FALFURRIAS HIGH SCHOOL

CAMPUS IMPROVEMENT PLAN

2013 - 2014

COMMITTED to EXCELLENCE

Date Review:
Date Approved:
FALFURRIAS HIGH SCHOOL

Mission

Falfurrias High School is committed to educational excellence. Our curriculum will provide all students with the intellectual, social and technological skills needed to become educated and responsible leaders in a competitive world.

Vision

Falfurrias High School students will graduate College, Career and Life READY!

Nondiscrimination Notice

FALFURRIAS H S does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the educational Amendment of 1972; and section 504 of the rehabilitation Act of 1973; as amended
Core Beliefs

The staff at Falfurrias High School holds the following beliefs:

1. We believe that all students are life-long learners, intellectually capable of acquiring an endless wealth of knowledge.
2. We believe in providing a safe and drug free environment for student success.
3. We believe that by targeting individual strengths of students, teachers and parents’ student learning and self-esteem will increase.
4. We believe that family and community involvement is not only essential to our students education it ensures academic and personal success.
5. We believe that active school and community participation in extracurricular organizations increases school and community pride.
6. We believe that are educators are responsibility is to make learning meaningful and fun through a rigorous, challenging curriculum.
# FALFURRIAS HIGH SCHOOL SITE BASE

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moreno, Halena</td>
<td>Senior-Student Representative</td>
</tr>
<tr>
<td>Rodriguez, Eugene</td>
<td>Parent</td>
</tr>
<tr>
<td>Gutierrez, Martha</td>
<td>Teacher</td>
</tr>
<tr>
<td>Carrion, Delma A.</td>
<td>Administrative Representative</td>
</tr>
<tr>
<td>Dickey, Alyssa</td>
<td>Parent Representative</td>
</tr>
<tr>
<td>Barrera, Connie</td>
<td>Faculty Representative</td>
</tr>
<tr>
<td>Garza, Ali</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Garza, Joe</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Davila, Kevin</td>
<td>Junior – Student Representative</td>
</tr>
<tr>
<td>Galindo, Oscar</td>
<td>Teacher</td>
</tr>
<tr>
<td>Martinez, Tony</td>
<td>Business Representative</td>
</tr>
<tr>
<td>Martinez, Yomeida</td>
<td>Non-Teaching Professional Rep.</td>
</tr>
<tr>
<td>Sheeran, Diana</td>
<td>Non-Teaching Professional Rep.</td>
</tr>
<tr>
<td>Rivera, Victoria</td>
<td>Teacher</td>
</tr>
<tr>
<td>Salinas, E.B.</td>
<td>Business Representative</td>
</tr>
</tbody>
</table>
About Our School

Falfurrias High School is a rural 9th grade through 12th grade campus located in Brooks County Independent School District in Falfurrias, Texas. Our student population is predominantly Hispanic 97% with a small White population 3%. A total of 412 students are enrolled at Falfurrias High School of which 89% are economically disadvantaged. Falfurrias High School serves students through the Regular Foundation Program, Title 1 School wide Program, Special Education Program, and Pre-AP and AP classes.

STAFF

Falfurrias High School staff is an experienced one:

Teacher by Years of Experience Percent of Staff

Beginning Teachers: 10%

1-5 Years: 42.2%
6-10 Years: 10.9%
11-20 Years: 24.6%
20+ Years: 22.3%

Also, the staff holds the following degrees:

Degree Number

Bachelors 37
Masters 8
Doctorate 1
**FALFURRIAS HIGH SCHOOL**

**Campus Ratings**

2012 District Rating: **Academically Acceptable**  
2011 District Rating: **Academically Acceptable**  
2012 Campus Accountability Rating: **Unacceptable**  
2011 Campus Accountability Rating: **Unacceptable**

2010 Gold Performance Acknowledgement: College- Ready (37%) and Commended in Social Studies (32%)

<table>
<thead>
<tr>
<th>10 – 11 AEIS SUMMARY</th>
<th>11-12</th>
<th>10-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>%</td>
<td>91.4</td>
</tr>
<tr>
<td>Dropout Rate</td>
<td>+/-%</td>
<td></td>
</tr>
<tr>
<td>Completion Rate/Graduated</td>
<td>+/-%</td>
<td>+/-91.2%</td>
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</tbody>
</table>
Campus Goals and Performance Objectives.

CAMPUS GOALS
Goal 1 - By 2013-2014, all students and student groups will reach high standards, exceeding minimum federal and state expectations, in the four core areas Reading/English Language Arts, Mathematics, Science and Social Studies. (BCISD Goal 2; NCLB Goals 1 & 2)
Goal 2 - All students will be taught by highly qualified teachers. (BCISD Goal 1; NCLB Goal 3)
Goal 3 - All students will be educated in learning environments that are safe, drug free, and conducive to learning. (BCISD Goal 4; NCLB Goal 4) Goal 4 - All students will graduate from high school and will have acquired the necessary skills to be successful in a technological society. (BCISD Goal 3; NCLB Goal 5)
Goal 5 - All parents and community will be equal partners in the education of our students. (BCISD Goal 5)

CAMPUS OBJECTIVES
In our school-wide program, Falfurrias High School strives to coordinate all efforts to improve student performance. To this end, we note here that objectives, performance and others which impact student performance may be combined rather than set apart from one another in different sections of the action plan. Falfurrias High School’s primary long-term performance objective is that one set forth by the No Child Left behind Act of 2001: By the 2013 – 2014 school year, 100% of all student populations will meet or exceed proficiency on all assessments administered by the State and demonstrate mastery of the TEKS, as evidenced by course completions.

PERFORMANCE OBJECTIVES
Falfurrias High School’s annual performance objectives for the 2013-2014 school year include the following:

Objective: All Content Areas: By Spring 2014, the percentage of students in all student groups meeting or exceeding proficiency for all STAAR tests will increase from 65% to a minimum of 90%.

Objective: English Language Arts/Reading: By Spring 2014, the percentage of students in all student groups meeting or exceeding proficiency on English Language Arts / Reading STAAR will increase from

Objective: Mathematics: By Spring 2014, the percentage of students in all student groups meeting or exceeding proficiency on Math STAAR will increase from 65% to 90%.

Objective: Social Studies: By Spring 2014, the percentage of students in all student groups meeting or exceeding proficiency on Social Studies STAAR will increase from 88% to 100%.

Objective: Science: By Spring 2014, the percentage of students in all student groups meeting or exceeding proficiency on Science STAAR/EOC will increase from 69% to 90%. 
**Objective:** Graduation Rate and RHSP/DAP Participation: By June 2014, the graduation rate will increase to 100% for all student populations; and the percentage of

**Objective:** Dropout and Attendance: By June 2014, the dropout rate will be reduced from 3.1% (2011 – 2012) to 2% for all student populations. By June 2013, attendance for all student populations will increase from 93.6% (2008 – 2009) to 95% for all student populations.

**Objective:** College Preparation (ACT/SAT): By June 2014, the percentage of students (Class of 2014) taking the ACT/SAT will increase from 24% to 50%; the mean ACT score will increase from 17.6% to 20.9%.

**SUPPORTING OBJECTIVES**

In addition to the previously listed performance objectives, Falfurrias High School has included the following objectives for areas that directly impact the success of our students.

**Objective: Highly Qualified Staff:** By the 2013-2014 school year, all professional staff will meet the definition of NCLB Highly Qualified and will meet full State certification requirements. Based on annual needs assessment, staff will participate in professional development. All paraprofessionals currently meet NCLB requirements.

**Objective: Parent & Community Involvement:** By Spring 2014, the percentage of parents participating in activities focused on decision-making and improving academic achievement will increase by 25%.

**Objective: Discipline and Safe & Drug-Free Learning Environment:** By Spring 2014, discipline referrals requiring disciplinary action will decrease by 10%, from 25% (-10) to 15%, and drug-related and safety incidences will be reduced to 5%.
## Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I</td>
<td>Federal</td>
<td>$195,306</td>
</tr>
<tr>
<td>Title IIA Principal and Teacher Improvement</td>
<td>Federal</td>
<td>$21,268</td>
</tr>
<tr>
<td>Local Funds</td>
<td>Local</td>
<td>$2,472,317</td>
</tr>
<tr>
<td>High School Allotment</td>
<td>State</td>
<td>$102,803</td>
</tr>
<tr>
<td>State Compensatory</td>
<td>State</td>
<td>$193,509</td>
</tr>
</tbody>
</table>
Brooks County Independent School District Overarching Goals

Goal 1: Improve Student Achievement

Goal 2: Improve Student Preparation for College and Career

Goal 3: Improve Programs and Services to Students

Goal 4: Provide a Safe and Orderly School Climate that is Conductive to Learning

Goal 5: Improve Digital Literacy
No Child Left Behind Performance Goals
(These goals have not been updated by the U.S. Department of Education as of the 2012/2013 school year.)

