



## **Campus Improvement Plan**

### **Kingwood High School 2020-2021**

2701 Kingwood Drive \* Kingwood, TX 77339

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Humble Independent School District, Humble, Texas

**ADMINISTRATORS**

Dr. Michael Nasra	Principal
Meredith LeBlanc	Associate Principal
Dr. Robert Bell	Assistant Principal
Kristy Chapuseaux	Assistant Principal
Nancy Cozad	Assistant Principal
Mike Gallagher	Assistant Principal
Sarah McKinney	Assistant Principal
Kristi Vannett	Assistant Principal

**COMMITTEE**

Susan Butler	Teacher
Elisabeth Hale	Teacher
Lauren Hendrix	Teacher
Debbie Howard	Counselor
David Kniess	Teacher
Meredith LeBlanc	Associate Principal
John Martinez	Parent
Kelly Mead	Teacher
Michael Nasra	Principal
Laura Vote	Teacher
Dennis Whitmer	Teacher
Larry Williams	Business Representative
Pauline Worth	Business Representative
Mark Zylker	Community Member

## MISSION

The mission of Kingwood High School is to create a collaborative learning environment that is supportive, challenging, and disciplined, resulting in life-long learners whose exemplary performance is a credit to themselves and their community.

## VISION

**Curriculum:** Curriculum will be held to the highest standards and will be relevant to the knowledge and skills students need to be successful in the 21st century.

**Professional Standards:** Professional standards encompass curriculum planning and delivering effective and challenging instruction while promoting equity of all students and meeting professional responsibilities.

**School Climate:** The climate of the school will be nurturing and inviting while providing a safe and orderly learning environment facilitated by an approachable and supportive faculty, administration and staff.

**Staff Relationships:** The staff at KHS will exhibit mutual respect and support for one another through open communication and collaboration in order to achieve our mission/goals.

**Standards and Expectations of Students:** Students are expected to accept the responsibility of the academic, emotional and social challenges encountered in the setting of KHS.

**Relationship to the Community:** KHS will foster an improved and all-inclusive relationship with the community thereby encouraging open communication and active participation between all the people involved.

## PROFILE

Kingwood High School opened in 1979 and serves 2793 students in grades 9 through 12. The student population is 3.65% African American, 21.09% Hispanic, 67.63% White, 49.41% Male, 50.59% Female.

Kingwood High School serves 6.19% Special Education students, 13.14% Economically Disadvantaged students, .79% English Language Learners, 35.48% At-Risk students, 12.67% 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 Provide additional opportunities for students to engage in personal, authentic learning experiences aligned to their college and career goals.
- 2 Increase the percentage of students enrolled in at least one advanced course and maintain or increase the percentage of students who take the AP exam in each AP course.
- 3 Provide targeted academic, social, and emotional supports for 9th graders in their transition to high school.
- 4 Provide targeted academic, social, and emotional supports for struggling students in order to decrease course failures in core academic courses
- 5 Continue to promote practices that create effective academic vertical alignment between KHS and its feeder middle schools
- 6 Provide support and training for Schoology to staff, students, and parents.

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

- 1 Proactively engage parents, students, and staff in discussions about safety and security needs on campus.
- 2 Maintain communication with emergency responders from outside jurisdictions regarding campus safety procedures and emergency response.

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

- 1 Provide ongoing professional development opportunities focused on increasing instructional effectiveness.
- 2 Create a structure system of support for new teachers in order to facilitate personal and professional growth.
- 3 Continue to focus on building leadership capacity in academic team leaders.

**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 Maintain and increase high level of effective communication with parents and community with regard to campus events and needs.
- 2 Continue meeting with feeder pattern schools and build upon existing practice to strengthen vertical alignment and increase pride in the school community.

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

- 1 Continue to increase instructional technology available to staff.
- 2 Introduce and utilize Schoology as our campus digital learning platform to improve consistency of communication and provide ease of access to instructional resources.

# 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:** KHS will provide targeted supports for 9th grade students as they transition to high school, resulting in a 3% increase in the number of freshman students passing all core courses.

