

# **Alba Golden Independent School District**

## **Alba-Golden Secondary**

### **2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Academic Achievement in Science



# **Mission Statement**

The Alba-Golden Secondary School, as established and supported by the community, is dedicated to helping each student prepare for independent, lifelong learning.

# **Vision**

Alba-Golden School Secondary graduates will achieve their maximum potential to become self-sufficient citizens.

# **Value Statement**

AGISD meets all the requirements of ESSA by hiring and retaining highly qualified teachers and paraprofessionals and setting high learning expectations for all students.

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# Comprehensive Needs Assessment

Revised/Approved: January 14, 2019

## Demographics

### Demographics Summary

Alba-Golden is a rural 3A school located between the two communities of Alba and Golden. The secondary campus currently serves students grades 6 - 12. Campus enrollment had a slight increase for 2018-2019 to 438. In general, students at Alba-Golden Secondary have regular attendance at ??%. The teaching staff is made up of 73 Caucasians, 4 African Americans, and 1 Hispanic. The PEIMS coordinator keeps track of student absences, both excused and unexcused. Interventions are in place to deter these, such as making up days in the summer and OCS placement. With the attendance rate decreasing over the past few years, campus committees are looking at various alternatives to improve that rate including exam exemption incentives. The local communities in the area are small with very few large businesses. Some residents are farmers, some commute to nearby larger towns, and others have a small local business. English is the predominant language spoken with Spanish coming in second. The school is in a low income area, and many parent and community expectations for students is to work after high school. The graduation rate holds steady at 98%-100%. Approximately 35% of the students meet college course entrance requirements (without remediation) and ultimately 50% graduate with some college credit. There is a high level of involvement in school activities. With very little crime, both communities are viewed as a safe place to live and raise children.

### Race or Ethnicity student groups:

Caucasian 87.21%

Hispanic/Latino 10.5%

Asian .68%

American Indian/Alaskan Native .23%

Native Hawaiian .68%

Two or More .68%

## **Student Groups served at A-G:**

Economically Disadvantaged 50.46%

Military Connected .46%

Foster Care 2.28%

Dyslexia 6.62%

English Learner .91%

Special Education 11.87%

At-Risk 44.29%

Career and Technical Education 63.69%

English as a Second Language .68%

Gifted and Talented 7.99%

Title 1 99.77%

## **Demographics Strengths**

- A student is placed in On Campus Suspension when they have more than two tardies
- Class size is an average of 12 students to 1 teacher
- Students are given every opportunity to complete high school. Students who are at-risk of dropping out are given options for finishing including Odysseyware or completing at the alternative campus. Because of this the campus has a 98%-100% graduation rate
- Students are given the opportunity to earn college dual credit through a local community college, Tyler Junior College. More than 40 classes are offered, and students have the opportunity to earn an Associates Degree by the time they graduate

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Students are lacking exposure to diverse cultures. **Root Cause:** With the teaching staff made up of 94% Caucasians, there is very little diversity.

# Student Achievement

## Student Achievement Summary

The campus utilized a variety of data sources in order to monitor student progress and draw conclusions regarding student achievement. All math and English STAAR tested grade levels participated in the State Interim Assessment in the fall and again in the spring. The Interim gave students a realistic testing opportunity while giving teachers data to evaluate and help refocus their instruction. Ongoing staff development, regular progress monitoring, and campus tutorials are helping improve STAAR scores. With the new A-F accountability system going into effect this year, teachers were provided training on the changes and past data was analyzed for areas of concern.

## STAAR Results:

ELA/Reading - All Students 77% approaches with 51% meeting standard and 21% mastering, ED 41% met, Sp Ed 18% met

Math - All Students 78% approaches with 38% meeting standard and 14% mastering, ED 28% met, Sp Ed 17% met

Writing - All Students 74% approaches with 36% meeting standard and 14% mastering, ED 27% met, Sp Ed 0% met

Science - All Students 80% approaches with 46% meeting standard and 17% mastering, ED 36% met, Sp Ed 24% met

Social Studies - All Students 77% approaches with 40% meeting standard and 13% mastering, ED 29% met, Sp Ed 30% met

The Student Intervention Team continued to focus on student success for students in the RTI process by making recommendations for a multitude of interventions. Most tier 2 and tier 3 interventions were put in place during enrichment period, allowing full access to curriculum, and included the use of Title I instructional assistants for support. Along with the scheduled and mandatory enrichment period tutorials, before and after school tutorials were offered by various teachers, as well as before school open library/computer labs offered and highly attended. Enrichment period also allowed academically high students to receive individualized instruction. Students utilize Odysseyware lab for credit recovery and individualized scheduling for "at-risk" students. Many opportunities such as the academic rodeo, robotic, and UIL events gave students opportunities to advance and excel in academics.

## Student Achievement Strengths



- Alba-Golden hired a math interventionist to work with junior high students in a pull out program
- Overall campus ELA/Reading scored above the state target score
- Science scores increased for SE from 52% to 55% approaches grade level
- Earned a Distinction Designation for Science
- Social Studies scores increased in all areas from 73% to 77% for all students approaching grade level, 48% to 50% SE approaches, and 66% to 68% ED approaches

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Economically Disadvantaged students on the secondary campus have a low performance rating in math. **Root Cause:** The district utilizes an effective process to screen students, identify specific needs and monitor progress through the District RTI Coordinator, but the campus is not consistently providing targeted interventions for students identified as needing support.

