



## **Campus Improvement Plan**

### **Atascocita High School 2020-2021**

13300 Will Clayton Parkway \* Humble, TX 77346

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Humble Independent School District, Humble, Texas

### ADMINISTRATORS

William Daniels	Principal
Will Falker	Associate Principal
Lori Kittrell	Assistant Principal
Cheryl Bertsch	Assistant Principal
Kevin Hayes	Assistant Principal
Tye Hobbs	Assistant Principal
Meredith Leblanc	Assistant Principal
Byron Miller	Assistant Principal
Scott Peden	Assistant Principal
Reginald Spivey	Assistant Principal
Kenneth Fraga	Assistant Principal

### COMMITTEE

Derrick Blaylock	Community Member
Colin Catoe	Teacher
William Daniels	Principal
Josie Delgado	Teacher
Debra Howsmon	Teacher
Kristina Tumlinson	Teacher
Sally Wagner	District-Level Staff
Shannon Wagnon	Parent
Jennifer Wooden	Business Representative

### MISSION

Atascocita High School is committed to providing all students a rigorous, relevant, and personalized learning experience emphasizing academics, fine arts, athletics and involvement so they are prepared to meet the challenges and demands of an ever changing world.

## VISION

We envision schools where students and staff are enthusiastically engaged in rigorous and relevant learning facilitated through collaboration and commitment. We see learning standards that inspire creativity and problem solving. We see an organization where all individuals must hold themselves accountable for their actions and behavior, and high expectations and respect are more than just words. Ultimately, we see schools emphasizing academics, fine arts, athletics and involvement that prepare students for many paths and that empower them with skills to successfully live in a rapidly changing world.

## PROFILE

Atascocita High School opened in 2006 and serves 3623 students in grades 9 through 12. The student population is 23.19% African American, 33.76% Hispanic, 36.99% White, 50.43% Male, 49.57% Female.

Atascocita High School serves 8.64% Special Education students, 30.67% Economically Disadvantaged students, 2.46% English Language Learners, 51.50% At-Risk students, 5.96% Gifted & Talented students.

# Comprehensive Needs Assessment

**NEEDS**

**Goal #1: In addition to providing high quality instruction and learning opportunities in core areas (reading, math, writing, science, etc.), provide opportunities for students to develop important skills (POG) through modern, personalized instructional strategies that promote engagement, retention, and transfer of content and skills.**

- 1 Additional support is needed for 9th grade students to make adequate progress for on-time indicators.
- 2 All students need additional reinforcement in the area of attendance.
- 3 All students need to be more involved in the positive aspects of student culture through extra-curricular and co-curricular activities.
- 4 Students need additional support for EOC success in RELA.
- 5 Students need additional support for success in math.
- 6 Students need additional support for optimum success.

**Goal #2: Study, plan and implement best practices in school safety to provide the most safe and secure schools possible.**

- 1 All Administrative staff needs training for the new camera system

**Goal #3: Attract and retain the most talented staff available for our students.**

- 1 The teachers need time / budgetary support for extra planning and instruction.
- 2 Teachers need professional development for further growth in all areas.
- 3 Teachers need additional support for optimum performance / growth.

**Goal #4: Humble ISD is family - maintain and grow the family-like culture of Humble ISD in the best interest of the students, staff, and community.**

- 1 The campus needs to maintain and increase high levels of effective communication with all stakeholders.
- 2 The campus needs to increase parent and community support.
- 3 The campus needs to develop a more welcoming atmosphere for all visitors.
- 4 The campus needs to obtain feedback from students on a regular basis.
- 5 The campus needs to solicit feedback from the parents on a regular basis.

**Goal #5: Align all resources (time, money, and talent) with the highest priorities of Humble ISD - safety, talent, instruction, and culture.**

**Goal #5: Align all resources (time, money, and talent) with the highest priorities of Humble ISD - safety, talent, instruction, and culture.**

- 1 The campus staff must be trained in proper procedures for unidentified persons on the campus.
- 2 The campus will conduct monthly drills for emergency situations.

