

**Alief Independent School District**  
**Elsik High School**  
**2018-2019 Improvement Plan**

# Mission Statement

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

## Vision

Elsik High School is a school of Excellence, Honor and Spirit.

# Goals

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

**Performance Objective 1:** 100% of Elsik teachers will use common, research-based instructional practices.

**Evaluation Data Source(s) 1:** TAPR end-of-year reports

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Elsik teachers will continue using common lesson plan design and writing Smart objectives to ensure that lessons are engaging, relevant and rigorous. AA 3,4</p>	Teachers, Specialists	Lesson plans and classroom walkthroughs.
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Specialists will review weekly lesson plans and provide feedback as needed to improve classroom instruction. AA 3,4,5</p>	Specialists	Lesson plans, classroom walk-through
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Specialists will continue to use a common form and special notecards to give feedback to teachers after visiting classrooms. AA 1</p>	Specialists, Consultants	Classroom walk-throughs, feedback form
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Administrators will continue to use a common form and special note cards to give feedback to teachers after visiting classrooms. AA 4</p>	Administrators, Consultants	Classroom walk-throughs, feedback form
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) EHS and ENGC administrators and specialists will conduct classrooms walk-throughs together to calibrate using the feedback form and provide more consistent feedback to teachers. AA-1,3,4,5</p>	Administrators, Specialists, Consultants	Classroom walk-throughs, feedback form (NCR/Duplicate Copies needed)
<p><b>Critical Success Factors</b> CSF 1</p> <p>6) Teachers will submit their lessons plans through Schoology.</p>	Teachers, Technology Specialists	Lesson plans

<b>Critical Success Factors</b> CSF 1 CSF 2	Teachers, Specialists	Lesson plans & Marzano's High Yield Strategies
7) Teachers will have release time during the school day to collaborate with their team/department for student success. AA 1,4		

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

**Performance Objective 2:** 100% of Elsie teachers will consistently embed 21st century literacy strategies within classroom instruction.

**Evaluation Data Source(s) 2:** TAPR end-of-year reports

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Teachers will have access to AVID Weekly for high interest articles to improve student literacy skills. AVID-1</p>	<p>Teachers, Specialists, AVID Facilitator</p>	<p>Lesson plans, samples of student work, AVID related articles</p>
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Teachers will design lessons that allow students to create, collaborate, communicate and think critically.(school-wide literacy initiative). (System Safeguard Reading). ILT-2</p>	<p>Teachers, PBL Team, Writing Lab Specialist</p>	<p>Lesson plans, Literary strategies, campus calendar, samples of student PBL work</p>
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Teachers will design and implement project-based learning objectives and outcomes in order to meet the Buck Institute for Education's Gold Standard for PBL (school-wide literacy program). ILT-2</p>	<p>Teachers, PBL Team, Content Specialists, Library Information Specialist, Technology Integration Specialist</p>	<p>Lesson plans, Literacy strategies, campus calendar, samples of student PBL work Fieldtrips</p>
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Teachers will collect data from formative assessments and provide such data to students in order to measure progress and growth in advanced academics courses and on practice national and state exams, such as PSAT, SAT, AP, TSI, and EOC. AA-4</p>	<p>Teachers, PBL Team, Specialists</p>	<p>DMAC data, data folders or electronic portfolios, Schoology , Growth Portfolios, PBL activities</p>
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>5) Students will showcase 21st century learning to various stakeholders through exhibitions ILT-2</p>	<p>PBL Team, Specialists, Teachers, Administrators</p>	<p>PBL activities</p>
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>6) Students will create, collaborate, communicate and think critically through the use of instructional devices and software to aid the learning process. ILT-2,3</p>	<p>Teachers, Specialists, Technology Specialists</p>	<p>Sample student work; software program data reports</p>

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

**Performance Objective 3:** 80% of targeted students will attend recommended, strategic interventions for state and advanced academic assessment.

**Evaluation Data Source(s) 3:** TAPR end-of-year reports

**Summative Evaluation 3:**

<b>Strategy Description</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Specialists will identify STAAR retesters and create an after-school intervention plan with 10th &amp; 11th grade teachers to meet the needs of each student for EOC. ASP-1,2</p>	<p>Specialists, Teachers, Testing Coordinator</p>	<p>Intervention plans, STAAR test scores</p>
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Elsie staff will meet individually with EOC retesters to ensure that they attend tutorial sessions. ASP-1,2</p>	<p>Specialists, Teachers, Administrators, Counselors</p>	<p>Intervention logs, student contracts, tutorial attendance logs</p>
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) AP Teachers will identify students in need of advanced academic assessment intervention and create a schedule for strategic tutorials. GTAP-12</p>	<p>AP teachers, Advanced Academic Officer</p>	<p>Intervention Logs, student contracts, tutorial attendance logs</p>
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) All teachers will identify students in need of academic interventions and will provide mandatory tutorials. Teachers will maintain Intervention Logs. ASAP-1,2</p>	<p>Teachers, Administrators, Specialists</p>	<p>Intervention Logs</p>
<p><b>Critical Success Factors</b> CSF 2</p> <p>5) Track student participation in intervention programs. ASAP-1,2</p>	<p>Advanced Academic Officer</p>	<p>Tutorial intervention logs, Excel reports</p>

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

**Performance Objective 4:** 85% of Elsie students will pass Algebra I EOC with a minimum of Phase I , Level II, with a focus on ESL and Special Education students. In addition we will provide support/intervention for last year's students who failed to pass Math STAAR EOC as well as the students who did not pass the Algebra I EOC.

**Evaluation Data Source(s) 4:** TAPR end-of-year reports

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>1) Algebraic Reasoning course will be revised to be used as an intervention course for students who still need to re-test Algebra I EOC. Small Classes with interventionist and use of Think Through Math and technology to help these students. (System Safeguard Math). SM-5,6; TEC-8</p>	<p>Math Specialist, Math Interventionist Teacher (SCE Funded Position), Math Teachers</p>	<p>Passing Course and STAAR</p>
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>2) Classes will continue to use the 10/40 split spiral practice model to develop a strategic way to solve problems. This year the first 9 week spiral practices will be focused on PSAT problems created by the specialist. SM-5,6</p>	<p>Math Teacher, Specialist</p>	<p>Passing rate on STAAR and PSAT/SAT scores</p>
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1</p> <p>3) Focus on increasing technology to aid in instruction for state testing -Think Through Math - Advanced Promethean Training - Ipads, various computer programs TEC-8, SM-5</p>	<p>Math Teacher, Specialist</p>	<p>Passing Course and STAAR</p>