# School Culture and Climate

## School Culture and Climate Summary

In 2018-2019, the students and staff participated in a wide variety of classroom and campus wide events which added to the positive spirit and family atmosphere at Alba-Golden. Some events were campus traditions and some were only recently implemented. In general, students have a positive view of the school climate that is shared by staff and administration. Through drills and training, the staff feels physically safe; however changes were made for the 2018-2019 year which have improved campus safety. Students are encouraged to get involved in various organizations, and many are being recognized at the local and state levels for their efforts. Frequent opportunities for student recognition were provided (announcements, pictures on the campus TV, bulletin boards, school board recognition, etc.). Multiple staff luncheons and gatherings promoted camaraderie amongst the staff. Drills and training have made the staff and students feel safe, as well as some improved security standards on campus. Bully prevention training and Sexual Abuse training is provided for all staff. The campus continued the Drug Testing Policy in the junior high and high school.

## School Culture and Climate Strengths

- The positive and warm family feel of Alba-Golden is a definite strength for the campus. We are complimented daily on how welcoming and friendly our staff is to parents, guest speakers, visitors, and to each other.
- The Alba-Golden administration hires quality staff that care about their job and the well being of their students.
- The administration also stands behind their teachers.
- Open communication between teachers, administrators, students and parents.
- Alba-Golden Secondary has close ties to members of the community and provides an open campus to all members. In turn, there is strong community support
- New entrance to our secondary campus was build making it more secure. Now, visitors to our campus have a limited access to the halls and classrooms.
- Student recognition is a daily occurrence on campus.
- Student recognition occurs often and frequently regarding school events.
- Students also have many opportunities to participate in a wide range of student groups and activities which make school an enjoyable place to be.
- The campus has implemented a discipline management program concerning aggression, sexual harassment, and other forms of bullying.
- All staff members will complete training required by TEA on Sexual Abuse of Children. Districts must adopt and implement a district policy which must address methods for increasing teacher awareness of issues regarding sexual abuse of children. This training is provided as part of new employee orientation and may be provided annually to all staff member.
- Random students are selected each month to test for drugs. A-G has a zero tolerance policy on drug use on campus.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** The procedures concerning discovered weapons, illegal substances, or acts of violence are unclear to newly hired teachers. **Root Cause:** There is not a clear plan given to new teachers concerning the discovery of a security problem.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

The Alba-Golden Secondary campus has 96% highly qualified staff. New teachers in Fall of 2018 were given mentor teachers and additional staff development training before the school year started. Returning teachers also received seven days of professional development and training before students arrived on the first day of school. All staff benefited from required federal/state training, district training, campus training, and grade level/content specific training throughout the school year. Some staff attended off campus workshops and conferences, while others received individual training on specific skills and methods on an as needed basis. Strong efforts were made by the campus to recruit new teachers for the 2018-2019 school year. Multiple interviews for each open position were carefully considered. Tours of the campus were given to prime candidates as well as scheduled times in which the applicant could observe teachers in the classroom to get a feel for the campus.

## Staff Quality, Recruitment, and Retention Strengths

1. A wide variety of staff development and training were offered throughout the year in 2017-2018. Feedback from staff indicated the training were meaningful and relevant. Campus specific training were offered in areas of technology, assessment, literacy, classroom management, policies and procedures, school safety, curriculum planning, etc.
2. The staff is highly experienced with an average of 16.3 years teaching. One-fifth of the teachers have masters' degrees, 56% have a four year degree, and 32% have a graduate degree.
3. The retention rate was 67%. One-third + teachers have been at A-G for 10 years, and one-half + teachers have been at A-G for five years.
4. The teacher mentor program is important at Alba-Golden. Mentors support and encourage new staff by creating confidence and further knowledge of how things work in the classroom and school environment. The program helps new teachers build rapport with students and how to work efficiently and effectively with them and other staff members.
5. New staff members are shown lesson plan examples, 504 examples, and they have an environment that is relaxed yet professional.
6. All staff members received financial retention incentive pay which increased morale.
7. All teachers are GT trained.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Newly hired teachers do not feel prepared to start the school year. **Root Cause:** Only one day of new teacher training is provided. In addition, they have very little time in their classroom to prepare it and their curriculum.

**Problem Statement 2:** Staff members would like to see monetary incentives established based on attendance, and possibly performance. **Root Cause:** The secondary campus had a 33% turnover rate this year, many drawn away by monetary incentives.

**Problem Statement 3:** Implementations of new ideas from teachers attending professional development to create a community of learners. **Root Cause:** Not enough time dedicated to teacher meetings and time to share/plan vertically and horizontally.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The campus continued the use of TEKS Resource System scope and sequence curriculum for 2018-2019. Along with that, teachers used textbooks with linked TEKS, and developed lesson plans with documented TEKS. On the secondary campus, Student Achievement met standard with an 84, School Progress met standard with an 81, and Closing the Gaps met standard with a 79. Vertical alignment meetings were held primarily to discuss and develop curriculum with special emphasis on how students performed and what performance was expected next. Progress monitoring assessments were given after each grading cycle. STAAR Interim Assessments were given to students in all tested areas in grades 6-10 in the fall and in again in the spring. All students are leveled in their reading using Accelerated STAR Reading and progress is monitored throughout the year. Various vocational certifications are available for students on the secondary campus.

