

**Brownsville Independent School District**  
**Hanna Early College High School**  
**2017-2018 Campus Improvement Plan**



## Mission Statement

*Our mission is to develop competitively driven and socially involved critical thinkers who will benefit our society and make a positive impact on our future.*

## Vision

*Our vision is to educate productive and well-rounded individuals by providing an early college education, while developing responsible, independent and motivated students.*

## Value Statement

**Hanna Early College High School, rich in cultural heritage, will produce well-educated graduates who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by utilizing all resources to provide equitable opportunities for students.**



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# Comprehensive Needs Assessment

## Needs Assessment Overview

Homer Hanna Early College High School, previously named Brownsville High School, is the oldest and largest high school in Brownsville, Texas, which harbors a vast number of diverse student communities created by the blend of cultures rich in heritage and tradition. The campus, which is located on the north central side of the city, has experienced a variety of academic and facility changes since its construction in 1966 and first graduating class of 1967. The school serves approximately 2700 students in grades 9-12. In order to produce responsible, well-rounded graduates, Homer Hanna Early College High School faculty and staff strive to provide opportunities for students to develop academically and socially, think independently, and communicate effectively making student achievement our primary focus. Teachers are extremely dedicated professionals who continuously reflect upon the educational changes and deliberately plan staff development based on student achievement data and teacher, student and parent feedback in order to improve lessons and lesson designs. All certified professional staff members are continuously seeking attendance to conferences and professional trainings in the areas of Dual Enrollment, Advanced and Pre-Advanced Placement, Gifted and Talented, Behavior Intervention, Special Needs, Technology, Dyslexia, State of Texas Assessment Program, and other related areas that directly impact our students.

The curriculum for all courses offered at Hanna Early College High School is based on the Texas Essential Knowledge and Skills guidelines set forth by the Texas Education Agency. Departments meet to discuss and develop time-lines that dictate subject area pace, integration of EOC Standards, teaching strategies and various lesson activities to meet the needs of each student group. In addition, department and strand members disaggregate EOC, District and Campus benchmark test data, analyze test items, recommend campus activities that address specific student population needs, and determine staff development needs. EOC remediation courses have been interwoven in the master schedule for students in need of assistance. After school and Saturday Tutorials are offered to students who need the one to one help in order to be successful in their classes and state assessments. Regaining credit opportunities offer alternative options through a variety of programs. Migrant Tutorial is designed to provide assistance to migrant students. S.T.A.R.S. is individualized and uses American Preparatory Institute competency based curriculum modules to regain credit. Other options are the A+ Program, Campus Learning computer program, Credit by Exam in various subject areas, and Correspondence Courses. Career and Technology Pathways offer our students exposure to various careers in the areas of Automotive Technology, Collision and Repair, Machine Shop, Building Trades, Culinary Arts, Drafting, Technology Systems, Architectural Graphics, and Health Science Technology. Hanna Early College High School also has a College Preparatory Program know as the Science, Technology, Architecture and Medical Professions (STAMP) program available to our Cohort 2018 students where student are selected through an application process. The core academic classes are rigorous and closely linked to the medical and engineering professions.

Hanna Early College High School continuously strives to provide an environment that is conducive to teaching and learning. Students receive the BISS Student Parent Handbook as well as the Hanna High School Student Handbook which outlines the district and campus policies regarding attendance, grades, discipline, and extracurricular activities designed to promote student achievement. Campus six weeks tests are scheduled for the end of each six weeks and district benchmarks are scheduled to be administered during the second and fourth six weeks. Math, Science, Social Studies and ELA Departments hold Data Review Sessions (DRS's) the week following the end of the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> Six Weeks marking periods to address the areas of need and adjusted their Timelines or Scope and Sequence to address those needs. Ninth grade students who did not demonstrate mastery on EOC tests will be identified and assigned

a review class in the areas of Algebra I, Biology, English I & II and U.S. History. The primary focus of these courses is to review the respective EOC Standards and to provide individualized assistance. For those students needing to pass the TAKS Exit Level Test, TAKS review is offered through the use of Compass Learning and PLATO software which is designed to specifically identify the objectives that need to be addressed by the students. All teachers, including core academic and elective teachers, have interwoven writing activities designed to increase student writing abilities into their weekly lessons, thus providing a much needed and appreciated support system for language arts teachers. A built in common planning period has been implemented by subject strand to promote vertical alignment and collaboration.

Homer Hanna High School was the recipient of the I3 Grant ( College for All) for the 2013-2014 School Year and has received the designation from the Texas Education Agency to be an Early College High School beginning the 2014-2015 School Year. Hanna has been working with the department of Advanced Academics to align and provide support to those students wishing to enroll in dual enrollment classes. Our partner colleges are Texas Southmost College, The University of Texas at Brownsville and Texas State Technical College.

Staff is comprised of approximately 220 teachers, 8 campus administrators, 23 professional support personnel, 32 instructional assistants, 29 clerical staff, 16 food service personnel and 20 maintenance personnel.

Hanna Early College High School promotes numerous student clubs and organizations and students are encouraged to become involved in a variety of extracurricular activities such as Student Council, National Honor Society, Band, Choir, Strutters, UIL Academic Events, Chess, Athletics, Science and History Fairs, Estudiantina, JROTC, Destination Imaginations, Mock Trial, and Masterminds.

School Namesake: Mr. Homer Hanna, Brownsville lifetime educatorSchool

Colors: Brown and Gold

School Mascot: Golden Eagle

School Enrollment; 2778

Annual Campus Goals:

- Improve the Academic skills of all students
- 90% of Hanna students enrolled in English I, & II will demonstrate mastery on the EOC test components.
- 90% of Hanna students enrolled in U.S. History will demonstrate mastery on the EOC test components.
- 90% of Hanna students enrolled in Biology will demonstrate mastery on the EOC test components.
- 90% of Hanna students enrolled in Algebra I will demonstrate mastery on the EOC test components.
- Increase Hanna Average Daily Attendance average to 96%.
- Increase college awareness for parents and students.
- Increase the graduation rate/decrease dropout rate.
- Increase 10% campus parental involvement.
- Decrease of 10% in discipline referrals





# Demographics

## Demographics Summary

The student population at Hanna Early college School is approximately 2650 and serves students in grades ninth through twelfth. According to the PEIMS Data Review of our campus profile, the total student population includes: .15% American Indian; .75% Asian; .30% African American; .07% Haw-Pacific; .30% White; 51.9% At-Risk; 1.66% Migrant; 9.7% LEP; 85.9% Economically Disadvantaged; 98% Hispanic; 3.6% Gifted and Talented; 10% Special Education. Enrollment numbers for Hanna Early College have shown small decline. The mobility rate at Hanna Early College is 13%. A total of 1374 students are At-Risk. Additionally the retention rate for All Students was 11.7% and 17.4% for At-Risk. Attendance Rate for All Students was 34% and 92% for At-Risk Students. The Drop Out rates for All Students was 1.4% and 2.4 for At-Risk. Moreover the Completion Rates for school year were 95.7% and 92.7% for At-Risk. The graduation rates for all students was 95.8% and 94.1% for At-Risk.

Hanna Early High School met standard in all the indicies of the Texas Education Agency 2015 Accountability Report. The indicies and scores are in Student Achievement with an index score of 71, Closing Performance Gaps with an index score of 43, and Postsecondary Readiness with an index score of 69. As a campus for all subjects combined 71% of students scored at a phase-in satisfactory standard while the passing rate for subpopulations was 30% for special education, 70% for economically disadvantaged, and 41% for english language learners. In English Language Arts as a campus group 61% of students scored at a phase-in satisfactory standard while the passing rate for subpopulations was 22% for special education, 59% for economically disadvantaged, and 27% for english language learners. In Mathematics as a campus group 74% of students scored at a phase-in satisfactory standard while the passing rate for subpopulations was 33% for special education, 73% for economically disadvantaged, and 59% for english language learners. In Science as a campus group 83% of students scored at a phase-in satisfactory standard while the passing rate for subpopulations was 43% for special education, 83% for economically disadvantaged, and 55% for english language learners. In Social Studies as a campus group 89% of students scored at a phase-in satisfactory standard while the passing rate for subpopulations was 46% for special education, 89% for economically disadvantaged, and 59% for english language learners.

2016-2017 Student Data											
Student Data	All Students	Hispanic	White	Asian	LEP	At-Risk	Eco. Dis.	Special Ed.	Migrant	G T	CTE
<b>Algebra I</b>	<b>77</b>	<b>77</b>	<b>*</b>	<b>*</b>	<b>67</b>	<b>70</b>	<b>76</b>	<b>36</b>	<b>64</b>	<b>97</b>	<b>84</b>
<b>English I</b>	<b>59</b>	<b>58</b>	<b>75</b>	<b>86</b>	<b>20</b>	<b>43</b>	<b>58</b>	<b>12</b>	<b>44</b>	<b>99</b>	<b>62</b>
<b>Biology</b>	<b>91</b>	<b>91</b>	<b>100</b>	<b>*</b>	<b>74</b>	<b>84</b>	<b>91</b>	<b>52</b>	<b>83</b>	<b>100</b>	<b>92</b>
<b>English II</b>	<b>66</b>	<b>66</b>	<b>70*</b>	<b>*</b>	<b>22</b>	<b>45</b>	<b>65</b>	<b>15</b>	<b>30</b>	<b>96</b>	<b>70</b>
<b>U.S. History</b>	<b>92</b>	<b>92</b>	<b>*</b>	<b>*</b>	<b>82</b>	<b>86</b>	<b>91</b>	<b>45</b>	<b>78</b>	<b>100</b>	<b>93</b>

## Demographics Strengths

Hanna High School's Early College areas of needs are as follow:

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## 2015-2016 EOC Scores

Student Data	LEP	At-Risk	Eco. Dis.	Special Ed.	Migrant
<b>Algebra I</b>	67	70	76	36	64
<b>English I</b>	20	43	58	12	12
<b>Biology</b>	91	84	91	52	83
<b>English II</b>	66	45	65	15	30
<b>U.S. History</b>	82	86	91	45	78

### 2016-2017 EOC Student Data

Student Data	All Students	Hispanic	White	Asian	LEP	At-Risk	Eco. Dis.	Special Ed.	Migrant	G T	CTE
<b>Algebra I</b>	<b>86</b>	<b>86</b>	<b>83</b>	*	<b>74</b>	<b>80</b>	<b>86</b>	<b>42</b>	<b>100</b>	<b>100</b>	<b>88</b>
<b>English I</b>	<b>64</b>	<b>64</b>	<b>50</b>	*	<b>16</b>	<b>43</b>	<b>63</b>	<b>16</b>	<b>83</b>	<b>98</b>	<b>66</b>
<b>Biology</b>	<b>89</b>	<b>89</b>	<b>83</b>	*	<b>75</b>	<b>81</b>	<b>90</b>	<b>49</b>	<b>80</b>	<b>99</b>	<b>90</b>
<b>English II</b>	<b>66</b>	<b>65</b>	<b>83</b>	<b>100</b>	<b>21</b>	<b>45</b>	<b>65</b>	<b>18</b>	<b>57</b>	<b>95</b>	<b>67</b>
<b>U.S. History</b>	<b>94</b>	<b>94</b>	<b>86</b>	*	<b>82</b>	<b>89</b>	<b>94</b>	<b>54</b>	*	<b>100</b>	<b>95</b>

Our Special Ed, At-Risk and ELL students are in need of improvement. Core area strand common planning periods have been embedded into the master schedule to allow teachers to meet as a strand and address the needs of those students. Dean of Instruction and a representative of each EOC Testing Strand will attend the Assessment Conference to obtain professional development on the latest testing trends and research based strategies. (3.1.4)

Before, after school and Saturday Tutorials will be offered to students that are struggling in class in order to provide the needed support to help them be successful. (7.1.5)

## Student Achievement

### Student Achievement Summary

The Hanna Early College High School Student Achievement is as follows according to our Spring 2015 EOC Results.