# Actions

<b>ACTIONS</b>
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**Goal #1: In addition to providing high quality instruction and learning opportunities in core areas (reading, math, writing, science, etc.), provide opportunities for students to develop important skills (POG) through modern, personalized instructional strategies that promote engagement, retention, and transfer of content and skills.**

**Campus Goal:** The percentage of college and career ready students will rise by 0.5% as measured by the State Accountability System.

**Campus Goal:** The number of students taking the placement test for College will rise by 10%.

1	<b>Action:</b> Establish Learning Lab to provide after school assistance for 9th grade students, including but not limited to tutoring, reinforcement / reteaching, development of organizational skills, and improvement of study skills.	<b>Evidence of Implementation:</b> Sign in sheets.
	<b>Person(s) Responsible:</b> 9th grade administrators, at least 1 - 2 staff members to manage learning lab, staff members in each content area, NHS members for tutors.	<b>Evidence of Impact (Formative):</b> Increased passing rates each 3/6/9 week grading period.
	<b>Evidence of Impact (Summative):</b> Increased passing rate for 9th grade students at the end of the year.	<b>Funding:</b> Local Funds \$5,000.00
	<b>Timeline:</b> 9/1/2020 - 5/1/2021 (Ongoing)	
2	<b>Action:</b> Counselors will meet with 9th grade students who fail 2 or more courses to discuss academic progress. In addition recruit 9th grade teacher mentors to meet with struggling students to determine interventions and provide reinforcement in conjunction with the meetings.	<b>Evidence of Implementation:</b> Sign in sheets
	<b>Person(s) Responsible:</b> 9th grade counselors, administrators, 9th grade teacher volunteers	<b>Evidence of Impact (Formative):</b> Student failures in multiple courses during grading periods will decrease.
	<b>Evidence of Impact (Summative):</b> Student failure in multiple courses will decrease overall for the final grade report.	<b>Funding:</b> Local Funds
	<b>Timeline:</b> 9/1/2020 - 5/1/2021 (Monthly)	
3	<b>Action:</b> Implement consistent meetings with 9th grade teachers (core courses and foreign language) to discuss academic concerns and make referrals to RTI committee.	<b>Evidence of Implementation:</b> Agendas for meetings, notes of meeting, referrals to RTI
	<b>Person(s) Responsible:</b> 9th grade administrators	<b>Evidence of Impact (Formative):</b> Student failures will decrease for grade reports.
	<b>Evidence of Impact (Summative):</b> Overall yearly passing rate for 9th grade will increase.	<b>Funding:</b> Local Funds
	<b>Timeline:</b> 9/1/2020 - 5/1/2021 (Monthly)	