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

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

Goal 3. By 2013-2014, all students will be taught by highly qualified teachers.

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

Goal 5. All students graduating from high school will be college, career and life ready.
Falfurrias High School

Comprehensive Needs Assessment

**Community Demographics**

Comments/Consideration for Planning:
* Look for opportunities to work with neighboring universities or community colleges for school improvement.
* Look for avenues in which the school and community could work together to provide parents access to adult GED classes or literacy classes for our community.

**School and Student Demographics**

Comments/Consideration for Planning:
* Review programs that are successful in addressing the needs of the Hispanic populations.
* Review criteria of Gifted and Talented program to determine why our percentages are higher than the state average.
* Review RTI plan to ensure that program is designed to address needs of population prior to a student referral to Special Education.
* Review participants in CTE programs to ensure that these students are on a career path.
* Design and implement a system to follow up on the Completion Rate cohorts ISAM and TEASE web data systems] to increase completion rates. We currently meet state accountability requirements but numbers have declined.
* Increase the rigor at the Falfurrias High School so that more students are college, career and life ready.
* Satisfying requirements for Recommended and Distinguished Achievement programs.
* Increase percentages of students taking and achieving higher scores on the SAT and ACT exams.
* Lower percentages of 9 through 12 grades dropouts by designing a dropout prevention initiative.
* Continue strategies for increasing attendance.
* Ensure that school personnel have a plan to address School Safety Audit concerns
* Review AEIS in October 2012 and revise the C.N.A. tool to update information and modify campus plans to reflect any dramatic changes.

**Mission**

Comments/Consideration for Planning:
* When planning, consider the goals that were developed by the district so that campus goals are aligned.
* When planning, work with all stakeholders to revisit core beliefs, vision, and mission so that any revisions can be addressed and all stakeholders have a buy in to refine school focus.

**Student Achievement**

Comments/Consideration for Planning:
* Strengthen instruction and rigor to increase achievement in all areas to maintain Recognized status and move up to Exemplary.
* Once benchmarking is completed, ensure that staff reviews progress for each and every student group regardless of size and follows up with targeted Instructional strategies and interventions.
* Review program design and monitoring of progress for At Risk students, to ensure that program provided for State Compensatory Education is producing increases in student achievement.
* Strengthen mathematics instruction, especially for populations of Economically Disadvantaged, At Risk, and Migrant students in light of the 2012 standards that are increasing to 65% for the A.A. and 83% for AYP measures.
* Safeguard for the future: Monitor cohorts for Completion rate with follow up to ensure that they completion rate is increasing and not decreasing.
* Plan enhancements to the program to address specific needs of populations to make them successful.
**School Culture and Climate**

Comments/ Consideration for Planning:
* Since there were differences between What Should Be and What Is, set priorities for improvement of school climate and culture factors.
* Plan for strategies to include more Opportunity for Input for all stakeholders [teachers, other professionals, parents, students, and other school staff] and strategies for High Morale.
* Continue Caring, Effective Communications, Effective Teaching-Learning Strategies.

**Staff Quality, Recruitment, and Retention**

Comments/ Consideration for Planning:
* Ensure that 100% of all teachers [regular and special education] remain and become 100% highly qualified according to No Child Behind standards.
* Ensure that 100% of all core academic subject area classes, according to NCLB are taught by teachers that are highly qualified to teach in that subject area.
* Remember that core academic subject areas for NCLB include fine arts [band, art etc.] and foreign languages.
* As the percentage of more experienced teacher’s increases in the future, improve the recruitment strategies in the CIP.

**Family and Community Involvement**

Comments/ Consideration for Planning:
* Revise the parent involvement policy according to Section 1118 (included in the appendices) and reflect those activities in the CIP.
* Include parents in the revision of the Parent Involvement Policy and the revision of the School Compact.
* Ensure that all parent activities have an agenda, sign in sheet and minutes for documentation.
* Include strategies in plan to evaluate the effectiveness of the Parent Involvement Policy.
* Consider administering a parent survey to gather information for the completion of the Parent Involvement Policy (survey have been developed that could be used).

**Curriculum, Instruction, and Assessment**

Comments/ Consideration for Planning:
* Monitor the use of Response to Intervention plan (outline which programs will be utilized for Tier 1, Tier 2, and Tier 3 along with time allotments for each specified in the school schedule).
* Designate use of assessments as criteria for entry/exit into tiers.
* Research whether all Tiers (i.e. should be offered during the school day in the RTI design).
* Continue to increase the rigor in schools through building of AP courses/syllabi.

**School Context and Organization**

Comments/ Consideration for Planning:
* Many responses centered on technology and technology integration and classroom management and were given rankings by most stakeholders; there were also some requests for instructional and effective strategies.
* Does the campus have an adopted classroom management approach?
* IF YES, Is everyone, including custodial personnel, provided some type of training in discipline behavior techniques so all school personnel can support the campus approach consistently?
* Meet with stakeholders to develop professional development plan for the 2013-14 school year.
* Plan with staff to determine the more specific areas of technology that need professional development attention.
**Technology**

Comments/ Consideration for Planning:

* It might be helpful for school personnel to ask for assistance from the technology committee and technology staff in determining some of the specifications needed for technology items and companies that have these items. If there is not a functioning technology committee at the campus, it might be helpful to formulate one. The committee could help with ordering, designing professional development and learning about technology in general.

* If the teachers would like to find out more about suggested teacher technology competencies, there is a Teacher Star Chart that can be used annually for teachers to self-assess. The web site is shown below.

* In addition, there is a campus Star Chart that could be used. The web site is indicated below.

  http://starchart.esc12.net/

* Update technology that is outdated, in lab settings and in classrooms. Availability of mobile labs in classes.
**Goal 1.** By 2013-2014, all students and all student groups will reach high standards, exceeding minimum federal and state expectations, in the four core areas: Reading/English Language Arts, Mathematics, Science and Social Studies. (BCISD Goal 2; NCLB Goals 1 & 2)

**Objective 1.** All content areas: By Spring 2014, the percentage of students in all student groups meeting or exceeding proficiency for all STAAR/EOC tests will increase to 90%

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Persons Responsible</th>
<th>Timeline</th>
<th>Resources Needed</th>
<th>Formative/Summative Evaluation</th>
</tr>
</thead>
</table>
| 1. All Content Areas will disaggregate data for all students being tested on EOC tests | Administrators, Department Heads, Teacher(s) | Every 6 Weeks             | *DMAC *DMAC Training *Lead forward/training *TIME!!! (Substitutes needed for 2 days a month for teachers to analyze data) | **Formative Evaluation:**  
  - 2012-2013 EOC Data  
  - Six Week Exam Data  
  **Summative Evaluation:**  
  - 2013-2014 EOC Results |
| 2. Work with internal and external monitors to ensure that individual student needs are being met | External Monitor, Internal Monitor, Principal, Assistant Principal | Weekly with Int. Bi Weekly with Ex. |                                                                                  | **Formative Evaluation:**  
  - 2012-2013 EOC Data  
  - Six Week Exam Data  
  **Summative Evaluation:**  
  - 2013-2014 EOC Results |
| 3. Identity and target all students who have previously failed all or any sections of the EOC tests | Principals, Counselor(s), Department Heads | By September 30th         |                                                                                  | **Formative Evaluation:**  
  - 2012-2013 EOC Data  
  - Six Week Exam Data  
  **Summative Evaluation:**  
  - 2013-2014 EOC Results |
**Goal 1.** By 2013 - 2014, all students and all student groups will reach high standards, exceeding minimum federal and state expectations, in the four core areas: Reading/English Language Arts, Mathematics, Science and Social Studies. (BCISD Goal 2; NCLB Goals 1 & 2)

**Objective 1.** All content areas: By Spring 2014, the percentage of students in all student groups meeting or exceeding proficiency for all EOC tests will increase to 90%.