### 2015-2016 Student Data

Student Data	All Students	Hispanic	White	Asian	LEP	At-Risk	Eco. Dis.	Special Ed.	Migrant	G T	CTE
Algebra I	77	77	*	*	67	70	76	36	64	97	84
English I	59	58	75	86	20	43	58	12	44	99	62
Biology	91	91	100	*	74	84	91	52	83	100	92
English II	66	66	70*	*	22	45	65	15	30	96	70
U.S. History	92	92	*	*	82	86	91	45	78	100	93

### Student Achievement Strengths

Amongst the most noticeable achievements for the 2016-2017 School Year for Hanna Early College High School is obtaining Four Distinctions granted by the Texas Education Agency for placing in the Quartile 1 our group.

Distinctions

Academic Achievement in Reading/ELA

Academic Achievement in Social Studies

Top 25 % Closing Performance Gaps

Post Secondary Readiness

## Campus needs

2016-2017 EOC Student Data											
Student Data	All Students	Hispanic	White	Asian	LEP	At-Risk	Eco. Dis.	Special Ed.	Migrant	G T	CTE
Algebra I	86	86	83	*	74	80	86	42	100	100	88
English I	64	64	50	*	16	43	63	16	83	98	66
Biology	89	89	83	*	75	81	90	49	80	99	90
English II	66	65	83	100	21	45	65	18	57	95	67
U.S. History	94	94	86	*	82	89	94	54	*	100	95

The Hanna Early College High School Demographic needs are as follow according to our Spring 2017 EOC Results.

2016-2017 EOC Student Data											
Student Data	All Students	Hispanic	White	Asian	LEP	At-Risk	Eco. Dis.	Special Ed.	Migrant	G T	CTE
Algebra I	86	86	83	*	74	80	86	42	100	100	88
English I	64	64	50	*	16	43	63	16	83	98	66
Biology	89	89	83	*	75	81	90	49	80	99	90
English II	66	65	83	100	21	45	65	18	57	95	67
U.S. History	94	94	86	*	82	89	94	54	*	100	95

## Student Needs

Need supplemental instructional supplies for Teachers and EOC Remedial Classes, before school, after school and Saturday tutorials (ex. printing supplies, copy paper, workbooks, pencils, reading materials, pens, batteries for inspire calculators and TI Calculators (1.1.1) (3.1.8)(7.1.3)(3.1.8)(7.1.5)

Supplemental Instructional supplies needed to supplement student achievement equipment school pad technology, Elmos, Smart-boards, projector technology and computer aided instruction and printing supplies (1.1.1)

Desktop Computers and printer for supplemental academic and / or instructional support during school, after school and Saturday Tutorials.(7.1.3)

Provide transportation for after school and Saturday Tutorials (1.1.2)

Need software (A+ Software for STARS Program) (Living With Science) (Compass Learning) will be purchased to assist students in regaining credit in order for them to be successful and catch up to their cohort. (3.1.5)(3.1.8)(7.1.3)

Dean of Instruction and Core Content Area Teachers, TST, Testing Coordinator, Migrant Teacher and Program Specialist will attend in district and out of district staff development to train and retain highly qualified teachers. The professional development will allow teachers and staff to assist all students that are struggling in their classes and provide those students with the needed support to be successful and graduate with their co-hort. (3.1.4)( 1.1.1) (3.1.12)(7.1.8)

Substitutes needed for teachers to attend professional staff development and conduct curriculum alignment to address areas of need. (3.1.12)(3.1.18)

ESL Teacher will conduct curriculum writing to (1.1.10)

LPAC Committee Teachers will meet to address needs of students (1.1.11)

Supplies for EOC and Tutorial Classes (English I, English II, Algebra I, Biology and U.S. History) (1.1.1)(3.1.8) (7.1.3)

Supplies for EOC, TSI Remedial and TSI Testing (3.1.14)

A Summer Bridge Academy needed to provide an orientatin to incoming 9th Grade Students to assist and address the academic needs of At-Risk students and in order to give them the opportunity to obtain up to one high school credit. (3.1.3)

Walk for the Future District Initiative to bring back to the district students not showing up by the school start window. Food and Drinks need for teams working on this initiative. (3-1.10)

Supplies needed for Migrant students to enable them to have the necessary materials (toner) and resources (API Modules, printer, Credit by Exam) to be able to be successful in the classes and EOC State Assessments.(7.1.11)(7.1.3)

Supplies needed for bilingual students to assist them in computer lab in order for them to be successful in their core academic classes. (3.1.8)

## School Culture and Climate

### School Culture and Climate Summary

Hanna Early College High School administration and staff takes preventive measures for the safety and emergency management purposes. Procedures to promote safety include stationing security personnel at various points of school for monitoring. Personnel at Hanna include 5 security guards, 1 police officer, and 3 hall monitors. Disciplinary policies are progressive with counseling services offered at various stages of the discipline process. Discipline data is entered in Review 360 software where it is subsequently tracked for trends in behaviors. Widespread student participation in activities is promoted through events such as Meet the Teacher Night, Summer Briidge and Fish day. Students are actively recruited for programs during the lunch periods and after school.

### School Culture and Climate Strengths

Faculty, Staff, students and parents feel safe and comfortable coming to work. Amongst the many strengths that Hanna Early College High School has to offer to the community and the faculty the following have been identified as major strengths.

Designation as an Early College High School

Incorporating the common instructional framework through the i3 grant

TLI Specialist Support

At-Risk Counselor Support for students at risk of dropping out

Early College High School Transitional Counselor for support in Dual Enrollment

Program Specialist support to increase the graduation rate and prevent students from dropping out

A probation office to assist and monitor those students that are on probation.

Needed supplies for Migrant students to provide the support for them to be successful.

## Student Needs

Campus Needs

Hanna Early College High school will work towards addressing the following needs in order to improve our overall school culture and climate:

Decrease the number of discipline referrals

Increase the number of teacher sponsored student clubs.

Provide trainings for students and teachers on bullying.

Increase faculty and staff attendance rate during the school year.

Increase faculty and staff attendance rate at school & district sponsored events. Provide at least two culture and climate surveys throughout the school year.

Personnel needed in order to provide services to At-Risk/Migrant Students in order to assist them to be successful in their classes and State Assessments. (3.1.1)(3.1.2)(7.1.1)(7.1.2)

Increase parental involvement of Migrant Students. (7.1.6)

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Hanna Early College High School employs teachers that are highly qualified to teach in their content areas for all academic areas. New teachers are provided support through a variety of ways including, but not limited to Texas Literacy Instructional Coach, Investing in Innovation Instructional Support Coaches, campus Dean of Instruction, assigned mentor teachers, campus administration, and trainings both within and outside the district. Current initiatives to build capacity include a cohort of teachers receiving support to teach students at a higher level of rigor. Another group of teachers has been provided with scholarship opportunities to attain a masters degree in their content area through the University of Texas at Brownsville.

Professional growth opportunities are offered at the district level during the school day, after school, weekends, and out of district as needed. Topics include At-Risk Instructional strategies, rigor, EOC (STAAR), Literacy, DOK, Bloom's Taxonomy, AP, Dual Enrollment, GT and many others. The expectation at Hanna ECHS is that teachers attend professional growth opportunities as needed and determined in collaboration with faculty and administration.

### **Staff Quality, Recruitment, and Retention Strengths**

Identified strengths for staff quality, recruitment, and retention include the following:

Opportunities for teachers to teach dual enrollment & AP courses.

Tutorials paid after school through special programs, advanced academics, and special education funds.

Opportunities to attend professional development in AP, GT, Pre-AP, and DE strategies.

TLI professional development opportunities available for all teachers.

i3 Early College Grant professional development available for all teachers.

Instructional Alignment meetings held throughout the school school for all core areas.

Trainings provided outside of the district.



## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

Below is the EOC Data for the School Year 2015-2016.

2015-2016 Student Data											
Student Data	All Students	Hispanic	White	Asian	LEP	At-Risk	Eco. Dis.	Special Ed.	Migrant	G T	CTE
Algebra I	77	77	*	*	67	70	76	36	64	97	84
English I	59	58	75	86	20	43	58	12	44	99	62
Biology	91	91	100	*	74	84	91	52	83	100	92
English II	66	66	70*	*	22	45	65	15	30	96	70
U.S. History	92	92	*	*	82	86	91	45	78	100	93

### Curriculum, Instruction, and Assessment Strengths

The following strengths can be noted when assessing curriculum, instruction and assessment practices at Hanna Early College High School.

Administer district benchmarks on designated dates.

Curricular support from curriculum specialists in all core area subjects.

Instructional support from the Dean of Instruction.

Texas Literacy Initiative instructional coaching support.

Investing In Innovation Early College instructional coaching support.

Scope and sequence provided by the district curriculum office.

Compass Odyssey and APEX available for student remediation in all core areas, EOC, AP, Pre-AP, SAT, ACT, and TSI.

EOC STAAR practice books available to all EOC teachers for remediation.

Print teacher created materials for continuous use throughout the school year through media services.

