

Brownsville Independent School District
Hanna Early College High School
2016-2017 Campus Improvement Plan



Mission Statement

Our mission is to provide opportunities for students to develop academically and socially, think independently, and communicate effectively.

Vision

Our vision is to create successful students by providing rigor and relevance in our educational program while nurturing the intellectual, emotional, and physical well-being of each student

Value Statement

Brownsville Independent School District, 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 High School continuously strives to provide an environment that is conducive to teaching and learning. Students receive the BISD 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 1st, 2nd, 3rd and 4th 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 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.
- 85% of Hanna students enrolled in Biology will demonstrate mastery on the EOC test components.
- 85% 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 indices of the Texas Education Agency 2015 Accountability Report. The indices 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
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

Demographics Strengths

Hanna Early College High School's Students scored well on the State Standardized Test. Below are the scores for each area.

2015-2016 EOC Scores	
Student Data	All Students
Algebra I	77
English I	59
Biology	91
English II	66
U.S. History	92

Demographics Needs

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

2015-2016 EOC Scores					
Student Data	LEP	At-Risk	Eco. Dis.	Special Ed.	Migrant
Algebra I	67	70	76	36	64
English I	20	43	58	12	12
Biology	91	84	91	52	83
English II	66	45	65	15	30
U.S. History	82	86	91	45	78

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.

2016-2017 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

Student Achievement Needs

The Hanna Early College High School Demographic needs are as follow according to our Spring 2016 EOC Results.

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

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 (3.1.12)

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

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)

Funds for Migrant Students that are recognized as Exemplary Migrant Students to travel to The University of Texas at Austin to enhance their self-esteem and experience the acknowledgement of their academic accomplishment. (7.1.18)

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.

School Culture and Climate 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.

Staff Quality, Recruitment, and Retention Needs

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

Increase the number of teacher-led professional development including curriculum writing (1.1.7)(1.1.6)

Increase the number of AP courses offered (1.1.1)(1.1.10)

Offer new opportunities to incorporate technology into the classroom (1.1.1)

Teachers and administration will attend in district and out of district trainings to enhance their learning and keep up to date with the latest research based staff development trainings (1.1.9)(1.1.3)(1.1.6)

Stipends will be paid in an effort to attract highly qualified teachers (1.1.9)(1.1.3)(1.1.9)

Supplies needed for teachers to carry out the implementation of the core curriculum in order to assist At-Risk and Title I students be successful (1.1.1)

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
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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 Shmoop 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.

Curriculum, Instruction, and Assessment Needs

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)

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

Family and Community Involvement Needs

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-9th 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

School Context and Organization Needs

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

Technology Needs

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%.






Summative Evaluation: Results from Texas Education Agency 2015 Index 1 and 4 calculation report for all core area EOC subjects

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Highly qualified core area teachers will carry out the instructional program, using a variety of computer software programs and supplemental instructional supplies and materials in the core content areas in order to improve student achievement</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students</p> <p>Timeline: Daily- August 2016-June 2017</p> <p>CNA Pg. 12, 16</p>	1, 2, 3	Department Chairs Strand Leaders TST Assistant Principal Counselors Dean of Instruction	Formative: Master Schedule Attendance Report, Lesson Plans, Walk throughs, Six Weeks Tests, Student Report Cards Summative: EOC Scores / TELPAS Scores				
Funding Sources: Title I-A - \$2600.00, Title I-A - \$12830.00, State Compensatory - \$20451.00, Title III-A - \$8425.00, Local - \$1000.00, Local - \$1000.00, Title III-A - \$8425.00, Title I-A - \$500.00							

