

Alief Independent School District

Elsik Ninth Grade High School

2019-2020 Goals/Performance Objectives/Strategies

Mission Statement

Elsik High School is committed to developing college and career ready students who can create, collaborate, communicate and think critically.

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Goals


Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 1: ESF 5.1 - 80% of teachers lesson implementation will match their posted/and feedback driven lesson plan based upon ENGC CWT rubric by the end of the 2019-2020 school year.

Evaluation Data Source(s) 1: Lesson Plans, Walk-through form

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) 1) ILT will revisit the lesson plan submission due date by August 15th and specialists will communicate expectations to teachers through content planning meetings by August 30th. The new due date will take effect September 19, 2019.		Specialists, ILT	This submission date will ensure that specialists have time to review plans and give feedback as well as give teachers time to make adjustments before delivering the lessons.				
2) Specialists review lesson plans for clear student-friendly objectives, time allotment of each step of the lesson and provide feedback to the teacher each week.		ILT	The review of lesson plans and opportunity to provide feedback prior to implementation of the lessons will support the alignment of activities to the TEKS to ensure mastery of the content.				
3) ILT will walk all teachers classroom at least 1 time a week to check for lesson plan/feedback alignment to lesson implementation. Walks will be scheduled through the ENGC ILT Google calendar.		ILT	Consistently walking teacher classrooms in conjunction with incorporating GBF strategies will gradually improve tier 1, front line instruction providing real time feedback				
4) ILT will create an electronic form to collect CWT data in order to collect data on lesson implementation and inform our PLC and future PD.		ILT	Data collection along with disaggregation will create a more a targeted and focus driven PLC in addition to creating high leverage moments for teachers delivering tier 1 instruction.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
5) All teachers that require lesson plan adjustment will receive feedback from an ILT member by the end of the day on friday via schoology or email when necessary.		ILT					
6) All teachers will receive feedback on their classroom walk-through via electronic or hard copy communication within 2 days.		ILT					
7) ILT will provide feedback on classroom walks and communicate in PLC and PLT that teachers use that feedback in the development of their next week's lesson plan(s).		ILT	Timely feedback will improve front line instruction by focusing on areas of the lesson cycle that yield high leverage for students.				
							

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 2: 97% (last year 96%) of all students this year will earn 6 or more credits and remain on cohort for graduation.








Evaluation Data Source(s) 2: Progress Reports






Report Cards

Transcripts

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy 1) All Content Areas will implement instructional best practices such as: SIOP, ELPS, Thinking Maps, Literacy initiative, technology, and mandated tutorials. Departments will be supported by a designation of a Team Leader. (Research ASP2, ASP5, PD3)		Teachers, Specialists, Administrators	Student engagement increases. Student attendance increases. Student academic success increases.				
	Funding Sources: Local - 5000.00, Title I - 5000.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 2) Instructional (in-class) support will be provided to students according to state and federal requirements. And monitoring of support by ICS will be documented through required logs. (Research AA1, AA3)		General Ed Teachers, Special Education Teachers ICS, Special Ed. DC, Interventionists, Specialists Administrators	IEP implementation Frequent review of student progress on academic and behavioral goals. Special populations students make gains on IEP's. Special populations earn credit on the 1st attempt.				
	Funding Sources: Local - 0.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 3) Weekly PLC time will be used to review data from CCA, DCA, TELPAS, Benchmarks, and to align lesson plans with TEKS with a focus on rigor and engagement. (Research PD2)		Teachers, Specialists, Administrators	Target gaps in teaching and learning. Revision of lesson plans. Reteach of TEKS for success. Earned credit on 1st attempt.				
	Funding Sources: Local - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy 4) Each Teacher will provide at least 90 minutes per week of extended day tutorials. (Research ASP8)		Teachers, Interventionists, Specialists	Passing grades in course resulting in credit earned on 1st attempt.				
	Funding Sources: Local - 0.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 5) Attend professional Development and Team Planning Sessions to improve instructional strategies and STAAR EOC scores. (Research PD1, PD2)		Teachers, Interventionists, Specialists, Counselors, Administrators	Improved instructional practices. TEKS driven lesson planning. Student success.				
	Funding Sources: Local - 5000.00, Title I - 10000.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 6) Substitutes will be provided for professional development, team planning sessions, and classroom peer observations. (Research PD1)		Teachers, Interventionists, Specialists, Counselors, Administrators	Improved instructional best practices. Lessons that align with TEKS. Build professional capacity.				
	Funding Sources: Local - 2000.00, Title I - 3000.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 7) Provide extended day (after school and some Saturdays) tutorial time and snacks for TEKS based interventions, homework assistance, remediation, and study skills development for all students(Upgrade Program). (Research ASP1, ASP2, ASP3)		After school Coordinator, Specialists, Interventionists, Teachers, Counselors, Administrators	TEKS mastery by students. Earned credit on 1st attempt.				
	Funding Sources: Local - 15000.00, Title I - 10000.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 8) Designation of after school Coordinator(s) as well as support staff to manage the after school tutorial, intervention, and enrichment programs (Upgrade). (Research ASP1)		Principal, ILT	Organized system of accountability in TEKS based tutorials. Credit recovery for targeted students before summer school. Student make positive connections with school community and activities.				
	Funding Sources: Title I - 3000.00						
9) Designation of Title 1 Funds Manager to monitor spending of Title 1 funds and to update compliance folder. (Research AA1)		Principal, ILT, SDC	Efficient management of Title 1 budget. Equity in funding of various campus needs.				
	Funding Sources: Title I - 1000.00						