1	<b>Action:</b> Freshmen In Transition (FIT) program: All freshmen will participate in FIT classes once per week during the fall semester. FIT curriculum will include identifying/developing personal goals, a focus on high school success skills, and activities to support student acclimation to KHS culture.	
	<b>Person(s) Responsible:</b> FIT Teachers Administrators Counselors	<b>Evidence of Implementation:</b> Attendance in FIT classes. Agendas/attendance from FIT teacher planning sessions.
	<b>Evidence of Impact (Formative):</b> Positive feedback from teachers regarding academic performance of freshmen. Student feedback. Student completion of FIT assignments/lessons.	<b>Evidence of Impact (Summative):</b> Increase in 9th graders meeting on-time progress measures at the end of the first 9 weeks and at the end of the year.
	<b>Funding:</b> Local Funds	<b>Timeline:</b> 8/1/2020 - 12/18/2020 (Monthly)
2	<b>Action:</b> House Principals and Counselors will meet tri-weekly with students identified as struggling and/or in need of support. Administrators/counselors will guide students in the development and implementation of personal action plans to address areas of need.	
	<b>Person(s) Responsible:</b> Administrators Counselors	<b>Evidence of Implementation:</b> Administrator/Counselor meeting logs. Student Action Plans. Teacher Input Forms.
	<b>Evidence of Impact (Formative):</b> Academic leadership team will review student progress and action plans tri-weekly to monitor progress.	<b>Evidence of Impact (Summative):</b> Number of students meeting on-time progress measures at the end of each grading period.
	<b>Funding:</b>	<b>Timeline:</b> 8/1/2020 - 6/1/2021 (Daily)



3	<b>Action:</b> Increase the support given to teachers with regard to response-to-intervention by providing clearer, simplified processes for referring students and additional training focused on supporting at-risk students.	
	<b>Person(s) Responsible:</b> RTI Committee Administrators Teachers	<b>Evidence of Implementation:</b> Documented training Teacher Input Forms RTI referrals
	<b>Evidence of Impact (Formative):</b> The percentage of students meeting on-time progress measures at the end of each 9 weeks grading period will increase.	<b>Evidence of Impact (Summative):</b> The percentage of students meeting on-time progress measures at the end of the year will increase.
	<b>Funding:</b> Local Funds	<b>Timeline:</b> 8/1/2020 - 6/1/2021 (Ongoing)
4	<b>Action:</b> Support and develop instructional leadership capacity of content team leaders through team-leader initiative.	
	<b>Person(s) Responsible:</b> Associate Principal ALTs Team Leaders	<b>Evidence of Implementation:</b> Meeting agendas.
	<b>Evidence of Impact (Formative):</b> Learning sets/instructional plans, integration of personal, authentic learning experiences into learning units.	<b>Evidence of Impact (Summative):</b> Each department will create at least one personal, authentic learning experience per semester.
	<b>Funding:</b> Local Funds	<b>Timeline:</b> 8/1/2020 - 5/1/2021 (9 weeks)
5	<b>Action:</b> Engage in discussions about academic vertical alignment between middle and high schools. Conduct classroom observations to shape conversation about academic skill alignment.	
	<b>Person(s) Responsible:</b> Middle School and High School ALTs Middle School and High School Principals/Associate Principal	<b>Evidence of Implementation:</b> Meeting agendas. Schedule of campus visits/observations. Sign-in sheets.
	<b>Evidence of Impact (Formative):</b> Participants will have a greater understanding/awareness of how specific standards are taught and assessed at varying grade levels.	<b>Evidence of Impact (Summative):</b> More aligned instructional strategies between KHS and its feeder middle schools.
	<b>Funding:</b> Local Funds	<b>Timeline:</b> 8/1/2020 - 5/1/2021 (Ongoing)

6	<b>Action:</b> Provide at least 3 Schoology training opportunities per semester for students and staff, focused on the effective implementation of Schoology and its tools/resources.	
	<b>Person(s) Responsible:</b> Administrators ALTs	<b>Evidence of Implementation:</b> Training Agendas, sign ins.
	<b>Evidence of Impact (Formative):</b> Examples of Schoology use in various classrooms.	<b>Evidence of Impact (Summative):</b> Teachers and students will be able to effectively use Schoology.
	<b>Funding:</b>	<b>Timeline:</b> 8/1/2020 - 6/1/2021 (Daily)
7	<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)
8	<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; - 3.5 interventionists/credit recovery teachers - 1.0 at-risk counselor
	<b>Evidence of Impact (Formative):</b> Improved at-risk performance on check-point assessment	<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 \$304,138.00; 4.50 FTEs	<b>Timeline:</b> 8/28/2020 - 5/30/2021 (Daily)
9	<b>Action:</b> Implement district-wide instructional framework for dyslexia instruction and timely interventions for dyslexic students.	
	<b>Person(s) Responsible:</b> Principal	<b>Evidence of Implementation:</b> Dyslexia program evaluation
	<b>Evidence of Impact (Formative):</b> Progress monitoring mastery checks	<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>	<b>Timeline:</b> 8/12/2020 - 6/1/2021 (Daily)

