
Campus Strategic Improvement Plan

Disciplinary Alternative Education Program

18901 Timber Forest Drive

Humble, TX 77346

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2015-2016

101-913-015

Humble Independent School District, Humble, Texas

MISSION

The mission of the Disciplinary Alternative Education Program (DAEP) is to provide a safe, structured, and nurturing learning environment that supports our students in the development of the attitudes, responsibilities, knowledge, and skills that are essential for success in school and society.

VISION

The Disciplinary Alternative Education Program (DAEP) will support our students as they develop into life-long learners and responsible citizens by collaborating with our parents, educational colleagues, and community partners.

NEEDS SUMMARY

The Comprehensive Needs Assessment (CNA) was conducted as part of the planning and decision-making process. Data were analyzed to address areas including: demographics, student achievement, school culture and climate; staff quality, recruitment and retention; curriculum, instruction and assessment; family and community involvement; school organization and technology. The following summary addresses the key findings and needs to be addressed.

Goal 1:

- ◆ Multiple Academic Subjects: Using research-based instructional strategies, student achievement will increase by 5% in all core courses at the completion of the students' DAEP placement.
- ◆ Multiple Academic Subjects: Through strategic lesson planning that encompasses Lead4Ward suggested strategies, students will increase benchmark scores by 5%.
- ◆ Behavior (Conduct): Staff and students will actively participate in the campus-wide Culture and Climate reinforcement system on a daily basis as evidenced by a 10% decrease in discipline referrals.

Goal 2:

- ◆ General/Comprehensive Needs: By the end of the 2015-16 school year, the DAEP will increase the number of mentors/community partners as evidenced by the number of positive contacts made with students/staff.
- ◆ Behavior (Drug/Alcohol): To show a decrease in drug/alcohol referrals, parents and students will be offered the opportunity to participate in monthly drug/alcohol awareness seminars and Active Parent trainings through a community outreach partnership.

Goal 3:

- ◆ Safety/Security: 100% of staff will be trained in Non-Violent Crisis Intervention strategies in order to decrease the number of student crisis incidents
- ◆ Safety/Security: 100% of campus staff will be trained in the Emergency Management Plan and Crisis Management Plan by the end of September with periodic drills throughout the school year.
- ◆ Highly Qualified Staff: DAEP staff will be provided with on-going research-based professional development opportunities to increase their effective instructional practices.
- ◆ School Climate: Staff members will be provided a monthly opportunity to share their feelings about their work environment and ideas about how to improve.

Goal 4:

- ◆ Efficiency & Effectiveness: Align the budget to the mission, goals, and strategic priorities to ensure that expenditures produce the desired results and maximize educational productivity.

SCORECARD

<p>Student Achievement</p> <p>Prepare students to be college and career ready</p>	<p>Service</p> <p>Provide quality service to internal and external</p>	<p>People</p> <p>Provide a quality work environment so every employee can perform at the highest levels</p>	<p>Finance</p> <p>Create efficiencies at all levels of the organization</p>
<p>Measurable Objectives</p>			
<ul style="list-style-type: none"> * Decrease achievement gap for economically disadvantaged students. from xxx to xxx * Increase the percentage of students making college and career ready progress as measured by iStation from xxx to xxx 	<ul style="list-style-type: none"> * Increase mean for parent satisfaction survey from xxx to xxx * Maintain participation in the parent survey (return rate) xxx participants 	<ul style="list-style-type: none"> * Increase the mean on the Employee Engagement Survey from 4.00 to 4.05 * Increase the retention rate for all employees from 91.9 to 92.4 	<ul style="list-style-type: none"> * Increase student attendance to $\geq 96.3\%$ * Maintain a yearly unassigned general fund balance between 17% (60 days) and 25% (90 days) of total operating expenditures

<p>Student Achievement</p> <p>Prepare students to be college and career ready</p>	<p>Service</p> <p>Provide quality service to internal and external</p>	<p>People</p> <p>Provide a quality work environment so every employee can perform at the highest levels</p>	<p>Finance</p> <p>Create efficiencies at all levels of the organization</p>
<p>Progress Monitoring</p>			
<ul style="list-style-type: none"> * student grades Checkpoint scores STAAR 	<ul style="list-style-type: none"> * *teacher phone logs *emails *parent conferences *parent involvement at monthly seminars *parent survey results 	<ul style="list-style-type: none"> * *agendas/staff sign-in sheets at PLC/professional development *action plan based on employee engagement survey results 	<ul style="list-style-type: none"> * *Program data collected, analyzed and reviewed