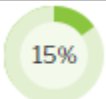



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
10) Behavior/Academic/RtI Interventionist (s) will provide support for students who have documented academic and/or behavior problems. Assist RtI facilitation and documentation. (Research RTI4, RTI15)		Interventionist(s), Administrators, Content Specialists	Reduce failure rates. Develop individual SuccessEd plans for students. Monitor student progress. Earned credit on 1st attempt.				
Funding Sources: Title I - 17000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 3: By the end of the year, we will grow our students so that 85% achieve the Approaches Standards level, 60% achieve the Met Standards Level, and 20% achieve the Masters Standards Level on the Biology EOC.

Evaluation Data Source(s) 3: Biology Unit Exams and Biology EOC scores (2020)

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy 1) Implement TEKS based intervention for students (particular focus on ESL and SPED) through the skills-based after school program, teacher TEKS-based tutorials and Spring semester EOC blitz. (Research ASP2, ASP5, SCI1, SCI2)		Teachers, Specialists, Interventionist	Students will progress towards mastery of the content.				
	Funding Sources: Local - 1000.00, Title I - 1000.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 2) Improve and supplement curriculum through the use of science-related reading materials (i.e. Scholastic Magazines), field trips, lab equipment, tablets/laptops, scientific games for intervention (i.e. Quizalize), tutorial materials, Hedge Hog, Vocabulary Magic, EduSmart Software. (Research SCI1, SCI2)		Teachers, Specialists, Interventionists	Students will demonstrate increased content comprehension and achieve mastery.				
	Funding Sources: Title I - 5000.00						
3) A Science Interventionist will be hired to support Biology. Primary responsibilities will be in-class support, pull-out tutorials, and STAAR intervention. (Research AA1, AA3)		Specialist, Interventionist	Increase of content comprehension and mastery through small group interventions.				
	Funding Sources: Title I - 0.00, Local - 12000.00						
4) A Biology teacher will be hired to support our increasing population of students with disabilities and ELLs.		Principal, Evaluator, Specialist	Increase in the number of students that show growth in the content.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 4: By the end of the year, we will increase the number of students passing the Algebra 1 EOC by 5%. Approaches Standard level to 85%, the Meet Standard to 59% and 30% to Masters Standard Level.

Evaluation Data Source(s) 4: Algebra 1 EOC and District Benchmarks (2020)

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy 1) Implement TEKS based intervention for students (particular focus on sub-populations not meeting standard like ESL and SPED) through the Upgrade after school program and Spring semester EOC blitz. (Research ASP2, ASP5, PD3)		Teachers, Specialists, Interventionists	Data collected from CCAs, DCAs, Benchmarks and formative assessments in each unit				
	Funding Sources: Title I - 0.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 2) A Math Interventionist will be hired to support Algebra 1. Primary responsibilities will be in-class support, pull-out tutorials, and after school intervention. (Research AA1, AA3)		Interventionists, Specialists,	Data collected from CCAs, DCAs, Benchmarks and formative assessments in each unit				
	Funding Sources: Local - 0.00, State Comp Ed (SCE) - 12000.00						
3) Improve and supplement curriculum through the use of consumables, tutorial stations, math review applications and games, and software for student enrichment, intervention, STAAR review, and tutorials. (Research SM2, SM3)		Teachers, Specialists, Interventionists	Data collected from CCAs, DCAs, Benchmarks and formative assessments in each unit				
	Funding Sources: Title I - 10000.00						


Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 5: By the end of the year, we will grow our students so that 66% achieve the Approaches Standards level, 49% achieve the Meets Standards Level, and 9% achieve the Masters Standards Level on the English I EOC.