Curricular, instructional, and strand data meetings scheduled weekly with campus administration and core teachers.

The following needs have been identified when assessing curriculum, instructional, and assessment practices at Hanna Early College High School.

Synchronize assessments in core area subjects amongst teachers to more effectively track student progress.

Budget for curriculum writing time for core tested areas

Implement the College and Career Readiness Standards across all grade levels

EOC STAAR practice books available to all EOC teachers for remediation (1.1.1)

Print teacher created materials for continuous use throughout the school year (1.1.1)

Curricular, instructional, and strand data meetings scheduled weekly with campus administration and tested core teachers.

Personnel needed to teach STARS to assist students falling behind their cohort in order for them to catch up to their peers. (3.1.5)

Personnel needed to meet the needs of Title I-A Students in order for them to be successful. (1.1.3)(3.1.6)

Personnel needed to assist At-Risk students in completing College and Financial Aid Applications (Advise Texas) (4.1.3)

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Hanna Early College is committed to involving parents and community members to be involved in students' education. The parent liaisons compile data on parental participation, attendance and meeting agendas for the SBDM committee. With that information, SBDM determines campus needs. One way to increase parental and community involvement is by conducting the annual Walk for the Future Campaign. The community comes together with district personnel to go and look for students that have not returned to school in August.

### **Family and Community Involvement Strengths**

Communities in School

Parent feedback

Community Service Agencies

Walk for the Future

Needed supplies to host parent meetings

Increase parental involvement for all sub populations (6.1.5)

Provide Computer Classes for parents (6.1.3)

Home visitors and Parent Liaisons will conduct home visits to communicate with parents about their children's education.(6.1.5)

Increase Supplies, snacks and refreshments for Parent Center(6.1.5)

Provide snacks and refreshments for migrant parent meetings. (7.1.6)

## **School Context and Organization**

### **School Context and Organization Summary**

Distributed Leadership is emphasized at Hanna Early College. We have the Campus Principal who oversees the functions of the campus. Under the campus principal are the assistant principals who act as principals of the designated departments. Each assistant principal is in charge of a department (s). The department chairs for each department act as assistant principals for their departments and the department is broken up into strands for the core areas who are lead by strand leaders. This allows for the development of leadership skills in each department and it is a good way that allows ownership for each department. Information is distributed in this manner and as well as the weekly Calendar of Events which is e-mailed to every employee. All employees are informed of major meetings, training and events are informed through this campus initiative.

### **School Context and Organization Strengths**

**Master schedule (teacher, counselor, and admin input)**

**School structure-9<sup>th</sup> English Block Periods**

**Leadership-Department chair and administrators share campus leadership**

**Support structure-Asst. Principals and Dept. chairs work closely with each department to align**

**Schedule for Student Support Services-We have extended day for students in academics, extended Library hours**

**Increase cameras through out the campus to supervise the entire campus. BISD Police Department is currently working to address this need.**

**Increase the number of security personnel to assist in monitoring and keeping the campus safe. BISD Police Department is analysing the need for overtime so that more man power can become available.**

# Technology

## Technology Summary

The Technology committee met several times and looked at the STAR Chart, Fixed Assets Report along with the current hardware and software being utilized across grade level at the campus. The technology teacher (TST) was able to input as to the level of implementation and acquisition of the Technology TEKS as observed per grade level.

## Technology Strengths

**Wireless campus wide**

**Technically innovative instruction**

**Upgraded network infrastructure**

**TST Teacher on Campus**

**Upgraded network infrastructure**

**Website desing to communicate with students, teachers, parents and community (8.1.2)**

**More wireless access points**

**More student response systems**

**Classroom Student Work Stations**

**Software programs A+ for STARS Recovery Program, Living with Science, Shmoop and Compass Learning, widows office, etc. (8.1.1)**

**Desktop Computers and printers to support the STARS Acadeemic and / or instructional program during school, after school and Saturday Tutorials. (8.1.1)**

**ELA, Math, Science Software Programs**

**Windows Program**

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- Campus goals
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Federal Report Card Data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data


# Goals

**Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens**


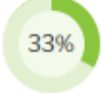
**Performance Objective 1:** Increase percentage of students meeting satisfactory passing standards in all EOC subject areas from 71% to 81% and meeting or exceeding progress from 45% to 55%.







**Evaluation Data Source(s) 1:** Results from Texas Education Agency 2015 Index 1 and 4 calculation report for all core area EOC subjects

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) The English I Writing Percentage of Approaches, Meets and Masters for LEP and Special Education Students will increase to meet passing standards on state assessments through curriculum and computer based instruction.</p> <p>Population: Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p>	1, 2, 4	<ul style="list-style-type: none"> <li>-ESL Teachers</li> <li>-ELA Teachers</li> <li>-Dean of Instruction</li> <li>-Campus Administrators</li> </ul>	<p>Formative: Lesson Plans, Scope and Sequence Walk through observations Progress Monitoring</p> <p>Summative: TAKS/EOC/ TELPAS Scores</p>				



<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>2) Provide Professional Development for new and existing Secondary teachers on the Plan of Action for English Language Arts and Reading.</p> <p>Population: Bilingual, Migrant, ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p> <p>CNA: Pg. 16</p>	4	<p>9th - 12th grade teachers</p> <ul style="list-style-type: none"> <li>-Special Ed. Teachers</li> <li>-Dyslexia Teachers</li> <li>-Principals</li> <li>-Dean of Instruction</li> <li>-Lead Teachers/ Department Heads</li> </ul>	<p>Formative: Professional Development Evaluations</p> <p>Summative: Teacher Transcripts EOC/TELPAS Scores</p>				
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>3) Provide Professional Development through turn-around trainings and curriculum alignment by selected teachers, Teacher Specialists, and administrators in order to guide planning for student improvement.</p> <p>Population: Teachers of Bilingual, Migrant, ESL, LEP, Sp. Ed.,GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p> <p>CNA Pg.# 11, 16</p>	2, 3, 4	<p>Principal</p> <ul style="list-style-type: none"> <li>-Dean of Instruction</li> <li>Teacher-Language Arts</li> </ul>	<p>Formative: Professional Development Evaluations</p> <p>Summative: Curriculum (lesson plans, framework, scope and sequence), Benchmarks</p>				

<p align="center"><b>Critical Success Factors</b> CSF 2</p> <p>4) Data Wall developed to implement Intervention (RtI) 3 Tier Model in order to support student academic growth and success. All interventions should be scientifically researched based. Documentation of interventions and progress monitoring Use data to identify areas of need Monitor progress of struggling student Adjust instruction / interventions Review student outcome data to evaluate instruction REVIEW360 Tier I a minimum of 90 minutes devoted to ELA instruction Tier II 30 minutes per day in small group in addition to the core instruction Tier III 30 minutes per day in individual or small group instruction in addition to the core instruction</p> <p>Population: Teachers of Bilingual, Migrant, ESL, LEP, Sp. Ed.,GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p>	2, 9	Classroom Teachers Special Education Teachers Dyslexia Teachers Bilingual Education Department Special Education Department Dean of Instruction	Formative: Pre/Post Tests  Summative: Six Weeks Grades/ Semester Grades/ EOC Results				
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>5) Highly qualified teachers will be recruited for our school and be retained by providing a stipend based on their area of certification (Math, Science, ESL and Social Studies and Special Education), free professional development and free medical insurance.</p> <p>Population : Teachers</p> <p>August 2017</p> <p>CNA Pg. # 16</p>	5	Principal Assistant Principal	Formative: Winocular, advertising  Summative: Six Weeks Grades/ Semester Grades/ EOC Results				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.**

**Performance Objective 1:** A minimum of 90% of our fine arts students will meet performance standards in all fine arts areas with 92% meeting commended performance.

**Evaluation Data Source(s) 1:** STAAR scores / TELPAS Scores

**Summative Evaluation 1:**



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Hanna Early College Fine Arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district / community events, and public performances.</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p>	3	All fine arts teachers, directors	<p>Formative: Performance ratings, attendance, audience/student reaction</p> <p>Summative: EOC Scores / TELPAS Scores</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Increase vertically aligned course offerings and in all instructional materials needed to ensure equitable access for all students includes fine arts advanced placement (AP)/Dual enrollment courses to ensure college readiness.</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p>	3	All fine arts teachers, directors	<p>Formative: Sign in sheets / ERO Transcripts</p> <p>Summative: EOC Scores / TELPAS Scores</p>				
<p>  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

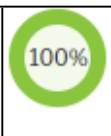
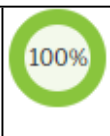
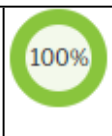
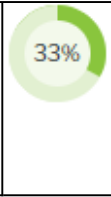
**Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.**

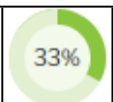


**Performance Objective 1:** Hanna Early College High School will increase student achievement on STAAR by 5%, increase the campus completion rate to 95%, increase the Graduation rate to 80%, increase the at-risk attendance rate by 10%, and increase at risk student achievement by 5%.


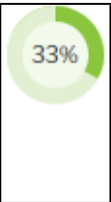
**Evaluation Data Source(s) 1:** STAAR/EOC, Attendance rate, Completion rate, Drop out rate, Retention rate, Recidivism Rate



**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) The Probation officer will work with students who are on probation to improve behavior and to maximize classroom performance.</p> <p>Population: AR, TI Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p> <p>CNA Pg.# 14</p>	9, 10	Principals Administrator for State Compensatory Education	<p>Formative: e-school Plus At-Risk Progress Reports, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR, Attendance, Rate, Retention Rate, Recidivism Rate, Graduation Rate, Completion Rate, Dropout Rate</p>				
Funding Sources: 162 State Compensatory - \$20,000.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>2) In order to create a community of caring adults, Communities in School (CIS) will work with the high school to bring resources and services to students and parents.</p> <p>Population: AR, TI Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p> <p>CNA Pg.# 14</p>	9, 10	Principals Administrator for State Compensatory Education	<p>Formative: e-school Plus At-Risk Progress Reports, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR, Attendance, Rate, Retention Rate, Graduation Rate, Completion Rate, Dropout Rate</p>				
Funding Sources: 162 State Compensatory - \$25,000.00							