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</thead>
</table>
| 4. Plan for tutorials for all students who have previously failed all or any sections of the EOC | Principal, Department Heads, Teacher(s) | All Year |  | **Formative Evaluation:**  
  - 2012-2013 EOC Data  
  - Six Week Exam Data  
  **Summative Evaluation:**  
  - 2013-2014 EOC Results |
| 5. Provide opportunities for tutorials for all students who have previously failed all or any sections of the EOC | Principal, Department Heads, Teacher(s) | All Year |  | **Formative Evaluation:**  
  - 2012-2013 EOC Data  
  - Six Week Exam Data  
  **Summative Evaluation:**  
  - 2013-2014 EOC Results |
| 6. Test students on a 6i-week basis to ensure that students are grasping the concepts that are being taught each six weeks | Principal, Department Heads, Teacher(s) | All Year |  | **Formative Evaluation:**  
  - Six Week Exam Data  
  **Summative Evaluation:**  
  - 2013-2014 EOC Results |
| 7. Provide individual student prescriptions for students who are failing a six weeks and provide credit recovery immediately after to ensure mastery of the subject matter being taught | Teacher(s), Principal | All Year |  | **Formative Evaluation:**  
  - Six Week Exam Data  
  **Summative Evaluation:**  
  - 2013-2014 EOC Results |
| 8. Provide all students with calendars/organizers to ensure students are gaining good study habits | Principal, School Secretary | August 2013 | HS1396 – Woodburn Press (Student Planners)- $539.00 – Title 1 | **Summative Evaluation:**  
  - 2013-2014 EOC Results |
**Goal 1.** By 2013-2014, all students and all student groups will reach high standards, exceeding minimum federal and state expectations, in the four core areas: Reading/English Language Arts, Mathematics, Science and Social Studies. (BCISD Goal 2; NCLB Goals 1 & 2)

**Objective 1.** All content areas: By Spring 2014, the percentage of students in all student groups meeting or exceeding proficiency for all EOC tests will increase

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<th>Resources Needed</th>
<th>Formative/Summative Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Provide opportunities for those students who are not on track to graduate with Ed Options credit recovery</td>
<td>Principal, Communities in School, Teacher in Charge of Ed Options</td>
<td>All Year</td>
<td></td>
<td><strong>Formative Evaluation:</strong>&lt;br&gt;• 2012-2013 EOC Data&lt;br&gt;• Six Week Exam Data&lt;br&gt;<strong>Summative Evaluation:</strong>&lt;br&gt;• 2013-2014 EOC Results</td>
</tr>
<tr>
<td>10. Provide after school tutorials for students who are At-Risk of failing</td>
<td>Principal, Department Heads, Teacher(s)</td>
<td>All Year</td>
<td></td>
<td><strong>Formative Evaluation:</strong>&lt;br&gt;• 2012-2013 EOC Data&lt;br&gt;• Six Week Exam Data&lt;br&gt;<strong>Summative Evaluation:</strong>&lt;br&gt;• 2013-2014 EOC Results</td>
</tr>
<tr>
<td>11. Provide opportunities for students to take college dual credit courses through TAMUK, Coastal Bend College and Craft Training Center</td>
<td>Principal, Counselor(s), College Credit Teacher, Teachers</td>
<td>All Year</td>
<td></td>
<td><strong>Formative Evaluation:</strong>&lt;br&gt;• 2012-2013 EOC Data Scale scores of 2200 or above&lt;br&gt;<strong>Summative Evaluation:</strong>&lt;br&gt;• Individual student scores on their college classes</td>
</tr>
<tr>
<td>12. Provide professional development opportunities for teachers based on individual needs</td>
<td>Principal, Teacher(s)</td>
<td>All Year</td>
<td>P.O. HS1862m ESC 2 Consultant, Selene Flores $1,190.00 &lt;br&gt;P.O. HS1862m ESC 2 Consultant, Selene Flores $1,190.00 &lt;br&gt;P.O. HS1862m ESC 2 Consultant, Selene Flores $1,190.00 &lt;br&gt;Requisition # 010574 - $99.00 – iTECA – IPAD training for Core Teachers</td>
<td><strong>Formative Evaluation:</strong>&lt;br&gt;• Data based on Administrator walk-through(s)&lt;br&gt;<strong>Summative Evaluation:</strong>&lt;br&gt;• 2013-2014 EOC Results</td>
</tr>
</tbody>
</table>
**Goal 1.** By 2013-2014, all students and all student groups will reach high standards, exceeding minimum federal and state expectations, in the four core areas: Reading/English Language Arts, Mathematics, Science and Social Studies. (BCISD Goal 2; NCLB Goals 1 & 2)

**Objective 1.** All content areas: By Spring 2014, the percentage of students in all student groups meeting or exceeding proficiency for all EOC tests will increase to 90%

<table>
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<tr>
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<th>Resources Needed</th>
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</tr>
</thead>
</table>
| 13. Ensure that all Special populations such as: ELLs, Migrant, Special Ed., Disadvantaged and At-Risk students receive the modifications and accommodations necessary to ensure student success. | Principal, Counselor(s), Assistant Principal, Federal Programs Director, Special Education Director | All Year | P.O.# HS 010567 – $ 550.00, PC Mall Gov. – Scandisk, flash memory cards, adobe photo shop P.O. # HS 00000 – $6,768.00 - Apple Computer, | Formative Evaluation:  
- 2012-2013  
- EOC Data  
- Six Week Exam Data  

Summative Evaluation:  
- 2013-2014 EOC Results |
| 14. Provide an opportunity for every student to read on a daily basis in order to build reading stamina and a robust vocabulary. | Principal, ELA Teachers, Librarian | All Year | Title I, Part A $1032.50 | Formative Evaluation:  
- 2012-2013  
- EOC Data  
- Six Week Exam Data  

Summative Evaluation: 2013-2014 EOC Results |
| 15. Entice students to develop a love for reading by taking At-Risk students to Barnes and Noble to select books of their own liking | Principal, Department Heads, Teacher(s), Library Director | All Year | P.O. HS- 1771 - $10, 439.00, (SP. ED Reading Supplies) - Humanware | Formative Evaluation:  
- 2012-2013  
- EOC Data  
- Six Week Exam Data  

Summative Evaluation: 2013-2014 EOC Results |
**Goal 1.** By 2013-2014, all students and all student groups will reach high standards, exceeding minimum federal and state expectations, in the four core areas: Reading/English Language Arts, Mathematics, Science and Social Studies. (BCISD Goal 2; NCLB Goals 1 & 2)

**Objective 1.** All content areas: By Spring 2014, the percentage of students in all student groups meeting or exceeding proficiency for all EOC tests will increase.

<table>
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<tr>
<th>Action Steps</th>
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<th>Timeline</th>
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<th>Formative/Summative Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Ensure students are utilizing the Cornell Notes method to develop and practice good study habits</td>
<td>Department Heads, Teacher(s)</td>
<td>All Year</td>
<td></td>
<td><strong>Formative Evaluation:</strong>&lt;br&gt;• 2012-2013 EOC Data&lt;br&gt;• Six Week Exam Data&lt;br&gt;<strong>Summative Evaluation:</strong>&lt;br&gt;• 2013-2014 EOC Results</td>
</tr>
<tr>
<td>17. Increase the level of rigor in individual teacher’s classrooms by training teachers on the lesson cycle and looking for evidence of it in Teachers lesson plans</td>
<td>Principal, Department Heads, Teacher(s)</td>
<td>All Year</td>
<td></td>
<td><strong>Formative Evaluation:</strong>&lt;br&gt;• Admin. Evaluations and feedback on T’s lesson plans&lt;br&gt;<strong>Summative Evaluation:</strong>&lt;br&gt;• 2013-2014 EOC Results</td>
</tr>
<tr>
<td>18. Increase the level of rigor in individual teacher’s classrooms by training teachers on the lesson cycle and looking for evidence of it during classroom walk-throughs</td>
<td>Principal, Department Heads, Teacher(s)</td>
<td>All Year</td>
<td></td>
<td><strong>Formative Evaluation:</strong>&lt;br&gt;• Admin. Evaluation and feedback on T’s lesson plans&lt;br&gt;<strong>Summative Evaluation:</strong>&lt;br&gt;• 2013-2014 EOC Results</td>
</tr>
<tr>
<td>19. Train teachers on dealing with students with behavior issues</td>
<td>Principal, Department Heads, Teacher(s), Judy Hollinger</td>
<td>All Year</td>
<td></td>
<td><strong>Formative Evaluation:</strong>&lt;br&gt;• Admin. Evaluations and feedback on individual Teacher Conference&lt;br&gt;<strong>Summative Evaluation:</strong>&lt;br&gt;• 2013-2014 EOC Results</td>
</tr>
</tbody>
</table>
**Goal 1.** By 2013-2014, all students and all student groups will reach high standards, exceeding minimum federal and state expectations, in the four core areas: Reading/English Language Arts, Mathematics, Science and Social Studies. (BCISD Goal 2; NCLB Goals 1 & 2)

**Objective 2.** English Language Arts/Reading: By Spring 2014, the percentage of students in all student groups meeting or exceeding proficiency on English Language Arts/Reading / EOC will increase from 87% to 97%.