Evaluation Data Source(s) 5: English 1 EOC scores (2020)

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Additional Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p>	2.4, 2.5, 2.6	Teachers, Specialists, Interventionists	student academic success increases				
<p>1) Hire an English interventionist to perform TEKS based intervention for students (particular focus on identified groups for approaches, meets, and masters levels) for in class support, targeted pull outs for small group instruction, for after school tutorials, and during the EOC Blitz. (Research ASP2, ASP5, RTI6, SELA5)</p> <p>Funding Sources: Title I - 0.00</p>							


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 4: High-Quality Curriculum 2) Improve and supplement curriculum through the use of consumables, tutorial materials, software, professional development, and educational technology for student enrichment, differentiation, and intervention. (Research SELA1, SELA2, SELA3, SELA4, TEC6, TEC8)		Teachers, Specialists, Interventionists	student academic success increases				
	Funding Sources: Title I - 2000.00						
Comprehensive Support Strategy Additional Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Implement TEKS-based intervention for students targeted for approaches, meets, and masters levels by implementing the Upgrade after school program, EOC blitz, and Saturday tutorials. Staffing personnel, student snacks, student incentives, and intervention materials will be purchased to support these programs. (Research ASP2, ASP5, SELA2, RTI 4, RTI6)	2.4, 2.5, 2.6	Teachers, Specialists, Interventionists	student academic progress increases, students reach progress measure				
	Funding Sources: Title I - 0.00						
							

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 6: Increase the number of LEP students that grow by one proficiency level on TELPAS by 10%.

Evaluation Data Source(s) 6: TELPAS

Summative Evaluation 6:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Training will be provided for teachers through PD focused on 2 SIOP components: Lesson Preparation (Language objectives) & Interaction.		ESL Department Chair, ENGC Staff	Data collected from TELPAS, STAAR, DCAs, CCAs, Benchmarks				
2) The ESL Department Chair will conduct SIOP coaching sessions with teachers who attended the 3-day SIOP training. Once a month we will pre-conference and choose SIOP strategy to implement/observe their classrooms/ and finally post conference to discuss results.		ESL Department Chair and sheltered teachers	Training, Observations, Feedback				
3) ESL students will be recognized for their grades (A's and B's) by the ESL Department. Also, each nine weeks - teachers will pick one student for "most improved".		ESL Department Chair, ESOL & sheltered teachers.	progress reports, report cards, test scores				
Funding Sources: Local - 500.00, Title I - 500.00							
4) Improve and supplement curriculum through the purchase and use of resources such as online intervention programs, books, consumables, and dictionaries for intervention and STAAR preparation.		Teachers, Department Chairs, Specialists, Interventionists	Lesson Plans, STAAR, DCAs, CCAs, Benchmarks				
Funding Sources: Title I - 1000.00							
							

Goal 1: Alief ISD will close the achievement gap to ensure that all students reach their academic potential.

Performance Objective 7: Elsik libraries will increase usage of the Library Learning Commons within the school at least 10%.

Evaluation Data Source(s) 7: TAPR end-of-year report

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Create a Library Learning Commons for Staff and Students to encourage collaboration, discourse, 21st century literacy, and engagement.		Librarian, librarian staff	Increase in daily door counter statistics and ID scans.				
Funding Sources: Local-DNT - 0.00							
2) Teachers and specialists will use the library for multimedia lessons, research, and projects to develop 21st century literacy skills.		classroom teachers, specialists, librarian	Increase library reservations.				
3) Bring the average age of the collection up five years from 2007 to 2012.		Librarian	Increase the circulation of books (collection analytics)				
Funding Sources: Local-DNT - 3500.00							
4) Increase usage of library resources: databases, circulation, and collaborations with teachers.		Librarian	Increase database use statistics (monthly report)				
5) Evaluate fiction and nonfiction collections and replace out-dated materials with current, high-interest titles to increase circulation, encourage literacy school wide, and develop a love of reading in students and staff.		Librarian, library aide	circulation statistics				
Funding Sources: Local-DNT - 0.00							
							

Goal 2: Alief ISD will improve student preparation for college and career.

Performance Objective 1: ENGC will increase by 5% the number of 9th grade students in AP/Dual credit course offerings this year.

Evaluation Data Source(s) 1: Class rosters for AP Human
Class rosters for other AP/Dual credit classes

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Review 8th grade EOC ELA scores to target students for AP/Dual credit courses		Content Specialists	Increased student participation in college prep courses.				

Goal 2: Alief ISD will improve student preparation for college and career.

Performance Objective 2: ENGC will improve preparation for college by benchmark testing all students with the PSAT and TSI testing 5% more students this year.

Evaluation Data Source(s) 2: PSAT test rosters
TSI rosters

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) All ELA teachers will develop and deliver lessons to prepare students for the PSAT assessment.		ELA Specialist Administration	Students take the assessment serious. PSAT results that assist students with continued preparation for college.				
Funding Sources: Local - 9000.00							
2) All teachers will create lesson plans with a focus on academic vocabulary across contents.		Instructional Specialists	Students build academic vocabulary.				
3) Content Specialist in partnership with the Librarian will evaluate student academic data and facilitate TSI testing.		Kathy Tuttle Content Specialists Principal					
							


Goal 2: Alief ISD will improve student preparation for college and career.