<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2</p> <p>4) Teachers will analyze and reflect on CCA, DCA, and grade data.  SM-1, AA-4</p>	Specialist, Teachers	Passing Course and STAAR
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2</p> <p>5) Students who did not successfully pass Alg. STAAR are double blocked into Geometry and MMA class for intervention. Mentor assigned for those students that were close to passing using new stations "Olympics" model in Geometry classrooms to give differentiated instruction. EOC Interventionist and assistant will help with tutoring and support in these classes. (System Safeguard Math)Sm-5,6; ASP-2</p>	Specialist, Teachers, EOC Interventionist and Assistant, Math Interventionist Teacher (SCE Funded Position)	Passing Course and STAAR
<p>6) Teachers teaching sheltered classes will be SIOP trained.</p>	ESL Specialist, Administrators	Passing Course, STAAR, TELPAS
<p><b>Critical Success Factors</b>  CSF 1 CSF 7</p> <p>7) Math Teachers will attend CAMT, Region IV and other professional development to gain more knowledge on best practices.</p>	Math Specialist, Administrators	Lesson Plans, student products, PBL, Progress Reports, Report Cards



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

**Performance Objective 5:** 95% of Elsie students will pass their math content class.

**Evaluation Data Source(s) 5:** TAPR end-of-year reports

**Summative Evaluation 5:**

<b>Strategy Description</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1</p> <p>1) Use PSAT/SAT style word problems to promote mathematical analytical skills and to support the campus literacy initiative.                      SM-5,6</p>	<p>Math Teachers Specialists</p>	<p>Passing Course Lesson Plans Data Collection</p>
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 1</p> <p>2) Teachers will incorporate instructional technology such as promethean boards, Mobis, Enos, TI-Nspires, graphing calculators, Document Cameras, Lite-Pros, Laptops, and I-pads to enhance instruction. They also use Think Through Math. SM-5,6; Tec-6,8</p>	<p>Math Teachers Specialists</p>	<p>Passing course</p>

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

**Performance Objective 6:** 95% of students will pass their English class.

**Evaluation Data Source(s) 6:** TAPR end-of-year reports

**Summative Evaluation 6:**

<b>Strategy Description</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>1) ELA teachers will provide after school and/or lunch tutorials. SELA-1,2,3 ASP-1,2</p>	<p>ELA Teachers,</p>	<p>Intervention logs, tutorial attendance logs, grade reports</p>
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>2) ELA teachers will reteach/adjust lesson plans as needed when students do not successfully meet the stated lesson objective. SELA 1</p>	<p>ELA Teachers</p>	<p>Lesson plans, grade reports</p>
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) PSAT/SAT/TSI test strategies will be used in all classes.</p>	<p>Teachers, Specialists, Administrators</p>	

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

**Performance Objective 7:** 75% of English I & II EOC/STAAR retesters and 100% of ELA STAAR EOC retesters will meet state passing standards for graduation.

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

**Summative Evaluation 7:**

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 2</p> <p>1) Analyze state and local data to identify target students for EOC interventions. AA-4, SELA-1</p>	<p>ELA Teachers, ELA Specialist</p>	<p>EOC Intervention plan, tutorial logs, EOC scores</p>
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) ELA teachers will provide tutorials for targeted students after school as well as online (System Safeguard Reading). SELA-1; ASP-2</p>	<p>ELA tutors, Specialists, Interventionist</p>	<p>EOC Intervention plan, tutorial logs, EOC scores and Gateway Texas reports</p>

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

**Performance Objective 8:** 100% of English teachers will consistently use the Region 4 Writing Coherency strategies to increase student writing proficiency.

**Evaluation Data Source(s) 8:** TAPR end-of-year reports

**Summative Evaluation 8:**

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Revise lesson plans to reflect Workshop Model with a focus on increasing student work time, preparing questions to check for understanding, and collecting evidence of student learning by the end of the period. Teachers will use and be trained on Turnitin Software to aid in the reading of essays. (System Safeguard Reading). SELA-1,2,3,6</p>	<p>ELA Teachers, ELA Specialist</p>	<p>Lesson plans, classroom walk-throughs</p>
<p>2) Teachers will attend Region IV professional development.</p>	<p>ELA Specialist, Administrators</p>	<p>Model Lessons, Student sample writing, Schoology assignments</p>

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

**Performance Objective 9:** Commended scores will increase from 2% to 25% on the ELA EOC II exam.

**Evaluation Data Source(s) 9:** TAPR end-of-year reports

**Summative Evaluation 9:**

<b>Strategy Description</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Implement appropriate grade level test taking skills in order to improve student performance on all critical reading exams SELA-1,2,3,6; IL-2</p>	<p>Teachers, ELA Specialist, Writing Lab Specialist</p>	<p>formative assessments, DCA, CCA, ELA EOC II</p>
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Teachers will attend Harris County Department of Education PD</p>	<p>ELA Specialist, Administrators</p>	<p>Model lesson, sample student work</p>

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

**Performance Objective 10:** 25% of AP English III students will pass the AP exam with a 3 or higher. 30% of AP English IV students will pass the AP exam with a 3 or higher. Reduce number of 1s on both exams by half.

**Evaluation Data Source(s) 10:** TAPR end-of-year reports

**Summative Evaluation 10:**

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Implement SAT test taking skills gleaned from Princeton review training. IL-2, SELA-5</p>	<p>Teachers, ELA Specialist, Writing Lab Specialist</p>	<p>CCA, AP Exams</p>
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Teachers will attend campus/district AP Vertical Team meetings SELA-6</p>	<p>Advanced Academic Officer, Specialists</p>	<p>Lesson plans, sample student work</p>
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Teachers will attend Pre-AP &amp; AP training at Rice University. SELA-6</p>	<p>Advanced Academic Officer, Specialists</p>	<p>Model lessons, sample student work, AP data</p>

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

**Performance Objective 11:** 91% of US History students will meet Phase 2 Level II Satisfactory on the EOC exam with at least 20% scoring at Level III Advanced

**Evaluation Data Source(s) 11:** TAPR end-of-year reports

**Summative Evaluation 11:**

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Teachers will select a target group of students, based on CCA and DCA data, to attend after school and Saturday tutorials for extra support and remediation. SS-4,8,9; ASP- 1,2</p>	U.S. History Teachers Social Studies Specialist	DCA & CCA Data
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) U.S. History will implement interactive Word Wall Timelines, Study Island and Ten Spot activities to develop and reinforce analytical skills, conceptual understanding, and content knowledge. SS-7,9</p>	U.S. History Teachers	DCA & CCA Data, Progress Reports, Report Cards, USA Test Prep
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Utilize Student Response to Assessment reflection protocols following each assessment in order to develop students' self-monitoring and reflective skills in regards to their learning. SS-4,8,9</p>	U.S. History Teachers Social Studies Specialist	DCA & CCA Data
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) US History students will participate in campus benchmark testing for EOC purposes.</p>	US History Teachers, Specialist and Administrator	CCA Data, Progress Reports, Report Cards