<p>Student Achievement</p> <p>Prepare students to be college and career ready</p>	<p>Service</p> <p>Provide quality service to internal and external</p>	<p>People</p> <p>Provide a quality work environment so every employee can perform at the highest levels</p>	<p>Finance</p> <p>Create efficiencies at all levels of the organization</p>
<p>Strategic Actions</p>			
<ul style="list-style-type: none"> * *Provide supplemental instruction, support, and timely interventions to address the needs of at-risk students *Follow the District scope and sequence using research-based instructional strategies *Monitor lesson planning for effective instructional strategies *Students will participate in Character Education class 	<ul style="list-style-type: none"> * *seek parent/guardian input and involve them in decision making *offer Community Outreach Nights monthly to all District parents *conduct, collect, report data from parent surveys to assess school climate 	<ul style="list-style-type: none"> * *implement an ongoing professional development course of study based on identified staff and student needs *conduct employee engagement surveys twice a year with the implementation of an action plan 	<ul style="list-style-type: none"> * *Annually evaluate program effectiveness to ensure resources are being utilized efficiently and effectively for student achievement and success

Goal 1: Prepare students to be college and career ready

Objective (SMART Goal):

- * Decrease achievement gap for all economically disadvantaged students as measured by state assessments using the current passing standard from xxx to xxx
- * Increase the percentage of highest-achieving students achieving college-ready progress as measured by iStation from xxx to xxx; Potential College Credits Earned from xxx to xxx; CTE Certifications from xxx to xxx
- * Every three weeks, all available student data will be reviewed and evaluated to determine appropriate instructional strategies and interventions that will result in a 5% increase in student academic progress.

#	Strategies and Action Steps	Person(s) Responsible	Evidence of Implementation	Evidence of Impact (Formative/Summative)
1	Teachers will follow the District scope and sequence using research-based instructional strategies to improve student achievement.	DAEP Staff	Improvement in student grades Increase in Benchmark scores, STAAR	(F) Improved daily instruction and student engagement (S) Improved STAAR scores, grades, attendance
	Timeline (Interval): Aug 2015 - Jun 2016 (Ongoing)		Resources: Local	
2	Provide supplemental instruction, support, and timely interventions to address the needs of at-risk students.	DAEP Staff Principal	Students participating in intervention programs	(F) Improved attendance, behavior Higher learner engagement (S) Improved STAAR scores, grades, attendance
	Timeline (Interval): Aug 2015 - Jun 2016 (Ongoing)		Resources: Local	
3	Monitor lesson planning for effective instructional strategies through Eduphoria/Forethought and through Collaborative Instructional Rounds.	ALTs Assistant Principal Principal	Increased student scores Improved Benchmark scores	(F) Higher learner engagement Improved attendance (S) Increased student scores STAAR Benchmark scores
	Timeline (Interval): Aug 2015 - Jun 2016 (Ongoing)		Resources: Local	
4	Students will participate in Character Education class and will receive continued behavioral support through Culture and Climate reinforcement system and the DAEP Level System.	DAEP Staff	Culture and Climate reinforcement system and classroom management training documents	(F) Student daily point sheets (S) Student successful completion of the DAEP program requirements and decreased recidivism rate
	Timeline (Interval): Aug 2015 - Jun 2016 (Ongoing)		Resources: Local	

Goal 2: Provide quality service to internal and external customers

Objective (SMART Goal):

- * Increase mean for parent satisfaction survey from xxx to xxx
- * Maintain participation in the parent survey (return rate) xxx participants
- * Through opportunities like intake meetings, parent phone calls, conferences, Community Outreach Nights, and mentors throughout the school year we will increase community and parent engagement with the DAEP by 5%.

