled with disciplined, hard work.

Third, we want everybody to understand that the goal-driven choices made by disciplined people who exhibit high levels of character make a direct impact on **OUR FUTURE**

Thus, the Springlake-Earth ISD vision can be summarized as:

**OUR SCHOOL**

**OUR CHOICES**

**OUR FUTURE**



*Springlake-Earth ISD Mission*

Our mission is to transform our school from

**GOOD**

**TO**

**GREAT**



## Goals and Objectives

**Goal 1: Springlake-Earth High School will have 90% of the student population, including the target populations; pass all portions of the STAAR/EOC.**

- Performance Objective 1: 90% of all student populations will pass the STAAR/EOC English
- Performance Objective 2: 90% of all student populations will pass the STAAR/EOC Algebra
- Performance Objective 3: 90% of all student populations will pass the STAAR/EOC Biology
- Performance Objective 4: 90% of all student populations will pass the STAAR/EOC US History

**Goal 2: Springlake Earth High School will provide a curriculum and culture of success for all students.**

- Performance Objective 1: Special Programs will be offered for eligible students and 90% of all students in the programs will pass the STAAR/EOC/ in all subject areas
- Performance Objective 2: 100% of high school students will graduate within 4 years from entering high school and the dropout rate will be 0%
- Performance Objective 3: The number of students taking AP/DC classes and students graduating with the recommended/distinguished seal will increase from the previous year
- Performance Objective 4: The number of students taking the ACT/SAT will increase; and of those taking the test, 50% or more will make the criterion score or better

**Goal 3: Springlake-Earth High School ISD will encourage positive student behaviors and create a safe and drug free environment for increased student achievement.**

- Performance Objective 1: Student attendance will be 96% or higher
- Performance Objective 2: Student disciplinary referrals will decrease from the previous year

**Goal 4: Springlake-Earth High School will promote parent and community involvement in order to provide the best possible education for all students.**

- Performance Objective 1: Parent involvement will increase from the previous year as documented with parent contacts



## Target Populations and Special Programs

Economically Disadvantaged  
African-American  
Hispanic  
White  
Migrant  
Male  
Female  
At-Risk  
Homeless  
Limited English Proficient

Career and Technology Education (CTE)  
Dyslexia  
English as a Second Language (ESL)  
Gifted and Talented (GT)  
Special Education (SPED)  
State Compensatory Education (SCE)  
Title I Schoolwide  
Title I, Part C: Migrant (TIC)  
Title II, Teacher and Principal Training and Recruiting (TII: TPTR)



<b>COMPREHENSIVE NEEDS ASSESSMENT</b>			
<b>Areas</b>	<b>Summary of Strengths</b>	<b>Summary of Needs</b>	<b>Priorities of the Campus &amp; How Federal/State Funds Will be used</b>
Title I Schoolwide	Academic rigor, expectations, teamwork and unity	Additional supplemental tutorials and instructional materials for struggling students in core subjects; Teachers/paras to keep class size small; Professional Development	Summer school, tutorials, staff development, technology and teachers; PD coordinated with TIIA and local
Title I, Part C: Migrant	Identification and monitoring of PFS students; Coordination of services	Pass academic and STAAR tests; improve attendance; school supplies for PFS	School supplies, instructional resources, staff to monitor Migrant staff and needs
Title II, Part A: TPTR	Flexibility to use funds as needed under REAP	Technology upgrades-software	Provide software and other technology updates
ESL/ Title III LEP SSA English Language Learners	Identified and monitoring staff training and updates, % of staff w/ESL endorsements	Continued training and development, ELPS training, SIOP training.	Staff development, Instructional materials, technology.
Academic Achievement	Diversity, academic rigor and expectations and unity	Additional supplemental tutorials and resources; Technology and instructional supplies;	Staff development; technology and instructional materials; Tutorials
Curriculum	LEAD4FORWARD implementation, PLCs A+ curriculum,	Continue development and implementation of LEAD4FORWARD and use of PLC credit recovery and academic acceleration.	Technology; staff training; substitute teachers, peer mentoring



<b>COMPREHENSIVE NEEDS ASSESSMENT</b>			
<b>Areas</b>	<b>Summary of Strengths</b>	<b>Summary of Needs</b>	<b>Priorities of the Campus &amp; How Federal/State Funds Will be used</b>
Family and Community Development	LPAC, Title One, SBDM, PAC meeting and involvement and solid attendance.	Greater parental involvement, increase internet access throughout community	Technology for parent communications, professional development
Instruction & Assessment	PLCs, peer mentoring, identifying student needs, joint staff meeting.	Staff training, on functions, and resources, on LEAD4FORWARD, and Eduphoria and WebCATT	Staff development and instructional materials, and technology.
Professional Development	Use SBDM to determine professional development needs; Use staff feedback to focus on needs.	Additional LEAD4FORWARD, Eduphoria, PDAS training; Training for data disaggregation and targeted instructions for at-risk students	Title I for PD TII REAP
School Culture, Climate and Organization	High standards of expectations, strong parental and community support	Scheduling time to meet, Improved understanding among staff of student demographic and student needs	Technology and professional development.
Special Education	Staff and collaborative meetings to accelerate learning	To reduce SPED Hispanic Representation and SPED identification to meet state standards; To provide classes to meet state standards in all state assessments	Specialized classes and tutorials; Professional Development; LEAD4FORWARD
Staff Quality, Recruitment, Retention	100% HQ; high retention rate of staff	Mentoring new staff Continue to retain staff	Mentoring program; Attend job fairs as needed; Staff development