Performance Objective 3: 90% of ENGC teachers will implement campus-wide AVID strategies to assist all students with college and career readiness.

Evaluation Data Source(s) 3: AVID binders

- Student planners
- AVID PD agendas
- CWT

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Build in the master schedule the AVID elective course.		Principal AVID teacher Administrator Instructional Specialists	Students will receive focused support on skills to increase college readiness.				
2) Increase the number of staff trained in AVID strategies such as through the AVID Summer Institute, Alief AVID mini-tute, campus PD, etc.		Administrators Instructional Specialists.	Increased teacher implementation of AVID strategies.				
3) Organize field trips to local universities.		AVID teacher Administration	Increased awareness and interest in college.				
4) Bring in college and peer tutors to assist students with academics.		AVID Campus Coordinator AVID teachers AVID district coordinator Principal	Increased student academic performance.				
Funding Sources: Local - 5000.00							
							

Goal 2: Alief ISD will improve student preparation for college and career.

Performance Objective 4: ENGC will facilitate a minimum of 4 college and career readiness events this school year.

Evaluation Data Source(s) 4: Counselor agenda's/meetings


Sign-in sheets

College Week Activities


College Night Poster

Summative Evaluation 4:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Counselors will hold community as well as class talks, specifically addressing college and career readiness requirements.		Lead Counselor Counselors Administrators	Increased student awareness of CCMR requirements.				
2) Counselors will meet with each individual student to develop their four year plan, discuss endorsement selection and options, etc.		Lead Counselor Counselors Principal Administrators	Early development of 4 year plan. Increased student awareness of requirements for graduation and post secondary opportunities.				
3) Counselors will organize, facilitate, and implement college week activities; CTE month activities, etc. In addition to promoting the district College Nights, FAFSA nights, etc.		Lead Counselor Administrators	Increased student awareness of CCMR requirements as well as opportunities.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: Alief ISD will maintain a safe and orderly environment.

Performance Objective 1: ENGC will train a minimum of 5 staff members each year in restorative circles, Student Assistance Programs-SAP and/or resources provided via the Preventative and Safe Schools department.

Evaluation Data Source(s) 1: Campus PD reports
 PD certificates
 Prevention & Safe Schools campus training

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Increasing school safety and security measures through ID policy enforcement, SMART Tag software/printer, Tardy stations (SOT), enforcement of hall pass policy, enforcement of visitor sign-in policy and securing access points to building. (PASS 13)		Principal Asst. Principal ILT Hall monitors All staff	Increased safety and easy identification of all students, staff, and visitors.				
2) Increasing school internet safety and security for students through implementation of district AUP/RUP policy training, continued retraining and reinforcement, and active monitoring of student internet use (including CIPA filter/district firewall). (PASS 13)		Campus Tech Specialist All Staff	Compliance with AUP/RUP policy Increased engagement in labs				
3) Utilize, implement and evaluate conflict resolution, SAP, restorative circles, and prevention/intervention strategies. (PASS 13,7,8)		Counselors CLC Teacher SAP trained staff Restorative Circles trained staff Assistant Principals	Improved campus safety. Reduce incidents of high risk behaviors. Reduce violent behaviors.				
4) ENGC Counselors will facilitate small groups, Red-Ribbon Week, Suicide Prevention, Anti-Bullying and Tolerance campaign, as well as other causes to promote awareness among staff and students. (PASS 7, 8, 13)		Counselors Admin Teachers	Increased awareness. Safe practices.				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
5) Promote, implement and train in programs that build meaningful relationships. These programs include but are not limited to: CHAMPS, Safe and Civil Schools Programs, AVID, Restorative Practices, SAP, True Colors, 7 Habits, Counselor Corner. (PASS 3,4,7,8,13)		ILT ABC SDC	Increase in positive relationships with all stakeholders. Improved management of various systems and structures.				

Goal 3: Alief ISD will maintain a safe and orderly environment.

Performance Objective 2: ENGC will increase the student attendance rate from 94% to 95%

Evaluation Data Source(s) 2: ADA reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Utilize the district automated calling system for daily absences and tardies. Create a follow up system for live calls at specific intervals of full day absences, i.e. 3, 5, 8, 10, etc.. (A 6)		Attendance Team Assistant Principals Counselors Teachers District Attendance Main campus APA	Improved student attendance. Early intervention and reduce in truancy filings. Informed parents.				
2) Provide multiple interventions for truancy and tardiness including: after school and Detention, lunch detention, SAC and CLC. Continue with implementation of the start on time procedures. (PASS 9,10,13)		Assistant Principals ABC Teachers All staff	Improved student attendance.				
3) Facilitate monthly attendance challenges, recognize students with perfect as well as improved attendance.		Assistant Principals Teachers	Improve attendance.				
							