#	Strategies and Action Steps	Person(s) Responsible	Evidence of Implementation	Evidence of Impact (Formative/Summative)
1	The DAEP staff will seek parent/guardian input and involve them in decision making and share knowledge regarding policies/progress at least once per three weeks.	DAEP Staff AP Principal	Teacher phone logs Emails Parent conferences	(F) Increased attendance Decrease in discipline referrals (S) Parent survey
	Timeline (Interval): Aug 2015 - Jun 2016 (Ongoing)		Resources: Local	
2	The DAEP staff will offer Community Outreach Nights monthly to all District parents.	Counselor At-Risk Counselor Behavior Facilitators Social Worker Principal	Parent Involvement at monthly seminars	(F) Improved behavior, attendance, grades at campuses Decrease in drug/alcohol offenses (S) Improved behavior, attendance, grades at campuses Decrease in drug/alcohol offenses
	Timeline (Interval): Sep 2015 - May 2016 (Monthly)		Resources: Local	
3	Conduct, collect, report data from parent survey to assess school climate in a timely fashion.	Principal	Parent survey results	(F) Increase in parent involvement (S) Increase in parent involvement
	Timeline (Interval): Aug 2015 - Jun 2016 (Ongoing)		Resources: Local	

Goal 3: Provide a quality work environment so every employee can perform at the highest levels

Objective (SMART Goal):

* Increase the mean on the Employee Engagement Survey from 4.00 to 4.05

* Increase the return rate for all employees from 91.9 to 92.4

* Through Professional Learning Communities (PLC), all staff will contribute to and participate in professional development that will increase student achievement by 5%.

#	Strategies and Action Steps	Person(s) Responsible	Evidence of Implementation	Evidence of Impact (Formative/Summative)
1	Implement an ongoing professional development course of study based on identified staff and student needs to ensure all teachers are highly qualified.	Principal	Training aligned to identified professional development needs	(F) Improved daily instruction (S) Teacher retention
	Timeline (Interval): Aug 2015 - Jun 2016 (Ongoing)		Resources: Local	
2	Conduct employee engagement surveys twice a year with the implementation of an action plan to address school climate.	Principal	Action Plan	(F) Increase in Staff Attendance (S) Increase in Mean of employee engagement survey Increase in retention rate
	Timeline (Interval): Aug 2015 - Jun 2016 (Ongoing)		Resources: Local	

Goal 4: Create efficiencies at all levels of the organization

Objective (SMART Goal):

- * Increase student attendance to $\geq 96.3\%$
- * Maintain a yearly unassigned general fund balance between 17% (60 days) and 25% (90 days) of total operating expenditures
- * By continuously maintaining and increasing purposeful relationships with students and families, to include community resources, we will see an increase in attendance and student achievement

#	Strategies and Action Steps	Person(s) Responsible	Evidence of Implementation	Evidence of Impact (Formative/Summative)
1	Annually evaluate program effectiveness to ensure resources are being utilized efficiently and effectively for student achievement and success.	Principal	Program data collected, analyzed and reviewed	(F) Increased student attendance Increased student achievement (S) Increased student attendance Increased student achievement
	Timeline (Interval): Aug 2015 - Jun 2016 (Ongoing)		Resources: Local	

STATE REQUIRED ACTIONS

Goal 1: Prepare students to be college and career ready

#	Strategies and Action Steps	Person(s) Responsible	Evidence of Implementation	Evidence of Impact (Formative/Summative)
1	Build teacher awareness of and build capacity for performance indicators and technology integration.	Principal	* Course entry in Eduphoria * PD sign-in sheets and evaluations for focused 9 week sessions	(F) Increase in CIR rigor, relevance, and learner engagement data in summary reports (S) Improved student performance and teacher understanding
	Timeline (Interval): Jun 2015 - May 2016 (9 weeks)		Resources: Local	
2	Integration of vocational and technical education programs	Principal	* CTE courses offered	(F) Course enrollment (S) Improved student performance of students enrolled in CTE courses
	Timeline (Interval): Aug 2015 - May 2016 (Daily)		Resources: Local	

Goal 1 (Special Populations): Provide meaningful support for students of special populations to ensure they meet and exceed the state student academic achievement standards.

#	Strategies and Action Steps	Person(s) Responsible	Evidence of Implementation	Evidence of Impact (Formative/Summative)
1	Provide supplemental instruction/support and timely interventions for students who are at-risk of dropping out of school.	Principal	# of FTEs assigned; - .5 At-Risk Counselor	(F) Improved at-risk performance on check-point assessments (S) Gap between at-risk and non-at-risk student performance and drop-outs reduced
	Timeline (Interval): Aug 2015 - May 2016 (Daily)		Resources: Local ; SCE \$37,750	

Goal 1 (Special Populations): Provide meaningful support for students of special populations to ensure they meet and exceed the state student academic achievement standards.