4	<b>Action:</b> Conduct monthly study skills / organization lesson in 9th grade core classes; Practice new strategy in all 9th grade core classes.	
	<b>Person(s) Responsible:</b> Advisory Coordinator, AVID Coordinator, 9th grade teacher teams	<b>Evidence of Implementation:</b> lesson plans
	<b>Evidence of Impact (Formative):</b> Teachers will observe students using organizational skills learned.	<b>Evidence of Impact (Summative):</b> Student success will increase on final grades for courses.
	<b>Funding:</b> Local Funds	<b>Timeline:</b> 8/1/2020 - 6/1/2021 (Monthly)
5	<b>Action:</b> Create Gold House Honor Wall to recognize and celebrate student achievement.	
	<b>Person(s) Responsible:</b> Gold House Staff	<b>Evidence of Implementation:</b> Wall will be present and updated.
	<b>Evidence of Impact (Formative):</b> There will be an increase in the number of students each 9 weeks on the A, A&B, honor rolls.	<b>Evidence of Impact (Summative):</b> There will be an increase in the number of students on the A and A&B honor rolls for the year.
	<b>Funding:</b> Local Funds \$150.00	<b>Timeline:</b> 9/1/2020 - 6/1/2021 (9 weeks)
6	<b>Action:</b> Create "Positive Referral" system to recognize and reinforce student improvement and / or effort.	
	<b>Person(s) Responsible:</b> 9th grade administrators and teachers.	<b>Evidence of Implementation:</b> Referrals for positive behaviors.
	<b>Evidence of Impact (Formative):</b> Referrals for disruptive behaviors will decrease, referrals for positive behaviors will increase.	<b>Evidence of Impact (Summative):</b> Referrals resulting in removal from normal classroom setting will decrease for the year.
	<b>Funding:</b> Local Funds \$50.00	<b>Timeline:</b> 8/1/2020 - 6/1/2021 (Ongoing)
7	<b>Action:</b> Assistant Principals will meet with students after 3 / 6 / 10 absences to discuss potential implications of poor attendance.	
	<b>Person(s) Responsible:</b> Administrators	<b>Evidence of Implementation:</b> Sign in sheets
	<b>Evidence of Impact (Formative):</b> Attendance rate will increase.	<b>Evidence of Impact (Summative):</b> Attendance rate will increase.
	<b>Funding:</b> Local Funds	<b>Timeline:</b> 9/1/2020 - 5/1/2021 (Ongoing)

8	<b>Action:</b> EOC intervention tutoring for all students as needed.	
	<b>Person(s) Responsible:</b> AP's and ALT's over subject areas. Testing coordinator to help identify students who have already taken the tests. Ninth grade teachers to identify those who may be in danger of failing based on assessments.	<b>Evidence of Implementation:</b> Rolls of students identified as "in need of intervention" and sign in sheets of those participating.
	<b>Evidence of Impact (Formative):</b> Scores on district assessments will go up.	<b>Evidence of Impact (Summative):</b> Passing rate of retesters will be increased.
	<b>Funding:</b> Local Funds \$7,000.00	<b>Timeline:</b> 9/1/2020 - 5/1/2021 (As needed)
9	<b>Action:</b> A freshman orientation "Fish Camp" facilitated by staff, run by upperclassmen will be held to help 9th grade students with the transition to AHS.	
	<b>Person(s) Responsible:</b> AP's, volunteer staff	<b>Evidence of Implementation:</b> Sign in sheets
	<b>Evidence of Impact (Formative):</b> Freshman survey sheets.	<b>Evidence of Impact (Summative):</b> Overall greater achievement by freshman in the areas of academics, behavior, and overall involvement.
	<b>Funding:</b> Local Funds \$3,000.00	<b>Timeline:</b> 8/1/2020 - 6/1/2021 (Annually)
10	<b>Action:</b> Ensure students participate in moderate to vigorous physical activity	
	<b>Person(s) Responsible:</b> Health Coord. PE Teacher	<b>Evidence of Implementation:</b> FitnessGram data analysis used to design PE lessons
	<b>Evidence of Impact (Formative):</b> Check-point fitness assessments	<b>Evidence of Impact (Summative):</b> Increasing percentage of students meeting all six standards on the FitnessGram Assessment
	<b>Funding:</b>	<b>Timeline:</b> 8/1/2020 - 5/1/2021 (Daily)
11	<b>Action:</b> Provide supplemental instruction/support and timely interventions for students who are at-risk of dropping out of school.	
	<b>Person(s) Responsible:</b> Principal	<b>Evidence of Implementation:</b> # of FTEs assigned; - 7.5 interventionists/credit recovery teachers - 1.0 at-risk counselor
	<b>Evidence of Impact (Formative):</b> Improved at-risk performance on check-point assessments	<b>Evidence of Impact (Summative):</b> Gap between at-risk and non-at-risk student performance and drop-outs reduced
	<b>Funding:</b> Local Funds; State Comp Ed Funds \$561,534.00; 8.50 FTEs	<b>Timeline:</b> 8/28/2020 - 5/30/2021 (Daily)