## Curriculum, Instruction, and Assessment Strengths

- Teachers are proficient with the TEKS Resource System curriculum.
- Vertical Alignment meetings were highly utilized to convey information to classroom teachers, provide staff development, review student progress, and plan for future instruction.
- Enrichment period was utilized for all pull-out services including ESL, Speech, GT, dyslexia, Special Education, Math Intervention, Reading Strength Training, etc. This allowed for pull-outs from the classroom to be limited during the remainder of the school day.
- The use of "before the bell" and "after the bell" opportunities for students was still in effect for 2018-2019 including open computer lab and library times.
- SSI for 8th graders was addressed successfully and all state guidelines were followed--opportunities for retesting, GPC meetings held, accelerated instruction during school hours and summer school, etc.
- Data stored in DMAC was used to plan efficient and effective lesson plans.
- Progress monitoring assessments were given after each grading cycle. Teachers use the data to track student progress for the year.
- All STAAR tested areas in grades 6-10 were given the State Interim Assessment twice this year, once in the fall and in again in the spring.
- Accelerated Reader and STAR Reading is used in grades 6-12 as part of the ELA curriculum. Data gathered concerning reading levels is used to monitor progress throughout the year.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** There is a need to increase the number of graduating seniors earning Code 2 industry-based certifications or licenses. **Root Cause:** Though the campus has graduates earn certifications, they are not CTE Concentrator (Code 2) Certifications or Licensures and therefore are not recognized by the state.

# Parent and Community Engagement

## Parent and Community Engagement Summary

The secondary campus offers many opportunities for parent and community engagement. More parents are involved with sports more than any other aspect of parental involvement. Board members are also present at many events throughout the year. School decisions are mainly made by school administration and board members, taking into consideration community opinion. All upcoming events, schedules, and recognition is posted on the school website and some social media. There are multiple Spanish speaking families and students in the A-G community. Many community members work with school personal planning and implementing special programs. Many student organizations work closely with community members coordinating these drives and benefits. The campus counselors organized Career Day in the fall. Career Day brought in over 25 speakers from the local community to encourage and educate the students about their opportunities.

## Parent and Community Engagement Strengths

- The secondary campus offers many opportunities for parent and community engagement including sports, choir, band recitals, theater and many agricultural activities.
- Board members are also present at many events throughout the year.
- The school website is regularly updated and remains current throughout the year.
- The campus also has a Facebook page to keep parents and community members updated.
- All communication sent home with students is printed in English and Spanish, and the campus has translators who will help with any language barriers during meetings.
- The campus co-sponsors Special Kids Farm and Ranch Day, Canned Food drive, Toyz for Tyler (stuffed animal drive for the children's hospital), as well as various fundraisers benefiting community members in need. Many student organizations work closely with community members coordinating these drives and benefits.
- Career Day brought in over 25 speakers from the local community to encourage and educate the students about their opportunities.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parents and members of the community only hear when there is a problem at school. **Root Cause:** Lack of regular and consistent communication with the community when it comes to school and student success.

# School Context and Organization

## School Context and Organization Summary

With the Alba-Golden website, Facebook page, and Remind, student, parents, and community members are kept up to date on events.

## School Context and Organization Strengths

- The Alba-Golden website is kept current and has a calendar for easy access to daily events.
- The secondary campus has developed a Facebook page and a Remind to push information to the public.



# Technology

## Technology Summary

All computers and technology on campus is under 5 years old. An integrated approach to technology is expected of classroom teachers. Every teacher was equipped with a new desktop computer for their classroom, and most have a data projector or smart board. Teachers have daily access to the eight IPAD and/or chromebook carts on campus. Students at Alba-Golden have the opportunity to take numerous college dual credit courses offered through Tyler Junior College. Those students who take advantage of that opportunity are given chromebooks to use for the year. Also available for student use is the campus library computers. Professional development is provided to teachers on technology equipment yearly and as needed throughout the year. Teachers have access to multiple media resources daily--Gmail, Study Island, IXL, Gradebook, etc. Canvas was purchased for the secondary campus and is being phased in this year. Wireless access points are available throughout campus.

## Technology Strengths

1. Alba-Golden has a technology director who serves both campuses. For the 2018-2019 year, a second assistant was added to help keep up with the campus needs.
2. Added new desktop computers for each teacher and office personnel on the secondary campus.
3. Wireless access points are available for 100% of the campus, including the library, front office, 6th grade center, and outer building.
4. The sixth grade center has two IPAD carts with 20-40 on each cart. In addition, six chromebook carts are stationed around the secondary campus for classroom use including two carts of 40, three carts of 24, and one cart of 20. For the 2018-2019 year, 70 chromebooks were loaned out to students enrolled in concurrent classes.
5. For the 2018-2019 year, 70 chromebooks were loaned out to students enrolled in concurrent classes.
6. Canvas was purchased for the secondary campus. Designed specifically for K-12 teachers and students, Canvas is an easy-to-use, cloud-based learning management system (LMS) that connects all the digital tools and resources teachers use into one simple place. It integrates seamlessly with hundreds of apps, empowering teachers and students with countless tools to make teaching and learning easier and more fun.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Frequently technology is being used for remembering or understanding information (glorified pen and paper), instead of being used for creating and analyzing information. **Root Cause:** Teachers need training to help bridge the gap between their teacher driven classroom instruction and implementing student driven technology into that instruction.