#	Strategies and Action Steps	Person(s) Responsible	Evidence of Implementation	Evidence of Impact (Formative/Summative)
2	Implement a new district-wide instructional framework for dyslexia instruction and timely interventions for dyslexic students.	Principal	<ul style="list-style-type: none"> - Conduct needs assessment - Dyslexia program evaluation - Teacher and Advisory Committee surveys 	(F) Progress Monitoring mastery checks; improved Istation trends (S) Student growth between Beginning and End of Year Performance through multiple measures (e.g., Istation, DRA, Barton, Fluency, Comprehension, spelling)
	Timeline (Interval): Aug 2015 - May 2016 (Daily)		Resources: Local	
3	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.	Principal	<ul style="list-style-type: none"> - Implementation of G/T 3 yr plan - PD records - Meeting minutes - Student work samples 	(F) Improved performance of G/T identified students on district assessments (S) Improved performance of G/T identified students on state assessments
	Timeline (Interval): Aug 2015 - May 2016 (Daily)		Resources: Local	
4	Provide supplemental instruction/support and timely interventions for students who are Limited English Proficient.	Principal	<ul style="list-style-type: none"> - Professional development records - FTEs assigned (if applicable) 	(F) Increase in student attendance; success in core academics; meeting expectations on check-point and benchmark assessments (S) Improved standardized test data
	Timeline (Interval): Aug 2015 - May 2016 (Daily)		Resources: Local	
5	Provide supplemental instruction/support and timely interventions for Special Education students.	Principal	<ul style="list-style-type: none"> - Training for SB1196 (Behavior Support) and SB1727 (support for general education teachers who instruct special education students) completed 	(F) Improved performance of special education students on district assessments (S) Improved performance of special education students on state assessments
	Timeline (Interval): Aug 2015 - May 2016 (Daily)		Resources: Local	

Goal 1 (Special Populations): Provide meaningful support for students of special populations to ensure they meet and exceed the state student academic achievement standards.

#	Strategies and Action Steps	Person(s) Responsible	Evidence of Implementation	Evidence of Impact (Formative/Summative)
6	Implement strategies for dropout prevention	Principal	Monitor attendance and potential dropouts	(F) Monitor all students at-risk of dropping out (S) Annual dropout rate
	Timeline (Interval): Aug 2015 - May 2016 (Daily)		Resources: Local	

Goal 1 (Health): Provide a Coordinated Health Program

#	Strategies and Action Steps	Person(s) Responsible	Evidence of Implementation	Evidence of Impact (Formative/Summative)
1	Ensure students participate in moderate to vigorous physical activity	PE Teacher	FitnessGram data analysis used to design PE lessons	(F) Check-point fitness assessments (S) Increasing percentage of students meeting all six standards on the FitnessGram Assessment
	Timeline (Interval): Aug 2015 - May 2016 (Daily)		Resources: Local	
2	Implement recommendations made by the local School Health Advisory Council (SHAC).	Teachers PE Teachers	Lesson plans	(F) Health and PE lessons aligned with SHAC recommendations (S) Health and PE lessons aligned with SHAC recommendations
	Timeline (Interval): Aug 2015 - May 2016 (Daily)		Resources: Local	

Goal 2: Provide quality service to internal and external customers

#	Strategies and Action Steps	Person(s) Responsible	Evidence of Implementation	Evidence of Impact (Formative/Summative)
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Goal 2: Provide quality service to internal and external customers

#	Strategies and Action Steps	Person(s) Responsible	Evidence of Implementation	Evidence of Impact (Formative/Summative)
1	Conduct a parent satisfaction survey and communicate the results	Principal	- Parent Survey instrument and results reported - Action plan for improvement	(F) Annual Results (S) Year-over-year comparison demonstrates improvement
	Timeline (Interval): Spring 2016 (Annually)		Resources: Local	
2	Implement strategies for conflict resolution.	Principal	- Social skill instructional plans - Conflict Resolution professional development records	(F) Reduced discipline referrals, improved grades, increased attendance rates (S) Year-over-year comparison demonstrates reduced discipline referrals, improved grades, increased attendance rates and improved retention rates
	Timeline (Interval): Aug 2015 - Spring 2016 (Daily)		Resources: Local	
3	Implement discipline management strategies.	Principal	- Making Connections professional development records	(F) Reduced discipline referrals, improved grades, increased attendance rates (S) Year-over-year comparison demonstrates reduced discipline referrals, improved grades, increased attendance rates, and improved retention rates
	Timeline (Interval): Aug 2015 - May 2016 (Daily)		Resources: Local	
4	Implement strategies for drug awareness and prevention.	Principal	- Red Ribbon Week activities - Individual and group counseling logs	(F) Reduced discipline referrals, improved grades, increased attendance rates (S) Year-over-year comparison demonstrates reduced discipline referrals, improved grades, increased attendance rates, and improved retention rates
	Timeline (Interval): Aug 2015 - May 2016 (Daily)		Resources: Local	