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<thead>
<tr>
<th>Action Steps</th>
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</tr>
</thead>
</table>
| 1. Reading/ELA - Implement daily writing journals with writing prompts       | ELA Teacher(s)                                           | Ongoing     | *Composition books for every student              | Formative Evaluation:  
  - 2012-2013 EOC Data  
  - Six Week Exam Data  

  Summative Evaluation:  
  - 2013-2014 EOC Results |
| 2. Reading/ELA - Enhance students’ reading comprehension through more rigorous requirements. Develop and implement use of EOC enrichment materials | *ELA Dept. Chair  
  *Teachers                              | Ongoing     | *STAAR One  
  *Measuring Up Workbooks  
  *Texas Coach Workbooks                | Formative Evaluation:  
  - 2012-2013 EOC Data  
  - Six Week Exam Data  

  Summative Evaluation:  
  - 2013-2014 EOC Results |
| 3. Order recommended reading books (3 of each copy) 50 total different books for the 9th and 11th grades | Principal, Library Director, Assistant Principal        | September   |                                                     | Formative Evaluation:  
  - 2012-2013 EOC Data  
  - Six Week Exam Data  

  Summative Evaluation:  
  - 2013-2014 EOC Results |
| 4. Schedule staff development for ELA/ Writing teacher to enhance the rigor in the classrooms and provide ELA teachers with strategies | Principal, Library Director, Assistant Principal, Federal Programs Director, Sp. Ed., Director | September   |                                                     | Formative Evaluation:  
  - 2012-2013 EOC Data  
  - Six Week Exam Data  

  Summative Evaluation:  
  - 2013-2014 EOC Results |
| 5. Create a mini classroom computer lab where students have classroom access to high quality computers and printers for daily assignments. | Dir. Of Tech  
  Principal  
  Eng. Dept. chair  
  Teachers      | Ongoing     | *iMac computers  
  *MAC books  
  *High quality printers             | Formative Evaluation:  
  - 2012-2013 EOC Data  
  - Six Week Exam Data  

  Summative Evaluation:  
  - 2013-2014 EOC Results |
**Goal 1.** By 2013-2014, all students and all student groups will reach high standards, exceeding minimum federal and state expectations, in the four core areas: Reading/English Language Arts, Mathematics, Science and Social Studies. (BCISD Goal 2; NCLB Goals 1 &2)

**Objective 2.** English Language Arts/Reading: By: Spring 2014, the percentage of students in all student groups meeting or exceeding proficiency on English Language Arts/Reading EOC will be within 10% of the state average.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Persons Responsible</th>
<th>Timeline</th>
<th>Resources Needed</th>
<th>Formative/Summative Evaluation</th>
</tr>
</thead>
</table>
| 5. Identify students who are struggling with reading and provide them with a Nook to assist them with their independent reading | Principal, Library Director, Assistant Principal, Federal Programs Director, Sp. Ed., Director | September | The Nooks | **Formative Evaluation:**  
- 2012-2013 EOC Data  
- Six Week Exam Data  
**Summative Evaluation:**  
- 2013-2014 T EOC Results |
| 6. Issue out nooks to students who are struggling with reading in order that they have a built in tutor while they are reading | Principal, Library Director, Assistant Director, Federal Programs Director, Sp. Ed., Director, ELA Teacher(s), Sp. Ed., Teacher(s) | September | The Nooks | **Formative Evaluation:**  
- 2012-2013 Data  
- Six Week Exam Data  
**Summative Evaluation:**  
- 2013-2014 Results |
| 7. Ensure Reading/ELA teachers have necessary resources to ensure student success, such as measuring up to EOC and TEXAS Coach Workbooks. | Federal Programs Director, Sp. Ed., Director, | All Year | Requisition # 010599 - $6,768.00 – Apple MacBook – Apple Store Pro for ELA Teachers  
P.O. # HS1705 - $ 52.115 USB drives, memory cards, & Adobe Photoshop | **Formative Evaluation:**  
- 2012-2013 Data  
- Six Week Exam Data  
**Summative Evaluation:**  
- 2013-2014 Results |
| 8. Provide small group instruction to students who did not pass their reading or writing test last year. Increase the availability of instructional materials to enhance student products and projects and to enhance teachers’ instructional delivery, such as: Photoshop software, 3 classroom ipad mobile labs, one dept. MacBook lab. | Principal, Counselor(s), Teacher(s), Dir. Of Tech, Eng. Dept. chair, Principal consultant/specialist | All Year | *Federal funds for training, sub teachers, media consultant/specialist | **Formative Evaluation:**  
- 2012-2013 Data  
- Six Week Exam Data  
**Summative Evaluation:**  
- 2013-2014 Results |
**Goal 1.** By 2013-2014, all students and all student groups will reach high standards, exceeding minimum federal and state expectations, in the four core areas: Reading/English Language Arts, Mathematics, Science and Social Studies. (BCISD Goal 2; NCLB Goals 1 & 2)

**Objective 3.** Mathematics: By Spring 2014, the percentage of students in all student groups meeting or exceeding proficiency on Math EOC will increase from 78% to 83%

<table>
<thead>
<tr>
<th>Action Steps</th>
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<th>Timeline</th>
<th>Resources Needed</th>
<th>Formative/Summative Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mathematics - Provide additional assistance to students most at risk of</td>
<td>Math Dept. Chair, Administrators,</td>
<td>All year</td>
<td>Manipulatives; Supplemental materials</td>
<td><strong>Formative Evaluation:</strong>&lt;br&gt;  - 2012-2013 TAKS and EOC Data&lt;br&gt;  - Six Week Exam Data&lt;br&gt;<strong>Summative Evaluation:</strong>&lt;br&gt;  - 2013-2014 EOC Results</td>
</tr>
<tr>
<td>failure in Algebra I (extended learning opportunity) by creating a block</td>
<td></td>
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<tr>
<td>class and providing tutorials</td>
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<tr>
<td>2. Mathematics - Collaboratively review math EOC objectives and assessment</td>
<td>Math Dept. Chair, Teacher(s),</td>
<td>Every six</td>
<td>Funds for substitutes</td>
<td><strong>Formative Evaluation:</strong>&lt;br&gt;  - 2012-2013 TAKS and EOC Data&lt;br&gt;  - Six Week Exam Data&lt;br&gt;<strong>Summative Evaluation:</strong>&lt;br&gt;  - 2013-2014 TAKS and EOC Results</td>
</tr>
<tr>
<td>data, as needed, to re-define instructional timelines and targets</td>
<td>Administrators</td>
<td>weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Mathematics - Provide an opportunity for every student to checkout a</td>
<td>Math Dept. Chair, Teacher(s)</td>
<td>All year</td>
<td>TI inspire cx calculator and accessories</td>
<td><strong>Formative Evaluation:</strong>&lt;br&gt;  - 2012-2013 TAKS and EOC Data&lt;br&gt;  - Six Week Exam Data&lt;br&gt;<strong>Summative Evaluation:</strong>&lt;br&gt;  - 2013-2014 TAKS and EOC Results</td>
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<tr>
<td>a graphing calculator for the entire school year to increase classroom</td>
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<tr>
<td>success.</td>
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<tr>
<td>4. Mathematics – Use of vocabulary word walls adding and using them all</td>
<td>Administrators, Asst. Principal(s),</td>
<td>All year</td>
<td>Classroom supplies&lt;br&gt; (i.e. posters, colored paper,</td>
<td><strong>Formative Evaluation:</strong>&lt;br&gt;  - 2012-2013 TAKS and EOC Data&lt;br&gt;  - Six Week Exam Data&lt;br&gt;<strong>Summative Evaluation:</strong>&lt;br&gt;  - 2013-2014 TAKS and EOC Results</td>
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<tr>
<td>school Year.</td>
<td>Dept. Heads, Principal, Principal,</td>
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<td>color toner)</td>
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<tr>
<td>Teacher(s)</td>
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<tr>
<td>5. Mathematics- Departmentally develops and implements use of EOC enrichment</td>
<td>Math Dept. Chair, Teacher(s)</td>
<td>Spring semester</td>
<td>Supplemental and enrichment materials</td>
<td><strong>Formative Evaluation:</strong>&lt;br&gt;  - 2012-2013 TAKS and EOC Data&lt;br&gt;  - Six Week Exam Data&lt;br&gt;<strong>Summative Evaluation:</strong>&lt;br&gt;  - 2013-2014 TAKS and EOC Results</td>
</tr>
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</table>
**Goal 1.** By 2013 - 2014, all students and all student groups will reach high standards, exceeding minimum federal and state expectations, in the four core areas: Reading/English Language Arts, Mathematics, Science and Social Studies. (BCISD Goal 2; NCLB Goals 1 &2)

**Objective 3.** Mathematics: By Spring 2014, the percentage of students in all student groups meeting or exceeding proficiency on Math EOC will increase from 78% to 83%.