<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) The school will provide an orientation to 8th Graders from feeder schools and implement a Summer Bridge Academy to incoming 9th Grade Students and a Cohort Express Academy to address the academic needs of At-Risk students not meeting graduation as of August 31, 2015.</p> <p>Population: TI, MI, LEP, AR Students</p> <p>Timeline: Summer 2017</p> <p>CNA Pg. 13</p>	3, 7, 10	Principals Administrator for State Compensatory Education	Formative: Credits Accrued and Student Transcripts  Summative: Retention Rate, Graduation Rate, Completion Rate				
<p>Funding Sources: 211 Title I-A - \$17,514.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>4) The Dean of Instruction and teachers will attend and conduct regular research-based professional development trainings in order to train and retain highly qualified personnel that will positively impact At-Risk student achievement. Training will be used to improve student achievement for those students most at-risk of not graduating on-time as well as improving/ upgrading the campus which include AP and Pre-AP</p> <p>Population: At-Risk, TI, MI, LEP Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p> <p>CNA Pg.# 13,16</p>	4, 10	Principals Administrator for State Compensatory Education Department	Formative: ERO Session Evaluation Reports, ERO Session Attendance Report, Lesson Plans, Classroom Observations, Student Progress Reports, benchmark scores  Summative: STAAR				
<p>Funding Sources: 211 Title I-A - \$39,000.00, 263 Title III-A Bilingual - \$4,150.00, 162 State Compensatory - \$9,000.00</p>							



<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) The STARS program will be offered during the school day, after school and Saturdays to provide accelerate instruction to identified students using A+, Compass Learning</p> <p>Population: AR, TI, MI, LEP Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily) CNA Pg.# 11</p>	2, 3, 9	Campus Administration Administrator for State Compensatory Education Department	<p>Formative: Student progress reports, student credit counts, walkthroughs, lesson plans</p> <p>Summative: STAAR, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate</p>				
<p>Funding Sources: 162 State Compensatory - \$229,917.00</p>							
<p>6) A Dyslexia teacher will monitor the academic progress, attendance and provide support services for identified students, staff, and parents.</p> <p>Population: Identified dyslexic students; At-Risk students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily) CNA Pg.# 18</p>	3, 9	Campus Administration Administrator for State Compensatory Education Department	<p>Formative: Lesson Plans, classroom observations, student progress reports, benchmark scores</p> <p>Summative: STAAR, Completion Rate, Graduation Rate.</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>7) 21st CCLC Program Cycle 6 Grant requirements, designated campuses will implement the required FOUR Core Components through after school tutorials. Classes are offered Monday thru Thursday for Academic, Enrichment and College Readiness, Family Engagement Meetings which are held once a month for all parents. This will be done to increase graduation rate, attendance and parental involvement.</p> <p>Population: Enrolled Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p>	6, 9	Principal Dean of Instruction Assistant Principals Department Chairs	<p>Formative: Classes embedded into Master Schedule, Student Schedule Sign in sheets-Attendance</p> <p>Summative: STAAR, SAT, ACT, TSI Scores</p>				
<p>Funding Sources: 211 Title I-A - \$0.00</p>							



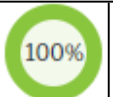
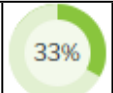
<p align="center"><b>Critical Success Factors</b> CSF 4</p> <p>8) Accelerated Instruction will be provided to those students that have not passed their EOC Tests and/or are struggling in their classes. They will begin on the 4th week of school to address the needs of students in the areas of English I, English II, Algebra I, Biology and U.S. History. These tutorials will be held before, afterschool and on Saturdays.</p> <p>Population: AR, TI, LEP, MI Students</p> <p>Timeline: Weekly four times a week September 2017- June 2018</p> <p>CNA Pg. 11, 13</p>	2, 3, 9	Dean of Instruction Assistant Principals Administrator for State Compensatory Education	Formative: e-schoolplus tutorial schedule, tutorial attendance report, tutorial lesson plans, classroom observation, student progress reports, benchmark scores  Summative: STAAR, Retention Rate, Graduation Rate, Completion Rate				
Funding Sources: 263 Title III-A Bilingual - \$4,648.00, 163 State Bilingual - \$4,150.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>9) The At-Risk Counselor will monitor and coordinate intervention programs for students classified as At-Risk to improve student achievement and attendance.</p> <p>Population: AR, TI, MI, LEP Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p> <p>CNA Pg.# 18</p>	10	Administrator for Compensatory Education Campus Administration	Formative: e-school plus At-Risk Progress Reports, Student progress reports, benchmark scores  Summative: STAAR, Dropout Rate, Attendance Rate, Graduation Rate, Completion Rate				
Funding Sources: 162 State Compensatory - \$57,007.00							







<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>10) The Program Specialist will monitor and coordinate dropout intervention programs for students classified as At-Risk in order to decrease the dropout rate, and increase the completion and graduation rate. Specialist will coordinate Walk for the Future to bring back students in danger of dropping out of school.</p> <p>Population: AR, TI, MI, LEP Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p> <p>CNA Pg.# 13, 18</p>	10	Campus Administration Administrator for State Compensatory Education	<p>Formative: e-school plus At-Risk Progress Reports, Student progress reports, benchmark scores</p> <p>Summative: STAAR, Dropout Rate, Attendance Rate, Graduation Rate, Completion Rate</p>				
<p>Funding Sources: 162 State Compensatory - \$54,735.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>11) Unaccompanied Youth: Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake.</p> <p>Population: At-Risk Students</p> <p>Timeline: Fall 2017</p>	6, 9	PEIMS Administrator	<p>Formative: ERO Session Evaluation Reports, ERO Session Attendance Report, Student Progress Report</p> <p>Summative: STAAR, Retention Rate, Attendance Rate, Completion Rate, Graduation Rate</p>				



<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>12) Professional development opportunities and substitutes will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: Identification of at-risk students via state and local criteria, Graduation Rate, Completion Rate, and Dropout Rate Survivor Manual, Graduation Cohorts, Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance</p> <p>Population: At-Risk Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p> <p>CNA Pg.# 11</p>	4	Program Specialist; At-Risk Counselor	<p>Formative: eSchool Reports through Homeless Youth Project, AR Student Enrollment, Student Progress Reports</p> <p>Summative: STAAR, Retention Rate, Attendance Rate, Completion Rate, Graduation Rate</p>				
<p>Funding Sources: 211 Title I-A - \$8,000.00, 162 State Compensatory - \$9,000.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>13) A food pantry and clothes closet will be implemented to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: AR, T1, MI, LEP Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p>	9	CIS  Program Specialist  At-Risk Counselor	<p>Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: STAAR, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate</p>				

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>14) Highly qualified core area teachers will be carry out the instructional program, using a variety of computer software programs and supplemental instructional and testing supplies, and materials in the core content areas in order to improve student achievement including the use of Tango and Aware to analyze data.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students</p> <p>Timeline: Daily- August 2017-June 2018</p> <p>CNA Pg. 6,13, 16</p>	<p>Department Chairs Strand Leaders TST Assistant Principal Counselors Dean of Instruction</p>	<p>Formative: Master Schedule Attendance Report, Lesson Plans , Walk throughs, Six Weeks Tests, Student Report Cards</p> <p>Summative: EOC Scores / TELPAS Scores</p>				
<p>Funding Sources: 263 Title III-A Bilingual - \$0.00, 211 Title I-A - \$63,205.00, 162 State Compensatory - \$112,457.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>15) Campus will provide transportation for students to attend Tutorials and accelerated instruction in the four core-area subjects for low-performing students will be provided by September of 2015 in order to decrease the retention rate and improve student achievement. These will occur before, afterschool and on Saturdays.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia At Risk, Pre-AP, AP, TI, CTE students</p> <p>Timeline: Daily- August 2017-June 2018</p> <p>CNA: Pg. 11</p>	<p>Principals Deans of Instruction Tutorial Teachers</p>	<p>Formative: E-Schools generated Tutorial Schedule, Attendance Report Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, Student Progress Reports</p> <p>Summative: EOC Scores, TELPAS Scores, Semester Scores</p>				
<p>Funding Sources: 211 Title I-A - \$30,000.00</p>						

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>16) Core area highly qualified teachers (8) , 3 nurses, 2 library aides, 1 dyslexia aide will be utilized to meet the needs of Title I-A students in order to ensure that academic progress in attained and academic gaps are closed.</p> <p>Population: Teachers</p> <p>Timeline: Daily- August 2017-June 2018 CNA Pg. 16</p>	<p align="center">3</p>	<p>Principals Dean of Instruction Assistant Principal</p>	<p>Formative: e-school Plus At-Risk Progress Reports, Benchmark Scores, Lesson Plans, Walk-Throughs, Attendance Reports</p> <p>Summative: EOC, Attendance, Rate, Retention Rate, Recidivism Rate, Graduation Rate, Completion Rate, Dropout Rate</p>				
<p>Funding Sources: 211 Title I-A - \$659,266.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>17) Teachers will be offered opportunities to attend Summer AP Institutes to teach AP Classes. Training will be used to improve student achievement for those students most at-risk of not graduating on-time as well as improving/upgrading the campus to AP and Pre-AP</p> <p>Population : Teachers</p> <p>August 2017</p> <p>CNA Pg.# 16</p>	<p align="center">5</p>	<p>Principal Assistant Principal Dean of Instruction Department Chairs</p>	<p>Formative: APSI Flyers, Master Schedule</p> <p>Summative: EOC Scores/AP Scores</p>				

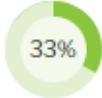

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>18) Teachers will have the opportunity to conduct Data Review Sessions to analyze data and adjust frameworks by working on curriculum alignment to address areas of need in the core content area.</p> <p>Population: Teachers</p> <p>At the end of every six weeks</p> <p>August 2017-June 2018</p> <p>CNA Pg. # 13</p>	8, 9	Principal Assistant Principal Dean of Instruction Department Chairs	Formative: Curriculum Writing Schedule, Curriculum Plan Summative: EOC Scores				
Funding Sources: 211 Title I-A - \$21,730.00							
<p><b>Critical Success Factors</b> CSF 2</p> <p>19) Teachers will meet as LPAC Committee will to evaluate and rate ELL Students</p> <p>Population: Teachers</p> <p>May, 2018</p> <p>CNA Pg. # 12</p>	8	Principal Assistant Principal Dean of Instruction LPAC Chair LPAC Committee	Formative: Committee Meeting Summative: LPAC Lists				
Funding Sources: 263 Title III-A Bilingual - \$0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							




**Goal 4: The students will be encouraged and challenged to meet their full educational potential.**


**Performance Objective 1:** Increase the percentage of students applying to Early College or College After High School to 100% by having students take the TSI, Apply for Financial Aid, and Apply for 2 or 4 year Colleges and Universities.