Goal 2: Provide quality service to internal and external customers

#	Strategies and Action Steps	Person(s) Responsible	Evidence of Implementation	Evidence of Impact (Formative/Summative)
5	Implement strategies for suicide prevention	Principal	- Provide annual professional development for all staff - Individual and group counseling logs	(F) Reduced discipline referrals, improved grades, increased attendance rates (S) Year-over-year comparison demonstrates reduced discipline referrals, improved grades, increased attendance rates, and improved retention rates
	Timeline (Interval): Aug 2015 - May 2016 (Daily)		Resources: Local	
6	Implement strategies for violence prevention and intervention	Principal	- Social skills instructional plans - Conflict Resolution professional development records	(F) Reduced discipline referrals, improved grades, increased attendance rates (S) Year-over-year comparison demonstrates reduced discipline referrals, improved grades, increased attendance rates, and improved retention rates
	Timeline (Interval): Aug 2015 - May 2016 (Daily)		Resources: Local	
7	Implement strategies for harassment and dating violence prevention	Principal	- Making Connections professional development records	(F) Reduced discipline referrals, improved grades, increased attendance rates (S) Year-over-year comparison demonstrates reduced discipline referrals, improved grades, increased attendance rates, and improved retention rates
	Timeline (Interval): Aug 2015 - May 2016 (Daily)		Resources: Local	

Goal 3: Provide a quality work environment so every employee can perform at the highest levels

#	Strategies and Action Steps	Person(s) Responsible	Evidence of Implementation	Evidence of Impact (Formative/Summative)
1	Conduct employee engagement survey and communicate results	Principal	- Employee Engagement Survey instrument and results reported - Action plan for improvement	(F) Interval results (S) Year-over-year comparison demonstrates improvement
	Timeline (Interval): Aug 2015 - May 2016 (Biannually)		Resources: Local	
2	Ensure instruction is provided by Highly Qualified teachers - HR is contacted before staff are hired or moved to new positions to ensure the teachers meet Highly Qualified criteria - Teacher mentoring program used to support new teachers	Principal	Highly Qualified Report submitted by HR to TEA	(F) 100% of teachers are Highly Qualified throughout the year (S) 100% of teachers are Highly Qualified
	Timeline (Interval): Aug 2015 - Jun 2016 (Daily)		Resources: Local	
3	Provide high quality and ongoing professional development for teachers, principals and paraprofessionals (as determined by the SBDM committee).	Principal	List of training attended (including training related to the identification of learning and academic difficulties)	(F) Evaluations of training sessions (S) Improved teacher performance and student understanding
	Timeline (Interval): Aug 2015 - Jun 2016 (Daily)		Resources: Local	
4	Staff are knowledgeable of how to integrate the use of technology in administrative programs	Principal	- Professional development records	(F) Evaluations of training sessions (S) Improved administrator performance
	Timeline (Interval): Aug 2015 - Jun 2016 (Daily)		Resources: Local	

Goal 4: Create efficiencies at all levels of the organization

#	Strategies and Action Steps	Person(s) Responsible	Evidence of Implementation	Evidence of Impact (Formative/Summative)
1	Communicate the importance of student attendance	Principal	Communications, notices, agendas	(F) Improved monthly attendance (S) Improved annual attendance
	Timeline (Interval): Aug 2015 - May 2016 (Monthly)		Resources: Local	

SYSTEM SAFEGUARDS

This organization has no System Safeguards to address.