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

**Performance Objective 12:** 95% of all social studies students will pass their courses

**Evaluation Data Source(s) 12:** TAPR end-of-year reports

**Summative Evaluation 12:**

<b>Strategy Description</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Teachers will utilize intervention logs to track students who are in danger of failing and require students to attend tutorials prior to receiving failing averages and when students fail major grade assignments. AA- 3,4</p>	Social Studies Teachers	Intervention logs, Progress Reports, Report Cards
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>2) Teachers will incorporate instructional technology such as Promethean Boards, CPS systems, Mobis, personal and school devices, and web 2.0 tools to enhance instruction SS-11,12</p>	Social Studies Teachers	DCA & CCA Data, Progress Reports, Report Cards
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Teachers will attend professional development workshop to implement instructional strategies. SS-5</p>	Specialists and Administrators	Lesson Plans, DCA & CCA results, student products
<p>4) 4.) All teachers will meet at least twice a year during the school day to collaborate and plan for success of student.</p>	Content Specialists and Teachers	DCA, CCA, lesson plans, PBL, Report Cards, EOC Data
<p>5) Elective Social Studies Teachers will use primary and secondary sources as well as other supported resources to enhance lesson design and instruction</p>	Content Specialists and Teachers	PBL, CCA Data, Report Cards, Centropa, Foundations and Personal Finance



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

**Performance Objective 13:** 25% of all AP social studies students will pass their AP exams with a 3 or higher. AP exam average score will be 1.75 and the gap between 2s to 3s will close by at least 10%

**Evaluation Data Source(s) 13:** TAPR end-of-year reports

**Summative Evaluation 13:**

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center"><b>Critical Success Factors</b> CSF 4</p> <p>1) Participate in professional development, such as the DBQ Project and The Rice Institute. and utilize release days for professional development and instructional planning. SS-5</p>	<p>Social Studies AP Teachers, Social Studies Specialist</p>	<p>Progress Reports, Report Cards, AP Exam Results</p>
<p align="center"><b>Critical Success Factors</b> CSF 4</p> <p>2) Utilize release days for professional development, collaborative instructional planning, including a focus on vertical alignment between Pre-AP and AP courses. SS-1,2</p>	<p>Social Studies AP Teachers, Social Studies Specialist</p>	<p>Progress Reports, Report Cards, AP Exam Results</p>
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) AP US History Teachers will work with AP English Teachers to align chronology and establish a humanities curriculum. SS-1,2</p>	<p>AP US History Teachers, AP Language Teachers, Advanced Academics Officer</p>	<p>AP Exam Results, Progress Reports, Report Cards, meetings, lesson plans, cross-curricular collaborative data</p>
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Teachers will use primary and secondary source Supplemental materials to prepare students for the AP exam. SS-1,2</p>	<p>Social Studies Specialist, AP Teachers</p>	<p>AP Exam results, Progress Reports, Report Cards</p>

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

**Performance Objective 14:** 95% of all students will have passed the STAAR Biology EOC Exam at state passing standards.

**Evaluation Data Source(s) 14:** TAPR end-of-year reports

**Summative Evaluation 14:**

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) All teachers will review and reinforce Process Skills and Safety throughout the year with hands-on application. SCI-24,27</p>	<p>Science Teachers Science Specialist</p>	<p>DCA &amp; CCA Data, TAKS Data, Progress Reports, Report Cards</p>
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Teachers will analyze EOC, DCA, and CCA scores where applicable, determine student score zones and assess areas of weakness in the five reporting categories. SCI-21,22</p>	<p>Science Teachers Science Specialist</p>	<p>DCA &amp; CCA Data, TAKS Data</p>
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) All students will participate in daily "First Ten Last Five" activities which will address critical areas of science curriculum and develop higher level thinking and writing. SCI-1,3,21,22</p>	<p>Science Teachers Science Specialist</p>	<p>DCA, CCA</p>
<p><b>Critical Success Factors</b> CSF 2</p> <p>4) Specialist will identify STAAR re-testers and create an after-school intervention plan to meet the needs of each student for EOC tutorials. ASP-1,2; SCI-1,3</p>	<p>Science Teachers, Science Specialist</p>	<p>Intervention plans, STAAR test scores</p>
<p>5) Students will use Study Island as a resource to support their learning of STAAR-EOC Biology</p>	<p>Specialists, Teachers</p>	<p>Intervention Plans STAAR test scores</p>

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

**Performance Objective 15:** 95% of all science students will pass their courses.

**Evaluation Data Source(s) 15:** TAPR end-of-year reports

**Summative Evaluation 15:**

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) All students will keep an interactive student notebook and utilize the Cornell note-taking process. SC-1,3</p>	Science Teachers	ISN and Cornell Notes evaluated at PLCs
<p><b>Critical Success Factors</b> CSF 2</p> <p>2) Teachers will utilize intervention logs to track students who are in danger of failing and require students to attend tutorials prior to receiving failing averages and when students fail major grade assignments. SCI-1,3,8,9</p>	Science Teachers Science Specialist EOC Interventionist	Intervention logs, Progress Reports, Report Cards
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) All students will participate in literacy activities to increase students ability to form and express their ideas. SCI-10,11,12</p>	Science Teachers Science Specialist	DCA & CCA Data, EOC Data, Progress Reports, Report Cards
<p><b>Critical Success Factors</b> CSF 2</p> <p>4) All teachers will meet twice a year during the school day to collaborate and plan for the success of students. SCI-16</p>	Science Teachers Science Specialist Substitutes	DCA, CCA, and Formative Assessment Data
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) All teachers will develop a digital learning environment through Schoology.SCI-1,2,TEC-8</p>	Science Teachers	DCA & CCA Data, Progress Reports, Report Cards, Schoology Analytics
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>6) Teachers will incorporate instructional technology such as Promethean Boards, CPS systems, Mobis, personal devices, laptops, tablets, and web based tools to enhance instruction. SCI-1,210,11,12</p>	Science Teachers	DCA & CCA Data, Progress Reports, Report Cards

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>7) Teachers will incorporate real world applications into their lesson through the use of labs, field trips, technology, guest speakers, PBL, and video conferencing to better prepare students to be college and career ready in STEM fields.</p>	<p>Science Teachers</p>	<p>DCA &amp; CCA Data, Progress Reports, Report Cards, Evaluation at PLC's PBL</p>
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 2</p> <p>8) All students enrolled in IPC, Chemistry and Physics courses will utilize data analysis folders allowing staff and students to track progress and determine individualized plans for students success.</p>	<p>Science Instructional Specialist, Teachers</p>	<p>Data Folder reflections, Grades, DCA/CCA data, PLC evaluations</p>

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

**Performance Objective 16:** 25% of all science students taking AP Exams will score a 3 or better

**Evaluation Data Source(s) 16:** TAPR end-of-year-reports

**Summative Evaluation 16:**

<b>Strategy Description</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) All AP Teachers will meet once a year during the school day to collaborate and plan for the success of students on the AP Test using previous data from former tests. SCI-13,14,15</p>	<p>Science Teachers, Science Specialist</p>	<p>CCA, and Data from released AP Exams</p>
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) AP teachers will identify students in need of tutorials for the AP Exams and work with the Specialist to determine a plan and schedule for students to receive supplemental instruction. SCI-13,14,15</p>	<p>Specialists, Teachers, Testing Coordinator</p>	<p>Intervention plans, STAAR test scores</p>
<p align="center"><b>Critical Success Factors</b> CSF 2</p> <p>3) All students enrolled in AP Science courses will utilize data analysis tools allowing staff and students to track progress and determine individualized plans for student success. SCI-13,14,15</p>	<p>Science Instructional Specialist, Teachers</p>	<p>Data Folder reflections, Grades, DCA/CCA data, PLC evaluations</p>

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

**Performance Objective 17:** 100% of all state and federal requirements for special populations and alternative education programs will be met as required.