12	<b>Action:</b> Implement a new district-wide instructional framework for dyslexia instruction and timely interventions for dyslexic students.	
	<b>Person(s) Responsible:</b> Principal	<b>Evidence of Implementation:</b> - Conduct needs assessment - Dyslexia program evaluation - Teacher and Advisory Committee surveys
	<b>Evidence of Impact (Formative):</b> Progress Monitoring mastery checks; improved trends	<b>Evidence of Impact (Summative):</b> Student growth between Beginning and End of Year Performance through multiple measures (e.g., DRA, Barton, Fluency, Comprehension, spelling)
	<b>Funding:</b> Local Funds	<b>Timeline:</b> 8/28/2020 - 6/4/2021 (Daily)
13	<b>Action:</b> Provide challenging learning experiences using differentiated instruction and incorporating pacing , depth and complexity to enable gifted and talented students to demonstrate self-directed learning, thinking, research, and communication.	
	<b>Person(s) Responsible:</b> Principal	<b>Evidence of Implementation:</b> - Implementation of G/T 3 yr plan - PD records - Meeting minutes - Student work samples
	<b>Evidence of Impact (Formative):</b> Improved performance of G/T identified students on district assessments	<b>Evidence of Impact (Summative):</b> Improved performance of G/T identified students on state assessments
	<b>Funding:</b> Local Funds	<b>Timeline:</b> 8/28/2020 - 6/4/2021 (Daily)
14	<b>Action:</b> Provide supplemental instruction/support and timely interventions for students who are Limited English Proficient.	
	<b>Person(s) Responsible:</b> Principal	<b>Evidence of Implementation:</b> - Professional development records - FTEs assigned (if applicable)
	<b>Evidence of Impact (Formative):</b> Increase in student attendance; success in core academics; meeting expectations on check-point and benchmark assessments	<b>Evidence of Impact (Summative):</b> Improved standardized test data
	<b>Funding:</b> Local Funds	<b>Timeline:</b> 8/28/2020 - 6/4/2021 (Daily)

15	<b>Action:</b> Provide supplemental instruction/support and timely interventions for Special Education students.	
	<b>Person(s) Responsible:</b> Principal	<b>Evidence of Implementation:</b> - Training for SB1196 (Behavior Support) and SB1727 (support for general education teachers who instruct special education students) completed # of FTEs assigned; - 54.30 teachers/staff
	<b>Evidence of Impact (Formative):</b> Improved performance of special education students on district assessments	<b>Evidence of Impact (Summative):</b> Improved performance of special education students on state assessments
	<b>Funding:</b> Local Funds; Special Education Funds (199) \$2,155,279.00; 46.95 FTEs; Special Education Funds (Federal) \$119,720.00; 5.00 FTEs	<b>Timeline:</b> 8/28/2020 - 6/4/2021 (Daily)
16	<b>Action:</b> Data will be analyzed to monitor students identified by TEA as needing additional targeted support . Supplemental instruction/support and timely interventions will be provided to address students' identified needs.	
	<b>Person(s) Responsible:</b> Assistant Principal English ALT	<b>Evidence of Implementation:</b> PLC agendas, analyzed data, student intervention schedules
	<b>Evidence of Impact (Formative):</b> Standardized test scores, reports cards, LEP to FEP	<b>Evidence of Impact (Summative):</b> EOCs, TELPAS, report cards, increased participation PSAT testing
	<b>Funding:</b>	<b>Timeline:</b> 8/20/2020 - 5/31/2021 (Ongoing)
17	<b>Action:</b> Campus will support Naviance and / or the district newsletter, which will be distributed throughout the school year and address college admissions and financial aid	
	<b>Person(s) Responsible:</b> Counselors	<b>Evidence of Implementation:</b> Students will show an increase in requests to Counselors concerning financial aid for college.
	<b>Evidence of Impact (Formative):</b> Surveys to Counselors concerning numbers of students requesting information.	<b>Evidence of Impact (Summative):</b> The number of students that apply for financial aid will increase.
	<b>Funding:</b>	<b>Timeline:</b> 7/1/2020 - 7/1/2021 (Ongoing)

