

Frank L. Madla
Early College High School
Campus Improvement Plan
2015-2016

Date of School Board Approval

Mission Statement

Frank L. Madla Early College High School, through a supportive and empowering environment, will graduate our students in four years with a high school diploma and 60 college credit hours from Palo Alto College – preparing them for success in the workforce with an associate's degree or in continued education towards a bachelor's degree.

Prioritized Areas of Concern

Areas of Concern	Data Source
<i>TSI</i>	<i>Practice TSI, TSI Data</i>
<i>EOC Algebra</i>	<i>2014/15 EOC data - benchmarks</i>
<i>EOC Biology</i>	<i>2014/15 EOC data - benchmarks</i>
<i>EOC English I & II</i>	<i>2014/15 EOC data - benchmarks</i>
<i>Student Support</i>	<i>Grade checks, interventions and tutoring logs</i>
<i>Special Programs – Dyslexia; ESL</i>	<i>Grade checks and tutoring logs</i>
<i>Implementation of Common Instructional Framework</i>	<i>Professional Development agenda, PLC minutes, observations</i>
<i>Implementation of AVID-specifically critical reading strategies, note taking, Socratic seminars, and WICOR</i>	<i>Professional Development agenda, PLC minutes, observations</i>

2015 STAAR DATA

STAAR	Algebra I % Met Standard			English I % Met Standard			English II % Met Standard			Biology % Met Standard			U.S. History % Met Standard		
	Not Met	Met	Level III	Not Met	Met	Level III	Not Met	Met	Level III	Not Met	Met	Level III	Not Met	Met	Level III
Students	13%	87%	18%	17%	83%	17%	0%	100%	0%	0%	100%	5%	NA	NA	NA

TSI	Reading		Writing		Math	
	Met		Met		Met	
Students	62%		80%		8%	

Goal 1: School will prepare students to be college ready by end of their sophomore year

Objective 1: By October 2015, 50% of all students tested will be compliant in at least one area of TSI

Objective 2: By May 2016, 100% of remaining students tested will be compliant in at least one area of TSI

Summative Evaluation: 100% of all students will be compliant in at least one area of TSI by June 2016

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Implementation of TLIM MWF	Teachers, Academic Counselor, Principal	On Going	TLIM access and materials	Logs and agenda of events
AVID tutorials every Tuesday and Thursday	Teachers	Ongoing	AVID tutors	Observations, TRF's
Increase the number of teachers certified to teach Pre-AP, AP, CIF, Dual enrollment classes by sending them to trainings, workshops, Summer Institute.	Principal	Ongoing	TBA	Registration and certificates
All students will have a PGP on file and will be maintained as a working document to plan for students and plan interventions	Academic Counselor	Ongoing	TBA	Semester file checks

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Goal 2: School will eliminate student achievement gaps in areas of special education, 504, and dyslexia in all core subject areas

Objective 1: 100% of core academic classes will be taught by highly qualified teachers and 100% Highly Qualified staff will be maintained.

Summative Evaluation: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<i>Students which need dyslexia services will be provided with the individualized necessary tools and supplies</i>	Principal, 504 Coordinator, Campus Special Programs teacher	August 2015- June 2016	Dyslexia training and personnel	Campus special programs teacher-GE Teacher conferences
<i>In order to increase awareness of, Special Education, 504 and dyslexia student needs, campus faculty and staff will be provided with appropriate student accommodations, and training so that timely and appropriate interventions are provided to students in</i>	Faculty, Staff, and Administration.	On going	TBA	Campus special programs teacher--GE Teacher conferences Sign in Sheets/ Accommodations Receipts, lesson plans

<i>program.</i>				
<i>Ensure that students with a 504 qualifying condition or dyslexia disability are provided with the necessary accommodations during state assessment, including but not limited to, extended time, preferential seating, devices to improve vision and hearing, and small group testing on an as need basis determined by the 504 committee.</i>	Faculty, Dyslexia Teacher Administration 504/Dyslexia/ RTI Committee Dyslexia Counselor.	On-going	TBA	Sign in Sheets/ Agendas forms signed by committee members

Goal 3: Students will demonstrate exemplary performance in the understanding of mathematics