<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) 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 2016-June 2017 CNA: Pg. 11</p>	1, 2, 9	Principals Deans of Instruction Tutorial Teachers	Formative: E-Schools generated Tutorial Schedule, Attendance Report Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, Student Progress Reports Summative: EOC Scores, TELPAS Scores, Semester Scores				
Funding Sources: Title I-A - \$27000.00, Local - \$4000.00							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>3) 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 2016-June 2017 CNA Pg. 16</p>	3	Principals Dean of Instruction Assistant Principal	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				
Funding Sources: Title I-A - \$498000.00, Title I-A - \$27666.00, Title I-A - \$86819.00, Title I-A - \$46781.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Texas Literacy Grant will be implemented and will train teachers on effective instructional frameworks to differentiate instruction in the classroom.</p> <p>Population: Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers</p> <p>Timeline: Aug. 22, 2015 to June 6, 2016 (Daily)</p>	1, 2, 4	Principal Asst. Principal Dean TLI ELA Dept. Chairs	Formative: Walk-throughs, Lesson Plans, ERO Session Evaluations, Benchmarks Summative: TAKS/EOC Scores, TELPAS Scores, PDAS				
Funding Sources: No Funds Required							

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) The English I Writing Percentage of Level 2 Satisfactory and Level 3 Advanced for LEP and Special Education Students will increase to meet passing standards on state assessments through curriculum and computer based instruction. In addition monthly meetings and continuous collaboration between the CBLT, the TLI specialist, department chairs, administrators, and faculty will take place.</p> <p>Population: Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers</p> <p>Timeline: Daily- August 2016-June 2017 (Daily)</p>	<p>1, 2, 4</p>	<ul style="list-style-type: none"> -ESL Teachers -ELA Teachers -Dean of Instruction -Campus Administrators -TLI Teacher Specialist 	<p>Formative: Lesson Plans, Scope and Sequence Walk through observations Progress Monitoring</p> <p>Summative: TAKS/EOC/ TELPAS Scores</p>				
<p style="text-align: center;">Critical Success Factors CSF 7</p> <p>6) Provide Professional Development for new and existing Secondary teachers on all modules of Texas State Literacy Plan in order to establish a working plan.</p> <p>Population: Bilingual, Migrant, ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers</p> <p>Timeline: Daily- August 2016-June 2017 (Daily)</p> <p>CNA: Pg. 16</p>	<p>4</p>	<ul style="list-style-type: none"> 9th - 12th grade teachers TLI Teacher Specialist -Special Ed. Teachers -Dyslexia Teachers -Principals -Dean of Instruction -Lead Teachers/ Department Heads 	<p>Formative: Professional Development Evaluations</p> <p>Summative: Teacher Transcripts EOC/TELPAS Scores</p>				






<p align="center">Critical Success Factors CSF 7</p> <p>7) Provide Professional Development through turn-around trainings by selected teachers, Teacher Specialists, and administrators, who attended, different workshops including TX TLI Summer Institute, 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 2016-June 2017 (Daily)</p> <p>CNA Pg.# 11, 16</p>	2, 3, 4	Principal -TLI Teacher Specialist -Dean of Instruction Teacher-Language Arts	Formative: Professional Development Evaluations Summative: Curriculum (lesson plans, framework, scope and sequence), Benchmarks				
<p align="center">Critical Success Factors CSF 2</p> <p>8) 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 2016-June 2017 (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">Critical Success Factors CSF 7</p> <p>9) 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 2016</p> <p>CNA Pg. # 16</p>	5	Principal Assistant Principal	<p>Formative: Winocular, advertising</p> <p>Summative: Six Weeks Grades/ Semester Grades/ EOC Results</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>10) 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 2016</p> <p>CNA Pg.# 16</p>	5	Principal Assistant Principal Dean of Instruction Department Chairs	<p>Formative: APSI Flyers, Master Schedule</p> <p>Summative: EOC Scores/AP Scores</p>				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>11) Core Area Teachers will have the opportunity to work on curriculum writing to address areas of need in the core content area.</p> <p>Population: Teachers</p> <p>June 2017</p> <p>CNA Pg. # 12</p>	8, 9	Principal Assistant Principal Dean of Instruction Department Chairs	<p>Formative: Curriculum Writing Schedule, Curriculum Plan</p> <p>Summative: EOC Scores</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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.

Summative Evaluation: STAAR scores / TELPAS Scores

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors 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 2016-June 2017</p>	3	All fine arts teachers, directors	<p>Formative: Performance ratings, attendance, audience/student reaction</p> <p>Summative: EOC Scores / TELPAS Scores</p>				
<p>Critical Success Factors 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 2016-June 2017</p>	3	All fine arts teachers, directors	<p>Formative: Sign in sheets / ERO Transcripts</p> <p>Summative: EOC Scores / TELPAS Scores</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = 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%.