<b>COMPREHENSIVE NEEDS ASSESSMENT</b>			
<b>Areas</b>	<b>Summary of Strengths</b>	<b>Summary of Needs</b>	<b>Priorities of the Campus &amp; How Federal/State Funds Will be used</b>
State Compensatory Education/ At Risk Students	Monitoring and identification of At-risk students	Improve attendance, passing of STAAR and academic classes, Enrichment curriculum and accelerated credit recovery	Tutorials, instructional materials, technology, summer school, transportation, staff development for at-risk
Technology	Wireless access; smart board; additional computers on wheels	Training and implementation; Support of new technology	Technology resources and professional support of new technology; Title I
<p>Data Sources Reviewed:                      Comprehensive needs assessment from previous year, AEIS, Report card grades, demographics, Surveys, Compliance reviews; PEIMS, data, PBMAS data, Eduphoria, LEAD4FORWARD, ACT scores, Staff input, ARDS</p>			



**Goal 1: Springlake-Earth High School will have 90% of all students, including the target populations; pass all portions of the STAAR/EOC.**

**Performance Objective 1: 90% of all students will pass the STAAR/EOC English 1 and II**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide and use TEKS Resources					
Provide extended day /year for students needing acceleration in core subjects <ul style="list-style-type: none"> <li>Before school and after school tutorials</li> </ul>	Administrator	After school	Local	Students served	Students promoted
Provide STAAR/EOC tutorials <ul style="list-style-type: none"> <li>Weekly</li> </ul>	Principal	Daily	Local	Progress Reports	STAAR/EOC
Provide SE time for acceleration <ul style="list-style-type: none"> <li>Built into day</li> <li>30 minutes additional focus time</li> </ul>	Principal	Daily	Local	Progress Reports	STAAR/EOC
Provide A+, ALEKS and Study Island to accelerate students in core subjects	Administrator	Daily	Local	Student Attendance List	STAAR/EOC
Enhance TEKS with STAAR/EOC facts activities	Reading/ELA Teachers	Weekly	Local	6 Weeks grades	TPRI STAAR/EOC
Incorporate reading into TEKS in all subject areas	Reading teachers	Daily	Local	6 weeks grades	TPRI STAAR/EOC
Provide extended day /year for students needing acceleration in core subjects	Administrator	After school	Local	Students served	Students promoted



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Use direct writing instruction <ul style="list-style-type: none"> <li>• Total immersion across discipline instruction and assignments in writing</li> </ul>	Core subject area teachers	Daily	Local	Lesson Plans	STAAR/EOC
Implement writing center during enrichment period	ELA teachers	Daily	Local	Lesson Plans	STAAR/EOC
Enhance curriculum with STAAR/EOC facts and A+ curriculum activities	ELA teachers	Daily	Local	Lesson Plans	STAAR/EOC
Provide A+, and Study Island to accelerate students in core subjects	Administrator	Daily	Local	Student Attendance List	STAAR/EOC



**Goal 1: Springlake-Earth High School will have 90% of all students, including the target populations; pass all portions of the STAAR/EOC.**

**Performance Objective 2: 90% of all students will pass the STAAR/EOC Math**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide and use CScope					
Provide extended day/year for students at-risk or failing or failing <ul style="list-style-type: none"> <li>Before/After school tutorials</li> </ul>	Administrator	After school		Students served	Students promoted
Provide STAAR/EOC tutorials <ul style="list-style-type: none"> <li>Weekly</li> </ul>	Principal	Daily	Local	Progress Reports	STAAR/EOC
Provide SE time for acceleration and remediation as needed <ul style="list-style-type: none"> <li>Built into day</li> <li>30 minutes additional focus time</li> </ul>	Principal	Daily	Local	Progress Reports	STAAR/EOC
Integrate math and problem solving skills into TEKS in all content areas	Core subject teachers	Daily	Local	Lesson Plans	STAAR/EOC
Provide professional development as identified by staff in accordance with PDAS <ul style="list-style-type: none"> <li>Integration of technology in instruction</li> <li>CScope</li> </ul>	Administrator	Fall Spring	Local TII TPTR	Training calendar	Training certificates
Implement problem solving centers <ul style="list-style-type: none"> <li>During enrichment/SE time</li> <li>Peer tutoring</li> <li>Multi-age groups</li> </ul>	Math teachers	Daily	Local	Lesson Plans	STAAR/EOC