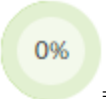

Goal 3: Alief ISD will maintain a safe and orderly environment.

Performance Objective 3: By June 2020, ENGC will decrease, by 10%, the offenses related to bullying and harassment.

Evaluation Data Source(s) 3: 2019-2020 Offense Data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Utilize the Above and Beyond Committee to monitor campus safety and provide for recommendations to address hallway, restroom, and cafe behaviors. (Research PASS3, PASS4)		ABC and Administration	Common language. Collaboration on team/campus solutions. Supports the student code of conduct. Reduces student negative behaviors.				
Funding Sources: Local - 1500.00							
Comprehensive Support Strategy Additional Targeted Support Strategy 2) Counselors and Administrators will continue to use conflict resolution sessions, small groups and SAP groups with students to decrease violence among students. (Research PASS12, PASS13) Implement Restorative Practices with students.		Counselors and Administration CIS	Build positive student interactions. Reduce incidents of negative behaviors.				
Funding Sources: Title I - 300.00							
3) Teachers will adapt and use Teachers tools such as The Teachers Encyclopedia from Safe and civil schools . Teachers will continue to use CHAMPs system in classrooms to teach students behavior expectations. (Research PASS3, PASS4)		Teachers and Administration and ABC Committee members.	Improved teacher management of student behaviors. Implementation of best practices. Increase in positive student behaviors.				
4) Campus will employ a SAC monitor (HS/ALC) to assist with temporary (<2 days) student removal from class so that on-going instruction is provided to students while receiving a consequence for misbehavior. "SCE salary" (Research AA1, AA3, PASS13)		Administration, SAC Monitor, "SCE salary"	Reduce the rate of off campus suspensions. Provide an opportunity/space for students to "cool down" and self reflect.				
Funding Sources: State Comp Ed (SCE) - 30000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
5) ENGC will employ a CLC Teacher to assist with short term (<21 days) student change of placement so that on-going instruction is provided to students while receiving consequence for misbehavior. (Research AA1, AA3, PASS13)		Administration and CLC Teacher	Reduce the referral rate to an off campus alternative school. Provide for restorative circles and reteaching of behavioral expectations.				
Funding Sources: Local - 55000.00							
6) Campus will ensure abbreviated CIPA information is posted by computer stations and inside Computer labs for students. (Research AA1, AA3, AA4)		LIS, Tech Specialist, CTE Teachers, Administration	Teach students the importance of internet safety.				
7) All students and staff will receive Children Internet protection Act guidelines training (with the addition of student code of conduct areas pertaining to cyber-bullying and sexting) from LIS and through English classes and staff meetings in order to sign the RUP and AUP. (Research AA1, AA3, AA4)		Administration and Tech Specialist	Inform staff and students about the laws, guidelines and rules of appropriate and responsible use of electronic devices. Reduce the number of violations by both students and staff.				
8) All staff will undergo training to recognize bullying and signs of suicide and to offer proper responses when needed. (Research PASS3, PASS4, PASS12, PASS13)		Counselors and Administrators	Early detection, intervention and reporting of bullying. Improved relationships with students. Save a life - suicide signs and how to report and respond.				
9) Campus will provide homeless students with immediate enrollment and provide the appropriate services; nutrition, transportation, etc. Also focused on eliminating out of school suspension unless mandatory (drugs, weapons, assault with bodily injury) (Research AA1, H1, H2, H3)		Administration and Counselors Registrar	Build positive student support systems. Increase attendance.				
10) ENGC will implement advisory activities each Wednesday to teach Character education, as well as mental health awareness. (Research PASS1)		ABC Counselors CIS Administrators Staff	Positive student character development. Mental health awareness. Increase in reports of students in need of assistance. Increased attendance.				
Funding Sources: Local - 750.00, Title I - 4000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: Alief ISD will maintain a safe and orderly environment.

Performance Objective 4: By June 2020, ENGC will decrease, by 5%, the number of drug/alcohol/tobacco and gang related offenses.