**Evaluation Data Source(s) 17:** TAPR end-of-year reports

**Summative Evaluation 17:**

<b>Strategy Description</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 6</p> <p>1) Ensure that all homeless students are immediately enrolled and provided appropriate services. (Title I, Part A)</p>	<p>Registrar, CIS staff</p>	<p>Transcripts</p>
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 2</p> <p>2) Through use of data, STAT/Rti team will determine strategies/interventions at Tier I, Tier II, or Tier III based on individualized student needs.  <a href="http://www.tea.state.tx.us/index2.aspx?id=2147500224">http://www.tea.state.tx.us/index2.aspx?id=2147500224</a></p>	<p>Campus REID</p>	<p>DCA &amp; CCA Data, EOC STAAR Data</p>
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1</p> <p>3) Train co-teach staff and students in use of digital reading and writing tools.</p>	<p>SpEd staff</p>	<p>DCA &amp; CCA Data, STAAR Data</p>
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 2</p> <p>4) Identify students who are eligible for STAAR with designated supports and address information in ARD meeting NCLB</p>	<p>SpEd staff</p>	<p>DCA &amp; CCA Data, STAAR Data</p>

<p align="center"><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>5) Train students to complete STAAR with designated support assessment online. AA-1</p>	SpEd staff	DCA & CCA Data, STAAR Data
<p align="center"><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 2</p> <p>6) Review all students who have a need for Special Education only because of ADHD. Determine if any of these students could be serviced through 504 Accommodations. (PBMAS-SPED)</p>	504 Administrator	Student IEP and Full Individual Evaluation, Teacher Input
<p align="center"><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 2</p> <p>7) Consider 504 services prior to referring students diagnosed with ADHD to special education for testing. (PBMAS-SPED)</p>	504 Administrator	Student IEP and Full Individual Evaluation, Teacher Input
<p align="center"><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 2</p> <p>8) Review students in self contained who could be included in the general education setting for half of the school day. (PBMAS-SPED)</p>	SpEd staff	Student IEP and Full Individual Evaluation, Teacher Input
<p align="center"><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 2</p> <p>9) Review current placements of all self contained students (Structured/DC/REACH/Life), as appropriate, to determine if they are in the Least Restrictive Environment. (PBMAS-SPED)</p>	SpEd staff	Student IEP and Full Individual Evaluation, Teacher Input

<p align="center"><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 2</p> <p>10) Identify students who took a STAAR with designated support during the 2018-2019 school year and ensure those students are not moved to a STAAR-Alt. (PBMAS-SPED)</p>	SpEd staff	Student IEP and Full Individual Evaluation, Teacher Input
<p align="center"><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 2</p> <p>11) Determine if all students scheduled to take a STAAR with designated supports have a significant cognitive disability. (PBMAS-SPED)</p>	SpEd staff	Student IEP and Full Individual Evaluation, Teacher Input
<p align="center"><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b></p> <p>12) Submit a monthly report to Central Special Education Department providing current suspension data for general education and special education students. If required per Central Special Education Department, campus will submit a Continuous Improvement Plan. (PBMAS-SPED)</p>	SpEd staff	Discipline Records
<p align="center"><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 4</p> <p>13) Strengthen first-line instruction for Special Education students through professional development and digital resource tools. PD-1</p>	SpEd staff	Lesson plans, classroom walk-throughs
<p align="center"><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>14) Special Education grade 10 students with modified curriculum will be enrolled in both Read 180 and English II with a full time certified HQ English/Special Education co-teacher and a HQ English teacher. (System Safeguard Reading).</p>	SpEd and regular classroom teacher	Lesson plans, classroom walk-throughs



<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2</p> <p>15) Special Education monitor students enrolled in regular ed classes will be targeted to attend intervention tutorials. (System Safeguard Reading) ASP-1,2</p>	<p>SpEd and regular classroom teacher</p>	<p>Tutorial sign-in sheets</p>
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2</p> <p>16) In/After school EOC tutorials, including Accelerated Instruction will be provided for Special Education students with modified curriculum with a Special Education teacher. (System Safeguard Reading)</p>	<p>SpEd teacher</p>	<p>Tutorial sign-in sheets</p>
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>  CSF 6</p> <p>17) Use CLC (Campus Learning Center) as an intervention for at-risk students to assist them in transitioning to mainstream classrooms. PASS-3,16,17</p>	<p>Administrators, CLC Teachers</p>	<p>Discipline Data</p>
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>  CSF 6</p> <p>18) Coordinate student services for at risk students through multiple funding sources. (SCE)</p>	<p>CIS staff</p>	<p>DCA &amp; CCA Data, TAKS Data</p>
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b></p> <p>19) Continue activities to assist students in making the transition between grade levels. (Title I, Part A)</p>	<p>Counselors</p>	<p>Transcripts, Completed Coherent Plans of Study  Individual Conferences (once per semester)</p>
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b></p> <p>20) Ensure proper placement of students in CTE courses by using multiple strategies to assess and address the needs of special populations enrolled in CTE (ELL and SPED).</p>	<p>CTE Counselor  LPAC Committee</p>	<p>DCA &amp; CCA Data, Special Program Placement Data, Conference Summary  LPAC Minutes</p>

<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Targeted Support Strategy</b></p> <p>21) LEP students in grade levels 9-12 will perform at or above the state level for the TELPAS composite SLE-1,3</p>	<p>Teachers, ESL Dept. Chairs &amp; SLE District Specialists, LPAC,</p>	<p>DCA, Instructional activities/assign-ments, PLC, IPT &amp; TELPAS Oral Presentations</p>
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Targeted Support Strategy</b></p> <p>22) Strengthen first line instruction for LEP students through SIOP implementation in order to develop academic language needed for success on STAAR Social Studies. (System Safeguard Reading) SLE-1,2,3</p>	<p>Teachers, ESL Dept. Chair &amp; SLE District Specialists</p>	<p>DCA, Lesson Plans, PLC, Instructional activities/assign-ments &amp; STAAR data, SIOP training/coaching Walkthrough Observations</p>
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Targeted Support Strategy</b></p> <p>23) Increase the collaboration between main campus and LINC in order to align first line instruction with a focus on linguistic goals and rigor. SLE-1,2,3</p>	<p>LINC Staff, Main Campus teachers, ESL Dept. Chairs &amp; SLE District Dept., LPAC</p>	<p>SIOP walkthroughs, PLC Lesson plans, TELPAS &amp; STAAR data, SIOP training/coaching PLC</p>
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Targeted Support Strategy</b></p> <p>24) Provide academic and support services to newcomers through the Language Institute for Newcomers (LINC) (Title III, Part A). SLE-1,2,3</p>	<p>LINC Staff, Main Campus teachers, ESL Dept. Chairs &amp; SLE District Dept., LPAC</p>	<p>SIOP walkthroughs, PLC, TELPAS &amp; STAAR data, SIOP training/coaching</p>
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Targeted Support Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2</p> <p>25) English language learners must meet or exceed the state's performance status percentage for STAAR English and Math by attending targeted tutorials. (System Safeguard Reading). SLE-1,2,3</p>	<p>Teachers, ESL Dept. Chair &amp; SLE District Specialists, LPAC</p>	<p>DCA, Lesson plans,SAR &amp; additional writing activities, STAAR data Growth Writing Data</p>
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Targeted Support Strategy</b></p> <p>26) Use multiple strategies to assess and address the needs of ELLs (TELPAS, DCAs, CCAs) (PBMAS-ESL) SLE-1,2,3</p>	<p>Teachers, ESL Dept. Chair &amp; SLE District Specialists, LPAC, Instructional Interventionist</p>	<p>TELPAS, DCAs, CCAs, SIOP walkthroughs, SIOP training and coaching Campus PD ILT Instructional Rounds</p>
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Targeted Support Strategy</b></p> <p>27) Instructional Leadership Team will collaborate with content specialists to provide targeted support for SIOP implementation across contents through SIOP Walkthrough Feedback and SIOP Coaching (PBMAS-ESL) SLE-1,2,3</p>	<p>ESL Dept. Chair and Content Specialists</p>	<p>SIOP walkthroughs, PLC SIOP training and coaching Campus PD</p>
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Targeted Support Strategy</b></p> <p>28) Utilize SIOP components for lesson planning and lesson delivery in all classrooms to engage students and improve student performance levels in speaking and writing. (PBMAS-ESL) (System Safeguard Reading) SLE-1,2,3</p>	<p>SIOP trained teachers, SIOP team, ESL Dept. Chair, Content Specialists</p>	<p>SIOP walkthroughs, PLC Lesson Plan Feedback, Team Meetings, Growth Writing Portfolios</p>

<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Targeted Support Strategy</b></p> <p>29) Continue collaboration between district, LPAC and counselors in the monitoring of long-term ELLs. (ELD Intervention services) (PBMAS-ESL) SLE-1,2,3</p>	<p>ESL Dept. Chair &amp; SLE District Specialists, LPAC, counselors</p>	<p>Grade Reports, TELPAS, EOC/STAAR, LEP Exit Criteria</p>
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Targeted Support Strategy</b></p> <p>30) Ensure collaboration between LPAC and special education department to address needs of LEP and special education students. (PBMAS-ESL) SLE-1,2,3</p>	<p>ESL Dept. Chair &amp; SLE District Specialists, LPAC, Special Ed Dept. Chair, Counselors</p>	<p>ARD/LPAC minutes, Exit Criteria</p>
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Targeted Support Strategy</b></p> <p>31) Ensure collaboration between campus registrar and campus ESL team to maintain all ESL compliance indicators relating to the proper identification &amp; monitoring of LEP students. (PBMAS-ESL) SLE-1,2,3</p>	<p>ESL Dept. Chair &amp; Registrar, ESL Compliance Paras</p>	<p>Transaction Log, Home Language Survey, TREX Records, Student History Worksheet, STAAR Testing Decisions, EOC/TELPAS Reports</p>
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Targeted Support Strategy</b></p> <p>32) Monitor progress of LEP students not in ESL programs (denials/waivers). (PBMAS-ESL) SLE-1,2,3</p>	<p>ESL Dept. Chair &amp; SLE District Specialists, ESL Compliance Paras</p>	<p>9 Week Report Cards and Conference Forms</p>
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Targeted Support Strategy</b></p> <p>33) Provide tutors for AVID. (Title I, Part A) AVID-1,2,3</p>	<p>AVID Teachers</p>	<p>Tutor sign in sheets</p>
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Targeted Support Strategy</b></p> <p>34) Maintain extended library after school hours on Tuesdays and Thursdays for students that need to complete their work or finish projects for class. IL-4,5,6</p>	<p>Library Information Specialist</p>	<p>NA</p>
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Targeted Support Strategy</b></p> <p>35) Coordinate Title I documentation as required by district and federal guidelines</p>	<p>Title I Coordinator</p>	<p>Title I Records</p>
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Targeted Support Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2</p> <p>36) Forty-two percent of ELL students in gradees 9-12 who are administered TELPAS will progress at least one instructional level and 30% will obtain an Advanced High composite rating. SLE-1,3</p>	<p>ESL Dept. Chairperson, Teachers, District SLE Dept., Instructional Interventionist</p>	<p>TAPR</p>

37) To incorporate Achieve 3000 and audio support software to increase students proficiency in areas of reading, writing, speaking and listening.SLE-1,3	ESL Dept. Chairperson, Teachers, District SLE Dept. Instructional Interventionist	Achieve 3000 data report, STAAR Data and LEP Exit Data
38) 40.) ELL will meet or exceed the performance percentage status for STAAR BiologySLE-1,3	ESL Dept. Chairperson, Teachers, District SLE Dept. Instructional Interventionist, Specialist	STAAR DATA
39) ELL will meet or exceed the performance percentage status for STAAR Biology SLE	ESL Dept. Chairperson Teachers District SLE Dept. Science Specialist	STAAR Data, Tutorials, Study Island, Student Conferences

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

**Performance Objective 18:** Goal: Elsie libraries will increase usage of the Library Learning Commons within the school at least 10%.

**Evaluation Data Source(s) 18:** TAPR end-of-year report

**Summative Evaluation 18:**

<b>Strategy Description</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Create a Library Learning Commons for Staff and Students to encourage collaboration, discourse, 21st century literacy, and engagement IL-4,5,6</p>	<p>Librarian, Library Staff</p>	<p>Increase in daily door counts. (Door counter statistics)</p>
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>2) Teachers and specialists will use the library for multimedia lessons, research and projects to develop 21st century literacy skills. IL-4,5,6</p>	<p>classroom teachers, specialists, librarian</p>	<p>Increase in check out of library and iPad carts. (checkout logs)</p>
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>3) Continue to build the eBook and Digital Audio Book collections for the libraries to be used by students and staff independently and in classes allowing students and staff to access books in a variety of formats. IL-4,5,6</p>	<p>Librarian</p>	<p>Increase in circulation of eBooks. (usage logs)</p>
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Ensure Library Learning Commons maintain software/technology aligned to classroom curriculum. IL-4,5,6</p>	<p>Librarian</p>	<p>Support of cross-curricular learning</p>

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

**Performance Objective 19:** Elsik libraries will increase usage of library resources: databases, circulation, special programs, and collaborations with teachers by least 10%.