Summative Evaluation: STAAR/EOC, Attendance rate, Completion rate, Drop out rate, Retention rate, Recidivism Rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors 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 2016-June 2017</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: State Compensatory - \$20000.00			
<p>Critical Success Factors 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 2016-June 2017</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: State Compensatory - \$25000.00			

<p align="center">Critical Success Factors 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>	3, 7, 10	Principals Administrator for State Compensatory Education	Formative: Credits Accrued and Student Transcripts Summative: Retention Rate, Graduation Rate, Completion Rate				
<p align="center">Critical Success Factors 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 2016-June 2017 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: Title I-A - \$5000.00, Title I-A - \$1000.00, Title III-A, Title III-A, Title III-A, Local - \$1000.00</p>			
<p align="center">Critical Success Factors 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 2016-June 2017 CNA Pg.# 11</p>	2, 3, 9	Campus Administration Administrator for State Compensatory Education Department	Formative: Student progress reports, student credit counts, walkthroughs, lesson plans Summative: STAAR, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate	<p>Funding Sources: State Compensatory - \$217857.00, State Compensatory</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 2016-June 2017</p> <p>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>				
Funding Sources: State Compensatory							
<p>Critical Success Factors 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 2016-June 2017</p>	6, 9	21st Center Coordinator	<p>Formative: Classes embedded into Master Schedule, Student Schedule Sign in sheets-Attendance</p> <p>Summative: STAAR, SAT, ACT, TSI Scores</p>				
Funding Sources: Title I-A							
<p>Critical Success Factors 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 September2016-June 2017</p> <p>CNA Pg. 11, 13</p>	2, 3, 9	Dean of Instruction Assistant Principals Administrator for State Compensatory Education	<p>Formative: e-schoolplus tutorial schedule, tutorial attendance report, tutorial lesson plans, classroom observation, student progress reports, benchmark scores</p> <p>Summative: STAAR, Retention Rate, Graduation Rate, Completion Rate</p>				
Funding Sources: State Compensatory - \$23474.00, Title I-A - \$20600.00, State Bilingual							

<p align="center">Critical Success Factors 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 2016-June 2017</p> <p>CNA Pg.# 18</p>	10	Administrator for Compensatory Education Campus Administration	<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>				
Funding Sources: State Compensatory - \$57007.00							
<p align="center">Critical Success Factors 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 2016-June 2017</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>				
Funding Sources: State Compensatory - \$54735.00, State Compensatory							
<p align="center">Critical Success Factors 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 2016</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">Critical Success Factors 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 2016-June 2017</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 align="center">Critical Success Factors 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 2016-June 2017</p>		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 align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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.

Summative Evaluation: Percentage of students having taken the TSI Assessment, given Financial Aid, and accepted into a College or University.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors 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 2016-June 2017</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 align="center">Critical Success Factors 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 2016-June 2017</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">Critical Success Factors 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 2016-June 2017</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">Critical Success Factors 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 2016 - May 2017</p>	1, 3, 5	<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">Critical Success Factors 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 2016-June 2017</p>	6	<p>Early College Director</p> <p>Transitional Counselor</p>	<p>Formative: Sign in Sheets</p> <p>Summative: Counselors Report</p>				
<p align="center">Critical Success Factors 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 2016-June 2017</p>	2, 5	<p>Early College Director</p> <p>Transitional Counselor</p>	<p>Formative: Master Schedule</p> <p>Summative: Student EOY Grades</p>				






 = Accomplished
  = Considerable
  = Some Progress
  = 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.

Summative Evaluation: Hanna ECHS will improve in the overall wellness of the students, staff as well as the community members by promoting healthy lifestyles, and awareness.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 7</p> <p>1) Training & 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 2016-June 2017</p>	4, 5	Counselors Administration	<p>Formative: Sign in sheets</p> <p>Summative: Discipline Referral Count</p>				
<p align="center">Critical Success Factors 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 2016-June 2017</p>	9	Principal Assistant Principals	<p>Formative: Walk-throughs</p> <p>Summative: ISS Attendance Rates</p>				

<p align="center">Critical Success Factors 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 2016-June 2017</p>	1	Principal Assistant Principals Security Monitor	Formative: Increased coordination between security and administration Summative: Reduction in vandalism				
<p align="center">Critical Success Factors 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 2016-June 2017</p>	2	Principal Assistant Principals Security Monitor	Formative: Walk-throughs Summative: Reduction in discipline referrals. EOY Reports				
<p align="center">Critical Success Factors 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 2016-June 2017</p>		Principal Assistant Principals Security Monitor	Formative: Review 360 Reports Summative: Reduction in discipline referrals. EOY Reports				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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.

Summative Evaluation: Parental meeting attendance rate calculation for the 2016 - 2017 school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors 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: August 2016-September 2016</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>				
Funding Sources: No Funds Required							
<p>Critical Success Factors 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</p> <p>Timeline: Daily- August 2016-June 2017</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>				
Funding Sources: No Funds Required							

<p align="center">Critical Success Factors 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 2016-June 2017 (Weekly)</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 align="center">Critical Success Factors 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 2016-June 2017</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>Funding Sources: No Funds Required</p>							

<p align="center">Critical Success Factors 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 2016-June 2017 CNA Pg. 20</p>	6	Parent Liaison Attendance Liaisons Asst. Principal	Formative: Registration / Agenda, job description, meeting minutes				
			Summative: Evaluations, parental involvement will increase 10% EOC Results Attendance Rate Discipline Results				
			Funding Sources: Title I-A - \$600.00, Title I-A - \$48955.00, Title I-A - \$200.00				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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%.

Summative Evaluation: Texas Education Agency Accountability Reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) The migrant teacher will provide supplemental support services to migrant students in the following areas: graduation plans, leadership opportunities, monitoring course completion, and monitoring late entry/early withdrawal students.</p> <p>Population: Migrant Students</p> <p>Timeline: Daily- August 2016-June 2017 CNA Pg.# 14</p>	1, 3, 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>				
Funding Sources: Title I-C (Migrant)							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) 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 2016-June 2017 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>				
Funding Sources: Title I-C (Migrant)							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>3) 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>	1, 2, 3, 9	Administration Migrant Lab Teacher Migrant clerk	Formative: Student files Documentation Log for Supplemental Services Summative: Course completion Transcripts Graduation Rate Attendance Rate				
Funding Sources: Title I-C (Migrant), Title I-C (Migrant), Title I-C (Migrant), Title I-C (Migrant)							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>4) 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 2016-June 2017</p>	1, 3	Administration Migrant Teacher Campus Migrant Clerk District Migrant Counselor	Formative: Student files Documentation Log for Supplemental Services Summative: Course completion Transcripts EOC Scores Graduation Rate Attendance Rate				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) 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 2016-June 2017</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: Title I-C (Migrant) - \$0.00, Title I-C (Migrant), Title I-C (Migrant) - \$0.00							

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>6) Campus Migrant Teacher/ 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 2016-June 2017</p> <p>CNA Pg.# 20</p>	1, 6	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: Title I-C (Migrant)							
<p align="center">Critical Success Factors CSF 7</p> <p>7) Migrant recruiters and clerks will attend the annual intensive Identification and Recruitment (ID&R) training in order to be certified as state recruiters.</p> <p>Population: Migrant Office Staff</p> <p>Timeline: Daily- August 2016-June 2017</p>	4	Administration Migrant Teacher Campus Migrant Clerk	Formative: Training Agendas, Training Certificates, ERO Transcript Summative: Course completion Transcripts EOC Scores Graduation Rate Attendance Rate				
<p align="center">Critical Success Factors CSF 7</p> <p>8) 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 17, 2015</p>	4	Administration Migrant Teacher Campus Migrant Clerk	Formative: Training Agendas, Training Certificates, ERO Transcript Summative: Course completion Transcripts EOC Scores Graduation Rate Attendance Rate				
Funding Sources: Title I-C (Migrant)							

<p style="text-align: center;">Critical Success Factors CSF 7</p> <p>9) 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 2016-June 2017</p>	4	<p>Administration Migrant Teacher Campus Migrant Clerk</p>	<p>Formative: Training Agendas, Training Certificates, ERO Transcript</p> <p>Summative: Course completion Transcripts EOC Scores Graduation Rate Attendance Rate</p>				
<p style="text-align: center;">Critical Success Factors CSF 2</p> <p>10) The New Generation System (NGS) and BISD eSchool Plus entries will be monitored daily to ensure that the ID&R data and information has been appropriately coded in a timely manner.</p> <p>Population: Migrant Office Staff</p> <p>Timeline: Daily- August 2016-June 2017</p>	1	<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;">Critical Success Factors CSF 6</p> <p>11) 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 22, 2016 - June 30, 2017</p> <p>CNA Pg. 13</p>	9	Administration Migrant Teacher Campus Migrant Clerk	<p>Formative: Log for Supplemental Services</p> <p>Summative: Course completion Transcripts EOC Scores Graduation Rate Attendance Rate</p>				
Funding Sources: Title I-C (Migrant)							
<p style="text-align: center;">Critical Success Factors CSF 6</p> <p>12) 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, 2016 - May June 5, 2017</p>	4	Administration Migrant Teacher Campus Migrant Clerk	<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;">Critical Success Factors CSF 6</p> <p>13) The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas:</p> <ul style="list-style-type: none"> * Graduation plans * Development of Individual Migrant Student Action Plans * Coordination for leadership opportunities * Monitoring of course completion for PFS students * Monitoring of late entry/early withdrawals * Credit accrual opportunities * Provide timely information and assistance to migrant students and parents regarding on-time Graduation and post-secondary education * Conduct district initiatives for migrant students * Coordination Inter-state and intra-state (TMIP) activities * Coordination with UT Austin Migrant Graduation Enhancement Program * Assist with OSY Initiative * Assist with the monitoring of campus migrant staff <p>Population: Migrant Students Migrant Parents</p> <p>Timeline: Daily- August 2016-June 2017</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">Critical Success Factors CSF 5</p> <p>14) 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 2016-June 2017</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">Critical Success Factors CSF 1 CSF 5</p> <p>15) 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 & Migrant Students</p> <p>Timeline: Daily- August 2016-June 2017</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 align="center">Critical Success Factors CSF 1 CSF 6</p> <p>16) Graduating juniors and seniors will have the opportunity to attend the BISD annual Migrant College CAMP Symposium in order to visit with representatives and apply to the Texas Universities that offer the college Assistance Migrant Program (CAMP). Select group of Middle School students will attend as well</p> <p>Population: Migrant Students- 11th & 12th grade PFS</p> <p>Timeline: Daily- August 2016-June 2017</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>				
Funding Sources: No Funds Required							

<p>17) High school migrant students will have the opportunity to do on-site visitations to Texas universities with a CAMP program in order to facilitate the application to the universities and the enrollment into their CAMP programs</p> <p>Population: Migrant Students</p> <p>Timeline: October 2016 - April 2017</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>18) Migrant Students recognized as Exemplary Migrant Students by the University of Texas at Austin will have the opportunity to attend the ceremony in order to enhance their self-esteem and experience the acknowledgement of their academic accomplishment.</p> <p>Population: HS Migrant Students</p> <p>Timeline: March 2017 - April 2017</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>				
CNA Pg. # 13	Funding Sources: Title I-C (Migrant)						
<p>19) 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 2017</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>20) 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 2017</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 align="center">Critical Success Factors CSF 1</p> <p>21) 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 2017</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>				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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

Summative Evaluation: Student Computer usage

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>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.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students</p> <p>Timeline: Daily- August 2016-June 2017</p> <p>CNA Pg. 23</p>		Principals	Formative: Student Progress Reports, Benchmark Scores				
		TST Dean of Instruction	Summative: Student Transcripts				
<p>Funding Sources: State Compensatory - \$4800.00, State Compensatory - \$4600.00, State Compensatory - \$2500.00, State Compensatory - \$11000.00</p>							
<p>Critical Success Factors 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 2016-June 2017</p> <p>CNA Pg. 23</p>							
	<p>Funding Sources: Title I-A</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Highly qualified core area teachers will be carry out the instructional program, using a variety of computer software programs and supplemental instructional supplies and materials in the core content areas in order to improve student achievement Population: Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students Timeline: Daily- August 2016-June 2017 CNA Pg. 12, 16

State Compensatory

Budget for Hanna Early College High School :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-001-Y-24-EOC-Y	6118 Extra Duty Stipend - Locally Defined	\$38,238.00
162-11-6118-00-001-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$13,477.00
162-11-6118-00-001-Y-30-0K2-Y	6118 Extra Duty Stipend - Locally Defined	\$20,901.00
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
6100 Subtotal:		\$510,501.00
6200 Professional and Contracted Services		
162-11-6249-00-001-Y-30-APL-Y	6249 Contracted Maintenance & Repair	\$2,500.00
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
6200 Subtotal:		\$35,636.00
6300 Supplies and Services		
162-11-6396-00-001-Y-30-0K2-Y	6396 Supplies and Materials - Locally Defined	\$2,478.00
162-11-6399-00-001-Y-30-0K2-Y	6399 General Supplies	\$2,522.00
162-11-6399-62-001-Y-30-0K2-Y	6399 General Supplies	\$2,099.00
6300 Subtotal:		\$7,099.00

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 2015-2016 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, SLOP 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 8th 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
De La Garza, Gabriela	Library Aide	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
Rosales, Jeniffer	Library Aide	Title I	1
Zepeda, Rogerio	English Teacher	Title I	1

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Juan Carlos Chavez	Dean of Instruction
Administrator	Dr. Norma Ibarra-Cantu	Interim Principal
Business Representative	Josie Latigo	Manager
Classroom Teacher	Norma Abete	Foreign Language Teacher
Classroom Teacher	Sandra Anaya	Special Programs Teacher
Classroom Teacher	Carmina Del Angel	Special Programs Teacher
Classroom Teacher	Nereyda Arizmendi	Science Teacher
Classroom Teacher	Hector Castillo	IDEA Teacher
Classroom Teacher	Diana Castro-Garcia	English Teacher
Classroom Teacher	Leticia Delgado	HST Teacher
Classroom Teacher	Francisco Diaz	Science Teacher
Classroom Teacher	Maria G. Flores	Math Teacher
Classroom Teacher	Dalberto Noe Garza	CTE Teacher
Classroom Teacher	Lorenzo Garza	Foreign Language Teacher
Classroom Teacher	Jaime Lopez	Social Studies Teacher
Classroom Teacher	Raul Molano	Fine Arts Teacher
Classroom Teacher	Jesus Montemayor	HST Teacher
Classroom Teacher	Marie Munoz	Fine Arts Teacher
Classroom Teacher	Paul Penrod	PE/Health Teacher
Classroom Teacher	Roxanne Perez	CTE Teacher
Classroom Teacher	Robert Rerez	Math Teacher
Classroom Teacher	Armando Rocha	PE/Health Teacher
Classroom Teacher	Frank Webb	IDEA Teacher
Classroom Teacher	Rogelio Zepeda	English Teacher
Community Representative	Estela Chavez Vasquez	Attorney

District-level Professional	Juan Mendoza	Social Studies Specialist
Non-classroom Professional	Ed Messbarger	TST
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

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Material	199-12-6329-00-001-Y-99-000-Y	\$1,000.00
1	1	1	Supplies	199-11-6399-00-001-Y-99-000-Y	\$1,000.00
1	1	2	Transportation for Students	199-36-6494-00-001-Y-99-000-Y	\$4,000.00
3	1	4	Travel Funds-Librarians	199-12-6411-23-001-Y-99-000-Y	\$1,000.00
Sub-Total					\$7,000.00
Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper	211-11-6396-00-001-Y-30-0F2-Y	\$2,600.00
1	1	1	Student - Supplemental Instructional supplies / materials / equipment	211-11-6399-00-001-Y-30-0F2-Y	\$12,830.00
1	1	1	Teacher - Supplemental Instructional supplies / materials / equipment	211-13-6399-00-001-Y-30-AYP-Y	\$500.00
1	1	2	Transportation for Students	211-11-6494-00-001-Y-30-0F2-Y	\$27,000.00
1	1	3	8 Core Area Teachersl	211-11-6119-00-001-Y30-0K0	\$498,000.00
1	1	3	1 Dyslexia Aide	211-11-6119-00-001-Y30-054	\$27,666.00
1	1	3	3 Nurses	211-33-6119-00-001-Y30-0F2	\$86,819.00
1	1	3	2 Library Aides	211-33-6119-00-001-Y30-0F2	\$46,781.00
1	1	11	Curriculum Writing	211-13-6118-001-Y-30-AYP-Y	\$2,200.00
3	1	4	Travel Funds	211-13-6411-23-001-Y-30-AYP-Y	\$5,000.00
3	1	4	Substitutes	211-13-6112-00-001-Y-30-AYP-Y	\$1,000.00
3	1	7	TSI, ACT, SAT Tutorial Teachers		\$0.00
3	1	8	Tutorials-Teacher extra duty pay	211-11-6118-00-001-Y-30-0F2-Y	\$20,600.00
6	1	5	Mileage Reimbursment	211-61-6411-00-001-Y-30-0F2-Y	\$600.00
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	\$200.00