Objective 1: 90% of students will meet standard in Algebra I EOC

Objective 2: 20% of students will meet Advanced Level III in Algebra I EOC

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p><i>Implement an integrated, challenging, technological, standards-based, inquiry-centered math curriculum in order to improve the quality of instruction and increase student performance on state assessments</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Common Instructional Frameworks</i> <input type="checkbox"/> <i>Thinking Maps</i> <input type="checkbox"/> <i>Cornell Note-Taking</i> <input type="checkbox"/> <i>Cooperative Learning</i> <input type="checkbox"/> <i>Differentiated Instruction</i> <input type="checkbox"/> <i>EOC Standards</i> <input type="checkbox"/> <i>Graphic Organizers</i> <input type="checkbox"/> <i>Tutorials</i> <input type="checkbox"/> <i>Questions that guide research</i> 	Principal, Academic Counselor	Ongoing	Eduphoria, CIF consultant	Analysis of student work; bi-weekly and 3 week –Check Point Assessments, classroom observations, benchmark testing, progress report grades
<p><i>STAAR/TEKS objectives will be prominently displayed in the classroom on a daily basis to</i></p>	Teachers	Ongoing	None	Classroom Observations

<i>promote student awareness of covered objectives related to state assessments (Essential Question)</i>				
Teachers will meet with principal every three-week progress report period to review failure rates and decide which interventions/motivation techniques will be used for each student to ensure student success in mathematics through state assessment performance and course completion percentage.	Principal, Academic Counselor, Teachers	Ongoing	None	Agendas, sign in sheets, reduction of reoccurring failure rates

Goal 3: Students will demonstrate exemplary performance in the understanding of science

Objective 1: 90% of students will meet standard in Biology EOC

Objective 2: 15% of students will meet Advanced Level III in Biology EOC

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<p><i>Utilize district-developed science benchmarks to review and adjust scope and sequence of campus curriculum to incorporate the following campus initiatives in order to increase student achievement in Science courses and state assessments</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Socratic Seminar</i> <input type="checkbox"/> <i>Cornell Note-Taking System</i> <input type="checkbox"/> <i>Cooperative Learning</i> <input type="checkbox"/> <i>Released EOC tests</i> <input type="checkbox"/> <i>Benchmarks</i> 	Principal	On going	CIF consultant, coverage for teachers to observe teachers	Classroom observations for implementation, Lesson plans, Student work analysis, Benchmark testing

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Goal 4: Students will demonstrate exemplary performance in reading and writing the English language

Objective 1: 90% of students will meet standard in English I EOC

Objective 2: 20% of students will meet Advanced Level III in English I EOC

Objective 3: 90% of students will meet Advanced Level III in English II EOC

Objective 4: 25% of students will meet Advanced Level III in English II EOC

Summative Evaluation:

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p><i>Implement an integrated, challenging, technological, standards-based, inquiry-centered curriculum in order to improve the quality of instruction and increase student performance on state assessments</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Common Instructional Frameworks</i> <input type="checkbox"/> <i>Thinking Maps</i> <input type="checkbox"/> <i>Cornell Note-Taking</i> <input type="checkbox"/> <i>Cooperative Learning</i> <input type="checkbox"/> <i>Differentiated Instruction</i> <input type="checkbox"/> <i>EOC Standards</i> <input type="checkbox"/> <i>Timed Writing</i> <input type="checkbox"/> <i>Socratic Seminars</i> 	<p>Principal</p> <p>Designated teachers</p>	<p>End of each semester</p>	<p>CIF consultant, Educate Texas training</p>	<p>Classroom observations for implementation of professional development strategies, progress reports, benchmark testing</p>

Goal 5: Students will be encouraged and challenged to meet their full educational potential

Objective 1: School will maintain a minimum of 95% attendance rate

Summative Evaluation:

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Call parents by 9:00 am each day for students who are absent	Secretary	Daily	none	95% attendance rate

Goal: Parents will be full partners with educators in the education of their children

Objective: 50% of parents will attend parent meetings

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation	Principal	Fall 2015	TBA	Campus Parental Involvement Policy Composite of End of Year Survey
Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement	Principal	October 2015	TBA	School-student-parent compacts Composite of End of Year Survey
Conduct an Annual Title I Meeting to inform parents of service provided through Title I funds.	Principal	October 2015	TBA	Agendas, Sign-In sheets and Minutes

				Composite of End of Year Survey
<p>Campus will host a “Parent Orientation” night in conjunction with “Open House” to inform parents and community members of daily standard operation procedures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student Code of Conduct <input type="checkbox"/> Student-Parent-School Compact <input type="checkbox"/> Parental Involvement Policy <input type="checkbox"/> Volunteer Guidelines 	Principal Academic Counselor	Fall 2015	TBA	Agendas, Sign-in sheets, Session Evaluations