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<th>Resources Needed</th>
<th>Formative/Summative Evaluation</th>
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<tr>
<td>6. Mathematics- Staff and student development enrichment for EOC Taking strategies skills to cover key objectives to work with students. Increase targeted instruction to meet the needs of all students identified by state and local assessments.</td>
<td>Consultant, Math Dept. Chair, Teacher(s) Principals</td>
<td>August 2013 – May 2014</td>
<td>Funds for substitutes and consultants</td>
<td><strong>Formative Evaluation:</strong></td>
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<td></td>
<td><strong>2012-2013 EOC Data</strong></td>
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<td><strong>Six Week Exam Data</strong></td>
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<td><strong>Summative Evaluation:</strong></td>
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<td><strong>2013-2014 EOC Results</strong></td>
</tr>
<tr>
<td>7. Increase the availability of instructional technology, technology supplies, Curriculum and instructional materials to enhance student products and projects and to enhance teachers’ instructional delivery, such as.</td>
<td>Dir. Of Technology, Math Dept. Chair, Teacher(s), Principal</td>
<td>All year</td>
<td>60 windows surface tablets with office capability License for Adobe Acrobat 10 Colored printers</td>
<td><strong>Formative Evaluation:</strong></td>
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<td><strong>2012-2013 TAKS and EOC Data</strong></td>
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<td><strong>Six Week Exam Data</strong></td>
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<td><strong>Summative Evaluation:</strong></td>
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<td></td>
<td><strong>2013-2014 TAKS and EOC Results</strong></td>
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**Goal 1.** By 2013-2014, all students and all student groups will reach high standards, exceeding minimum federal and state expectations, in the four core areas: Reading/English Language Arts, Mathematics, Science and Social Studies. (BCISD Goal 2; NCLB Goals 1 & 2)

**Objective 4.** Social Studies: By Spring 2014, the percentage of students in all student groups meeting or exceeding proficiency on Social Studies EOC will be within 10% of the state average.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Persons Responsible</th>
<th>Timeline</th>
<th>Resources Needed</th>
<th>Formative/Summative Evaluation</th>
</tr>
</thead>
</table>
| 1. Social Studies - Departmentally develop and implement use of EOC enrichment materials, EOC tutoring, game night and EOC/STAAR Super Saturday Sessions. | Dept. Heads, Teacher(s) Gear-Up | Six Weeks | ● Interventionist  
● Consultant | **Formative Evaluation:**  
● 2012-2013 EOC Data  
● Six Week Exam Data  
**Summative Evaluation:**  
● 2013-2014 EOC Results |
| 2. Social Studies - Develop and implement Diagnostic Test for incoming freshmen and Benchmark assessments for grades 10 & 11 EOC/STAAR | Dept. Heads, Teacher(s) | Six Weeks | ● Dean of instruction  
● Interventionist | **Formative Evaluation:**  
● 2012-2013 EOC Data  
● Six Week Exam Data  
**Summative Evaluation:**  
● 2013-2014 EOC Results |
| 3. Social Studies - Develop Special Ed enrichment lessons, and benchmarks EOC/STAAR | Dept. Heads, Special Ed Teachers, teachers, inclusion teachers | Six Weeks | ● Dean of instruction  
● Special Ed Consultant | **Formative Evaluation:**  
● 2012-2013 EOC Data  
● Six Week Exam Data  
**Summative Evaluation:**  
● 2013-2014 EOC Results |
| 4. Social Studies - Develop and implement Social Studies vocabulary review to increase reading comprehension of EOC/STAAR test question language. Reading resources so that students may get a better understanding of the material. Increase the availability of instructional supplies, curriculum and instructional materials to enhance student products and projects and to enhance teachers' instructional delivery | Dept. Heads, Teacher(s) Tech Department | Six Weeks | ● High Quality color printers  
● Ipads | **Formative Evaluation:**  
● 2012-2013 EOC Data  
● Six Week Exam Data  
**Summative Evaluation:**  
● 2013-2014 EOC Results |
**Goal 1.** By 2013-2014, all students and all student groups will reach high standards, exceeding minimum federal and state expectations, in the four core areas: Reading/English Language Arts, Mathematics, Science and Social Studies. (BCISD Goal 2; NCLB Goals 1 &2)

**Objective 4.** Social Studies: By Spring 2014, the percentage of students in all student groups meeting or exceeding proficiency on Social Studies EOC will be within 10% of the state average.

<table>
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<tr>
<th>Action Steps</th>
<th>Person Responsible</th>
<th>Timeline</th>
<th>Resources Needed</th>
<th>Formative/Summative Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Social Studies - Departmentally develop and implement use of enrichment materials, benchmarks, tutoring</td>
<td>Dept. Heads, Gear Up Administrator, Teachers</td>
<td>Six weeks</td>
<td>• Interventionist</td>
<td>Formative Evaluation:</td>
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<td></td>
<td></td>
<td></td>
<td>• Texas Coach</td>
<td>• 2012-2013 EOC Data</td>
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<td>• Measuring Up to EOC workbook</td>
<td>• Six Week Exam Data</td>
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<td>Summative Evaluation:</td>
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<td></td>
<td></td>
<td>• 2013-2014 EOC Results</td>
</tr>
<tr>
<td>6. Social Studies- Increase the availability of instructional technology, technology supplies, curriculum and instructional materials to enhance student products and projects and to enhance teachers’ instructional delivery, such as:2Promethean Interactive Whiteboards, Ipads, Economics Alive! curriculum, Photoshop software, 3 classroom laptop mobile lab, CDs, DVDs, diskettes, flash drives, Markers, highlighters and map pencils, specialty papers</td>
<td>Teacher(s) Director of Technology Principals Gear-Up Administrator</td>
<td>Six Weeks</td>
<td>• Federal funds</td>
<td>Formative Evaluation:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Trainings for substitute teachers,</td>
<td>• 2012-2013 EOC Data</td>
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<td>• Media Consultant/Specialist</td>
<td>• Six Week Exam Data</td>
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<td>Summative Evaluation:</td>
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<td></td>
<td></td>
<td>• 2013-2014 EOC Results</td>
</tr>
</tbody>
</table>
Goal 1. By 2013-2014, all students and all student groups will reach high standards, exceeding minimum federal and state expectations, in the four core areas: Reading/English Language Arts, Mathematics, Science and Social Studies. (BCISD Goal 2; NCLB Goals 1 &2)

Objective 4. Social Studies: By Spring 2014, the percentage of students in all student groups meeting or exceeding proficiency on Social Studies EOC and STAAR will increase from 88% to 100%