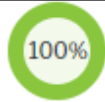
**Evaluation Data Source(s) 1:** Percentage of students having taken the TSI Assessment, given Financial Aid, and accepted into a College or University.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 2</p> <p>1) Early College High School Students will take the TSI Pre-Assessment through Geometry, Algebra II, or Environmental Systems Courses. The students that have passed will take the TSI exam.</p> <p>Population: ECHS Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p>	2, 5	<p>Early College Director</p> <p>Transitional Counselor</p>	<p>Formative: Percentage of students having the TSI pre-assessment, taken the TSI, and applied to Pace Early College.</p> <p>Summative: Percentage of students applying to the Hanna Early College High School.</p>				
<p><b>Critical Success Factors</b> CSF 2</p> <p>2) Early College Students who have taken at least the reading portion of the TSI assessment will complete the Texas Common Application through the Advise TX college center.</p> <p>Population: ECHS Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p>	2	<p>Early College Director</p> <p>Transitional Counselor</p>	<p>Formative: Number of students who enter the lab to begin the common application.</p> <p>Summative: Percentage of Early College Students who have completed the Texas Common Application for Hanna Early College High School admission.</p>				

<p align="center"><b>Critical Success Factors</b> CSF 2</p> <p>3) Early College Students who have taken at least the reading portion of the TSI assessment will complete the Texas Common Application through the Advise TX college center.</p> <p>Population: ECHS Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p> <p>CNA Pg. 18</p>	<p align="center">2</p> <p>Early College Director</p> <p>Transitional Counselor</p>	<p>Formative: Number of students who enter the lab to begin the common application.</p> <p>Summative: Percentage of Early College Students who have completed the Texas Common Application for Hanna Early College High School admission.</p>				
<p>Funding Sources: 162 State Compensatory - \$10,000.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 2</p> <p>4) Students in AP courses will be offered tutorial classes to reinforce AP curriculum and prepare students for AP tests.</p> <p>Population: ECHS Students</p> <p>Timeline: September 2017 - May 2018</p>	<p align="center">1, 3, 5</p> <p>Early College Director</p> <p>Transitional Counselor</p> <p>AP Coordinator</p>	<p>Formative: Attendance sheets</p> <p>Summative: AP Scores</p>				
<p align="center"><b>Critical Success Factors</b> CSF 2</p> <p>5) Financial Aid nights will be held to assist students and parents with completing all college required paperwork and applications to increase college attendance.</p> <p>Population: ECHS Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p>	<p align="center">6</p> <p>Early College Director</p> <p>Transitional Counselor</p>	<p>Formative: Sign in Sheets</p> <p>Summative: Counselors Report</p>				

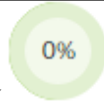
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>6) Dual Enrollment and AP Courses will be offered to students to gain college hours before graduation.</p> <p>Population: ECHS Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p>	<p>2, 5</p>	<p>Early College Director</p> <p>Transitional Counselor</p>	<p>Formative: Master Schedule</p> <p>Summative: Student EOY Grades</p>				
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.**




**Performance Objective 1:** The students in the public education system will be provided with educational opportunities that address safety, health, nutrition, substance abuse, and violence prevention.

**Evaluation Data Source(s) 1:** Hanna ECHS will improve in the overall wellness of the students, staff as well as the community members by promoting healthy lifestyles, and awareness.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Training &amp; Professional Development Teachers will be trained on conflict resolution, discipline management, out-cries, and violence prevention.</p> <p>Population: All Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p>	4, 5	Counselors Administration	<p>Formative: Sign in sheets</p> <p>Summative: Discipline Referral Count</p>				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) In School Suspension</p> <p>ISS will be restructured to meet the needs of students and bring in implementation of compass odyssey.</p> <p>Population: All Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p>	9	Principal Assistant Principals	<p>Formative: Walk-throughs</p> <p>Summative: ISS Attendance Rates</p>				



<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Security Cameras Additional security cameras will be installed to ensure the security needs of the campus as well as a monitor to view cameras throughout the day.</p> <p>Population: All Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p>	1	Principal Assistant Principals Security Monitor	Formative: Increased coordination between security and administration  Summative: Reduction in vandalism				
<p><b>Critical Success Factors</b> CSF 7</p> <p>4) Instructional Strategies Provide classroom instructional strategies to keep students engaged and away from discipline issues.</p> <p>Population: All Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p>	2	Principal Assistant Principals Security Monitor	Formative: Walk-throughs  Summative: Reduction in discipline referrals. EOY Reports				
<p><b>Critical Success Factors</b> CSF 6</p> <p>5) Review 360 Software will be utilized to create databases and reports of student discipline and school safety procedures.</p> <p>Population: All Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p>		Principal Assistant Principals Security Monitor	Formative: Review 360 Reports  Summative: Reduction in discipline referrals. EOY Reports				




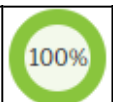
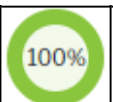
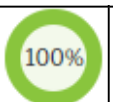
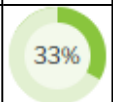
**Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.**









**Performance Objective 1:** Hanna Early College High School will have a 10% increase of parents involved in campus/district parental involvement activities compared to the prior school year.

**Evaluation Data Source(s) 1:** Parental meeting attendance rate calculation for the 2016 - 2017 school year.

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Host New Student Orientation for Parents and Students</p> <p>Schedules District / Campus Rules Home Access Center (HAC)</p> <p>Population: Parents</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p>	6	Administration Teachers Parent Liaison	<p>Formative : Agenda, Code of Conduct Handbook, S-P-S Compact</p> <p>Summative: Sign in sheets, Parent Participation EOC Results Attendance Rate Discipline Results</p>	 <p>33%</p>			

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:</p> <p>Parental Involvement Policy School-Parent-Student Compact Campus Improvement Plan</p> <p>Population: Parents Timeline: Daily- August 2017-June 2018 (Daily)</p>	6	Principal Assistant Principals Counselors Parent Liaison	<p>Formative: Parent Rep. Sign-in Sheets Completed Parental Involvement Policies Campus S-P-S Compacts CIP, Calendars, Meeting Agendas</p> <p>Summative: Training Session Evaluations LPAC and SBDM Meeting minutes EOC Results Attendance Rate Discipline Results</p>				
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Provide educational training for parents; Computer Literacy, Nutrition classes, fitness, and purchase needed supplies for parent center for enrichment classes, as well.</p> <p>Population: Parents</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p> <p>CNA Pg.# 19</p>	6	Administration Parent Liaison	<p>Formative: Agenda, Parent Activities</p> <p>Summative: Sign in sheets EOC Results Attendance Rate Discipline Results</p>				


<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Conduct the following annual Title I-A required activities;</p> <p>Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the campus level</p> <p>Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas.</p> <p>Title I-A Meeting to inform parents of the services provided through Title I funds</p> <p>Title I-A Parent Survey to evaluate the effectiveness of the Campus Parental Involvement Program</p> <p>Population: Parents Timeline: Daily- August 2017-June 2018 (Daily)</p>	6	Parent Liaisons Principals Parent Liaisons	<p>Formative: Completed Parental Involvement Policies Campuses S-P-S Compacts, Campus Visitation Reports, Campus Websites Fliers, Meeting Agendas</p> <p>Summative: Completed Title I-A Parental Involvement Compliance Checklist Signed S-P-S Compact Training Session Evaluations EOC Results Attendance Rate Discipline Results</p>				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) Parent Liaison and staff will attend meetings, workshops and conduct home visits in district / out of district to receive training on how to better assist parents of struggling students and monitor attendance. Liaisons will conduct trainings and conduct parent meetings.</p> <p>Population: Parents Timeline: Daily- August 2017-June 2018 (Daily) CNA Pg. 20</p>	6	Parent Liaison Attendance Liaisons Asst. Principal	<p>Formative: Registration / Agenda, job description, meeting minutes</p> <p>Summative: Evaluations, parental involvement will increase 10% EOC Results Attendance Rate Discipline Results</p>				
Funding Sources: 211 Title I-A - \$50,455.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							


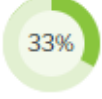
**Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.**


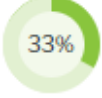
**Performance Objective 1:** Increase percentage of Migrant students meeting satisfactory passing standards in all EOC subject areas to 90%.

**Evaluation Data Source(s) 1:** Texas Education Agency Accountability Reports



**Summative Evaluation 1:** Some progress made toward meeting Performance Objective



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) The migrant clerk will provide supplemental support to the PFS and migrant students in order to enhance the advocacy, encouragement, and support for the special needs of the migrant students as delineated by NCLB Act of 2001 (Public Law 107-110) Sect 1301-1309.</p> <p>Population: Migrant Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily) CNA Pg.# 14</p>	1, 9	Campus Principal Migrant Teacher Migrant Campus Clerk	<p>Formative: Student files Documentation Log for Supplemental Services</p> <p>Summative: Course completion Transcripts EOC Scores Graduation Rate Attendance Rate</p>	 66%			
Funding Sources: 212 Title I-C (Migrant) - \$0.00							



<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Provide desktop computers, printer and toner to facilitate credit recovery for migrant students using A+, API modules, CBE tests. Provide scanner/fax machine to send/receive partial grades with other districts in order to maximize credits for students. Maintain desktop computers for students to use at school.</p> <p>Population: Migrant Students</p> <p>Time line: At every six-week grading period</p> <p>CNA Pg. 13</p>	<p>1, 2, 3, 9</p>	<p>Administration Migrant Lab Teacher Migrant clerk</p>	<p>Formative: Student files Documentation Log for Supplemental Services</p> <p>Summative: Course completion Transcripts Graduation Rate Attendance Rate</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) PFS Migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed</p> <p>Population: Migrant Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p>	<p>1, 3</p>	<p>Administration Migrant Teacher Campus Migrant Clerk District Migrant Counselor</p>	<p>Formative: Student files Documentation Log for Supplemental Services</p> <p>Summative: Course completion Transcripts EOC Scores Graduation Rate Attendance Rate</p>				


<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) Provide small group tutorial sessions Monday thru Friday and Saturdays as needed for migrant students to work on assignments, regain credits, complete projects and obtain tutorial assistance for class work for Priority For Service (PFS) students who have failed one or more sections of the TAKS./ EOC</p> <p>Population: Migrant Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p> <p>Monitored at the end of every six-week grading period</p> <p>CNA Pg# 18</p>	1, 9	Administration Migrant Teacher Campus Migrant Clerk	Formative: Student files Documentation Log for Supplemental Services  Summative: Course completion Transcripts EOC Scores Graduation Rate Attendance Rate				
Funding Sources: 212 Title I-C (Migrant) - \$0.00							
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) Campus Migrant Clerk will conduct two meetings per semester to foster parental involvement and to provide migrant parents with important information on campus migrant program opportunities, community services and how to better support their children academically. Light refreshments will be served to encourage more parents to attend.</p> <p>Population: Migrant Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p> <p>CNA Pg.# 17</p>		Administration Migrant Teacher Campus Migrant Clerk	Formative: Sign in sheets, flyers, meeting agendas  Summative: Course completion Transcripts EOC Scores Graduation Rate Attendance Rate				
Funding Sources: 212 Title I-C (Migrant) - \$50.00							