DEMOGRAPHICS

Demographics Students and Programs	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	# of Students	%of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Total										
African-American										
Hispanic										
White										
Other										
Economically Disadvantaged										
Limited English Proficiency										
At-Risk										
Bilingual & ESL										
Gifted & Talented										
Special Education										
Title I										

% Met Progress Standard				
Student Achievement	2011-12	2012-13	2013-14	2014-15
ALL				
Male				
Female				
Black/African American				
Hispanic				
White				
American Indian				
Asian				
Pacific Islander				
Two or More				
Econ. Disadvantaged				
Special Education				
Current LEP				
Federal LEP				
At-Risk				
Non At-Risk				

% Exceeded Progress Standard				
Student Achievement	2011-12	2012-13	2013-14	2014-15
ALL				
Male				
Female				
Black/African American				
Hispanic				
White				
American Indian				
Asian				
Pacific Islander				
Two or More				
Econ. Disadvantaged				
Special Education				
Current LEP				
Federal LEP				
At-Risk				
Non At-Risk				

STAAR End-of-Course Algebra I

% Achieving Phase-In 1, Level II or Above Passing Standard				
Student Achievement	2011-12	2012-13	2013-14	2014-15
ALL				
Male				
Female				
Black/African American				
Hispanic				
White				
American Indian				
Asian				
Pacific Islander				
Two or More				
Econ. Disadvantaged				
Special Education				
Current LEP				
Federal LEP				
At-Risk				
Non At-Risk				

% Achieving Phase-In 3, Advanced Passing Standard				
Student Achievement	2011-12	2012-13	2013-14	2014-15
ALL				
Male				
Female				
Black/African American				
Hispanic				
White				
American Indian				
Asian				
Pacific Islander				
Two or More				
Econ. Disadvantaged				
Special Education				
Current LEP				
Federal LEP				
At-Risk				
Non At-Risk				

% Met Progress Standard				
Student Achievement	2011-12	2012-13	2013-14	2014-2015
ALL				
Male				
Female				
Black/African American				
Hispanic				
White				
American Indian				
Asian				
Pacific Islander				
Two or More				
Econ. Disadvantaged				
Special Education				
Current LEP				
Federal LEP				
At-Risk				
Non At-Risk				

% Exceeded Progress Standard				
Student Achievement	2011-12	2012-13	2013-14	2014-2015
ALL				
Male				
Female				
Black/African American				
Hispanic				
White				
American Indian				
Asian				
Pacific Islander				
Two or More				
Econ. Disadvantaged				
Special Education				
Current LEP				
Federal LEP				
At-Risk				
Non At-Risk				

STAAR Reading

% Achieving Phase-In 1, Level II or Above Passing Standard				
Student Achievement	2011-12	2012-13	2013-14	2014-15
ALL				
Male				
Female				
Black/African American				
Hispanic				
White				
American Indian				
Asian				
Pacific Islander				
Two or More				
Econ. Disadvantaged				
Special Education				
Current LEP				
Federal LEP				
At-Risk				
Non At-Risk				

% Achieving Phase-In 3, Advanced Passing Standard				
Student Achievement	2011-12	2012-13	2013-14	2014-15
ALL				
Male				
Female				
Black/African American				
Hispanic				
White				
American Indian				
Asian				
Pacific Islander				
Two or More				
Econ. Disadvantaged				
Special Education				
Current LEP				
Federal LEP				
At-Risk				
Non At-Risk				

STAAR End-of-Course Reading

% Achieving Phase-In 1, Level II or Above Passing Standard				
Student Achievement	2011-12	2012-13	2013-14	2014-15
ALL				
Male				
Female				
Black/African American				
Hispanic				
White				
American Indian				
Asian				
Pacific Islander				
Two or More				
Econ. Disadvantaged				
Special Education				
Current LEP				
Federal LEP				
At-Risk				
Non At-Risk				

% Achieving Phase-In 3, Advanced Passing Standard				
Student Achievement	2011-12	2012-13	2013-14	2014-15
ALL				
Male				
Female				
Black/African American				
Hispanic				
White				
American Indian				
Asian				
Pacific Islander				
Two or More				
Econ. Disadvantaged				
Special Education				
Current LEP				
Federal LEP				
At-Risk				
Non At-Risk				

STAAR Science

% Achieving Phase-In 1, Level II or Above Passing Standard				
Student Achievement	2011-12	2012-13	2013-14	2014-15
ALL				
Male				
Female				
Black/African American				
Hispanic				
White				
American Indian				
Asian				
Pacific Islander				
Two or More				
Econ. Disadvantaged				
Special Education				
Current LEP				
Federal LEP				
At-Risk				
Non At-Risk				