<table>
<thead>
<tr>
<th>Action Steps</th>
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<th>Timeline</th>
<th>Resources Needed</th>
<th>Formative/Summative Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Social Studies- Increase the availability of instructional technology,</td>
<td>Lead Teacher,</td>
<td>Six Weeks</td>
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<tr>
<td>technology supplies, curriculum and instructional materials to enhance</td>
<td>Teacher(s)</td>
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<tr>
<td>student products and projects and to enhance teachers’ instructional delivery,</td>
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<td>Formative Evaluation:</td>
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<tr>
<td>such as: • 2 Promethean Interactive Whiteboards • 2 classroom sets Promethean</td>
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<td></td>
<td>• 2012-2013 EOC Data</td>
</tr>
<tr>
<td>Handheld Student Interactive devices • Economics Alive! Curriculum •</td>
<td></td>
<td></td>
<td></td>
<td>• Six Week Exam Data</td>
</tr>
<tr>
<td>Photoshop software • 2 classroom laptop mobile lab • CDs, DVDs, diskettes,</td>
<td></td>
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<td></td>
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<tr>
<td>flash drives • Markers, highlighters and map pencils • specialty papers</td>
<td></td>
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<td>Summative Evaluation:</td>
</tr>
<tr>
<td>(photo, craft, construction) * Promethean ACTIV Panel 21</td>
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<td></td>
<td>• 2013-2014 EOC Results</td>
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<tr>
<td>8. Continued from Goal#1 Objective #4 Activity #6: Social Studies- Increase</td>
<td>Teacher(s)</td>
<td>Six Weeks</td>
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<tr>
<td>the availability of instructional technology, technology supplies, curriculum</td>
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<td>Formative Evaluation:</td>
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<td>and instructional materials to enhance student products and projects and to</td>
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<td>• 2012-2013 EOC Data</td>
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<tr>
<td>enhance teachers’ instructional delivery, (Target Group: All) (NCLB: 1&amp;2)</td>
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<td></td>
<td></td>
<td>• Six Week Exam Data</td>
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<td>Summative Evaluation:</td>
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<td></td>
<td></td>
<td>• 2013-2014 EOC Results</td>
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</table>
**Goal 1.** By 2013 - 2014, all students and all student groups will reach high standards, exceeding minimum federal and state expectations, in the four core areas: Reading/English Language Arts, Mathematics, Science and Social Studies. (BCISD Goal 2; NCLB Goals 1 & 2)

**Objective 5.** Science: By Spring 2014, the percentage of students in all student groups meeting or exceeding proficiency on Science EOC will be within 10 percentage points of the state average.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Persons Responsible</th>
<th>Timeline</th>
<th>Needed</th>
<th>Formative/Summative Evaluation</th>
</tr>
</thead>
</table>
| 1. Based on student assessment data, design and implement a Science lab for students most at risk of failing and science remediation for students who have not mastered Biology EOC | Counselor(s), Dept. Heads, Principal, Teacher, Consultants | All year | Campus Interventionist Science Consultant | Formative Evaluation:  
- 2012-2013 EOC Data  
- Six Week Exam Data  
Summative Evaluation:  
- 2013-2014 EOC Results |
| 2. Collaboratively develop science benchmark assessments, implement, and review student data to establish instructional priorities | Dept. Heads, Principal, Teacher(s) | November and March | Substitutes for data disaggregation | Formative Evaluation:  
- 2012-2013 EOC Data  
- Six Week Exam Data  
Summative Evaluation:  
- 2013-2014 EOC Results |
| 3. Increase science instructional equipment, general supplies, lab equipment and materials to enhance students’ hands-on experience and to enhance teacher instruction | | All year | | Formative Evaluation:  
- 2012-2013 EOC Data  
- Six Week Exam Data  
Summative Evaluation:  
- 2013-2014 EOC Results |
### Goal 1.
By 2013 - 2014, all students and all student groups will reach high standards, exceeding minimum federal and state expectations, in the four core areas: Reading/English Language Arts, Mathematics, Science and Social Studies. (BCISD Goal 2; NCLB Goals 1 & 2)

### Objective 5.
Science: By Spring 2014, the percentage of students in all student groups meeting or exceeding proficiency on Science EOC will increase from 80% to 90%

<table>
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<tr>
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<th>Timeline</th>
<th>Resources Needed</th>
<th>Formative/Summative Evaluation</th>
</tr>
</thead>
</table>
| 4. Increase the availability of instructional technology, technology supplies, curriculum and instructional materials to enhance student products and projects and to enhance teachers’ instructional delivery such as: | Administrators, Principal, Teacher(s) Science dept. chair Director of technology | All year |  | Formative Evaluation:  
- 2012-2013 EOC Data  
- Six Week Exam Data  
Summative Evaluation:  
- 2013-2014 EOC Results |
| *TI inspire navigator software  
*Vernier scientific probes  
*Hedgehog learning software | | | |
| 5. Collaboratively review Biology EOC objectives and assessment data, as needed, to re-define instructional timelines and targets | Administrators, Principal, Teacher(s) | Every Six Weeks | *DMAC training  
*Substitutes for data disaggregation | Formative Evaluation:  
- 2012-2013 EOC Data  
- Six Week Exam Data  
Summative Evaluation:  
- 2013-2014 EOC Results |
| 6. Science Consultant tutorials for students that have not passed EOC exam or may be in need of assistance in passing EOC exam. Study student’s assessment data and work on key objectives to make students successful. | Administrators, Consultant, Teacher(s) | All year |  | Formative Evaluation:  
- 2012-2013 EOC Data  
- Six Week Exam Data  
Summative Evaluation:  
- 2013-2014 EOC Results |
**Goal 1.** By 2013 - 2014, all students and all student groups will reach high standards, exceeding minimum federal and state expectations, in the four core areas: Reading/English Language Arts, Mathematics, Science and Social Studies. (BCISD Goal 2; NCLB Goals 1 &2)

**Objective 6.** Graduation Rate and RHSP/DAP Participation: By June 2014, the graduation rate will increase to 100% for all student populations; and the percentage of students graduating with RHSP/DAP will increase from 90% (Class of 2010) to 95%

<table>
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<tr>
<th>Action Steps</th>
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<th>Timeline</th>
<th>Resources Needed</th>
<th>Formative/Summative Evaluation</th>
</tr>
</thead>
</table>
| 1. Grad. Rate/RHSP/DAP - Compile a list of seniors at-risk of failure and do the following:  
  • Conference with the student to map out intervention plans  
  • ACT/SAT preparation/seminars  
  • Scholarship application  
  • Classroom speakers, incentives  
  • Library resources  
  • Conference with parents to enlist their support and follow-through with the students on intervention plans  
  • Set up schedule for assistance through the Student Learning Center for credit recovery.  
  • FHS Website, (Sr. Information, Apply Texas Counselors)  
  • National Honor Society | Administrators, Counselor(s)            | All Year  | PO # HS 1744 - $588.00 – NHS Medallion – NHS Society  
  P.O. # HS 1746 - $162.00 – NHS Insignia Patch – NHS Society  
  P.O.# 1745 - $888.00 – NHS Satin Pendant Stole – NHS Society | Formative Evaluation:  
  • 2012-2013 EOC Data  
  • Six Week Exam Data  
  Summative Evaluation:  
  • 2013-2014 and EOC Results |
| 2. Grad. Rate/RHSP/DAP - Provide information to and counsel all students and their parents about dual credit and Articulated classes. | Counselor(s), Gear-Up, Administrator    | All Year  |                                                                                   |                                                                                             |
| 3. Grad. Rate/RHSP/DAP - Closely monitor the attendance of seniors and contact parents of those students who have attendance issues. | Administrators                          | All Year  |                                                                                   |                                                                                             |
| 4. Grad. Rate/RHSP/DAP - Meet with every Junior and Senior to review graduation plan twice per year to ensure that students are on track to graduate | Counselor(s)                            | All Year  |                                                                                   |                                                                                             |
Goal 1. By 2013-2014, all students and all student groups will reach high standards, exceeding minimum federal and state expectations, in the four core areas: Reading/English Language Arts, Mathematics, Science and Social Studies. (BCISD Goal 2; NCLB Goals 1 & 2)

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<tbody>
<tr>
<td>5. Grad. Rate/RHSP/DAP - Conduct College 101 courses and college and career preparation including:</td>
<td>Administrators, Counselor(s), Teacher(s)</td>
<td>All Year</td>
<td>P.O. # HS1744 - $588.00 – NHS Medallion – NHS Society</td>
<td>Formative Evaluation:</td>
</tr>
<tr>
<td>• ACT/SAT preparation</td>
<td></td>
<td></td>
<td>P.O. # HS1746 - $162.00 – NHS Insignia Patch – NHS Society</td>
<td>• 2012-2013 EOC Data</td>
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<tr>
<td>• ACT/SAT Seminars</td>
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<td>P.O. # HS- 1745 - $888.00 – NHS Satin Pendant Stole – NHS Society</td>
<td>Summative Evaluation:</td>
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<tr>
<td>• THEA testing</td>
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<td>• 2013-2014 EOC Results</td>
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<td>• Scholarship applications</td>
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<td>• Classroom speakers; Incentives</td>
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<td>• Displays • Pamphlets</td>
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<td>• Library resources</td>
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<td>• Counseling career centers including the GEAR-UP GO Center</td>
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<td>*FHS Website (SR. Information, Apply Texas counselors</td>
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<td>* National Honor Society</td>
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</table>
**Goal 1.** By 2013-2014, all students and all student groups will reach high standards, in federal and state expectations, in the four core areas: Reading/English Language Arts, Mathematics, Science and Social Studies. (BCISD Goal 2; NCLB Goals 1 &2)

**Objective 7.** Dropout and Attendance: By June 2014, the dropout rate will be reduced from 3.1% (2010–2011) to 2% for all student populations. June 2014, attendance for all student populations will increase from 91.4% (2010–2011) to 95% for all student populations.