Evaluation Data Source(s) 4: 2019-2020 Offense Data

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Aim for Success will come and speak to health classes on drug free awareness.		Teachers/Counselors	Increased awareness. Decrease in risky behavior.				
Funding Sources: Local - 0.00							
Comprehensive Support Strategy Additional Targeted Support Strategy 2) 1. Students will participate in Red Ribbon week activities. . (SAP4, SAP2)		Counselors	Increased awareness. Reduce in risky behaviors.				
3) Crime Stoppers will present 2 times a year to our student body.		CIS Counselors Administrators	Reduce is risky behaviors by students.				
4) FAME center will host "drug awareness" session for parents.		FAME liason Counselors CIS Assistant Principal - Rutherford	Increased awareness for parents. Tools to help parents. Decrease in drug related offenses.				
5) Utilize social media to push out drug awareness, risks, and supports for students and parents.		Counselors CIS Assistant Principal - Conde Tech Specialist - Davis	Increased awareness. Early intervention. Reduce in risky behaviors.				
6) Weekly review of discipline data by administrative team.		Principal Assistant Principals	Identify trends in behavior. Build consistency across communities.				
7) Contract services for gang intervention. Provide on campus site visits to include: mediation, counseling, outside resources, parent education, etc. Partner with Alief ISD Police (Gang officer), Crime Stoppers, and the City of Houston, Gang Task Force.		Principal Asst. Principals Counselors	Reduce incidents of gang related behaviors on campus. Reduce recruitment on campus. Increase awareness of the dangers of involvement for both students, parents and the community.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June

Goal 3: Alief ISD will maintain a safe and orderly environment.


Performance Objective 5: ENGC will reduce the risk of active shooter events; as well as the injuries from other disasters such as extreme weather events, fires, etc. to less than 1%.

Evaluation Data Source(s) 5: Training sessions
 Safety team monthly meeting agendas
 Sign-in sheets
 Discipline data


Summative Evaluation 5:

Targeted or ESF High Priority


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Provide professional development training sessions to all staff and students on SRP.		Administrators Counselors Teachers Campus Safety Committee Crisis Team	Common language. Quick response time. Reduce confusion in crisis.				
2) Conduct stop the bleed training with all staff and students.		Administrators Campus Safety Committee	Improved response in a crisis. Safe a life.				
3) Conduct monthly safety drills and table top exercises.		Administrators ILT Campus Safety Team Teachers	Quick response time in crisis. Reduce possible injuries and deaths.				
4) Create campus crisis management team, that will implement action steps for crisis management scenarios.		Counselor Administrator ILT	Support systems in place. Roles and responsibilities defined. Increase response time.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: ENGC will reduce the turn-over of professional staff from 15% to 10% for the 2020-2021 school year.

Evaluation Data Source(s) 1: Staff resignation list
HRF's

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Implement a New Teacher Academy and hold monthly meetings with a focus on relationships and supports for success on the job.		Assistant Principal - Tiffany Robinson	Build positive support systems. Reduce stress. Increase professional connections.				
2) Assign all new teachers to the profession a highly qualified mentor teacher. Assign all new teachers to Alief a buddy teacher.		Assistant Principals Specialists	Build positive support systems. Reduce stressors. Build professional connections.				
3) Conduct weekly classroom observations.		Administrators Specialists	Builds opportunities for strong coaching conversations. Reduces isolation. Shows support.				
4) Hold monthly activities hosted by the Hospitality committee to build positive relationships.		Hospitality chair Assistant Principal - Conde ILT Team	Increased enjoyment in the job. Builds positive relationships.				
5) Implement strong PLC & PLT teams. With support from Specialists, Department chairs, team leads and administrators.		Administrators Specialists	Build positive relationships. Focus on meaningful work. Development of quality lesson plans. Increase professional teacher discourse. Sharing of best practices.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
RDA TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 6) Professional development and supporting tools (technology hardware/software) for specialists on coaching teachers on "Get Better Faster".		Principal Specialists District Content Coordinators	Increase in quality coaching conversations between Specialists and teachers. Improved lesson plan development. Improved lesson delivery. Improved classroom management.				


 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: ENGCG will increase by 10% professional growth opportunities for all staff to explore and implement research based strategies that improve teaching and learning.

Evaluation Data Source(s) 2: Campus PD calendar
PD approvals & certificates

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Encourage and approve requests for PD related to best practices and campus/district goals and priorities.		ILT	Improvement in delivery of best instructional practices.				
2) Provide enrichment time through PLC's, PLT's, department and team meetings. Also allow for and provide PD opportunities on effective PLC's and teaming.		Specialists Dept Chairs Team Leaders Admin	Improved best practices. Build meaningful work opportunities. Improve collegiate interactions.				
3) Provide for other PD opportunities in leadership development, technology integration, action and project based learning, AVID, Advisory, SIOP, etc.		Principal	Improved best practices. Improved student engagement. Professional growth.				
							


Goal 4: Alief ISD will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 3: ENGC will recruit 100% highly qualified staff.