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide Study Island to accelerate students in core subjects <ul style="list-style-type: none"> <li>• A+ Curriculum software</li> <li>• Alex Math Software</li> </ul>	Administrator	Daily	Local	Student Attendance List	STAAR/EOC



**Goal 1: Springlake-Earth High School will have 90% of all students, including the target populations; pass all portions of the STAAR/EOC.**

**Performance Objective 3: 90% of all students will pass the STAAR/EOC Science**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide extended day /year for students needing acceleration in core subjects	Administrator	After school		Students served	Students promoted
Develop curriculum maps to: <ul style="list-style-type: none"> <li>• Provide direction for instruction</li> <li>• To integrate text, TEKS, &amp; Core Knowledge Curriculum</li> </ul>	Science Teachers	Daily	Local	Lesson Plans	STAAR/EOC
Provide lab activities and field trips to enhance classroom instruction	Science teachers	Daily	Local	Lesson Plans	STAAR/EOC
Provide A+ and Study Island to accelerate students in core subjects	Administrator	Daily	Local	Student Attendance List	STAAR/EOC
Use guided reading, discussion, writing and articulation for teaching concepts	Science teachers	Daily	Local	Lesson observation	STAAR/EOC
Routinely apply the scientific method <ul style="list-style-type: none"> <li>• Test hypotheses</li> <li>• Collect data</li> <li>• Analyze data</li> <li>• Report findings</li> <li>• Explain phenomena</li> </ul>	Science teachers	Daily	Local	6 weeks grades	STAAR/EOC Final grades
Use brain research techniques for higher order thinking skills	Science teachers	Daily	Local	6 weeks grades	Semester grades



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide students with coherent sequence of science courses in HS	Administrator Counselor	Spring	Local	Student schedules	STAAR/EOC
Provide A+ Curriculum Software	Administrator	Year round	Local	Lesson Plans	STAAR/EOC
Provide science interface software	Administrator	Year round	Local	Lesson Plans	STAAR/EOC



**Goal 1: Springlake-Earth High School will have 90% of all students, including the target populations; pass all portions of the STAAR/EOC.**

**Performance Objective 4: 90% of all students will pass the STAAR/EOC Social Studies**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide extended day /year for students needing acceleration in core subjects	Administrator	After school		Students served	Students promoted
Provide lab activities and field trips to enhance classroom instruction	Social studies teachers	As scheduled	Local	Lesson Plans	Semester grades
Use brain research techniques to engage students in higher order thinking skills	Teachers	Daily	Local	Lesson plans	Semester grades
Provide students with coherent sequence of courses in HS	Counselor	Spring	Local	Student schedules	STAAR/EOC
Collaborate with ELA teachers <ul style="list-style-type: none"> <li>To reinforce US History and literature</li> </ul>	ELA/SS teachers Principal	Each 6 weeks	Local	Lesson Plans	STAAR/EOC





**Goal 2: Springlake-Earth High School will provide a curriculum and a culture of success for all students.**

**Performance Objective 1: Special Programs will be provided for eligible students and 90% of all students in programs will pass all portions of the STAAR/EOC**

**Career and Technology Education (CTE)**

<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Conduct comprehensive needs assessment (CNA) to determine strengths/needs	CTE staff	Upon release of AEIS	Local	Dropout rate	Dropout rate PBM
Evaluate program size, scope, quality and effectiveness in developing knowledge, skills, and competencies necessary for a broad range of career opportunities	Administrator	April	Local	Disaggregated data	Annual evaluation CTE programs
Review and update objectives for relevance to business/industry with local advisory council	CTE staff	Fall Spring	CTE Perkins	Mid-Year review	Program update results
Integrate CTE and academic programs	Administrator	On-going	Tech Prep CTE	Meeting agenda	Evaluation
Record 4 year plan for all students	Administrator	August Semester	CTE Local	Students plans	Courses completed
Provide and encourage coherent sequence of courses	Administrator	August	CTE Local	Choice cards	Scheduled courses
Offer CTE courses <ul style="list-style-type: none"> <li>• Ag Science &amp; Technology</li> <li>• Family &amp; Consumer Economics</li> <li>• Word Processing Applications</li> </ul>	Administrator	Semester	CTE Local	Courses scheduled	Courses completed



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Recruit and retain highly qualified teachers including target populations	Administrator	Summer	CTE Local	Teachers interviewed	Teachers certificates
Provide staff development with staff input	Administrator	During year	Local CTE	Calendar of training	Attendance certificates
Increase Parent Involvement	CTE staff	August-May	CTE Perkins TIA	Calendar of Parent Involvement activities	Sign in sheets for parents
Offer programs for license/certification	Administrator	Semester	CTE Local	Courses scheduled	Licenses certifications
Provide transition for work/post-secondary education	CTE staff	Senior year	CTE Local	Lesson plans	Participating students



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**Performance Objective 1: Special Programs will be provided for eligible students and 90% of all students in programs will pass all portions of the STAAR/EOC**