**Problem Statement 2:** Without technology in every classroom every period, students are not able to access online textbooks, Canvas, and other online curriculum. **Root Cause:** The campus is lacking the technology needed to reach every student every period.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data

- Teacher/Student Ratio
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

#### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Study of best practices

# Goals

Revised/Approved: January 14, 2019





## Goal 1: Provide the consistent delivery of an innovative curriculum that:

- \* Individualizes instruction,
- \* Motivates and meets the needs of all students,
- \* Addresses varied learning styles, and
- \* Strives toward the highest standard as measured by the Texas Education Agency

**Performance Objective 1:** Provide a TEKS based curriculum (TEKS Resource System) that covers all TEKS required by the state at the depth to ensure student growth and readiness.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

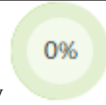
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Continue to provide a campus Curriculum Director to train staff and assist in the implementation of the TEKS Resource System curriculum.	2.4, 2.5, 2.6	Curriculum Director	Lesson Plans aligned to the TEKS				
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 2) Provide daily enrichment period time for teachers to facilitate grade level planning and promote curriculum alignment.	2.4, 2.5, 2.6	Principals Teachers Curriculum Director	Lesson Plans Weekly Tutorial Schedule and Curriculum				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 1:** Provide the consistent delivery of an innovative curriculum that:

- \* Individualizes instruction,
- \* Motivates and meets the needs of all students,
- \* Addresses varied learning styles, and
- \* Strives toward the highest standard as measured by the Texas Education Agency

**Performance Objective 2:** Attain an 80% pass rate for 6th, 7th, 8th, 9th, and 10th grade students in each tested area.

**Evaluation Data Source(s) 2:** STAAR

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Administer core subject TEKS Resource System assessments and practice STAAR assessments periodically throughout the school year.	2.4, 2.6	Principals Curriculum Director District Testing Coordinator	Data from assessments				
	<b>Problem Statements:</b> Student Achievement 1						
2) Maintain a daily master schedule which supports opportunities for individualized instruction for students--Enrichment Period, before/after school tutorials, Open Library/Computer Labs, etc.	2.4, 2.5, 2.6	Administrators Curriculum Director Teachers	Data from future assessments STAAR retest scores Tutorial logs Frequent monitoring and adjustments made				
	<b>Problem Statements:</b> Student Achievement 1						
3) Provide Reading instructional support to ALL students through a variety of literacy approaches/strategies--Reader's/Writer's workshop, student data notebooks, Guided Reading, word walls, etc.	2.4, 2.5, 2.6	Teachers Support Staff	Lesson plans Student data notebooks Support staff records				
	<b>Problem Statements:</b> Student Achievement 1						
4) Provide Math instructional support to ALL students through a variety of approaches/ strategies--use of hands-on/manipulatives, student data notebooks, IXL, Title One Math facilitator, etc.	2.4, 2.5, 2.6	Teachers Support Staff	Lesson plans Student data notebooks Support staff records				
	<b>Problem Statements:</b> Student Achievement 1						
				= Accomplished	= Continue/Modify	= No Progress	= Discontinue

**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Economically Disadvantaged students on the secondary campus have a low performance rating in math. <b>Root Cause 1:</b> The district utilizes an effective process to screen students, identify specific needs and monitor progress through the District RTI Coordinator, but the campus is not consistently providing targeted interventions for students identified as needing support.






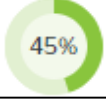
**Goal 1:** Provide the consistent delivery of an innovative curriculum that:

- \* Individualizes instruction,
- \* Motivates and meets the needs of all students,
- \* Addresses varied learning styles, and
- \* Strives toward the highest standard as measured by the Texas Education Agency

**Performance Objective 3:** Increase the performance of each individual sub-population as defined by TEA with intentional focus and attention on "closing the gap".

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implement a stronger inclusion program which increases staff to student ratio in the general education setting while continuing to provide instructional support in a variety of settings.	2.4, 2.5, 2.6	Principals Special Education Teacher Inclusion Specialists	IEPs				
<b>Problem Statements:</b> Student Achievement 1							
2) Provide opportunities for teachers to collaborate vertically and horizontally on aligned expectations for foundational skills.	2.4, 2.5, 2.6	Principals Curriculum Director	Improvements on assessment scores STAAR results AEIS report TAPR report				
3) Continue to provide GT services to identified students--all classroom teachers certified, grouping students when possible, pull-out support during Enrichment. Provide access to Texas Performance Standards Project for GT teachers to implement. Provided GT students the opportunity to participate in the Academic Rodeo.	2.4, 2.5, 2.6	Teachers GT Facilitator	GT lesson plans GT Projects				
<b>TEA Priorities</b> Build a foundation of reading and math	2.4, 2.5, 2.6	Teachers	STAAR scores				
4) Emphasis on improving the 'Closing the Gap' Student Success score for: At or Above Meets Grade Level Performance in Reading and Mathematics above the state standard	<b>Problem Statements:</b> Student Achievement 1						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

### Performance Objective 3 Problem Statements:

#### Student Achievement

**Problem Statement 1:** Economically Disadvantaged students on the secondary campus have a low performance rating in math. **Root Cause 1:** The district utilizes an effective process to screen students, identify specific needs and monitor progress through the District RTI Coordinator, but the campus is not consistently providing targeted interventions for students identified as needing support.

**Goal 1:** Provide the consistent delivery of an innovative curriculum that:

- \* Individualizes instruction,
- \* Motivates and meets the needs of all students,
- \* Addresses varied learning styles, and
- \* Strives toward the highest standard as measured by the Texas Education Agency

**Performance Objective 4:** Continue to identify and meet the needs of low performing students

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Improve low-performing schools 1) Identify at-risk students using state at-risk criteria and develop appropriate plans to provide support.	2.4, 2.5, 2.6	Principals Teachers	Student Performance Classroom Data				
<b>Problem Statements:</b> Student Achievement 1							
<b>TEA Priorities</b> Improve low-performing schools 2) Continue to utilize Response To Intervention (RTI) to assist teachers in providing interventions and instructional support, as well as follow up with RTI referrals to 504, Special Education, Reading Strength Training, Math Intervention, and Dyslexia.	2.4, 2.5, 2.6	RTI committee	RTI documentation 504 referrals Sped referrals Dyslexia referrals RST referrals Math Intervention referrals				
<b>Problem Statements:</b> Student Achievement 1							
3) Continue to meet the non-academic needs of students as appropriate-- Counseling Programs, community donations, home visits, etc.	2.6	Principals Counselors Special Programs Director	Counselor's Calendar				
= Accomplished                           = Continue/Modify                           = No Progress                           = Discontinue							

**Performance Objective 4 Problem Statements:**

<b>Student Achievement</b>
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**Problem Statement 1:** Economically Disadvantaged students on the secondary campus have a low performance rating in math. **Root Cause 1:** The district utilizes an effective process to screen students, identify specific needs and monitor progress through the District RTI Coordinator, but the campus is not consistently providing targeted interventions for students identified as needing support.