Evaluation Data Source(s) 3: HR reports

Job Fair attendance

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) District Compensation Packages for new teachers, and participation in a campus teacher mentoring program (Research: PD: 1, 7, SM: 1)		District level directors AP Mentor Facilitator	Attain and retain highly qualified personnel.				
2) Campus representatives will attend and recruit from multiple job fairs early in the hiring process. (Research: PD: 1, 7, SM: 1)		Principal ILT	Attain quality, highly qualified professional staff.				
3) District and campus leaders will collaborate with local ACP programs. (Research: PD: 1, 7, SM: 1)		Principal District HR dept.	Partner with qualify alternative certification programs to attain, train, support highly qualified candidates.				
4) Create interview teams; to include teachers. Develop and utilize job specific rubrics during the interview process.		Principal ILT	Builds a collaborative and supportive culture. Creates an objective process to make recommendations.				
							

Goal 5: Alief ISD will continue to build positive relationships with all stakeholders.

Performance Objective 1: ENGC will improve parent-school engagement by offering a minimum of 1 opportunity per month to involve parents.

Evaluation Data Source(s) 1: Campus Calendar

FAME agenda

Event sign-ins

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Campus will provide multiple opportunities to host families to provide updated information and training to parents (i.e., curriculum nights, fine arts activities, community service projects, ESL nights, etc.) Funds will be used for professional development and the purchase of technology, supplies and snacks. (Research FAME1, FAME2)		Principal, ILT, Family Engagement Liaison, FAME Committee	Improved school/home relationships.				
	Funding Sources: Local - 2000.00, Title I - 4000.00						
2) The FAME Committee will continue building parent relationships through use of the Family Engagement Liaison staff and Parent Center. They will hold weekly meetings and training for parents on campus. FAME will bring in outside presenters for parents, ex: Crimestoppers (Research AA1, FAME1, FAME2)		FAME Committee CIS Administration	Build positive home/school relationships. Increase educational opportunities for parents. Bring valuable resources to parents.				
	Funding Sources: Local - 0.00, Title I - 0.00						
3) Campus will create and update the Family School Compact and Parent Involvement Policy to reflect our commitment to success for all students. (Research AA1, FAME1)		FAME Committee and SDC Admin Team	Build positive support contracts between families and school.				
	Funding Sources: Local - 0.00						
4) Campus will continue two way communication with parents through call outs, mail outs, surveys, twitter, facebook, lets chat, interviews, conferences, meetings, and training. (Research FAME1, FAME2)		FAME Committee, Administration, SDC	Create multiple forms of communication to build positive home/school relationships.				
	Funding Sources: Local - 500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
5) Campus will provide awards and positive incentives for students, to include community pep rallies with special guests, lunches on the patio, certificates, medals, Perfect Attendance/Honor Roll celebrations, Pre-ferrals, EOY celebration, transition night, etc. (Research FAME1, FAME2, FAME3)		ILT, ABC, FAME, SDC	Highlight positive student academic and behavior achievements. Builds positive home/school relationships.				
	Funding Sources: Local - 1000.00, Title I - 2000.00						

Goal 5: Alief ISD will continue to build positive relationships with all stakeholders.


Performance Objective 2: ENGC will improve communication initiatives by 5% to foster positive relationships and increase parent involvement.


Evaluation Data Source(s) 2: FAME monthly agendas


- Twitter
- Facebook
- Web page
- photo's
- SDC agenda's
- Sign-in sheets


Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Use the call/text/e-mail system at least 2 times a month to communicate with parents.		FAME ABC ILT	Build positive home/school connections.				
2) Implement and monitor the teacher intervention google doc to track the communication with parents.		Specialists Teachers ILT	Build more connections with parents. Increase communication with parents on student progress.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 5: Alief ISD will continue to build positive relationships with all stakeholders.

Performance Objective 3: ENGC will implement advisory time into our daily schedule 1st period to facilitate positive relationship between students and their educational community and will strive to increase student involvement by 5%.