**Dyslexia**

<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Identify students with dyslexia or related disorder and provide appropriate services	Dyslexia staff Administrator	August – Jan	Local	Training scheduled for staff	<i>Students identified &amp; served</i>
Align SBOE and district procedures	Dyslexia staff	August	Local	Draft	<i>Written procedures</i>
Provide services for students under sect. 504	504 Committee	Daily	Local	List ID	<i>Students served</i>
Provide professional development <ul style="list-style-type: none"> <li>• Individualized and intensive</li> <li>• Multi-sensory</li> <li>• Phonetic reading methods</li> <li>• With staff input</li> </ul>	Administrator	Summer	Local	Training calendar	<i>Attendance certificates</i>
Hire and retain teachers with certification/endorsements	Administrators	Summer	Local TII, TPTR	Teachers interviewed	<i>Certificates of teachers</i>
<i>Evaluate program</i>	<i>Dyslexia staff</i>	<i>April-May</i>	<i>Local</i>	<i>progress reports</i>	<i>STAAR/EOC RPTE</i>



**Goal 2: Springlake-Earth High School will provide a curriculum and a culture of success for all students.**

**Performance Objective 1: Special Programs will be provided for eligible students and 90% of all students in programs will pass all portions of the STAAR/EOC**

**English as a Second Language (ESL)**

<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Provide and use CScope	Superintendent Principals	All year	State and local		
Identify LEP students and provide program to develop proficiency in comprehension., speaking, reading & composition	ESL staff	Early Aug. Upon enrollment	ESL, (SSA)	Home Lang. Survey List	RPTE STAAR/EOC
Conduct Comprehensive Needs Assessment including the PBMAS	CTE staff	Upon release of AEIS	Local	Dropout rate	Dropout rate PBM
Increase the percentage of LEP students participation in STAAR/EOC	Principals Counselor	STAAR/EOC testing	Local	Test documents	Tests documents PBMAS
Recruit/retain highly qualified teachers	Supt.	Summer	Local	Positions posted	Certified Staff
Send information in home language	Principal	All year	Title I	Communications	Communications
Provide opportunities for parents to participate in school activities	Administrator	During year	Local	Parent Involvement calendar	Sign in Sheets



**Goal 2: Springlake-Earth High School will provide a curriculum and a culture of success for all students.**

**Performance Objective 1: Special Programs will be provided for eligible students and 90% of all students in programs will pass all portions of the STAAR/EOC**

**Gifted and Talented (GT)**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide and use CScope	Superintendent Principals	All year	State and local		
Update policies	Principal	May – Aug	Local	Agendas	Written policies
Hold annual nomination with focus on target populations	GT Selection committee	August semester	Local	sign in sheets	Student nominees
Provide advanced curriculum	GT staff	Aug – May	GT Local	Lesson Plans	STAAR/EOC SAT/ACT
Ensure equity of program <ul style="list-style-type: none"> <li>• Include native language assessment</li> <li>• Include non-verbal assessment</li> </ul>	GT selection committee	August and semester	Local	Students tested	Tests other than English/non-verbal tests
Provide 3 criteria in intellectual ability &/or specific academic fields	GT selection committee	Spring	Local and GT	Planning meetings scheduled	3 Criteria used
Revise curriculum framework <ul style="list-style-type: none"> <li>• Depth and complexity with 4 core academic areas</li> </ul>	GT Staff	April – August	Local	Minutes of meeting	Curriculum revisions
Determine Professional development needs by staff survey	Administrator	Spring	Local	Survey	Survey results
Evaluate program including surveys	Administrator	April	Local	Surveys distributed	Summary of surveys



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**Performance Objective 1: Special Programs will be provided for eligible students and 90% of all students in programs will pass all portions of the STAAR/EOC**

**State Compensatory Education (SCE): High School is a Schoolwide Programs with 40% or greater poverty rate SCE funds are coordinated with Title I funds to serve at-risk students.**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide and use CScope	Superintendent Principals	All year	State and local		
Use SCE funds to improve at-risk student performance, to accelerate progress, and to reduce the drop-out rate on the School Wide campus	Administrator	Aug. - July	\$ and FTEs	Grades Progress reports	STAAR/EOC RPTE
Use policy to identify, enter, and exit students	Superintendent	August Semester Entry date	SCE Local	Policy developed	Policy followed
Identify and provide teachers with list of at-risk students	At-Risk Cord.	August & upon entry	SCE	Teachers list of students	PEIMS at-risk list
Conduct comprehensive needs assessment	Principal	Aug.-May	Local	Meeting agenda	CNA
Serve 9-12 who failed 2 or more subjects (previous year or current) with tutorials <ul style="list-style-type: none"> <li>• Before and After School tutorials</li> <li>• SE time for acceleration on MTW</li> </ul>	At-risk coordinator	Grading periods	SCE Local	Semester Progress reports	STAAR/EOC grades
Serve students who have been retained	At-risk coordinator	Weekly	SCE Local	6 weeks grades	STAAR/EOC



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Accelerate students who failed STAAR/EOC or need assistance with tutorials/acceleration class <ul style="list-style-type: none"> <li>STAAR/EOC tutorials</li> </ul>	At-risk coordinator	Weekly	SCE	6 weeks grades	STAAR/EOC
Serve pregnant/parent students	At-risk coordinator	As needed	SCE PEP grant	6 weeks Grades	STAAR/EOC attendance
Serve student placed in AEP preceding or current year	At-risk coordinator	Weekly	SCE Local	6 weeks Grades	STAAR/EOC
Serve student expelled in preceding or current year	At-risk coordinator	As needed	SCE Local	Discipline records	Discipline records
Serve students on parole, probation, deferred prosecution or conditional release	At-risk coordinator	As needed	SCE Local	Student placements	STAAR/EOC
Serve drop-outs	At-risk coordinator	Aug.- July	SCE Local	6-Weeks Grades	Graduation rate
Serve LEP students	At-risk coordinator	Upon ID	SCE ESL	6-Week Grades	STAAR/EOC RPTE
Serve students in care of or referred to DPRS	At-risk coordinator	As needed	SCE Local	Discipline Records	STAAR/EOC
Serve homeless students on the Schoolwide campus	At-risk coordinator	Upon ID	SCE TIA	6 weeks Grades	STAAR/EOC
Evaluate SCE program <ul style="list-style-type: none"> <li>STAAR/EOC scores for At-Risk in reading, math, and writing compared to All students</li> </ul>	Principal	May-June	SCE Local	Semester Grades	STAAR/EOC comparison
Provide staff development <ul style="list-style-type: none"> <li>With input from staff</li> </ul>	Principal	August-July	Local SCE	Training calendar	Certificates for training



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**Performance Objective 1: Special Programs will be provided for eligible students and 90% of all students in programs will pass all portions of the STAAR/EOC**

**Title I, Part A: Schoolwide (TIA)**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide and use CScope	Superintendent Principals	All year	State and local		
Incorporate the ten Schoolwide Components	Principal	Aug.-May	TIA	CIP	CIP
1) Conduct Comprehensive Needs Assessment to determine needs and plan instruction	Administrators	6 weeks	Local	Meeting minutes Data	CNA
2) Plan reform strategies to address needs <ul style="list-style-type: none"> <li>Focus: Economically disadvantaged, &amp; At-Risk</li> <li>Include extended day/year</li> </ul>	Site-Base Team, Chair	Quarterly	TIA, TIIA TIC, ESL, SCE	Caps and strategies	STAAR/EOC
3) Provide instruction by highly qualified (HQ) staff <ul style="list-style-type: none"> <li>Assist with exam fees when applicable</li> </ul>	Administration Principal	Quarterly	TIA, TIIA Local	Personnel files; HQT status sheets	HQT Campus Compliance Report
4) Provide staff development for teachers, paraprofessionals, & staff <ul style="list-style-type: none"> <li>With staff input</li> <li>Intensive, sustained, research-based</li> </ul>	Principal	August-May	TIA, local, TIIA	Staff Development Calendar; Survey	STAAR/EOC
5) Attract and retain highly qualified teachers to high needs campus(s)	Administrators	Summer	Local TIA, TII	Personnel Files	Personnel Files HQT Campus





Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
					Compliance Report
6) Increase parent involvement <ul style="list-style-type: none"> <li>Designed to improve academic achievement</li> <li>Designed for parents to have opportunities to participate in educational decisions</li> </ul>	Principal	Monthly	TIA, Local	Parent Involvement Events	Parent Involvement Evaluation
7) Assist transitions from HS to post secondary	Principal	May	TIA	Event planned	Sign-In sheet
8) Get Teachers input on all local academic assessments to be used	Principal	Fall	Local	Meeting agenda	T Input
9) Identify students who need assistance <ul style="list-style-type: none"> <li>Provide timely additional help</li> <li>Students having difficulties with academic proficiency or advanced levels</li> <li>Tutorial Time</li> <li>Before/After School Tutorials</li> </ul>	Teachers	Each reporting period	TIA	List of identified students At-Risk students list	STAAR/EOC
10) Coordinate & integrate federal/state/local programs	Principal	August Through May	TIA, TIC, TIIA, ESL, CTE, GT, SCE, SPED.Local	Meeting agendas	STAAR/EOC
Evaluate Parent Involvement (Parent Involvement) program <ul style="list-style-type: none"> <li>Involve parents in the evaluation</li> </ul>	Principal	Spring	TIA	SB Meeting Agenda	Evaluation results