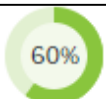




**Goal 1:** Provide the consistent delivery of an innovative curriculum that:

- \* Individualizes instruction,
- \* Motivates and meets the needs of all students,
- \* Addresses varied learning styles, and
- \* Strives toward the highest standard as measured by the Texas Education Agency

**Performance Objective 5:** Staff and Students will have available technology, both hardware and software, which will be used in teaching, learning, and communicating.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Connect high school to career and college 1) Continue to increase opportunities for students pursuing career/technical occupations and will coordinate the transition into post secondary training with the use of technology in Web Design, Print Shop, Final Cut Pro, and Robotics	2.5, 2.6	Principals Counselors CTE Instructors	Enrollment in Classes				
	<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 - Technology 1						
2) Provide a GT Instructor for the secondary campus, which will conduct a pull-out program for junior high students. High school GT instruction will be primarily provided through core curriculum classes (honor courses and college dual credit courses)	2.5, 2.6	Counselors GT Facilitator Teachers	Advances curriculum and expectations for student performance along with enriched/accelerated projects				
	<b>Problem Statements:</b> Technology 1						
3) Technology is made available for the campus. New desktop computers were purchased for teacher. Students taking dual credit were each provide Chromebooks for use during the duration of their course(s). In addition, eight Chromebook and IPAD carts are housed throughout campus for classroom use. Working on plan to distribute classroom set of Chromebooks to classrooms for everyday use.	2.4, 2.5	Technology Director	Students and Teachers have readily available access to technology.				
	<b>Problem Statements:</b> Technology 2						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 5 Problem Statements:**

**Curriculum, Instruction, and Assessment**

**Problem Statement 1:** There is a need to increase the number of graduating seniors earning Code 2 industry-based certifications or licenses. **Root Cause 1:** Though the campus has graduates earn certifications, they are not CTE Concentrator (Code 2) Certifications or Licensures and therefore are not recognized by the state.

**Technology**

**Problem Statement 1:** Frequently technology is being used for remembering or understanding information (glorified pen and paper), instead of being used for creating and analyzing information. **Root Cause 1:** Teachers need training to help bridge the gap between their teacher driven classroom instruction and implementing student driven technology into that instruction.







**Problem Statement 2:** Without technology in every classroom every period, students are not able to access online textbooks, Canvas, and other online curriculum. **Root Cause 2:** The campus is lacking the technology needed to reach every student every period.






## Goal 2: Provide training to develop and retain a highly qualified staff to support high expectations for student achievement.

**Performance Objective 1:** Promote continuing education to keep staff current on best practices in education and improve teacher quality and instructional methods to support student achievement.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Training is planned to target specific needs of the teaching staff.	2.4, 2.5, 2.6	Principals Curriculum Director Counselors District Testing Coordinator	Improved teacher strategies				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1							
2) Newly hired faculty will be assigned a teaching mentor.	2.4, 2.5, 2.6	Principals	Develop highly qualified teachers				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1							
3) Administrators will conduct walk-throughs throughout the school year.	2.4, 2.5, 2.6	Principals	Thoroughly developed lessons Feedback for teacher improvements				
4) Provide campus-based staff development in the following areas: technology integration, classroom management, special education, guided reading, reader's/writer's workshop, word walls, math instruction, etc.	2.4, 2.5, 2.6	Principals Curriculum Director Technology Director Special Education Specialists ESC 7	Staff development feedback Training reflected in the Classroom				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 - Technology 1							

<b>TEA Priorities</b> Build a foundation of reading and math 5) Provide opportunities for grade level and cross team planning.	2.4, 2.5, 2.6	Principals Curriculum Director	Grade Level Planning Notes Staff Development Feedback				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 3						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> Newly hired teachers do not feel prepared to start the school year. <b>Root Cause 1:</b> Only one day of new teacher training is provided. In addition, they have very little time in their classroom to prepare it and their curriculum.
<b>Problem Statement 3:</b> Implementations of new ideas from teachers attending professional development to create a community of learners. <b>Root Cause 3:</b> Not enough time dedicated to teacher meetings and time to share/plan vertically and horizontally.
<b>Technology</b>
<b>Problem Statement 1:</b> Frequently technology is being used for remembering or understanding information (glorified pen and paper), instead of being used for creating and analyzing information. <b>Root Cause 1:</b> Teachers need training to help bridge the gap between their teacher driven classroom instruction and implementing student driven technology into that instruction.



**Goal 2:** Provide training to develop and retain a highly qualified staff to support high expectations for student achievement.