**Evaluation Data Source(s) 19:** TAPR end-of year-reports

**Summative Evaluation 19:**

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Refresh staff on the databases and library management software available to all district students and staff. Ensure availability of these resources IL-4,5,6	Librarian	Increased database use statistics (monthly report)
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 6</p> 2) Work with individual classes and teachers on the use of databases for classwork, research, and projects. IL-4,5,6	Librarian	Increased database use statistics (monthly report)
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> 3) Evaluate fiction and nonfiction collections to replace with more current, high-interest titles to increase circulation, encourage literacy school wide, and develop a love of reading in students and staff.. IL-4,5,6	Librarian, Library Staff	Circulation statistics (L4U Library Database reports)

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

**Performance Objective 20:** Performing Arts SMART Goal: Elsik Performing Arts will align instruction with best practices to increase student achievement in fundamentals & performance by 7%.

**Evaluation Data Source(s) 20:** TAPR end- of year reports

**Summative Evaluation 20:**

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Strategy #1 - Performing Arts will use outside clinicians to develop and improve performance technique, fundamental technique, performance practice, and rehearsal techniques. ASP 2	classroom teachers	Improvement in techniques based on rubric designed by classroom teachers.
2) Strategy #2 - Create an environment to foster a productive and collaborative atmosphere. ASP 2	classroom teachers	ongoing throughout school year

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

**Performance Objective 21:** The Elsik Physical Education Department will increase the amount of moderate to vigorous physical activity in their physical education classes by 10%.

**Evaluation Data Source(s) 21:** TAPR End of Year Reports  
Local Accountability System

**Summative Evaluation 21:**

<b>Strategy Description</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
1) The Physical Education Team will collaborate to identify and purchase equipment and materials that support moderate to vigorous exercises.	Physical Education Teachers	Endurance/Increased Stamina
2) Hire contract workers to assist with implementation, expansion, support, training and planning of physical education initiatives.	Physical Education Teachers	Endurance/Increased Stamina Increase knowledge in healthy living



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

**Performance Objective 1:** Elsik High School will improve student preparation for college by increasing the number of college readiness rankings as exhibited by PSAT, SAT, AP, and TSI testing.

**Evaluation Data Source(s) 1:** TAPR end-of-year reports

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Targeted Support Strategy</b></p> <p>1) Create and provide opportunities for AP/pre-AP/GT students and teachers to discuss academic challenges, requirements and recognition of the AP program. GTAP-1,6,8,9,10,11,12</p>	<p>Specialists, College Access Counselor, Campus Career Advisor, Advanced Academics Officer, Advise Texas Advisor, Writing Lab Specialist, AVID Coordinator, Administrators, Department Chairs</p>	<p>Campus/District assessments, PSAT/SAT/ACT/TSI/AP Tests, meetings.</p>
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Targeted Support Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1</p> <p>2) Conduct individual conferences with students regarding graduation requirements and post secondary opportunities. GTAP-1,6,8,9,10,11,12</p>	<p>Counselors</p>	<p>Increased graduation, College and Career interest</p>
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Targeted Support Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1</p> <p>3) Develop college ready mindset via NAVIANCE. Continue in partnership under the Texas grant program and the Teach for Texas grant program. IL-1,2,3,GTAP-1,6,8,9,10,11,12</p>	<p>Grad Center Staff, College Access Counselor, Campus Career Advisor, Advise Texas Advisor, Writing Lab Specialist</p>	<p>Number of college admissions, summary of grant/scholarship monies obtained by students, NAVIANCE feedback</p>

<p style="text-align: center;"><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 5</p> <p>4) Work with students, parents and teachers to ensure that the Advanced Academic Program is continually improving and growing. GTAP-1,6,8,9,10,11,12 IL-1,2,3</p>	<p>Advanced Academic Officer, AVID Coordinator, AVID Counselor, Writing Lab Specialist</p>	<p>AP Enrollment, AP class scores, AP content test scores</p>
<p style="text-align: center;"><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>5) Work with students, teachers, and specialists to promote critical reading and writing for college and career readiness. IL1,2,3</p>	<p>Writing Lab Specialist</p>	<p>Retention rates in AP classes; AP &amp; SAT scores</p>
<p style="text-align: center;"><b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b></p> <p>6) Selected students will be enrolled in the College Preparatory English Language Arts (HB5/INRW) to prepare students for college-level freshman courses that focus heavily on critical reading and writing (course is designed to eliminate the need for Texas Success Initiative exam and English remedial courses). IL-1,2,3 SELA -2,3</p>	<p>Writing Lab Specialist, and English 4 Educator</p>	<p>Student entry into freshman level courses (English 1301)</p>

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

**Performance Objective 2:** Elsik High School will increase career readiness

**Evaluation Data Source(s) 2:** TAPR end-of-year reports

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Promote a graduation plan for all students which align with HB5 through the use of NAVIANCE Strength Explorer Inventory and the Achieve Texas Plan. PBMAS, NAVIANCE	Campus Career Advisor	PBMAS Data and Strength Explorer Results
2) Students will participate in resume and career building through NAVIANCE.	College Access Counselor	Improved PBMAS data and Strength Explorer Results
3) Provide career guidance activities appropriate to grade level to ensure proper placement in coherent course sequences (9-12). Achieve Texas Plan , NAVIANCE	Counselors & Campus Career Advisor Teachers	Progress reports
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1</p> 4) Students regularly use 21st century skills (information and communication literacy through assessment of Technology Application TEKS objectives) across all content areas (HB5)) IL-1,2,3,5; TEC-8	Teachers, Library Information Specialist	Progress reports
5) Teachers demonstrate mastery of the Technology Applications SBEC standards by providing opportunities for students to utilize 21st century tools in the classroom (Title II, Part D, ARRA) IL-1,2,3,5; TEC-8	All teachers, Technology specialist, Library Information Specialist	STaR Chart data
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 7</p> 6) Purchase classroom technology for integration into the curriculum which will allow students to utilize 21st century tools in the classroom (Promethean Boards, Mobi, iPad, Mounted In-Focus, digital media equipment, etc). TEC-8	All teachers, Technology specialist	STaR Chart data Classroom assessment data Student projects
7) Obtain mobile technology for the libraries which will be used by students independently and in classes to allow students to utilize 21st century tools (iPads, Kindles, etc). IL-1,2,3,5; TEC-8	Library Information Specialist, Technology specialist	Statistics on device usage
8) Continue collaboration between the district, the LPAC, and counselors in the monitoring of students and their graduation plans. (PBMAS-ESL)	Teachers, ESL Dept. Chair & SLE District Specialists, LPAC, Counselors	Graduation Plans, LPAC minutes

9) Provide awareness and guidance so that students are aware of Career and Technical Education opportunities regardless of gender. Ensure that students currently enrolled in nontraditional CTE programs complete program and know of future opportunities. (PBMAS-CTE)	Lead Counselor, Teachers	Number of applicants
10) Students enrolled in Engineering by Design class will participate in hands-on project based learning activities in order to prepare for STEM careers and develop higher level thinking and problem solving.	Science Specialist, course teacher	Lesson plans, classroom walk-throughs, report cards
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>11) Elsik High School will provide students the opportunity to attend field trips through various content specific subjects to support and extend learning; to increase rigor, engagement and relevance; and allow students to increase awareness of post secondary opportunities.</p>	Teachers, Sponsors	Increased performance in academics, College and Career Readiness

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

**Performance Objective 3:** EHS will increase student and staff participation in reading, writing, and thinking to build a culture of literacy through Project-Based Learning and the Buck Institute's Gold Standard for PBLs.