8	1	2	Web site	211-11-6395-62-001-Y-30-0F2-Y	\$0.00
Sub-Total					\$780,751.00
Title III-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Student - Supplemental Instructional supplies / materials / equipment	263-11-6399-00-001-Y-25-000-Y	\$8,425.00
1	1	1	Student - Supplemental Instructional supplies / materials / equipment	263-11-6399-00-001-Y-25-000-Y	\$8,425.00
3	1	4	Title III-Substitutes	163-13-6112-00-001-Y-25-000-Y	\$0.00
3	1	4	Title III-Substitutes	163-11-6112-00-001-Y-25-000-Y	\$0.00
3	1	4	Title III-Substitutes	163-11-6112-00-001-Y-25-000-Y	\$0.00
Sub-Total					\$16,850.00
State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher - Supplemental Instructional supplies / materials / equipment	162-11-6399-00-001-Y-30-000-Y	\$20,451.00
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	5	3 FTEs	162-11-6119-00-001-Y-30-000-Y	\$217,857.00
3	1	5	A+ Software	162-11-6249-00-001-Y-30-APL-Y	\$0.00
3	1	6	1 FTE	162-11-6119-00-001-Y-30-054-Y	\$0.00
3	1	8	Extra Duty Pay (EOC)	162-11-6118-00-001-Y-24-EOC-Y	\$23,474.00
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
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	162-11-6249-00-001-Y-30-APL	\$2,500.00
8	1	1	Shmoop	162-11-6249-00-001-Y-30-000-Y	\$11,000.00
Sub-Total					\$441,424.00

State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	8	Title III Tutorials	163-11-6118-00-001-25-000-Y	\$0.00
Sub-Total					\$0.00
Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	Personnel	212-11-6119-01-001-Y-24-0F2-Y	\$0.00
7	1	2	1 FTE Migrant Clerk	212-61-6129-08-001-Y-24-0F2-Y	\$0.00
7	1	3	Desktop Computers	212-11-6649-00-001-Y24-0F2-Y	\$0.00
7	1	3	Printer	212-11-6649-00-001-Y24-0F2-Y	\$0.00
7	1	3	Toner	212-11-6399-62-001-Y24-0F2-Y	\$0.00
7	1	3	Credit by Exam	212-11-6339-00-001-Y24-0F2-Y	\$0.00
7	1	5	Tutorial Funds	212-11-6118-00-001-Y-24-0F2-Y	\$0.00
7	1	5	Tutorials	212-11-6118-00-001-Y24-0F2-Y	\$0.00
7	1	5	Transportation	212-11-6494-00-001-Y24-0F2-Y	\$0.00
7	1	6	Refreshments for Parents	212-61-6499-53-001-Y-24-052-Y	\$0.00
7	1	8	Substitutes	212-11-6112-00-001-Y24-0F2-Y	\$0.00
7	1	11	Supplies	212-11-6399-00-001-Y-24-0F2-Y	\$0.00
7	1	18	Travel	212-11-6412-00-001-Y-24-MSL	\$0.00
Sub-Total					\$0.00
No Funds Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
6	1	1			\$0.00
6	1	2			\$0.00
6	1	4			\$0.00
7	1	16			\$0.00
Sub-Total					\$0.00

Grand Total	\$1,246,025.00
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