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Review Parent Involvement policy <ul style="list-style-type: none"> <li>• Developed and agreed upon by parents</li> <li>• Copies distributed</li> </ul>	Administrator	Summer	Local	Meeting agenda	Policy
Conduct Annual Title I Meeting <ul style="list-style-type: none"> <li>• Inform parents of TIA program</li> <li>• Explain parents' rights to be involved</li> <li>• Revise Parent Compact in English &amp; parents home language</li> </ul>	Principal	Spring	Local	Meeting scheduled	Agenda and sign-in sheet
Provide parent communications: <ul style="list-style-type: none"> <li>• Conference with parents</li> <li>• Hold flexible number of meetings</li> <li>• Use parents' home language</li> <li>• Provide information on state assessments &amp; proficiency levels</li> <li>• Provide information on school curriculum</li> <li>• Provide Notifications under NCLB</li> <li>• Send Timely notice if Teacher is not highly qualified</li> <li>• Inform Parents of their right to know Teacher qualifications and paraprofessional qualifications</li> <li>• Provide reasonable access to staff</li> </ul>	Principal	August-July	TIA	Communication to parents each 6 weeks period	Communication for year Parent Involvement evaluation



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**Title I, Part C: Migrant (TIC)**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide and use CScope	Superintendent Principals	All year	State and local		
Determine NCLB program success in PBMAS report:	Administrator	Upon release of AEIS	Local	STAAR/EOC release tests	STAAR/EOC
Identify and recruit eligible students 3-21 <ul style="list-style-type: none"> <li>• Conduct annual residency verification</li> <li>• Complete ID&amp;R Plan</li> <li>• Home visits</li> <li>• Visibility in community: churches, stores,</li> </ul>	MEP staff	Year round	TIC Local TIA	Logs	COEs
Encode required data into NGS <ul style="list-style-type: none"> <li>• Follow NGS Implementation guidelines</li> <li>• Attend training on NGS and TMSTPS</li> </ul>	MEP staff	As scheduled	TIC TIA	Training schedule	Certificates of training
Provide MSC, 3-21, to coordinate school programs/services for families	MSC	Daily	TIC	Schedules	Record of services provided



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Enhance graduation: <ul style="list-style-type: none"> <li>• Compile data</li> <li>• Monitor progress</li> <li>• Provide help for student needs</li> </ul>	MEP staff	Year round	TIC TIA Local	NGS records	Graduation rates
Provide secondary credit exchange and accrual <ul style="list-style-type: none"> <li>• Grades 9-12</li> <li>• Cross reference NGS with transcripts</li> </ul>	MEP staff	Semester	TIC	NGS records	Credits
Provide Parent Involvement <ul style="list-style-type: none"> <li>• Establish PAC</li> <li>• Consult with PAC to plan/implement activities</li> <li>• Follow MEP policy manual guidelines</li> <li>• Regular meetings</li> <li>• Form partnership</li> <li>• Establish communications</li> <li>• Provide parent opportunities</li> <li>• Give date for home visits to update parents on academic progress</li> </ul>	Administrator MEP staff	Aug – May	TIC TIA Local	Parent Involvement Calendar	Sign in sheets
Provide services for students: <ul style="list-style-type: none"> <li>• Develop action plan</li> <li>• Run NGS PFS reports monthly</li> <li>• List priority for services students and needs</li> <li>• Give priority placements to identified students</li> </ul>	Administrator	Weekly	TIC	Services offered	Log STAAR/EOC



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> <li>• Give principal/teachers list</li> <li>• Provide before/after school Tutorials</li> <li>• Provide summer school</li> <li>• Provide STAAR/EOC Academic Academy</li> <li>• Acceleration</li> <li>• CAI</li> <li>• Support services</li> <li>• Develop procedures for make-up coursework due to late enrollment/early withdrawal</li> </ul>					
Provide professional development for Teachers and paraprofessionals <ul style="list-style-type: none"> <li>• With input from MEP staff</li> <li>• Research-based</li> </ul>	Administrator	As scheduled	TIC TIA Local	Training calendar	Certificates
Evaluate MEP by deadline	Administrator	June	Local	Progress Reports	NCLB/PBMAS STAAR/EOC



**Goal 2: Springlake-Earth High School will provide a curriculum and a culture of success for all students.**

**Performance Objective 1: Special Programs will be provided for eligible students and 90% of all students in programs will pass all portions of the STAAR/EOC**

**Special Education (SPED)**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide and use CScope	Superintendent Principals	All year	State and local	Benchmarks	STAAR
Conduct Comprehensive Needs Assessment including PBMAS	SPED Dr.	Fall	SPED Local	Analysis	PBM Risk Levels
Reduce SPED identification <ul style="list-style-type: none"> <li>• Provide staff development</li> <li>• Utilize Student Assistance &amp; Intervention teams</li> <li>• Utilize Content Mastery</li> </ul>	Supt. SSA Director Principals	6 weeks	Local SPED	ID	PBMAS report
Reduce % of Hispanic students identified for SPED <ul style="list-style-type: none"> <li>• Provide staff development</li> <li>• Utilize Student Assistance &amp; Intervention teams</li> <li>• Utilize Content Mastery</li> </ul>	Supt. SSA Director Principals	6 weeks	Local SPED	ID	PBMAS report
Reduce % of LEP students identified for SPED <ul style="list-style-type: none"> <li>• Provide staff development</li> <li>• Utilize Student Assistance &amp; Intervention teams</li> </ul>	Supt. SSA Director Principals	6 weeks	Local SPED	ID	PBMAS report