10	<b>Action:</b> Provide challenging learning experiences using differentiated instruction and incorporating packing , 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 year 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> 8/12/2020 - 6/1/2021 (Daily)
11	<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)
12	<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; - 35.50 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) \$1,547,507.00; 33.72 FTEs; Special Education Funds (Federal) \$39,911.00; 1.8 FTEs	<b>Timeline:</b> 8/28/2020 - 6/4/2021 (Daily)

13	<b>Action:</b> Provide information about college and university admissions and financial aid to students and parents at all grade levels through the KHS College Room and at each grade level's Parent Night.	
	<b>Person(s) Responsible:</b> Administrators Counselors	<b>Evidence of Implementation:</b> Agendas from Parent Nights, information posted/accessible on KHS website, sign in sheets from College Room visits.
	<b>Evidence of Impact (Formative):</b> Monitor use of College Room, encourage/monitor attendance at Parent Nights.	<b>Evidence of Impact (Summative):</b> Information will be provided to all students via various sources at least once per year.
	<b>Funding:</b>	<b>Timeline:</b> 8/1/2020 - 6/1/2021 (Annually)

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

**Campus Goal:** KHS will communicate and model appropriate safety responses for students and staff by holding one campus Safety Day each semester.

1	<b>Action:</b> Conduct regular tabletop discussions with campus-level and district-level staff to practice, analyze and improve safety procedures.	
	<b>Person(s) Responsible:</b> Administrators	<b>Evidence of Implementation:</b> Agenda/Sign Ins from practice emergency situations created with leadership team, each department, and the Executive Council (students). Updates/changes made to safety procedures as a result of tabletop discussions and conversations with emergency personnel.
	<b>Evidence of Impact (Formative):</b> Collect and review data from drills with key staff members. Learning walks/campus visits to engage emergency personnel in conversations about campus safety features.	<b>Evidence of Impact (Summative):</b> The district safety assessment.
	<b>Funding:</b>	<b>Timeline:</b> 8/1/2020 - 6/1/2021 (9 weeks)
2	<b>Action:</b> Ongoing training of staff members regarding campus safety procedures .	
	<b>Person(s) Responsible:</b> Administrators	<b>Evidence of Implementation:</b> Documentation of drills, agendas from training discussions. Safety Day agendas and feedback.
	<b>Evidence of Impact (Formative):</b> Improved efficiency in students and staff performing desired action during drills . Collect and analyze data from practice drills.	<b>Evidence of Impact (Summative):</b> Data collected from practice drills and recommendations made by campus safety team for improvements moving forward.
	<b>Funding:</b>	<b>Timeline:</b> 8/8/2020 - 6/1/2021 (Monthly)
3	<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> 8/12/2020 - 6/1/2021 (Ongoing)

4	<b>Action:</b> Invite and host representatives from law enforcement/emergency jurisdictions to participate in campus walk-throughs and tabletop exercises regarding campus safety processes and emergency response.	
	<b>Person(s) Responsible:</b> Administrators	<b>Evidence of Implementation:</b> Documentation of visits/exercises (calendar/agendas)
	<b>Evidence of Impact (Formative):</b> Improvements made to campus emergency operations plan.	<b>Evidence of Impact (Summative):</b> District Safety Audit, increased understanding of campus vs. outside jurisdiction role in campus safety
	<b>Funding:</b>	<b>Timeline:</b> 8/1/2020 - 7/1/2020 (Ongoing)
5	<b>Action:</b> Form parent committee to engage in discussions about campus safety protocols.	
	<b>Person(s) Responsible:</b> Administrators	<b>Evidence of Implementation:</b> Agendas, parent participant feedback
	<b>Evidence of Impact (Formative):</b> Use of feedback to make adjustments to campus safety protocols and communication of safety procedures.	<b>Evidence of Impact (Summative):</b> Clear, effective emergency and safety protocols communicated to all stakeholders.
	<b>Funding:</b>	<b>Timeline:</b> 8/1/2020 - 6/1/2021 (Biannually)
6	<b>Action:</b> Effectively implement safety/security measures including but not limited to door stoppers, lockdown magnets, PPE equipment, and CrisisGo app to ensure consistent safety protocols throughout the campus.	
	<b>Person(s) Responsible:</b> Administrators Classroom Teachers	<b>Evidence of Implementation:</b> Safety checks conducted by administration, drills conducted with all staff. Supplies provided to all staff.
	<b>Evidence of Impact (Formative):</b> Communication of procedures on Safety Day and during drills.	<b>Evidence of Impact (Summative):</b> District Safety Audit
	<b>Funding:</b>	<b>Timeline:</b> 8/1/2020 - 6/1/2021 (Monthly)