**Evaluation Data Source(s) 3:** TAPR end-of-year reports

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Targeted Support Strategy</b></p> <p>1) Coordinate the School-Wide Literacy Program to build a culture of 21st Century Literacy, in which a seamless integration of technology and literacy exists in all subjects.</p>	All Specialists	PBL Showcase, Walkthrough Data, Schoology (Digital Learning Environment)
<p align="center"><b>Comprehensive Support Strategy</b></p> <p align="center"><b>Targeted Support Strategy</b></p> <p>2) Plan, advertise, and implement student book clubs. IL-4,5</p>	Library Information Specialist	Number of students participating
<p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 4 CSF 6 CSF 7</p> <p>3) PBL Showcase will showcase 21st century learning to various stakeholders through exhibitions.</p>	Teachers, Specialists, Administrators	Increased in making connection between classroom learning and real-life scenarios, Improvement in grades and application of skills
<p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 7</p> <p>4) Attend Professional Development for PBL</p>	Administrators, Specialists, Teachers	Improved instructional delivery and student engagement, Improvement in grades and application of skills

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

**Performance Objective 1:** Elsik will utilize procedures and equipment to increase safety and security measures.

**Evaluation Data Source(s) 1:** TAPR end-of-year reports and discipline end-of-year reports

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>1) Increasing school safety and security measures through ID policy enforcement, SMART Tag software/printer, Ram Squeezes, enforcement of hall pass policy, enforcement of visitor sign-in policy and securing access points to building. (PASS 13)</p>	<p>All school staff</p>	<p>Students' IDs visible (School and SMART Tag IDs)</p> <p>Increased safety and easy identification of all stakeholders</p>
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>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)</p>	<p>All school staff</p>	<p>Administrative records # of AUP/RUP violations Increased engagement in labs</p>
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>3) EHS will utilize and evaluate conflict resolution, violence, and prevention/intervention strategies to improve safety, reduce drug use, bullying and violence among students. (PASS 13,7,8)</p>	<p>Admin Team, Counselors</p>	<p>Discipline and assessment data</p>
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>4) EHS will conduct monthly fire drills and bi-yearly situational drills to ensure student and staff understanding of all safety plans per campus and district expectations</p>	<p>Safety and Security Administrator and Leadership Team</p>	<p>Data from Drills reflecting timely compliance to set expectations</p>

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

**Performance Objective 2:** Elsik will provide students with leadership and awareness programs that will promote civil awareness within school.

**Evaluation Data Source(s) 2:** TAPR end-of-year reports and discipline end-of-year reports

**Summative Evaluation 2:**

<b>Strategy Description</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) EHS will maintain Student Support Groups and participate in Red Ribbon Week, Anti-Bullying and Tolerance Campaign, No Texting and Driving Campaign and other causes to promote awareness among staff and students. (PASS 7,8,13)</p>	<p>Counselors, Administrators, Teachers</p>	<p>Administrative records, Increased awareness</p>
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Provide various programs for both teachers and students which increase school involvement, aid in resiliency building and anti-bullying/tolerance and ensure safety on campus. These programs include but are not limited to: the EHS team, CHAMPS, Safe and Civil Schools Programs, Teen Leadership Class, AVID, Counselor Corner and Bluenation. (PASS 3,4,7,8,13)</p>	<p>All school staff</p>	<p>Administrative records showing an increase in student involvement in various campus programs</p>
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Provide students with a variety of leadership experiences by offering them the opportunity to participate in youth organizations and extra-curricular activities. (PASS 3,4)</p>	<p>Organization Sponsors, Administrators</p>	<p>Schoolology Calendar, Group sign in sheets, increase participation in school wide events</p>
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Provide support groups or SAP meetings for students with specific issues. Provide peer mentoring to students through mentoring programs such as PALS and Ram Buddies. (PASS 3,4,16,17)</p>	<p>Counselors, L. Johnson, PALS Sponsor</p>	<p>Discipline referrals and records, counselor referrals, sign-in sheets</p>
<p><b>Critical Success Factors</b> CSF 6</p> <p>5) Provide a CIS social worker to assist at-risk students with essential needs.</p>	<p>Ms. Satterwhite</p>	<p>CIS Records</p>

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 6</p> <p>6) Utilize Gang Response Intervention Prevention Services (GRIPS) to help students make better decisions concerning gang activity. (PASS 12,13)</p>	<p>Victor Gonzalez, Founder/Gang Intervention Counselor</p> <p>Administrators</p>	<p>Student Behavioral/Attendance/Academic Records</p>
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**Goal 3:** Alief ISD will maintain a safe and orderly environment.

**Performance Objective 3:** Elsik will work to improve parent involvement to create an atmosphere of positive community interaction with the school.

**Evaluation Data Source(s) 3:** TAPR end-of-year reports and discipline end-of-year reports

**Summative Evaluation 3:**

<b>Strategy Description</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Use various media to keep parents informed of school activities, news and promote involvement with the campus community. Including and not limited to: a parent newsletter, callouts, mail outs, EHS web page, Twitter, marquee, Remind 101 and Family Engagement Center. (FAME 1,2,3 TEC 3)</p>	<p>All school staff</p>	<p>Family Engagement Center data, attendance at campus events</p>
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>2) Keep parents informed about student happenings, expectations and celebrations through parent nights, parent conferences, phone calls, emails and mail outs. (FAME 1,2,3)</p>	<p>All school staff</p>	<p>Family Engagement Center data, attendance at campus events</p>

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

**Performance Objective 4:** Elsik will implement programs to help address student attendance and aid in student regaining lost credits.

**Evaluation Data Source(s) 4:** TAPR end-of-year reports and discipline end-of-year reports

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>1) Provide multiple interventions for truancy including: after school and Detention Hall, night school, SAC and CLC in order to promote attendance, allow time for making up incomplete assignments and gaining credit restoration. (PASS 9,10,13)</p>	<p>AP's, APA, Attendance Officers</p>	<p>Truancy filings, attendance data</p>
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>2) District automated calling system will contact parents of absent students the day of the absence. (A 6)</p>	<p>Automated service central office, Attendance office, APA</p>	<p>Attendance Data</p>
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>3) EHS will continue the use of Ram Squeezes (START on Time) and implement Tardy Stations to decrease tardies and increase student time in class. Interventions to aid in this include: lunch detention, PM D-Hall, SAC, CLC and truancy filing.</p>	<p>AP's</p>	<p>Attendance and Discipline</p>
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>4) Homeless students will be immediately enrolled and provided appropriate services. (H 1-15)</p>	<p>Registrar, CIS, Counselors</p>	<p>Transaction Logs</p>
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>5) Improve student attendance and lower truancy rates. Improve graduation rate and decrease dropout rate. Perfect and improved attendance celebrations will take place on a monthly basis. (A 1-6)</p>	<p>Attendance Recovery Coordinator, APA, Administrators</p>	<p>Attendance records, AEIS/AYP Reports, Local truancy data, District PEIMS data</p>

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

**Performance Objective 1:** Provide a collaborative, supportive environment that provide opportunities for professional growth of current personnel.

**Evaluation Data Source(s) 1:** TAPR end-of-year reports and HR end-of-year reports

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>1) Provide a mentor program for new teachers to the district. (PD 1,2)</p>	Administrators, Specialists	Teacher retention, New Teacher Academy Years 1, 2 and 3
<p align="center"><b>Critical Success Factors</b> CSF 4</p> <p>2) Provide enrichment opportunities through campus PLC's and department/team meetings. (PD 1,2)</p>	Principal, Department chairs Specialists	Staff survey
<p align="center"><b>Critical Success Factors</b> CSF 4</p> <p>3) Provide other professional development opportunities for staff (technology, PBL, leadership, management, etc) (PD 1,2)</p>	Principal	Teacher retention
<p>4) Provide professional development opportunities for Advanced Academics Teachers to collaborate, analyze student work and learn from experts in order to improve student learning in advanced courses. (PD 1,2,7,8,9)</p>	Writing Lab/Literacy Specialist, Advanced Academics Officer, Consultant	Teacher retention, improved assessment performance, and an embedded and robust AP curriculum

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

**Performance Objective 2:** Elsik High School will recruit highly qualified personnel

**Evaluation Data Source(s) 2:** TAPR end-of-year reports and HR end-of-year reports

**Summative Evaluation 2:**

<b>Strategy Description</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>1) Recruit certified, alternatively certified teachers, ESSA</p>	Principal	Teacher retention
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>2) Attend job fairs to recruit certified, alternatively certified teachers ESSA</p>	Principal	Teacher retention
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>3) All staff will be highly qualified and if not, then a Highly Qualified Continuous Improvement Plan will be created in collaboration with the Human Resources Department. ESSA</p>	Principal	Submission of CIP if necessary

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

**Performance Objective 1:** Elsik High School will build and maintain strong school-to-home involvement of parents in their child's education.

**Evaluation Data Source(s) 1:** FAME end-of-year reports

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>1) Increase parent/teacher communication and collaboration.</p>	<p>Assistant principals, Teachers</p>	<p>Administrative records; Teacher/Parent contact logs</p>
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>2) Maintain use of the call-out system to contact parents for not only attendance issues, but also for upcoming Elsik events.</p>	<p>Principal, Title I Coordinator, APA</p>	<p>Online website archive, Administrative records</p>

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

**Performance Objective 2:** Elsiek High School will engage parents as a community in the daily life at Elsiek, including meeting their needs and interests.

**Evaluation Data Source(s) 2:** FAME end-of-year reports

**Summative Evaluation 2:**

<b>Strategy Description</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>1) Expand Family Center to acquaint parents and to get more parental engagement on campus. Scheduling presentations with outside speakers on parenting skills (FAME 1,2,5,15)</p>	<p>Counselors, Teachers, Parents, FAmily Liaison, Consultants</p>	<p>Parent Liason Report</p>
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>2) Maintain the Elsiek webpage/Twitter Feed/Facebook page to keep visitors aware of current happenings and information regarding Elsiek High School. (FAME 5)</p>	<p>Olga O'Neal Alicia Kerr</p>	<p>Online website archive</p>
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>3) Provide additional settings for parental involvement and other large group instructional settings such as Ram Rush, PBL Showcase, Open House and Grade Level meetings, Financial Aid Night, Award Programs, Carnivals. (FAME1,2,5,6,13)</p>	<p>Specialists, Teachers, Administrators</p>	<p>Increased involvement in campus events, Administrative records/data</p>
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>4) Initiate parent and community outreach programs that address specific needs/interests of parents such as ESL classes, computer classes, and health classes and ESL breakfast (FAME 13,14)</p>	<p>FAME Liaison</p>	<p>Administrative records</p>

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

**Performance Objective 3:** Facilitate a positive relationship between students and their educational community.

**Evaluation Data Source(s) 3:** FAME end-of-year reports

**Summative Evaluation 3:**

<b>Strategy Description</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>1) Continuation and expansion upon activities and services provided by the Elsik College &amp; Career Center to encourage student success and parent involvement. This will include the school carnival,international parade, and Financial Aid/Scholarship Nights, Parris Scholars. (FAME 5,14)</p>	Counselors	College and Career Center records
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>2) Hold meetings with each class to discuss school expectations and answer questions from students, including a counselor-sponsored evening for College Night and Senior Night. (FAME 14)</p>	Campus administrative team, Counselors	Administrative records
<p>3) Provide equipment and materials to promote an overall health and wellness environment for all stakeholders.</p>	Wellness Committee	Increase knowledge of healthy living and wellness

## 2018-2019 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Tina Elzy	Principal
SDC Facilitator	Paul Guerrero	Social Studies
Classroom Teacher	James Jubran	Science
Administrator	Susan Chacko	API
Administrator	Todd Tones	API
Classroom Teacher	Syntyche Smith	English
ESL	Monica Spottsville	ESL
SPED	Christine Lam	SPED
Community Representative	Sylvia Smith	Community Representative
District-level Professional	Ashton McKnight	Counselor
Business Representative	Joseph Sirju	Business Representative
Classroom Teacher	Jasmine Haas	Math
FAME/Parental Committee	Maricela Solis	FAME
Parent	Mrs. Taylor	Parent
Parent	Imelda Guerrero	Parent
Parent	Samiria Foreman-Colston	Parent
Parent	Eva Ordonez	Parent
Classroom Teacher	Steward Bailey	CTE



# Addendums

Federal, State and Local Funding Sources  
2017-18

Federal funding sources that will be integrated and coordinated with  
and Local funds to meet the needs of all students.

**Elsik High School**

Program / Funding Source		
Federal Programs		
Title I	\$	569,693
State Programs		
State Compensatory Education	\$	497,699
Local Programs		
GenYouth - DairyMax	\$	1,000
Education Foundation Grants	\$	2,004