**Goal #2: Study, plan and implement best practices in school safety to provide the most safe and secure schools possible.**

**Campus Goal:** The Threat Assessment Team will meet at least 2 times per semester to review the Safety Plan

1	<b>Action:</b> Implement strategies for violence prevention and intervention	
	<b>Person(s) Responsible:</b> Principal, Assistant Principal, Counselor	<b>Evidence of Implementation:</b> - No Place for Hate activities/curriculum - Individual and group counseling logs
	<b>Evidence of Impact (Formative):</b> Reduced discipline referrals, improved grades, increased attendance rates	<b>Evidence of Impact (Summative):</b> Year-over-year comparison demonstrates reduced discipline referrals, improved grades, increased attendance rates, and improved retention rates
	<b>Funding:</b>	<b>Timeline:</b> 8/1/2020 - 5/1/2021 (Daily)

**Goal #3: Attract and retain the most talented staff available for our students.****Campus Goal:** The scores on the employee survey concerning will raise by .1%

1	<b>Action:</b> Professional Development for teachers in need of assistance.	
	<b>Person(s) Responsible:</b> Administrators, ALT's,	<b>Evidence of Implementation:</b> Attendance rolls, staff development credit in Eduphoria.
	<b>Evidence of Impact (Formative):</b> Use of various strategies in areas of need.	<b>Evidence of Impact (Summative):</b> Appraisal will reflect increased competence in areas of concern.
	<b>Funding:</b> Local Funds \$3,000.00	<b>Timeline:</b> 10/1/2020 - 5/1/2021 (As needed)
2	<b>Action:</b> AP professional development for AP teachers.	
	<b>Person(s) Responsible:</b> Administrators, ALT's,	<b>Evidence of Implementation:</b> AP teachers' attendance rolls at development workshops.
	<b>Evidence of Impact (Formative):</b> Greater use of high yield strategies in AP classes.	<b>Evidence of Impact (Summative):</b> Higher percentage of students scoring 3's and up on tests.
	<b>Funding:</b> Local Funds \$1,500.00	<b>Timeline:</b> 9/1/2020 - 6/1/2021 (Annually)
3	<b>Action:</b> EOC Teachers will be provided 1 full day for planning, data analysis, etc. This may be one full day or two 1/2 days. Non EOC will be provided 1/2 day.	
	<b>Person(s) Responsible:</b> Administrators, ALT's, lead teachers.	<b>Evidence of Implementation:</b> Agendas, sign in sheets, action plans
	<b>Evidence of Impact (Formative):</b> Increased student achievement on assessments.	<b>Evidence of Impact (Summative):</b> Increased passing / commended rates on EOC's, increased passing rate for end of year report cards.
	<b>Funding:</b> Local Funds \$7,000.00	<b>Timeline:</b> 8/1/2020 - 6/1/2021 (Biannually)

**Goal #4: Humble ISD is family - maintain and grow the family-like culture of Humble ISD in the best interest of the students, staff, and community.**

**Campus Goal:** Atascocita High School will increase communication to all stakeholders resulting in a 1% increase in survey results dealing with communication.