<table>
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<tr>
<th>Action Steps</th>
<th>Persons Responsible</th>
<th>Timeline</th>
<th>Resources Needed</th>
<th>Formative/Summative Evaluation 2013-2014</th>
</tr>
</thead>
</table>
| 1. Dropout/Attendance - Generate a list of student who are exhibiting a pattern of Absenteeism and implement the district truancy policy to enforce attendance. Contract services to utilize best practices in dropout prevention, and support targeted academic and social support for At-Risk students. | Administrators, Teacher(s) | All Year | Process Manager Grade Speed | **Formative Evaluation:**  
  - STAAR and EOC Data  
  - Six Week Exam Data  
  **Summative Evaluation:**  
  - STAAR and EOC Results |
| 2. Dropout/Attendance - Conduct School/Local Law Enforcement/Judicial summit to allow other agencies to assist in truancy issues | Administrators, Counselor(s), Teachers Truancy Officer | Annual | Local Law Enforcement | **Formative Evaluation:**  
  - STAAR and EOC Data  
  - Six Week Exam Data  
  **Summative Evaluation:**  
  - STAAR and EOC Results |
| 3. Dropout/Attendance - Provide homebound services to students experiencing health difficulties to ensure their academic success | Administrators, Homebound Staff, Teacher(s) | August – May | Homebound Teacher | **Formative Evaluation:**  
  - STAAR and EOC Data  
  - Six Week Exam Data  
  **Summative Evaluation:**  
  - STAAR and EOC Results |
| 4. Dropout/Attendance - Provide pregnancy related services to expectant students to ensure their academic success | Administrators, Homebound Staff, Teacher(s) | August - May | Homebound Teacher In-school daycare | **Formative Evaluation:**  
  - STAAR and EOC Data  
  - Six Week Exam Data  
  **Summative Evaluation:**  
  - STAAR and EOC Results |
| 5. Dropout/Attendance - Effectively utilize Communities in Schools program to assist counseling students to stay in school and improve attendance | Administrators, | August -May | CIS Staff | **Formative Evaluation:**  
  - STAAR and EOC Data  
  - Six Week Exam Data  
  **Summative Evaluation:**  
  - STAAR and EOC Results |
**Goal 1.** By 2013-2014, all students and all student groups will reach high standards, to meet federal and state expectations, in the four core areas: Reading/English Language Arts, Mathematics, Science and Social Studies. (BCISD Goal 2; NCLB Goals 1 &2)

**Objective 7.** Dropout and Attendance: By June 2014, the dropout rate will be reduced from 3.1% (2012– 2013) to 2% for all student populations. By June 2014, attendance for all student populations will increase from 91.4% (2012– 2013) to 95% for all student populations.

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<tr>
<td>6. Dropout/Attendance - Effectively utilize Alternative Ed. program, Student</td>
<td>Administrators, Counselor(s)</td>
<td>All Year</td>
<td>Staff Modifications Learning Center Software</td>
<td>Formative Evaluation:</td>
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<tr>
<td>Learning Center, In School Suspension, Behavior Management Program to ensure that students receive an education on a timely basis</td>
<td>Teacher(s)</td>
<td></td>
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<td>• STAAR and EOC Data</td>
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<td>• Six Week Exam Data</td>
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<tr>
<td>7. Dropout/Attendance - Implement a reward system every 6 weeks for perfect attendance and a “Big Prize” drawing at end of semester and year</td>
<td>Administrators</td>
<td>Each six weeks</td>
<td>Funds for rewards Donations for prizes</td>
<td>Summative Evaluation:</td>
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<td>• STAAR and EOC Data</td>
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<td>• Six Week Exam Data</td>
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<td>8. Dropout/Attendance - Provide counseling sessions with students with attendance problems</td>
<td>Counselor(s)</td>
<td>August – May</td>
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<td>Summative Evaluation:</td>
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<td>• STAAR and EOC Data</td>
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<td>9. Training on processes of PEIMS Leaver Data Validation/ Focus Data Analysis/Continuous Improvement Plan. Exit Survey, Cohort Lists Verification, Withdrawal information procedures.</td>
<td>Administrators, Consultant, Principal</td>
<td>December</td>
<td></td>
<td>• STAAR and EOC Data</td>
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<td>Summative Evaluation:</td>
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<td></td>
<td>• STAAR and EOC Results</td>
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<tr>
<td>10. Drop/Attendance- Law enforcement, community, and local business to report truancy issues</td>
<td>Administrators, Truancy Officer</td>
<td>All Year</td>
<td>Advertise In newspaper, signs in businesses</td>
<td>Summative Evaluation:</td>
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<td>• STAAR and EOC Results</td>
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</tbody>
</table>

Attendance Rate
**Goal 2.** All students will be taught by highly qualified teachers. (BCISD Goal 1; NCLB Goal 3)

**Objective 1.** Highly Qualified Staff: All professional staff will meet the definition of NCLB Highly Qualified and will meet full State certification requirements. Based on annual needs assessment, staff will participate in professional development. All paraprofessionals currently meet NCLB requirements.

<table>
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</thead>
</table>
| 1. Highly Qualified - To enhance the use of technology in instruction, provide technology training in such areas as Power Point and other applications | Administrator | All Year | HS1499-ESC2 - $35.00 – Title 1 HS1525-ESC2-$6,575.00-Title 1 | Formative Evaluation:  
- EOC Data  
- Six Week Exam Data  
Summative Evaluation:  
- 2013-2014 TAKS and EOC Results |
| 2. Highly Qualified - Provide ESL teacher stipends | Administrator | All Year | | Formative Evaluation:  
- 2012-2013 EOC Data  
- Six Week Exam Data  
Summative Evaluation:  
- 2013-2014 TAKS and EOC Results |
| 3. Highly Qualified - Improve AP curriculum delivery by attending AP conferences, summer institutes and/or workshops in each area AP is offered | Principal | All Year | | Formative Evaluation:  
- 2012-2013 EOC Data  
- Six Week Exam Data  
Summative Evaluation:  
- 2013-2014 EOC Results |
| 4. Highly Qualified - Enhance teacher instruction through on-going content area professional development  
- content workshops  
- Gradebook training  
- G/T update training  
- CPR training  
- AVID workshops and conferences  
- Assessment conference  
- CSCOPE conference and trainings  
- Model Classroom Project Training - TPO  
- Principal & AP Leadership Team Training  
- AP / Pre-AP workshops and conferences  
- GEAR UP workshops and conferences  
- Writing workshops  
- DMAC training  
- Ed Options training  
*John Samara  
PLC trainings | Administrator, AVID instructors, AVID Program Manager, Counselor(s), Curriculum Director, Dept. Heads, Director of Technology, Gear Up Administrator, Special Ed Teachers, Special Education Director | All Year | HS1527 - The Curriculum Project - $1,750.00 – Title 1 HS1529 – The Curriculum Project - $192.00 – Title 1 HS1533 – Holiday Inn- Austin, Tx. – 496.80 – Title 2 HS-1442 – TASA - $250.00 – Title 2 HS1531 – Travel Expense (meals) - $248.50 – Title 2 HS 1774, CSCOPE Conference, Administrators & Teachers, $2,100.00 HS 1731, Principal Leadership Community Training, $35.00 HS 1859, DMAC Training for Teachers (analyzing & disaggregating data) $795.00 HS 1860, STAAR data & analyses $1,785.00 Requisition # 010622, ESC 2 Assessment, Accountability & Action Workshop $150.00, L. Munoz | Formative Evaluation:  
- Administrators evaluations of campus needs  
Summative Evaluation:  
- 2013-2014 TAKS and EOC Results |
**Goal 3.** All students will be educated in learning environments that are safe, drug free, and conducive to learning. (BCISD Goal 4; NCLB Goal 4)

**Objective 1.** Discipline and Safe & Drug-Free Learning Environment: By Spring 2014, discipline referrals requiring disciplinary action will decrease by 20%, from 35% (10-11) to 15%, and drug-related and safety incidences will be reduced to 0%.