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Utilize Content Mastery					
Hire and retain teachers and paraprofessionals who are highly qualified	Administrator	June-Aug.	SPED	Teachers interviewed	Personnel files
Provide research-based staff development with staff input <ul style="list-style-type: none"> <li>• How to modify curriculum</li> <li>• Other needs identified</li> </ul>	Administrator	As scheduled	SPED Local	Training calendar	Training certificates
Provide students with disabilities access to general curriculum	SPED Dr.	Aug.-May	SPED	ARD/IEP	Student schedules
Provide Parent Involvement opportunities for parents to participate in school activities	SPED Dr.	Aug.-May	SPED Local TIA	Parent Involvement Calendar	Sign in sheets



**Goal 2: Springlake-Earth High School will provide a curriculum and culture of success for all students.**

**Performance Objective 2: 100% of high school seniors will graduate within 4 years of entering high school and the dropout rate will be at or below 1%**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Implement AEP and A+ curriculum for credit recovery	Principal	Each 6 weeks	Local	Student attendance	Credits earned Graduation rate
Identify students who may not graduate in 4 years <ul style="list-style-type: none"> <li>• Plan strategies to meet student needs</li> <li>• Provide extended year program</li> </ul>	Counselor	Fall	Local P	Student List	Completion rate
Utilize alternatives <ul style="list-style-type: none"> <li>• Accelerated AEP</li> <li>• A+ curriculum for credit recovery</li> <li>• ALEKs for Math and Science</li> <li>• Online courses</li> <li>• Dual credit courses</li> </ul>	Principal	Daily	Local	Student schedules	Completion rate
Provide one-on-one tutoring	Teachers	Daily	Local	Student schedule	Completion / Dropout rate





**Performance Objective 3: The number of students taking AP classes and graduating with the recommended/distinguished seal will increase from the previous year**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Counsel students regarding choices <ul style="list-style-type: none"> <li>Inform parents of curriculum choices</li> </ul>	Counselor	Spring	Local	Courses	Graduation plan

**Goal 2: Springlake-Earth High School will provide a curriculum and a culture of success for all students.**

**Performance Objective 4: The number of students taking the ACT/SAT will increase; and of those taking the test, 50% or more will make the criterion score or better**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Inform students and parents of importance of tests <ul style="list-style-type: none"> <li>Newsletters</li> </ul>	Principals Counselor	Junior high years	Local	Activity planned	Parent survey
Provide PLAN test for 10 <sup>th</sup> graders	Principal	Fall	Local	Test scheduled	Test participation
Encourage participation in PSAT for 10 <sup>th</sup> graders	Counselor	Fall	Local	Test scheduled	Test participation
Make one-to-one contact with 11 <sup>th</sup> graders on scheduling test dates for SAT/ACT	Counselor	Fall	Local	Test schedules	Test participation
Provide test study guides for students	Counselor	Fall	Local	Study guides	Test scores
Provide ACT Prep Class	Counselor	Fall	Local	Study guides	Test scores



**Goal 3: Springlake-Earth High School will encourage positive student behaviors and create a safe and drug free environment for increased student achievement**

**Performance Objective 1 and 2: Maintain an annual ADA at 96% or higher and decrease student disciplinary referrals**

<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Provide campus specific attendance incentives	Administrators	6 weeks	Local	Attendance	ADA
Provide counseling and motivational activities to encourage attendance <ul style="list-style-type: none"> <li>• Student Council</li> <li>• Motivational speakers</li> </ul>	Counselor	As needed	Local	Attendance each 6 weeks	ADA
Provide professional development: <ul style="list-style-type: none"> <li>• Student Code of Conduct</li> <li>• Conflict Resolution</li> <li>• Classroom Management</li> <li>• Crisis management</li> </ul>	Administrator	Fall	Local	Training calendar	Sign in sheets
Utilize drug council to plan and promote safe & drug free district <ul style="list-style-type: none"> <li>• D.A.R.E. program</li> </ul>	Drug Council	Spring	Local	Activities planned	Sign in sheets
Discuss Code of Conduct, discipline policy, sexual harassment, and violence prevention With students using student handbook as guide	Principals	August-May	Local	Activity planned	Referrals
Utilize AEP/DAEP when needed	Administrators	As needed	SCE Olton SSA	Referrals	Student placements
Build pride for district <ul style="list-style-type: none"> <li>• "Wolverine Pride"</li> <li>• Character Education</li> <li>• Enlist parents support</li> </ul>	Staff Administrators	Daily	Local	Observation of staff	Survey of climate



**Goal 4: Springlake-Earth High School will promote parent and community involvement in order to provide the best possible education for all students.**