**Performance Objective 2:** Administration will recruit, develop, and retain compassionate, effective, innovative and highly motivated staff.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Survey area schools to see how we can be more competitive in hiring and retaining qualified staff.		Principals Teachers Counselors Curriculum Director	Survey results				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Reward and encourage additional certifications and degrees.		Principals Superintendent	Retain highly qualified staff TAPR Report				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2							
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 3) Continue to maintain a staff that is 100% highly qualified, including paraprofessionals, by focusing on staff development and promoting a strong sense of family.		Administrators	Staff Survey				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 3							
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 4) Focus on teacher retention (with a goal of less than 10% turnover) by providing mentor support for new teachers, strong staff development, and promoting a strong sense of family.		Administrators	Staff Surveys Staff Turnover Rate				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 5) Recruit and hire highly qualified teachers through committee, SBDC, and Principal's interview.	2.4, 2.6, 3.2	Principals Parents Teachers Counselors Curriculum Director	STAAR scores for all students will meet satisfactory standard and hire highly qualified staff.				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 2 Problem Statements:**

**Staff Quality, Recruitment, and Retention**

**Problem Statement 2:** Staff members would like to see monetary incentives established based on attendance, and possibly performance. **Root Cause 2:** The secondary campus had a 33% turnover rate this year, many drawn away by monetary incentives.

**Problem Statement 3:** Implementations of new ideas from teachers attending professional development to create a community of learners. **Root Cause 3:** Not enough time dedicated to teacher meetings and time to share/plan vertically and horizontally.

### Goal 3: Provide quality and safe facilities.

**Performance Objective 1:** Conduct Fire, Tornado, and Lock-down drills as required and provide training to ensure student safety at all times.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Discuss appropriate procedures for all types of drills and procedures with staff prior to the first day of school.	2.6	Principals	Campus Notes from Faculty Meeting Handout on Codes				
<b>Problem Statements:</b> School Culture and Climate 1							
2) Discuss safety and drill procedures with students prior to each drill.	2.6	Principals Teachers	Safety Drill log				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 1 Problem Statements:**








School Culture and Climate
<b>Problem Statement 1:</b> The procedures concerning discovered weapons, illegal substances, or acts of violence are unclear to newly hired teachers. <b>Root Cause 1:</b> There is not a clear plan given to new teachers concerning the discovery of a security problem.






**Goal 3:** Provide quality and safe facilities.

**Performance Objective 2:** Develop and present health related programs to students through counseling services.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide opportunities throughout the year to increase student knowledge about the dangers of drug and alcohol use. (Red Ribbon Week)	2.6	Counselors Student Council School Nurse	Red Ribbon Week plans Log of classroom/grade level visits				
2) Continue Drug Testing Policy in junior high and high school.	2.6	Principals	Reduction in Incident Referrals Principal's Discipline Report				
3) Contraband detention dogs will be used to conduct unannounced searches of cars, lockers, and classrooms.	2.6	Principals Drug Testing Company	Discipline Referrals				
4) The SHAC (School Health Advisory Committee) will organize parent and student education on health and wellness for the community.	2.6, 3.1	Principals SHAC	Student and Community Survey				
5) Counselors will visit with all students about tolerance and differences of people.	2.6	Counselors	Log of classroom/grade level visits				
6) Staff training covering Mental Health with teachers of students in grades 6-12.	2.6	Principals Counselors Teachers	Certificate of Completion				
7) All school staff will complete training required by TEA on Sexual Abuse of Children. Districts must adopt and implement a district policy which must address methods for increasing teacher awareness of issues regarding sexual abuse of children. This training must be provided as part of a new employee orientation and may be provided annually to any staff member.	2.6	Principals Counselors	Certificate of Completion				







8) Staff training is provided for Awareness of Human Trafficking of School-aged Children.	2.6	Principals ESC 7	Survey Students				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Goal 3:** Provide quality and safe facilities.

**Performance Objective 3:** Inform students of the effects and consequences of bullying, as well as strategies to identify bullying.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Facilitate classroom discussions (and small group discussions as needed) addressing bullying.	2.6	Principals Teachers Counselors	Log of classroom/grade level visits Counselor small group log/schedule				
2) Provide bully prevention training for staff and implement a discipline management program concerning aggression, sexual harassment, and other forms of bullying.	2.6	Principals Counselors	Reduction in Bullying Incidents and Office Referrals				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Goal 3:** Provide quality and safe facilities.

**Performance Objective 4:** Promote a positive school climate for students, staff, and parents.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b></p> <p>Recruit, support, retain teachers and principals</p> <p>1) Provide opportunities for staff incentives, positive recognition and rewards, staff gatherings, to increase teacher attendance, etc.</p>		Principals	Campus Calendar				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2							
2) Provide opportunities for student success and enjoyment-- campus wide activities and assemblies, college days, opportunities to be part of a group such as sports, UIL, choir, clubs, etc.	2.6	Principals Counselors Teachers Club Leaders	Number of Student Involved				
3) Increased focus on making parents feel part of and welcome on campus--greetings by front office staff, allowing and encouraging parents to visit and volunteer, encouraged participation in the campus parent education center.	3.2	Principals Teachers Office Personnel	Campus Parent Education Enrollment				
4) Promote the campus vision and implement the campus improvement plan.		Principals Counselors Curriculum Director District Testing Coordinator Teachers	CNA Committee Meeting Notes Progress Towards Completion of CIP				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 4 Problem Statements:**

Staff Quality, Recruitment, and Retention
<p><b>Problem Statement 2:</b> Staff members would like to see monetary incentives established based on attendance, and possibly performance. <b>Root Cause 2:</b> The secondary campus had a 33% turnover rate this year, many drawn away by monetary incentives.</p>

# Goal 4: Implement campus-wide reform strategies to meet the diverse needs of students to improve overall test scores for all students in grades 6-12.