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<tr>
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<th>Timeline</th>
<th>Resources Needed</th>
<th>Formative/Summative Evaluation</th>
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</thead>
</table>
| 1. Discipline/SOSC - Consistently implement a policy to ensure a safe & drug-free environment. | Principal, Assistant Principal, Counselor(s) Security and officer | August 2013 – May 2014 | Drug dogs | **Formative Evaluation:**  
- Administrators evaluations of campus needs  
**Summative Evaluation:**  
- Compliance of Safe of Drug Free Environment  
- Student/Staff Evaluations |
| 2. Discipline/SOSC - Utilize safe and drug-free awareness activities, information, materials, media, Red Ribbon Week activities, and assemblies to set expectations for and to promote a safe environment. Work with individual students to recognize the dangers of violence and to teach motivating reasons to stay away from violence. Address bullying prevention and awareness. | Principal, Assistant Principal, Counselor(s) | August 2013 – May 2014 |  | **Formative Evaluation:**  
- Administrators evaluations of campus needs  
**Summative Evaluation:**  
- Compliance of Safe of Drug Free Environment  
- Student/Staff Evaluations |
| 3. Discipline/SOSC - Continue to utilize a campus security hall monitor and Campus Police Officer | Principal, Assistant Principal, Counselor(s) | August 2013 – May 2014 |  | **Formative Evaluation:**  
- Administrators evaluations of campus needs  
**Summative Evaluation:**  
- Compliance of Safe of Drug Free Environment  
- Student/Staff Evaluations |
| 4. Discipline/SOSC - Provide counseling on behavior modification and involve outside counseling agencies for more severe cases, as data warrants | Principal, Assistant Principal, Counselor(s) Teacher(s) | August 2013 – May 2014 |  | **Formative Evaluation:**  
- Administrators evaluations of campus needs  
**Summative Evaluation:**  
- Compliance of Safe of Drug Free Environment  
- Student/Staff Evaluations |
**Goal 4.** All students will graduate from high school and will have acquired the necessary skills to be successful in a technological society. (BCISD Goal 3; NCLB Goal 5)

**Objective 1.** College Preparation (ACT/SAT): By June 2014, the percentage of students (Class of 2014) taking the ACT/SAT will increase from 63.6% to 80%; the mean ACT score will increase from 16.6% to 20.8%. Follett Library Resources PO # FHS938-$666.20

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<th>Action Steps</th>
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<tbody>
<tr>
<td>1. College Prep - Encourage more students at all grade levels to take ACT/SAT college entrance exams.</td>
<td>Counselor(s)</td>
<td>Each Semester</td>
<td>ACT and SAT registration packets</td>
<td><strong>Formative Evaluation:</strong>&lt;br&gt;  - ACT/SAT Student Data&lt;br&gt;<strong>Summative Evaluation:</strong>&lt;br&gt;  - Annual ACT School Profile Report</td>
</tr>
<tr>
<td>2. College Prep - Provide students with opportunities to take dual credit/concurrent enrollment classes on campus or via distance learning and pay for class costs</td>
<td>Counselor(s)</td>
<td>On-Going Beginning of each semester</td>
<td>Tuition Money</td>
<td><strong>Formative Evaluation:</strong>&lt;br&gt;  - Student Class Rosters&lt;br&gt;<strong>Summative Evaluation:</strong>&lt;br&gt;  - Final Class Rosters</td>
</tr>
<tr>
<td>3. College Prep - Provide students with college prep information; conduct 2 financial aid nights; conduct 1 college day program; take students on college visit field trips (AVID; Seniors; GEAR UP cohort.</td>
<td>Counselor(s) Gear Up 9th Gr Cohort Coordination</td>
<td>Annually Extra duty pay for evening events</td>
<td></td>
<td><strong>Formative Evaluation:</strong>&lt;br&gt;  - Student Sign-up rosters</td>
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<tr>
<td>4. College Prep - Implement AVID for Sophomores who meet established criteria to promote a college-going environment and improve potential for success; begin development process to expand to include 10th and 11th grade next year and grades 9 - 12 the following year.</td>
<td>Principal, Assistant Principal, AVID Instructors, AVID Program Manager, Counselor(s), Teacher</td>
<td>August Avid teacher</td>
<td></td>
<td><strong>Formative Evaluation:</strong>&lt;br&gt;  - Student Sign-up rosters</td>
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</table>
**Goal 5.** All parents and community will be equal partners in the education of our students. (BCISD Goal 5)

**Objective 1.** Parent & Community Involvement: By Spring 2014, the percentage of parents participating in activities focused on decision-making and improving Academic achievement will increase by 25%.

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<th>Resources Needed</th>
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<tbody>
<tr>
<td>1. Parent/Community Involvement – Publish FHS Title I Newsletter</td>
<td>Principal, Assistant Principal, Technology Director</td>
<td>Every 6 Weeks</td>
<td>Formative Evaluation: • Administrators evaluation</td>
<td>Summative Evaluation: • Post information and interest</td>
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<td>2. Parent/Community Involvement – Utilize school website and marquee for</td>
<td>Principal, Assistant Principal, Counselor(s), Director of Technology</td>
<td>Ongoing</td>
<td>Campus website</td>
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<td>disseminating information, such as: • News</td>
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<td>• Events- Motivational Speakers</td>
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<td>• Tips</td>
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<td>• Test Schedules</td>
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<td>3. Parent/Community Involvement – Attend Parental Involvement Policy and</td>
<td>Principal, Assistant Principal, Counselor(s), Federal Programs Directors</td>
<td>Annually</td>
<td>Formative Evaluation: • Administrators evaluation</td>
<td>Summative Evaluation: • Parental involvement policy</td>
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<td>Procedure Training *Annual Parent Involvement Conference at Robstown-</td>
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<td>4. Parent/Community Involvement – Advertise and conduct informational</td>
<td>Principal, Asst. Principal, AVID Instructor, AVID Program manager, core</td>
<td>Ongoing</td>
<td>Formative Evaluation: • Administrator evaluation</td>
<td>Summative Evaluation: • 2013-2014 EOC Results</td>
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<td>meetings about the following: • AVID</td>
<td>subject teachers, counselors, GEAR-UP Director, Technology Director, Federal</td>
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<td>• Gear-Up/Activities</td>
<td>Programs Director.</td>
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<td>• Dual Credit classes</td>
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<td>• Freshmen Orientation</td>
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<td>• AP Course Parent Meetings</td>
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<td>• Title I Annual Parent Meeting</td>
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<td>• STAAR/EOC</td>
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**Goal 5.** All parents and community will be equal partners in the education of our students. (BCISD goal 5)

**Objective 1.** Parent & Community Involvement: By Spring 2014, the percentage of parents participating in activities focused on decision-making and improving academic achievement will increase by 25%

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<tr>
<td>5. Parent &amp; Community Involvement – Conduct home visits with parents of students who are at-risk of failure, have persistent behavior problems or attendance problems</td>
<td>Assistant Principal(s), Counselor(s), Principal, Teacher(s)</td>
<td>All Year</td>
<td></td>
<td><strong>Formative Evaluation:</strong>&lt;br&gt;• Home visit logs, general student data, attendance</td>
</tr>
<tr>
<td>6. Parent &amp; Community Involvement – Provide parents with access to Internet-based grade book to inform of academic progress and initiate responses</td>
<td>Director of Technology, Teacher(s)</td>
<td>All Year</td>
<td></td>
<td><strong>Formative Evaluation:</strong>&lt;br&gt;• Weekly updates; teacher-parent, responses; parent logs</td>
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<tr>
<td>7. The parents/guardians will be sent out a memo on their academic status and resources available to regain course when needed. Postage for meter to mail out letters to parents/guardian.</td>
<td>Counselor(s), Principal</td>
<td>All Year</td>
<td></td>
<td><strong>Formative:</strong>&lt;br&gt;• Percentage of students attending Credit Recovery Classes</td>
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</tbody>
</table>