1	<b>Action:</b> Communication through Twitter, email and text messaging will be increased both as to frequency of communication and comprehensiveness of the information.	
	<b>Person(s) Responsible:</b> Principal	<b>Evidence of Implementation:</b> Email and text logs.
	<b>Evidence of Impact (Formative):</b> Feedback from stakeholders.	<b>Evidence of Impact (Summative):</b> Parent satisfaction scores on surveys.
	<b>Funding:</b> Local Funds	<b>Timeline:</b> 8/1/2020 - 7/1/2020 (Ongoing)
2	<b>Action:</b> During Open House, 8th Grade Night, etc., establish one rotation as a "question and answer" with the Principal and/or Counselors.	
	<b>Person(s) Responsible:</b> Administrators, Counselors.	<b>Evidence of Implementation:</b> Sign in sheets
	<b>Evidence of Impact (Formative):</b> Feedback forms from events.	<b>Evidence of Impact (Summative):</b> Parent survey scores.
	<b>Funding:</b> Local Funds	<b>Timeline:</b> 9/1/2020 - 7/1/2020 (As needed)
3	<b>Action:</b> Provide programs to encourage parental involvement	
	<b>Person(s) Responsible:</b> Campus Staff	<b>Evidence of Implementation:</b> Advertising to parents, attendance logs
	<b>Evidence of Impact (Formative):</b> Number of parents attending different events	<b>Evidence of Impact (Summative):</b> Increased parental involvement
	<b>Funding:</b> Title I, Part A \$500.00;	<b>Timeline:</b> 8/29/2020 - 6/1/2021 (Ongoing)

**Goal #5: Align all resources (time, money, and talent) with the highest priorities of Humble ISD - safety, talent, instruction, and culture.**

**Campus Goal:** Atascocita High School will increase the staff attendance by .05%

1	<b>Action:</b> The attendance office will run reports, which identify teachers who are making individual attendance reporting errors. Individual teachers will be held accountable for taking accurate attendance each period every day.		
	<b>Person(s) Responsible:</b> Administrative team		<b>Evidence of Implementation:</b> Reports, emails.
	<b>Evidence of Impact (Formative):</b> The number of teachers making errors will decrease.		<b>Evidence of Impact (Summative):</b> Errors in attendance for the year will decrease.
	<b>Funding:</b> Local Funds		<b>Timeline:</b> 8/1/2020 - 6/1/2021 (Daily)
2	<b>Action:</b> The leadership team will monitor systemic processes for student enrollment / withdrawal for all students with an emphasis on dropout prevention.		
	<b>Person(s) Responsible:</b> Campus leadership team.		<b>Evidence of Implementation:</b> Process implementation documented.
	<b>Evidence of Impact (Formative):</b> Number of "bad leavers" due to insufficient information will decrease per month.		<b>Evidence of Impact (Summative):</b> Overall dropout rate will decrease.
	<b>Funding:</b> Local Funds		<b>Timeline:</b> 8/1/2020 - 7/1/2020 (Daily)
3	<b>Action:</b> Weekly meetings will be held with the Leadership Team to ensure consistency and efficient operations .		
	<b>Person(s) Responsible:</b> Principal, Associate Principal		<b>Evidence of Implementation:</b> Agenda sheets from meetings
	<b>Evidence of Impact (Formative):</b> Consistency maintained		<b>Evidence of Impact (Summative):</b> Teacher survey scores.
	<b>Funding:</b> Local Funds		<b>Timeline:</b> 8/1/2020 - 7/1/2020 (Ongoing)

**FUNDING**

Local Funds	\$26,700.00		
State Comp Ed Funds	\$561,534.00	8.50	FTEs
Special Education Funds (199)	\$2,155,279.00	46.95	FTEs
Special Education Funds (Federal)	\$119,720.00	5.00	FTEs



### TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

- #1: Recruit, support, and retain teachers and principals
- #2: Build a foundation of reading and math
- #3: Connect high school to career and college
- #4: Improve low-performing schools

### THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens . It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

### THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

- #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

### THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts , all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6: Qualified and highly effective personnel will be recruited , developed, and retained.
- Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards .
- Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #10: Technology will be implemented and used to increase the effectiveness of student learning , instructional management, staff development, and administration