**Performance Objective 1:** Provide accelerated instruction for students identified as needing additional support such as ESL, economically disadvantaged, and to help improve the overall test scores for all students.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 1) RTI, Reading Strength Training (RST), IXL Learning, Math Intervention, and Study Island is provided.	2.4, 2.5, 2.6	Principals Curriculum Director Teachers Facilitators	Needs of diverse populations are targeted and addressed on academic performance measures.				
<b>Problem Statements:</b> Student Achievement 1 - Technology 2							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 1 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> Economically Disadvantaged students on the secondary campus have a low performance rating in math. <b>Root Cause 1:</b> The district utilizes an effective process to screen students, identify specific needs and monitor progress through the District RTI Coordinator, but the campus is not consistently providing targeted interventions for students identified as needing support.
Technology
<b>Problem Statement 2:</b> Without technology in every classroom every period, students are not able to access online textbooks, Canvas, and other online curriculum. <b>Root Cause 2:</b> The campus is lacking the technology needed to reach every student every period.



# Goal 5: Enhance communication among the community, parents and staff to encourage parental involvement, provide a safe learning environment, and promote a culture of safe discipline.

**Performance Objective 1:** Alba-Golden Secondary will work to support and encourage parental involvement through a variety of activities.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Open House	3.1, 3.2	Principals Teachers	Parent Involvement with the School Sign In Sheets				
<b>Problem Statements:</b> Parent and Community Engagement 1							
2) Information will be communicated to parents and community members via School Website, Publications, Marquee, School app, Remind, Facebook Page	3.2	Principals Counselors District Testing Coordinator Teachers Technology Director	Enhancing Communication with Parents/Community				
<b>Problem Statements:</b> Parent and Community Engagement 1							
3) Campus site base committee will meet at least once per semester to discuss the campus needs.	3.2	Principal Site Base Committee	Documentation of Minutes from the Meeting				
<b>TEA Priorities</b> Connect high school to career and college	2.6, 3.2	Counselors	Enrollment of College Readiness Classes				
4) Host grade-level Parent Nights and College Readiness Orientations							
5) Promote report card pick-up in the fall and frequent contact throughout the year.	2.6, 3.2	Principals Curriculum Director Teachers	Sign-In Sheets Parent Conference Forms				
<b>Problem Statements:</b> Parent and Community Engagement 1							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 1 Problem Statements:**

**Parent and Community Engagement**

**Problem Statement 1:** Parents and members of the community only hear when there is a problem at school. **Root Cause 1:** Lack of regular and consistent communication with the community when it comes to school and student success.

**Goal 5:** Enhance communication among the community, parents and staff to encourage parental involvement, provide a safe learning environment, and promote a culture of safe discipline.

**Performance Objective 2:** Jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Parents shall be notified of the policy in an understandable and uniform format and provided in a language the parents can understand.	3.1	Principals Counselors Teachers	Sign in Sheets Parent/Community Survey				
2) The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.	3.1	Principals Counselors Teachers	Sign in Sheets Parent/Community Survey				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

# Goal 6: All students in Alba-Golden Secondary will graduate from high school.

**Performance Objective 1:** Students will complete their high school education with a diploma.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Continue 3-tier model of instruction to support at-risk students.	2.4, 2.6	Counselors RTI/Dyslexia Coordinators Teachers	Progress Monitoring RTI				
2) Utilize Odysseyware lab for credit recovery, and individualized scheduling for at-risk students.	2.5, 2.6	Counselors Teachers	Number of students served Number of credits earned Number of non-traditional graduates				
3) Provide individual counseling to support students.	2.6	Counselors	Counselor records at each campus.				
4) Provide career awareness and vocational training for students.	2.5, 2.6	Counselors CTE teachers Principals Technology Director	TAPR ASVAB Student surveys				
5) Review the annual School Report Card and TAPR. Explain results to school board and send notices to parents about the results.	3.2	Principals Curriculum Director District Testing Coordinator	TAPR report				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

## Performance Objective 1 Problem Statements:

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** There is a need to increase the number of graduating seniors earning Code 2 industry-based certifications or licenses. **Root Cause 1:** Though the campus has graduates earn certifications, they are not CTE Concentrator (Code 2) Certifications or Licensures and therefore are not recognized by the state.

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging state academic standards and any other factors as determined by the Texas Educational Agency.

Campus Needs Assessment was first reviewed and revised during the weeks of August 23 - September 7 for the 2018-2019 school year.

All information presented from each committee can be found in the Alba-Golden Secondary School generated by Plan4Learning.com

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, and specialized instructional support personnel, technical assistance providers, school staff, students, and other individuals determined by the school.

A list of the individuals and their roles who assisted with the review of the CIP are listing on Plan4Learning under Committees. Each CNA and Site Base committee member is listed and the role that each member played.

### 2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students\* are provided opportunities to meet the challenging State academic standards. Sec. 1114(b)(3)

- including students in subgroups defined as economically disadvantaged, from major racial and ethnic groups, students with disabilities, and English learners (ESSA Section 1111(c)(2))
- as well as “at-risk” students [TEC 42.152 (d) (Compensatory Education Allotment) The plan evaluates the effectiveness of accelerated instruction and support programs provided under TEC 29.081 (Compensatory, Intensive, and Accelerated Instruction) for students at risk of dropping out of school.

The Campus Improvement Plan was first evaluated October 22 and revision began November 5 for the 2018-2019 school year.

All information for the plan is located in the Alba-Golden Secondary School generated by Plan4Learning.

### **2.3: Available to parents and community in an understandable format and language**

The CIP is available to the local educational agency, parents, and the public, and the information contained in the plan is in an understandable and uniform format and provided in a language that the parents can understand.