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

**Campus Goal:** KHS will develop a structured program and system of support for new teachers, including meeting at least 3 times per semester, to promote professional growth.

1	<b>Action:</b> Team leaders will engage in professional development in order to build leadership capacity and share strategies and learning with team members.	
	<b>Person(s) Responsible:</b> Associate Principal, ALTs	<b>Evidence of Implementation:</b> Sign in sheets/agendas from team leader meetings
	<b>Evidence of Impact (Formative):</b> Team leader feedback	<b>Evidence of Impact (Summative):</b> Increased understanding of professional development focus (personal, authentic learning experiences), increased confidence of team leaders (based on teacher feedback)
	<b>Funding:</b> Local Funds	<b>Timeline:</b> 8/1/2020 - 6/1/2021 (Monthly)
2	<b>Action:</b> Departments will engage in content-specific professional development opportunities led by ALTs and/or district personnel at least once per semester.	
	<b>Person(s) Responsible:</b> Administrators ALTs	<b>Evidence of Implementation:</b> Agenda from professional development
	<b>Evidence of Impact (Formative):</b> Documented use of new instructional strategies learned through professional development.	<b>Evidence of Impact (Summative):</b> Creation of high quality learning experiences utilizing new teaching strategies.
	<b>Funding:</b>	<b>Timeline:</b> 8/1/2020 - 6/1/2021 (Biannually)
3	<b>Action:</b> New-to-campus cohort will engage in campus-provided professional development at least 3 times per semester, focused on providing personal growth and improved instructional practice.	
	<b>Person(s) Responsible:</b> Administrators ALTs Mentor Teachers	<b>Evidence of Implementation:</b> Agendas from professional development sessions.
	<b>Evidence of Impact (Formative):</b> New teachers will use information learned in professional development to improve instructional practice.	<b>Evidence of Impact (Summative):</b> T-TESS appraisal instrument, goal-setting conversations with administrators and instructional coaches.
	<b>Funding:</b>	<b>Timeline:</b> 8/1/2020 - 6/1/2021 (Monthly)

4	<b>Action:</b> New-to-profession teachers will participate in district and campus mentorship programs during their first year.	
	<b>Person(s) Responsible:</b> Administrators ALTS Mentor Teachers	<b>Evidence of Implementation:</b> Mentor logs, new teacher observation reflections
	<b>Evidence of Impact (Formative):</b> ALTs/APs will track completion of program requirements and identify areas of growth/need for new teachers.	<b>Evidence of Impact (Summative):</b> Completion of all activities within district/campus-developed mentorship program.
	<b>Funding:</b>	<b>Timeline:</b> 8/1/2020 - 6/1/2021 (Ongoing)



**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:** KHS will initiate discussions and encouraged shared experiences with feeder pattern schools at least 4 times during the year to strengthen community culture and alignment.

1	<b>Action:</b> Increase the flow of communication to parents using Blackboard to provide consistent, timely, effective communication of campus events and processes.	
	<b>Person(s) Responsible:</b> Principal, Associate Principal	<b>Evidence of Implementation:</b> Email notifications, tweets, texts
	<b>Evidence of Impact (Formative):</b> Parent feedback regarding communication, increased parent participation in campus events	<b>Evidence of Impact (Summative):</b> Increased rating on parent survey regarding communication from the school.
	<b>Funding:</b> Local Funds	<b>Timeline:</b> 8/1/2020 - 6/1/2021 (Weekly)
2	<b>Action:</b> Solicit parent feedback and encourage increased involvement in campus community through Coffee Chats , Parent Nights, and other opportunities to engage with campus staff/community.	
	<b>Person(s) Responsible:</b> Administrators, Counselors	<b>Evidence of Implementation:</b> Invitations to coffee chats/parent nights, agendas from parent involvement events
	<b>Evidence of Impact (Formative):</b> Number of parents attending campus events	<b>Evidence of Impact (Summative):</b> Parent participation and feedback from district survey, increased participation in parent involvement events
	<b>Funding:</b> Title I, Part A \$500.00;	<b>Timeline:</b> 8/1/2020 - 6/1/2021 (Ongoing)
3	<b>Action:</b> Shared experiences, such as Future Mustangs Week, will highlight the culture of the KHS feeder pattern and encourage community building among schools within the feeder pattern.	
	<b>Person(s) Responsible:</b> Principal, Associate Principal	<b>Evidence of Implementation:</b> Calendar of planning discussions held, information from shared events/experiences
	<b>Evidence of Impact (Formative):</b> Feeder pattern administrators will work collaboratively to plan event(s)	<b>Evidence of Impact (Summative):</b> All feeder schools participate in community-building opportunities
	<b>Funding:</b>	<b>Timeline:</b> 3/1/2020 - 4/4/2021 (Annually)