<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>6) Migrant recruiters and clerks will attend the annual intensive Identification and Recruitment (ID&amp;R) training in order to be certified as state recruiters.</p> <p>Population: Migrant Office Staff</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p>	4	Administration Migrant Teacher Campus Migrant Clerk	<p>Formative: Training Agendas, Training Certificates, ERO Transcript</p> <p>Summative: Course completion Transcripts EOC Scores Graduation Rate Attendance Rate</p>				
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>7) All migrant NGS clerks and the campus migrant clerks will attend the required annual New Generation Systems (NGS) state training in order to secure the needed skills to accurately and appropriately enter the data for migrant students into the State migrant data base.</p> <p>Population: NGS Data Clerks, Migrant Campus</p> <p>Timeline: August 23, 2017</p>	4	Administration Migrant Teacher Campus Migrant Clerk	<p>Formative: Training Agendas, Training Certificates, ERO Transcript</p> <p>Summative: Course completion Transcripts EOC Scores Graduation Rate Attendance Rate</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>8) The migrant funded staff will have the opportunity to attend local, regional, and state migrant conferences in order to expand their knowledge of the Migrant Program; thus providing a more comprehensive supplemental support to migrant students and their families.</p> <p>Population: Migrant funded staff : MSC, MDC, Migrant Teachers, Campus Clerks, Computer Operator</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p>	4	Administration Migrant Teacher Campus Migrant Clerk	<p>Formative: Training Agendas, Training Certificates, ERO Transcript</p> <p>Summative: Course completion Transcripts EOC Scores Graduation Rate Attendance Rate</p>				
<p align="center"><b>Critical Success Factors</b> CSF 2</p> <p>9) The New Generation System (NGS) and BISD eSchool Plus entries will be monitored daily to ensure that the ID&amp;R data and information has been appropriately coded in a timely manner.</p> <p>Population: Migrant Office Staff</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p>	1	Administration Migrant Teacher Campus Migrant Clerk	<p>Formative: Student files Documentation Log for Supplemental Services</p> <p>Summative: Course completion Transcripts EOC Scores Graduation Rate Attendance Rate</p>				

<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>10) All migrant students will receive grade appropriate school supplies (pens, pencils, paper, and other resources on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; API Modules will also be purchased, thus extending them the same opportunity for meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students.</p> <p>Population: Migrant Students PFS Students</p> <p>Timeline: August 28, 2017 - June 30, 2018</p> <p>CNA Pg. 12</p>		<p>Administration Migrant Teacher Campus Migrant Clerk</p>	<p>Formative: Log for Supplemental Services</p> <p>Summative: Course completion Transcripts EOC Scores Graduation Rate Attendance Rate</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$790.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>11) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: Campus Administration, Faculty and Staff</p> <p>Timeline: September 1, 2017 - June 5, 2018</p>	4	<p>Administration Migrant Teacher Campus Migrant Clerk</p>	<p>Formative: Flyers, Campus Website, Agendas, Meetings</p> <p>Summative: Course completion Transcripts EOC Scores Graduation Rate Attendance Rate</p>				

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 6</p> <p>12) The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas:</p> <ul style="list-style-type: none"> <li>* Graduation plans</li> <li>* Development of Individual Migrant Student Action Plans</li> <li>* Coordination for leadership opportunities</li> <li>* Monitoring of course completion for PFS students</li> <li>* Monitoring of late entry/early withdrawals</li> <li>* Credit accrual opportunities</li> <li>* Provide timely information and assistance to migrant students and parents regarding on-time Graduation and post-secondary education</li> <li>* Conduct district initiatives for migrant students</li> <li>* Coordination Inter-state and intra-state (TMIP) activities</li> <li>* Coordination with UT Austin Migrant Graduation Enhancement Program</li> <li>* Assist with OSY Initiative</li> <li>* Assist with the monitoring of campus migrant staff</li> </ul> <p>Population: Migrant Students Migrant Parents</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p>	6	<p>Administration Migrant Teacher Campus Migrant Clerk District Migrant Counselor</p>	<p>Formative: Student files Documentation Log for Supplemental Services</p> <p>Summative: Course completion Transcripts EOC Scores Graduation Rate Attendance Rate</p>				
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<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>13) Migrant students will have access to Paths to Scholarships Program in order to learn from guidance provided in writing a scholarship essay to meet multiple purposes; scholarships, college applications and the Writing for College Success workshop sponsored by Region I.</p> <p>Population: Migrant Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p>	6	Administration Migrant Teacher Campus Migrant Clerk	<p>Formative: Student files Documentation Log for Supplemental Services</p> <p>Summative: Course completion Transcripts EOC Scores Graduation Rate Attendance Rate</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>14) 9th graders will have the opportunity to attend a math workshop that will teach them the skills necessary to fully participate in the high school math classes. This workshop will furnish the migrant students with an opportunity to reinforce the skills necessary to successfully meet the challenges of the district's rigorous math classes.</p> <p>Population: 9th Grade PFS &amp; Migrant Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily)</p>	9	Administration Migrant Teacher Campus Migrant Clerk	<p>Formative: Student files Documentation Log for Supplemental Services</p> <p>Summative: Course completion Transcripts EOC Scores Graduation Rate Attendance Rate</p>				
<p>15) High school migrant students will have access to the migrant secondary summer program for credit accrual and/or recovery in order to ensure secondary credit for on-time graduation.</p> <p>Population: Migrant Students</p> <p>Timeline: June 2018</p>		Administration Migrant Teacher Campus Migrant Clerk	<p>Formative: Student files Documentation Log for Supplemental Services</p> <p>Summative: Course completion Transcripts EOC Scores Graduation Rate Attendance Rate</p>				


<p>16) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students</p> <p>Population: Migrant Students</p> <p>Timeline: April 2018</p>		<p>Administration Migrant Teacher Campus Migrant Clerk</p>	<p>Formative: Parent, Teacher and Student Survey Results</p> <p>Summative: Course completion Transcripts EOC Scores Graduation Rate Attendance Rate</p>				
<p><b>Critical Success Factors</b> CSF 1</p> <p>17) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: March 2018</p>	<p>9</p>	<p>Administration Migrant Teacher Campus Migrant Clerk</p>	<p>Formative: Student files Documentation Log for Supplemental Services</p> <p>Summative: Course completion Transcripts EOC Scores Graduation Rate Attendance Rate</p>				
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

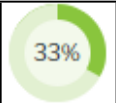


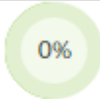

**Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.**

**Performance Objective 1:** School campuses will purchase computer software/technology

**Evaluation Data Source(s) 1:** Student Computer usage

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Campus will purchase desktops, computer software (windows office) /technology supplies / renew subscriptions that fit campus specific needs to improve overall student performance and assist with credit recovery programs A+ for At-Risk Students, API, Shmoop, etc.  Population: Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students  Timeline: Daily- August 2017-June 2018 (Daily)  CNA Pg. 23		Principals  TST  Dean of Instruction	Formative: Student Progress Reports, Benchmark Scores  Summative: Student Transcripts				
Funding Sources: 162 State Compensatory - \$42,500.00, 211 Title I-A - \$10,000.00							

<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Campus will provide a website license to communicate with teachers, students, parents and community of the various educational opportunities and pertinent information regarding school and district programs and functions.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students</p> <p>Timeline: Daily- August 2017-June 2018 (Daily) CNA Pg. 23</p>							
<p>Funding Sources: 211 Title I-A - \$0.00</p>							
<p>  = Accomplished    = Continue/Modify    = No Progress    = Discontinue </p>							



**Goal 9: Hanna Early College High School in collaboration with the Brownsville Independent School District, Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students.**

**Performance Objective 1:** Homer Hanna Early College High School will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years.

**Evaluation Data Source(s) 1:** New Energy Plan adopted by district, updated Five-year facilities renovation plan

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Hanna Early College will create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the district. Population: All department and campus facilities Timeline: December 2017- June 2018		Principal Dean of Instruction Assistant Principals Maintenance Supervisor	Formative: Survey  Summative: Evaluation/analysis of survey data				
2) Hanna Early College High School will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All departments and campus facilities Timeline: December 2017- June 2018		Principal Dean of Instruction Assistant Principals Maintenance Supervisor	Formative: Monthly comparison of energy usage  Summative: Annual comparison of energy usage				


 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

**Goal 9:** Hanna Early College High School in collaboration with the Brownsville Independent School District, Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students.

**Performance Objective 2:** The District will involve representatives of all stakeholders in creating a description/specifications for the multi-purpose Performing Arts Center for use by all campuses and programs to host district events by June 2018. (Board Goal 2)

**Evaluation Data Source(s) 2:** Plan draft (specification description) for a multi-purpose Performing Arts Center including input from all stakeholders. [DEIC added 12-6-2017]

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Hanna Early College High School in collaboration with the District will work to will create a Multi-purpose/athletic Committee including representation from all appropriate stakeholders to meet to develop the plan. Population: Campus Stakeholders Timeline: December 2017- June 2018 Need: Board approved goal priority		Principal Campus Stakeholders District Administration Campus Administration Facilities and maintenance staff	Formative: committee agendas and minutes  Summative: Plan of design for use to establish funding				
							

**Goal 10: The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3) [DEIC added 12-6-2017]**

**Performance Objective 1:** The District will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students. (Board Goal 3) [DEIC added 12-6-2017]

**Evaluation Data Source(s) 1:** Fiscal reports for district, internal and external audit reports and FIRST ratings. [DEIC added 12-6-2017]

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Give priority to teachers from high poverty/ high minority/ low performing campuses to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives. Population: high poverty/ high minority/ low performing campuses students Timeline: December 2017- June 2018		Principal Dean of Instruction Assistant Principals	Formative: draft of revised compensation plan  Summative: approved revised compensation plan				
2) Core area highly qualified teachers (8) , 3 nurses, 2 library aides, 1 dyslexia aide will be utilized to meet the needs of Title I-A students in order to ensure that academic progress in attained and academic gaps are closed. Population: Teachers Timeline: Daily- August 2017-June 2018 CNA Pg. 16		Principal Dean of Instruction Assistant Principals	Formative: e-school Plus At-Risk Progress Reports, Benchmark Scores, Lesson Plans, Walk-Throughs, Attendance Reports  Summative: EOC, Attendance, Rate, Retention Rate, Recidivism Rate, Graduation Rate, Completion Rate, Dropout Rate				
3) Teacher appreciation week will be held in May once a week to recognize all Faculty and Staff for their dedication and hard work.  Population: Teachers May 2018		Principal Dean of Instruction Assistant Principals	Formative: Calendar of Activities for the week  Summative: List of Teachers attending activities and receiving recognitions.				
4) Recognition of Bell Awards of Teachers and Honors and Achievement Ceremony.  Population: Teachers April 2018		Principal Dean of Instruction Assistant Principals	Formative: Schedule of Honors and Achievement Ceremony  Summative: Student announcement of Bell Award Recipients				

 = Accomplished    = Continue/Modify    = No Progress    = Discontinue

**Goal 11: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4) [DEIC added 12-6-2017]**

**Performance Objective 1:** Hanna Early College High School will provide the BISD Public Information Office with features articles, student recognitions, co-/extra-curricular activities, and parent/community events.

**Evaluation Data Source(s) 1:** Media records with Public Information Office, enrollment data

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Hanna Early College High School will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues.</p> <p>Population: BISD Stakeholders</p> <p>Timeline: December 2017- June 2018</p>		Principal Dean of Instruction Assistant Principals Maintenance Supervisor	<p>Formative: schedule of weekly articles</p> <p>Summative: Newspaper articles; KBSD Shows; Media exposure</p>				
<p>2) Hanna Early College High School will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events.</p> <p>Population: BISD Stakeholders</p> <p>Timeline: December 2017- June 2018</p>		Principal Dean of Instruction Assistant Principals Maintenance Supervisor	<p>Formative: Submissions of information for articles and showcases</p> <p>Summative: annual compilation of articles and presentation/showcases</p>				
<p>3) All departments and campuses will update websites at least monthly including showcasing student and community activities.</p> <p>Population: Hanna ECHS Stakeholders</p> <p>Timeline: December 2017- June 2017</p>		Principal Dean of Instruction Assistant Principals	<p>Formative: checklist of websites indicating are current</p> <p>Summative: report at end of year for monthly checklist results</p>				

 = Accomplished     = Continue/Modify     = No Progress     = Discontinue

## System Safeguard Strategies

Goal	Objective	Strategy	Description
3	1	14	Highly qualified core area teachers will be carry out the instructional program, using a variety of computer software programs and supplemental instructional and testing supplies, and materials in the core content areas in order to improve student achievement including the use of Tango and Aware to analyze data. Population: Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students Timeline: Daily- August 2017-June 2018 CNA Pg. 6,13, 16
3	1	18	Teachers will have the opportunity to conduct Data Review Sessions to analyze data and adjust frameworks by working on curriculum alignment to address areas of need in the core content area. Population: Teachers At the end of every six weeks August 2017-June 2018 CNA Pg. # 13

# State Compensatory

## Budget for Hanna Early College High School :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6118-00-001-Y-24-EOC-Y	6118 Extra Duty Stipend - Locally Defined	\$30,000.00
162-11-6119-00-001-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$169,212.00
162-11-6119-00-001-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$71,846.00
162-13-6119-31-001-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$73,422.00
162-23-6119-01-001-Y-30-037-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$60,541.00
162-31-6119-31-001-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$62,864.00
<b>6100 Subtotal:</b>		<b>\$467,885.00</b>
<b>6200 Professional and Contracted Services</b>		
162-32-6299-00-001-Y-24-CIS-Y	6299 Miscellaneous Contracted Services	\$23,136.00
162-32-6299-00-001-Y-24-JPO-Y	6299 Miscellaneous Contracted Services	\$10,000.00
<b>6200 Subtotal:</b>		<b>\$33,136.00</b>
<b>6300 Supplies and Services</b>		
162-11-6395-62-001-y-30-TEC-Y	6395 Supplies, DP Operations - Locally Defined	\$1,980.00
162-11-6396-00-001-Y-30-0K2-Y	6396 Supplies and Materials - Locally Defined	\$2,700.00
162-11-6399-00-001-Y-30-000-Y	6399 General Supplies	\$20,000.00
162-11-6399-62-001-Y-30-0K2-Y	6399 General Supplies	\$2,099.00
<b>6300 Subtotal:</b>		<b>\$26,779.00</b>
<b>6600 Capital Outlay Accounts</b>		
162-11-6649-62-001-y-30-TEC-Y	6649 Capital Assets - Locally Defined	\$28,620.00



<b>6600 Subtotal:</b>	<b>\$28,620.00</b>
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**Personnel for Hanna Early College High School :**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anaya, Sandra	Teacher	State Compensatory	1
Anduiza, Agustin	At-Risk Counselor	State Compensatory	1
Chavez, Juan Carlos	Dean of Instruction	State Compensatory	1
Cruz, Stephanie	Teacher	State Compensatory	1
Larson, Gregory	Teacher	State Compensatory	1
Odabashian, Olga	Dyslexia Teacher	State Compensatory	1
Sierra, Laura	Program Specialist	State Compensatory	1

# Title I

## Schoolwide Program Plan

Federal requirements for campus planning mandate that schools develop a school wide program plan that includes all of the ten required components. The following ten components of a school wide program are embedded within the campus improvement plan and its activities. Hanna Early College High School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Additionally a computer generated Needs Assessment was also conducted in late May to further gather additional information of campus needs. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2016-2017 School Year and to increase the to the Final Level II and Level III performance levels in all content areas. To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program (1.1.1, 1.1.2, 1.1.3,1.1.9,1.1.11 ); (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year (1.1.2); (3) include strategies for meeting the educational needs of historically underserved populations (1.1.3, 1.1.9); (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards (1.1.1, 1.1.2,3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5,3.1.6,3.1.9, 3.1.10, 3.1.11) ; (5) address how the school will determine if such needs have been met (1.1.5, 3.1.9); and (6) are consistent with and are designed to implement the State and local improvements plans.

### 2: Schoolwide Reform Strategies

The school-wide reform strategies at Hanna Early College High School center around raising student achievement keeping up with their cohort and on state assessments. Hanna ECHS has placed emphasis on the core area subjects by ensuring that

students come to school. In order to increase the amount of quality learning time, teachers communicate with parents on a daily basis regarding attendance and grading issues. Additionally, parents of students are now contacted to motivate them into bringing students for tutorials and remediation in the core subject areas ( 3.1.1, 3.1.2, 3.1.5,3.1.83.1.9). An enriched and accelerated curriculum is provided for students which remediation is necessary. Historically low performing students have been targeted with specific strategies for improvement (3.1.2, 3.1.3, 3.1.5 ). Special Ed students have been provided with specialized assistance in core subjects both during the day and after school. LEP populations are targeted for instruction by teachers that are well trained and versed in Sheltered Observation Instruction and offered additional opportunities for assistance outside of the school day. At-Risk students are provided with additional supports through tutorials for at-risk students and remediation during classes during the school day (1.1.1).

### **3: Instruction by highly qualified professional teachers**

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. (1.1.9)

### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared towards individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administrative classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. Hanna Early College High School teachers will attend the following professional development sessions to ensure student academic needs are addressed: Living with Science Training, SIOP Training, CAST, CAMT, Lead4ward Conference, Texas Assessment Conference and Advanced Placement Summer Institutes.(3.1.1, 3.1.4, 1.1.7)

### **5: Strategies to attract highly qualified teachers**

Hanna Early College High School in collaboration with the District's Human Resources Department will attract highly qualified teachers to our school by paying stipends for attainment of a Master's Degree, and paying stipends for Bilingual, English,

Math, Science and Social Studies Certifications. Teachers that serve as department chairs will also be paid a stipend. (1.1.4, 1.1.9)

**6: Strategies to increase parental involvement**

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaisons as well as the District's Parental involvement Center. Parent trainings on how to help their students be successful at home, learning English, discipline management and parenting skills will be provided to those parents who want to better meet the rigors of parenting. An orientation for 8<sup>th</sup> grade students and their parents will be held annually in the Spring to assist with the transition into high school. (8.1.1, 8.1.2, 8.1.3, 8.1.5, 8.1.7)

**7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

An orientation for 8th grade students from feeder schools and their parents will be held annually in the spring to assist with the transition into high school. The Freshmen Summer Bridge will be held in the summer to provide information to parents and students as well as recruit students into extra-curricular activities. Students will have the opportunity to work and obtain a Health or P.E. Credit. (3.1.3)

**8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, Six Weeks Tests and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. (1.1.5)

**9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers

will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial programs, and/or enrichment courses based on his/her individual needs ( 1.1.2, 3.1.2, 3.1.3, 3.1.5, 3.1.9 ). In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. The issues that migrant students face are lessened through providing necessary school supplies, receiving additional, technology support through the migrant lab during the school day and after school. ( 7.1.1, 7.1.2, 7.1.3, 7.1.5 ) A Fall and Spring Migrant parent meeting with snack provided is held to inform parents about graduation information and available services. (7.1.6 ) A Migrant Teacher provides after school curricular support and regaining of credit opportunities for students experiencing difficulty with schoolwork to ensure migrant students success. ( 7.1.5 ) In addition course credit recovery is available for students that have lost or are lacking necessary credits. This ensures that migrant students will reach challenging academic standards and graduate with a high school diploma. Priority for service students are migrant students designated as those who require and are given urgent support through after school tutoring programs, credit recovery programs, and providing necessary supplies for (7.1.2, 7.1.4 ). Bilingual Funds are used to provide supplemental services and supplies to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment and to provide stipends to allow teachers to LPAC to ensure that all students are receiving the correct courses and interventions ( 1.1.8 ). The State Compensatory Education Program ensures that all students, particularly the low-achievers in high poverty schools, have a fair, equal, and significant opportunity to obtain a high quality education so that they can acquire the knowledge and skills in the state content standards in order to pass the state student performance standards. The campus will continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. Hanna Early College High School will utilize SCE funds to support science initiative (LJ Create) to be used by At-Risk students to improve their science achievement. Funds are also allocated to obtain modules that allow for students to regain course credit in cases in which they may have fallen behind due to hardships. The SCE program at Hanna also provides for an At-Risk Counselor that oversees and monitors a group of At-Risk Students to assure that they remain in cohort for graduation success. A Probation Office is assigned to Hanna to assist those students who are on probation and need additional support to be successful in the educational setting. The Program Specialist works with students and provides opportunities for maximum academic success for At-Risk Students that are in danger of not graduating. The Communities in Schools Program provides outside resources so that our students who are challenged with various obstacles will also have an opportunity for academic achievement (3.1.1, 3.1.2, 3.1.9, 3.1.10). Students in the CIS program are At-risk students who have been identified for extra social supports. The Dean of Instruction oversees the drop out team. These students are directed to tutorial programs and other academic supports to assist in completing high school. Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance

with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process.

#### **10: Coordination and integration of federal, state and local services and programs**

Hanna Early College High School will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A, and Local Funds. Title I Funds along with State Comp. funds are used to purchase supplemental instructional materials, media, and used to improve and enhance the overall instructional program. In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. PFS Students will be provided with additional supplementary materials and supplies and academic services as needed. Hanna Early College High School will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials. Hanna Early College High School will utilize SCE funds to support science initiative (LJ Create) to be used by At-Risk students to improve their science achievement. Funds are also allocated to obtain modules that allow for students to regain course credit in cases in which they may have fallen behind due to hardships. The SCE program at Hanna also provides for an At-Risk Counselor that oversees and monitors a group of At-Risk Students to assure that they remain in cohort for graduation success. A Probation Office is assigned to Hanna to assist those students who are on probation and need additional support to be successful in the educational setting. The Program Specialist works with students and provides opportunities for maximum academic success for At-Risk Students that are in danger of not graduating. The Communities in Schools Program provides outside resources so that our students who are challenged with various obstacles will also have an opportunity for academic achievement ( 1.1.1, 1.1.2, 1.1.3, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.8, 3.1.9, 3.1.10, 3.1.11, 7.1.1, 7.1.2, 7.1.5, 7.1.6, 8.1.7 ). Students in the CIS program are At-risk students who have been identified for extra social supports. The Dean of Instruction oversees the drop out team. These students are directed to tutorial programs and other academic supports to assist in completing high school. (1.1.2, 3.1.2, 3.1.5)

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chapa, Miguel	Science Teacher	Title I	1
Garza, Jazmin	Parent Liaison	Title I	1
Gomez, Marcela	Nurse	Title I	1
Guzman, Graciela	English Teacher	Title I	1
Guzman, Rafael	Social Studies Teacher	Title I	1
Ibarra, Rene	Math Teacher	Title I	1
Janke, Sandra	Nurse	Title I	1
Juarez, Max	Science Teacher	Title I	1
Mendez, Carmen	Parent Liaison	Title I	1
Palacios, Griselda	Math Teacher	Title I	1
Ramirez, Belva	Nurse	Title I	1
Reyna, Rosario	Dyslexia Aide	Title I	1
Rodriguez, Jose	Math Teacher	Title I	1
Sylvia Alviar	Library Aide	Title I	1
Vacancy	Library Aide	Title I	1
Zepeda, Rogerio	English Teacher	Title I	1



## Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Juan Carlos Chavez	Dean of Instruction
Administrator	Blanca Lambarri	Principal
Classroom Teacher	Carmina Velasquez	Teacher
Classroom Teacher	Sandra Anaya	Teacher
Classroom Teacher	Hector Castillo	Teacher
Classroom Teacher	Diana Castro-Garcia	Teacher
Classroom Teacher	Sharlene Storm	Teacher
Classroom Teacher	Frencisco Diaz	Teacher
Classroom Teacher	Jaime Lopez	Teacher
Classroom Teacher	Jesus Montemayor	Teacher
Classroom Teacher	Marie Munoz	Teacher
Classroom Teacher	Robert Perez Jr.	Teacher
District-level Professional	Juan J. Mendoza	Curriculum Specialist
Non-classroom Professional	Marco Morales	TST
Non-classroom Professional	Iris Perales	Counselor
Paraprofessional	Jazmin Garza	Parent Liaison
Paraprofessional	Carmen Mendez	Parent Liaison
Parent	Rosie Williams	Parent
Parent	David Cantu	Assistant Principal
Non-classroom Professional	Nieto Mary K	Librarian
Classroom Teacher	Norma Abete	Teacher
Classroom Teacher	Raul Molano	Teacher

## Campus Funding Summary

<b>162 State Compensatory</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	1	Contracted Services	162-32-6299-00-001-Y-24-JPO-Y	\$20,000.00
3	1	2	Contracted Services	162-32-6299-00-001-Y-24-CIS-Y	\$25,000.00
3	1	4	Substitutes	162-11-6112-00-001-Y-30-000-Y	\$9,000.00
3	1	5	3 FTEs	162-11-6119-00-001-Y-30-000-Y	\$227,417.00
3	1	5	Software	162-11-6249-00-001-Y-30-APL-Y	\$2,500.00
3	1	6	1 FTE	162-11-6119-00-001-Y-30-054-Y	\$0.00
3	1	9	1 FTE	162-31-6119-31-001-Y-30-000-Y	\$57,007.00
3	1	10	1 FTE	162-23-6119-00-001-Y-30-037-Y	\$54,735.00
3	1	10	Food and drinks needed for Walk for the Future District Initiative	162-61-6499-53-001-Y-30-WTF-Y	\$0.00
3	1	12	Substitutes		\$9,000.00
3	1	14	Copy Paper	162-11-6396-00-001-Y-30-000-Y	\$2,700.00
3	1	14	Tutorials	162-11-6118-00-001-Y-XX-XXX-Y-Y	\$74,017.00
3	1	14	SUPPLIES & TONER	162-11-6399-XX-001-Y-XX-000-Y	\$30,000.00
3	1	14	TEACHER SUPPLIES	162-13-6399-XX-001-Y-XX-000-Y	\$5,740.00
4	1	3	Advise Texas	162-31-6299-00-001-Y-99-TUK-Y	\$10,000.00
8	1	1	Tech-Labs / Living with Science	162-11-6249-00-001-Y-30-LWS	\$4,800.00
8	1	1	Compass Software	162-11-6249-00-001-Y-30-CMP	\$4,600.00
8	1	1	A+ LS Software	211-11-6249-00-001-Y-30-0F2-Y	\$2,500.00
8	1	1	Desk Software		\$1,980.00
8	1	1	Instructional Desktops		\$28,620.00
<b>Sub-Total</b>					\$569,616.00
<b>Budgeted Fund Source Amount</b>					\$126,108.00
<b>+/- Difference</b>					<b>\$-443,508.00</b>
<b>163 State Bilingual</b>					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	8	Title III Tutorials	163-11-6399-00-001-Y-25-000-Y	\$4,150.00
<b>Sub-Total</b>					\$4,150.00
<b>Budgeted Fund Source Amount</b>					\$8,300.00
<b>+/- Difference</b>					<b>\$4,150.00</b>
<b>211 Title I-A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Summer Bridge Teachers	211-11-6118-00-001-Y-30-BDG-Y	\$10,014.00
3	1	3	Supplies for Summer Bridge	211-11-6399-00-001-Y-30-BDG-Y	\$5,000.00
3	1	3	Transportation for Summer Bridge	211-11-6118-00-001-Y-30-BDG-Y	\$2,500.00
3	1	4	Travel Funds For Teachers and Dean of Instruction	211-13-6411-23-001-Y-30-AYP-Y	\$25,000.00
3	1	4	Substitutes	211-13-6112-00-001-Y-30-AYP-Y	\$8,000.00
3	1	4	Travel Funds For Teachers-Local	211-13-6411-00-001-Y-30-AYP-Y	\$6,000.00
3	1	7	TSI, ACT, SAT Tutorial Teachers		\$0.00
3	1	12	Substitutes	211-11-6112-00-001-y-30-AYP-Y	\$8,000.00
3	1	14	Testing Materials	211-11-6339-00-001-Y-30-0F2-Y	\$39,505.00
3	1	14	Supplies	211-11-6399-00-001-Y-30-0F2-Y	\$21,000.00
3	1	14	COPY PAPER	211-11-6396-00-001-Y-30-0F2-Y	\$1,700.00
3	1	14	TEACHER SUPPLIES	211-13-6399-00-001-Y-30-AYP-Y	\$1,000.00
3	1	15	Transportation for Students	211-11-6494-00-001-Y-30-0F2-Y	\$30,000.00
3	1	16	8 Core Area Teachersl	211-11-6119-00-001-Y30-0K0	\$498,000.00
3	1	16	1 Dyslexia Aide	211-11-6119-00-001-Y30-054	\$27,666.00
3	1	16	3 Nurses	211-33-6119-00-001-Y30-0F2	\$86,819.00
3	1	16	2 Library Aides	211-33-6119-00-001-Y30-0F2	\$46,781.00
3	1	18	Substitutes for Curriculum Alignment	211-11-6112-001-Y-30-000-Y	\$13,730.00
3	1	18	Substitutes for Curriculum Alignment	211-11-6112-001-Y-30-000-Y	\$8,000.00
6	1	5	Mileage Reimbursement	211-61-6411-00-001-Y-30-0F2-Y	\$1,000.00
6	1	5	2 FTEs	211-61-6129-00-001-Y-30-0F2-Y	\$48,955.00

6	1	5	Snacks and Refreshments	211-61-6499-53-001-Y-30-0F2-Y	\$500.00
8	1	1	Contracted Services-	211-31-6299-00-001-Y-99-TUK-Y	\$10,000.00
8	1	2	Web site	211-11-6395-62-001-Y-30-0F2-Y	\$0.00
<b>Sub-Total</b>					\$899,170.00
<b>Budgeted Fund Source Amount</b>					\$978,536.00
<b>+/- Difference</b>					\$79,366.00
<b>263 Title III-A Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	4	Title III-Substitutes	163-13-6112-00-001-Y-25-000-Y	\$4,150.00
3	1	8	Title III Tutorials	263-11-6118-00-001-25-000-Y	\$4,648.00
3	1	14	Student - Supplemental Instructional supplies / materials / equipment	263-11-6399-00-001-Y-25-000-Y	\$0.00
3	1	14	Tutorials	263-11-6118-00-001Y-25-000-Y	\$0.00
3	1	19	LPAC Committee Substitutes	263-13-6112-001-Y-30-AYP-Y	\$0.00
<b>Sub-Total</b>					\$8,798.00
<b>Budgeted Fund Source Amount</b>					\$10.00
<b>+/- Difference</b>					\$-8,788.00
<b>Grand Total</b>					\$1,481,734.00