The CIP is available on campus through the high school office. It is also made available in the student handbook, the school website, and at parent meetings.

The CIP was distributed and made available in both English and Spanish.

All information for the plan is located in the Alba-Golden Secondary School generated by Plan4Learning.

### **2.4: Opportunities for all children to meet State standards**

Alba-Golden Secondary will be implementing Schoolwide Reform Strategies to address school needs, including a description of how these strategies will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards.

The Schoolwide Reform Strategies can be found in the CIP and the opportunities for all children are addressed and labeled as such on Plan4Learning.

### **2.5: Increased learning time and well-rounded education**

The secondary campus will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

The methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched accelerated curriculum are indicated by checking the appropriate element box in the CIP Goals on Plan4Learning. This includes programs, activities, and courses necessary to provide a well-rounded education.

### **2.6: Address needs of all students, particularly at-risk**

The CIP addresses the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

To meet this requirement, when writing strategies in Plan4Learning under Goals, the campus has indicated where the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards are addressed by checking the appropriate element box in Plan4Learning.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Secondary campus shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements:

- Parents shall be notified of the policy in an understandable and uniform format and it is provided in a language the parents can understand.
- The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

A list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy are listing on Plan4Learning under Committees.

The Parent and Family Engagement Policy was distributed on campus and made available in the student handbook, the school website, and at parent meetings.

The Parent and Family Engagement Policy was distributed and made available in both English and Spanish.

The Parent and Family Engagement Policy can be found in the CIP on Plan4Learning.

To ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, each school and local education agency shall

- Provide assistance to parents to understand the State's academic standards, the State and local assessment standards and how to work with educators to improve their child's achievement
- Provide materials and training to help parents work with their child, such as literacy and technology training
- Educate teachers, principals, and other staff, with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents and equal partners
- In so far as feasible, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs
- Provide information to families in a uniform format, and to the extent practicable, in a language parents can understand
- Provide reasonable support for family engagement activities

All six bullets listed above are referenced in Plan4Learning under Goals.

### **3.2: Offer flexible number of parent involvement meetings**

The high school campus shall offer a flexible number of meetings and may provide, with funds provided by Title I, Part A, transportation, child care, or

home visits, as such services relate to parental involvement.

The Parent and Family Engagement meetings were held on the days, times, and locations listed below.

- Mondays, Tuesdays, Wednesdays, Thursdays
- AM during the school day
- High School Fiber Optic Room
  
- Wednesdays
- PM (in the evenings)
- High School Library

Information concerning the parent involvement meetings are referenced in Plan4Learning under Goals.



# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Judy Thompson	High School Aide	Title 1	1
Rachelle Tennyson	Teacher	Title 1	.5
Shelley Baker	Teacher	Title 1	.5

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Secondary Principal	Michael Mize	Member
Junior High Principal	Brandon Bohannon	Member
High School Counselor	Julie Cole	Member
DTC and Junior High Counselor	Starla Bryant	Member
Secondary Director of Curriculum and Instruction	Deitra Bizzell	Member
Science Department Chairman	Shelle Smith	Member
English Department Chairman	Lisa Haley	Member
Social Studies Department Chairman	Randy Colegrove	Member
Math Department Chairman	Marcella Curry	Member
Vocational	Kyndal Dixon	Member
Technology Director	Michael Scott	Member
Business Representative	Tim Butler	Member
Parent	Mandy Stovall	Member
CTE	Stacy Rolen	Member
Community Representative	Jeannette Peel	Member

# Demographics

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Regina Cooper	Recorder
Classroom Teacher	Blake Hamrick	Member
Classroom Teacher	TaShara Everett	Chairman
Classroom Teacher	Cory Hass	Member
Classroom Teacher	Jamie Webster	Member
Classroom Teacher	Abby Griffin	Member

# Student Achievement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Mark Thompson	Member
Classroom Teacher	Tom Ferguson	Recorder
Classroom Teacher	Aundra Boeckman	Member
Classroom Teacher	Tamara Bolden	Member
Classroom Teacher	Drew Webster	Member

# School Culture and Climate Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Robert Wells	Member
Classroom Teacher	Rachel Metzel	Recorder
Classroom Teacher	Kyndal Dixon	Member
Classroom Teacher	Canyon Ellis	Member
Classroom Teacher	Riley Stack	Member
Classroom Teacher	Stephanie White	Recorder

# Staff Quality, Recruitment, and Retention Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Alicia Stewart	Recorder
Classroom Teacher	Walter Ragsdale	Member
Classroom Teacher	John McNeely	Member
Classroom Teacher	Tamela Ellis	Member
Classroom Teacher	Reed Starnes	Member

# Curriculum, Instruction, and Assessment

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Shelle Smith	Recorder
Classroom Teacher	Robert Collins	Member
Classroom Teacher	Marcella Curry	Recorder
Classroom Teacher	Tara Deatherage	Member
Classroom Teacher	Lisa Haley	Member

# Family and Community Involvement

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Ron Davis	Member
Classroom Teacher	NaCall Haisten	Recorder
Classroom Teacher	Mandy Whitecotton	Member
Classroom Teacher	Rachael Sellers	Recorder



# School Context and Organization

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Patricia Quattlebaum	Recorder
Classroom Teacher	Cindy Holbrook	Recorder
Classroom Teacher	Nita Fulcher	Member
Classroom Teacher	Muna Mitchell	Member

# Technology Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Michelle Randell	Member
Classroom Teacher	Sonia Assaf	Member
Classroom Teacher	David Stephens	Member
Classroom Teacher	Stacy Rolen	Recorder