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

**Campus Goal:** All teachers will use Schoology to provide course information, class resources, and learning opportunities, resulting in 75% positive responses to a user satisfaction survey (campus measure).

1	<b>Action:</b> Increase the number of applications for grants to our local PTSA and Education Foundation to win grant money for technology purchases.	
	<b>Person(s) Responsible:</b> Teachers ALTs Administrators	<b>Evidence of Implementation:</b> Completed grant applications.
	<b>Evidence of Impact (Formative):</b> Increase in the number of grant applications submitted.	<b>Evidence of Impact (Summative):</b> Increase in the amount of grant money won.
	<b>Funding:</b> Local Funds	<b>Timeline:</b> 1/1/2020 - 5/1/2021 (Ongoing)
2	<b>Action:</b> Identify and meet regularly with students who are in danger of losing credit due to attendance.	
	<b>Person(s) Responsible:</b> Administrators, Counselors	<b>Evidence of Implementation:</b> Seat time reports and assignment of seat time under Principal's Plan
	<b>Evidence of Impact (Formative):</b> Students completing seat time, fewer students losing credit due to attendance.	<b>Evidence of Impact (Summative):</b> Increase in the student attendance rate, decrease in credits lost due to 90% rule.
	<b>Funding:</b> Local Funds	<b>Timeline:</b> 9/1/2020 - 6/1/2021 (As needed)
3	<b>Action:</b> Utilize district truancy report and process to identify students who are accumulating unexcused absences.	
	<b>Person(s) Responsible:</b> Administrators	<b>Evidence of Implementation:</b> Attendance BIPs, documentation of student/parent conferences
	<b>Evidence of Impact (Formative):</b> Improved attendance from students following conference/BIP	<b>Evidence of Impact (Summative):</b> Increased student attendance rate and decrease in unexcused absences
	<b>Funding:</b> Local Funds	<b>Timeline:</b> 9/1/2020 - 5/1/2021 (As needed)

4	<b>Action:</b> The attendance office will run daily attendance reports to identify teacher attendance reporting errors .	
	<b>Person(s) Responsible:</b> Administrators	<b>Evidence of Implementation:</b> Attendance reports, contact/conferences with teachers (email)
	<b>Evidence of Impact (Formative):</b> Number of teachers who appear on the daily error report will decrease.	<b>Evidence of Impact (Summative):</b> Fewer attendance errors during the school year.
	<b>Funding:</b>	<b>Timeline:</b> 8/12/2020 - 6/1/2021 (Daily)
5	<b>Action:</b> Communicate course information, class resources, and learning opportunities through Schoology for all courses; provide support for teachers and stakeholders in navigation and use of the program.	
	<b>Person(s) Responsible:</b> Administrators ALTs	<b>Evidence of Implementation:</b> Teacher Schoology courses (contents, updates)
	<b>Evidence of Impact (Formative):</b> Students will be able to access information and assignments in Schoology platform; parents will be able to access student grades, course information, and progress	<b>Evidence of Impact (Summative):</b> Increase in consistency of communication with regard to course information and digital learning opportunities.
	<b>Funding:</b>	<b>Timeline:</b> 8/1/2020 - 7/1/2021 (Ongoing)

**FUNDING**

Local Funds

State Comp Ed Funds	\$304,138.00	4.50	FTEs
Special Education Funds (199)	\$1,547,507.00	33.72	FTEs
Special Education Funds (Federal)	\$39,911.00	1.80	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