**Performance Objective 1: Parent involvement will increase from the past year as documented by contacts**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Hold regular meetings of the Planning and Decision Making Teams <ul style="list-style-type: none"> <li>Parents, community/business &amp; school staff collaboration</li> </ul>	Chair	Quarterly	Local	Meetings scheduled	Sign In Sheet Minutes
Inform parents of <ul style="list-style-type: none"> <li>State assessments</li> <li>Proficiency levels required</li> <li>General Curriculum</li> </ul>	Counselor	Meeting scheduled	Spring	Meeting held	Sign-in Sheet
Provide parents with information on : <ul style="list-style-type: none"> <li>Higher education admissions</li> <li>Financial aid opportunities</li> <li>TEXAS grant</li> <li>Teach for Texas grant</li> <li>Curriculum choices for success beyond HS</li> </ul>	Counselor	Fall/Spring	Local	Meeting scheduled	Parent Surveys
Survey parents to evaluate: <ul style="list-style-type: none"> <li>School climate</li> <li>Special programs</li> <li>Parent involvement</li> </ul>	Administrator	Surveys	Local	Principals	Survey Results STAAR/EOC



**Highly Qualified Teachers: Three Year Trend**

STATE OBJECTIVES 100% TARGET	SPRINGLAKE-EARTH ISD	HIGH SCHOOL
<b>Percentage of Classes Taught by Highly Qualified Teachers</b>		
<b>2015-16</b>	100%	100%
<b>2014-15</b>	100%	100%
<b>2013-14</b>	98.86%	100%
<b>Percentage of Teachers Highly Qualified</b>		
<b>2015-16</b>	100%	100%
<b>2014-15</b>	100%	100%
<b>2013-14</b>	96.3%	100%
<b>Percentage of Teachers Receiving High-Quality Professional Development</b>		
<b>2015-16</b>	100%	100%
<b>2014-15</b>	100%	100%
<b>2013-14</b>	100%	100%
<b>Percentage of Classes Taught by Highly Qualified Teachers High Poverty/High Minority</b>	NA District did not receive an equity report from TEA	NA



Performance Based Monitoring Indicators below State Standards: Five Year Trend						
Program <i>Score of 0 = Standard</i>	Indicators below Standard <i>The higher the number, the lower the performance rating</i>	2011	2012	2013	2014	2015
Bilingual/English as a Second Language (ESL)	ESL English TAKS/TAKS Accommodated Passing Rate/Math	All Indicators Met Standard	All Indicators Met Standard	All Indicators Met Standard	All Indicators Met Standard	All Indicators Met Standard
	LEP Participation Rate	0	Indicator Deleted			
Career and Technology Education(CTE)			All Indicators Met Standard	All Indicators Met Standard		
	CTE Econ. Disadv. TAKS Passing Rate/Math	0	0	Indicator Deleted	Indicator Deleted	
	CTE Nontraditional Course Completion Rate/Females	0	Report Only		2	2
	CTE Nontraditional Course Completion Rate/Males	1	Report Only		0	
No Child Left Behind (NCLB)		All Indicators Met Standard	All Indicators Met Standard		All Indicators Met Standard	
	Title I, Part A STAAR 3-8 Passing Reading			1	0	
	Title I, Part A STAAR 3-8 Passing Writing			2	0	2



Performance Based Monitoring Indicators below State Standards: Five Year Trend						
Program <i>Score of 0 = Standard</i>	Indicators below Standard <i>The higher the number, the lower the performance rating</i>	2011	2012	2013	2014	2015
	Title I, Part A STAAR 3-8 Passing Math			1	0	1
Special Education (SPED)	SPED TAKS/TAKS Accommodated Passing Rate/Math	2	Indicator Deleted			
	SPED TAKS/TAKS Accommodated Passing Rate/Reading/ELA	0	Indicator Deleted			
	SPED TAKS/TAKS Accommodated Passing Rate/Social Studies	0	Indicator Deleted			
	SPED STAAR Passing Rate @ TAKS Equivalence Math		1			
	SPED STAAR Passing Rate @ TAKS Equivalence Reading		1			
	SPED STAAR 3-8 Passing Rate Math				2	
	SPED STAAR 3-8 Passing Rate Reading				2	
	SPED TAKS M Participation Rate	2	Indicator Deleted			
	SPED STAAR Participation			1	1	



Performance Based Monitoring Indicators below State Standards: Five Year Trend						
Program <i>Score of 0 = Standard</i>	Indicators below Standard <i>The higher the number, the lower the performance rating</i>	2011	2012	2013	2014	2015
Special Education (SPED)	SPED STAAR Modified Participation Rate			3	2	
	SPED STAAR Alternate 2 Participation Rate				1	2
	SPED Regular Class >+80% Rate (Ages 6-11)					1
	SPED Regular Class <40% Rate (Ages 6-11)					2
	SPED Less Restrictive Environment Ages 6-11	2	2			
	SPED Representation	2	2	2	1	2
	SPED Hispanic Representation	3	0 RI	0	0	
	SPED LEP Representation	0	0	0	0	
	SPED Discretionary DAEP Placement	0	0	0	NA SA	
	SPED Discretionary ISS Placements			1	0	3 Report Only
	SPED Discretionary OSS Placements			2	3	