Evaluation Data Source(s) 3: ABC agendas

Advisory lessons

Google doc of student activities

Clubs/Organizations agendas/sign-ins

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) ABC will create and facilitate character education, career education, mental health awareness, etc.. advisory lessons to be shared each Wednesday in advisory 1st period. They will seek out and attend PD to build on advisory implementation.		ABC Teachers ILT	Build positive student behaviors and connections with the school. Student accountability.				
2) Counselors will hold large group as well as individual 4 year planning sessions with students. Guidance in endorsements, advanced academics, college preparation, etc.		Counselors Admin Team	Build positive student connections. Empower students in planning for their future.				
3) Hold community meetings and answer questions with students to discuss expectations, credit requirements, endorsements, PAP/AP/Dual credit, extra-curricular, etc. Follow up in the Spring with class talks on expectations, EOC, credits, summer school.		Counselors Admin ILT	Informed students. Increased involvement in advanced academics and extra-curricular activities. Academic and behavioral accountability. Increase in earned credits.				
4) Increase club sponsorship and enrichment activities for students; i.e. intramurals, chess club, citizen scientist club, etc..		Teachers ILT	Build positive connections and opportunities for students to engage in activities of their liking.				
							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	All Content Areas will implement instructional best practices such as: SIOP, ELPS, Thinking Maps, Literacy initiative, technology, and mandated tutorials. Departments will be supported by a designation of a Team Leader. (Research ASP2, ASP5, PD3)
1	2	2	Instructional (in-class) support will be provided to students according to state and federal requirements. And monitoring of support by ICS will be documented through required logs. (Research AA1, AA3)
1	2	3	Weekly PLC time will be used to review data from CCA, DCA, TELPAS, Benchmarks, and to align lesson plans with TEKS with a focus on rigor and engagement. (Research PD2)
1	2	4	Each Teacher will provide at least 90 minutes per week of extended day tutorials. (Research ASP8)
1	2	5	Attend professional Development and Team Planning Sessions to improve instructional strategies and STAAR EOC scores. (Research PD1, PD2)
1	2	6	Substitutes will be provided for professional development, team planning sessions, and classroom peer observations. (Research PD1)
1	2	7	Provide extended day (after school and some Saturdays) tutorial time and snacks for TEKS based interventions, homework assistance, remediation, and study skills development for all students(Upgrade Program). (Research ASP1, ASP2, ASP3)
1	2	8	Designation of after school Coordinator(s) as well as support staff to manage the after school tutorial, intervention, and enrichment programs (Upgrade). (Research ASP1)
1	3	1	Implement TEKS based intervention for students (particular focus on ESL and SPED) through the skills-based after school program, teacher TEKS-based tutorials and Spring semester EOC blitz. (Research ASP2, ASP5, SCI1, SCI2)
1	3	2	Improve and supplement curriculum through the use of science-related reading materials (i.e. Scholastic Magazines), field trips, lab equipment, tablets/laptops, scientific games for intervention (i.e. Quizalize), tutorial materials, Hedge Hog, Vocabulary Magic, EduSmart Software. (Research SCI1, SCI2)
1	4	1	Implement TEKS based intervention for students (particular focus on sub-populations not meeting standard like ESL and SPED) through the Upgrade after school program and Spring semester EOC blitz. (Research ASP2, ASP5, PD3)
1	4	2	A Math Interventionist will be hired to support Algebra 1. Primary responsibilities will be in-class support, pull-out tutorials, and after school intervention. (Research AA1, AA3)

Goal	Objective	Strategy	Description
1	5	1	Hire an English interventionist to perform TEKS based intervention for students (particular focus on identified groups for approaches, meets, and masters levels) for in class support, targeted pull outs for small group instruction, for after school tutorials, and during the EOC Blitz. (Research ASP2, ASP5, RTI6, SELA5)
1	5	2	Improve and supplement curriculum through the use of consumables, tutorial materials, software, professional development, and educational technology for student enrichment, differentiation, and intervention. (Research SELA1, SELA2, SELA3, SELA4, TEC6, TEC8)
1	5	3	Implement TEKS-based intervention for students targeted for approaches, meets, and masters levels by implementing the Upgrade after school program, EOC blitz, and Saturday tutorials. Staffing personnel, student snacks, student incentives, and intervention materials will be purchased to support these programs. (Research ASP2, ASP5, SELA2, RTI 4, RTI6)
3	3	2	Counselors and Administrators will continue to use conflict resolution sessions, small groups and SAP groups with students to decrease violence among students. (Research PASS12, PASS13) Implement Restorative Practices with students.
3	4	2	1. Students will participate in Red Ribbon week activities. . (SAP4, SAP2)

RDA Strategies

Goal	Objective	Strategy	Description
1	5	1	Hire an English interventionist to perform TEKS based intervention for students (particular focus on identified groups for approaches, meets, and masters levels) for in class support, targeted pull outs for small group instruction, for after school tutorials, and during the EOC Blitz. (Research ASP2, ASP5, RTI6, SELA5)
1	5	2	Improve and supplement curriculum through the use of consumables, tutorial materials, software, professional development, and educational technology for student enrichment, differentiation, and intervention. (Research SELA1, SELA2, SELA3, SELA4, TEC6, TEC8)
1	5	3	Implement TEKS-based intervention for students targeted for approaches, meets, and masters levels by implementing the Upgrade after school program, EOC blitz, and Saturday tutorials. Staffing personnel, student snacks, student incentives, and intervention materials will be purchased to support these programs. (Research ASP2, ASP5, SELA2, RTI 4, RTI6)
4	1	6	Professional development and supporting tools (technology hardware/software) for specialists on coaching teachers on "Get Better Faster".