% Achieving Phase-In 3, Advanced Passing Standard				
Student Achievement	2011-12	2012-13	2013-14	2014-15
ALL				
Male				
Female				
Black/African American				
Hispanic				
White				
American Indian				
Asian				
Pacific Islander				
Two or More				
Econ. Disadvantaged				
Special Education				
Current LEP				
Federal LEP				
At-Risk				
Non At-Risk				

STAAR End-of-Course Biology

% Achieving Phase-In 1, Level II or Above Passing Standard				
Student Achievement	2011-12	2012-13	2013-14	2014-15
ALL				
Male				
Female				
Black/African American				
Hispanic				
White				
American Indian				
Asian				
Pacific Islander				
Two or More				
Econ. Disadvantaged				
Special Education				
Current LEP				
Federal LEP				
At-Risk				
Non At-Risk				

% Achieving Phase-In 3, Advanced Passing Standard				
Student Achievement	2011-12	2012-13	2013-14	2014-15
ALL				
Male				
Female				
Black/African American				
Hispanic				
White				
American Indian				
Asian				
Pacific Islander				
Two or More				
Econ. Disadvantaged				
Special Education				
Current LEP				
Federal LEP				
At-Risk				
Non At-Risk				

STAAR Social Studies

% Achieving Phase-In 1, Level II or Above Passing Standard				
Student Achievement	2011-12	2012-13	2013-14	2014-15
ALL				
Male				
Female				
Black/African American				
Hispanic				
White				
American Indian				
Asian				
Pacific Islander				
Two or More				
Econ. Disadvantaged				
Special Education				
Current LEP				
Federal LEP				
At-Risk				
Non At-Risk				

% Achieving Phase-In 3, Advanced Passing Standard				
Student Achievement		2012-13	2013-14	2014-15
ALL				
Male				
Female				
Black/African American				
Hispanic				
White				
American Indian				
Asian				
Pacific Islander				
Two or More				
Econ. Disadvantaged				
Special Education				
Current LEP				
Federal LEP				
At-Risk				
Non At-Risk				

STAAR End-of-Course History

% Achieving Phase-In 1, Level II or Above Passing Standard				
Student Achievement	2011-12	2012-13	2013-14	2014-15
ALL				
Male				
Female				
Black/African American				
Hispanic				
White				
American Indian				
Asian				
Pacific Islander				
Two or More				
Econ. Disadvantaged				
Special Education				
Current LEP				
Federal LEP				
At-Risk				
Non At-Risk				

% Achieving Phase-In 3, Advanced Passing Standard				
Student Achievement	2011-12	2012-13	2013-14	2014-15
ALL				
Male				
Female				
Black/African American				
Hispanic				
White				
American Indian				
Asian				
Pacific Islander				
Two or More				
Econ. Disadvantaged				
Special Education				
Current LEP				
Federal LEP				
At-Risk				
Non At-Risk				

STAAR Writing

% Achieving Phase-In 1, Level II or Above Passing Standard				
Student Achievement	2011-12	2012-13	2013-14	2014-15
ALL				
Male				
Female				
Black/African American				
Hispanic				
White				
American Indian				
Asian				
Pacific Islander				
Two or More				
Econ. Disadvantaged				
Special Education				
Current LEP				
Federal LEP				
At-Risk				
Non At-Risk				

% Achieving Phase-In 3, Advanced Passing Standard				
Student Achievement	2011-12	2012-13	2013-14	2014-15
ALL				
Male				
Female				
Black/African American				
Hispanic				
White				
American Indian				
Asian				
Pacific Islander				
Two or More				
Econ. Disadvantaged				
Special Education				
Current LEP				
Federal LEP				
At-Risk				
Non At-Risk				

PLANNING COMMITTEE

Tammy Alexander	Principal
Joe Callaghan	Teacher
Vanessa Kosar	Teacher
Becca Mourning	Teacher
David Tristan	Parent
Chris Chaffin	Community Member
Lily Kugler	Business Representative

NO CHILD LEFT BEHIND ACT (NCLB) PERFORMANCE GOALS

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3: All students will be taught by highly qualified teachers.

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Goal 5: All students will graduate from high school.

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: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration