



Frank L. Madla Early College High School
New Frontiers - Palo Alto College
Alamo Colleges

Campus Improvement Plan

Frank L. Madla ECHS Early College High School – A New Frontiers Public School Campus
School Year 2022-2023

Rev. - 10/24/2022

COMMITTEE

| | |
|-------------------|----------------------------------|
| Khalid Zakaria | Principal |
| Alyssa Gamez | Academic Counselor |
| Norma Arshad | SEL Counselor/504 Coordinator |
| Kristina Canales | LPAC Coordinator/English Teacher |
| Danielle Magaña | History Teacher |
| Piero Deur | Spanish Teacher |
| Courtney Gonzalez | Dual-Credit English Teacher |
| Heather Gregg | Science Teacher |
| Jeffrey Ogden | AVID Teacher |
| Rebecca Pecev | Math Teacher |
| Blanca Mendoza | Special Education Teacher |
| Sierra Garcia | College Success Liaison |
| Robin Wilhoit | Nurse |
| Brenda Sonnen | District Representative |
| Lorena Ortiz | Community Leader |
| Diana Rangel | Parent |
| Starla VanDenberg | Student |

MISSION

Frank L. Madla Early College High School is dedicated to offering a pathway where each student receives a collegiate experience. Students build a sense of pride and purpose and are inspired to become tomorrow's leaders.

VISION

To graduate scholars that are poised to elevate their communities, with their purpose and create opportunities.

CORE VALUES

- Inspiration
- Empowerment
- Dedication
- Community

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COMPREHENSIVE NEEDS ASSESSMENT

Our Comprehensive Needs Assessment is a cyclical continuous process at Frank L. Madla Early College High School that includes addressing improving academic achievement for students. The process involves a core committee of all stakeholders at the district/campus engaged in reviewing data, having discussions, and collaborating on finding the strengths, needs and areas of improvement. The core committee is comprised of the Teachers (ESL, SpEd), Principal, Academic Counselor, College Liaison, SEL Counselor, Special Programs Coordinator, Parents, Community Members, and Students.

The Comprehensive Needs Assessment (CNA) contains the Focus Areas. The focus areas include:

1. Demographics
2. Student Academic Achievement
3. School Culture and Climate
4. Staff Quality, Recruitment and Retention
5. Curriculum, Instruction, and Assessment
6. Parent, Family, and Community Engagement
7. School Context and Organization
8. Technology

Per Federal and State Law, funds are to be spent only when clearly identified in the Comprehensive Needs Assessment, District Improvement Plan, and Campus Improvement Plan.

The process includes:

- Core committee meets quarterly to review district/campus data and CNA/CIP
- Core committee will meet with campus staff to review minutes and data of the committee meetings
- All components of the CNA are reviewed and addressed (goals, performance objectives, strategies/activities, funding)
- An evaluation of all programs funded is completed
- The CNA/CIP is reviewed to ensure any revisions are completed

DEMOGRAPHICS

Summary

Frank L. Madla ECHS has a campus enrollment of 162 students and campus low income is 67.2%. Madla ECHS has a student population being 93% Hispanic, 4% White, 2% African American, 0.2% Two or More Races, 43% Male and 57% Female.

Madla ECHS is projected to service 4% Special Education, 75% Economically Disadvantaged and 42% At-Risk students.

The personnel at Frank L. Madla ECHS are all certified teachers. 38% of personnel hold Master's Degrees, 100% attend district/campus training, and there is a 94% retention rate.

Demographic Strengths

Among the many strengths in our schoolwide academic program, we ensure that all students are serviced based on their individual academic and social needs. Our program centers around meeting students academically and assisting them achieve their goals associated with post-secondary success.

Frank L. Madla ECHS model has the following strengths:

1. Low mobility rate
2. Small classroom sizes
3. Co-located at the Palo Alto College campus
4. Engaging instruction that emphasizes learning through inquiry (Common Instructional Framework)
5. 100% of students reach CCRSM status

Demographic Needs

Need Statement 1 (Priority): Increase academic, technology, social, health, and emotional support for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations.

Need Statement 2 (Priority): Need to increase attendance to 97% for students.

Need Statement 3 (Priority): Need to increase community, parents, students, staff, and business stakeholders in supporting campus objectives.

Fund Resources: Federal Funds (SEL Counselor, FTE), Field Trips, Parental Engagement

STUDENT ACHIEVEMENT

Summary

Student Achievement data are the annual and longitudinal reviews from varied sources of formal and informal data. This data provides insights about the degree to which students are acquiring the knowledge and skills expected for each grade level. Instruction is essential to student achievement.

In Spring 2022, Madla's Algebra 1 and Biology scores decreased. It was a very difficult turn with COVID, but all parties learned that face-to-face instruction is best for measuring growth and giving/receiving feedback necessary for learning. These areas require the most dependence on prior knowledge, and the school will continue working on this area.

Sprint 2019, 2021, and 2022 STAAR End -of-Course Results

| Course | Performance | Spring 2019 | Madla | difference | Spring 2021 | Madla | Spring 2022 | Madla | difference | Year over Year |
|-----------|-------------|-------------|-------|------------|-------------|-------|-------------|-------|------------|----------------|
| Algebra 1 | Approaches | 84% | 78% | -6% | 72% | | 74% | 80% | 6% | -4% |
| | Meets | 62% | 47% | -15% | 41% | | 46% | 37% | -9% | -10% |
| | Masters | 39% | 3% | -36% | 23% | | 30% | 20% | -10% | -9% |
| Biology | Approaches | 88% | 100% | 12% | 81% | | 82% | 90% | 8% | -10% |
| | Meets | 63% | 74% | 11% | 54% | | 57% | 47% | -10% | -27% |
| | Masters | 26% | 42% | 16% | 22% | | 23% | 3% | -20% | -39% |
| English I | Approaches | 63% | 84% | 21% | 66% | | 63% | 87% | 24% | 3% |

| | | | | | | | | | | |
|------------|------------|-----|------|------|-----|--|-----|-----|------|-----|
| | Meets | 49% | 64% | 15% | 50% | | 48% | 76% | 28% | 12% |
| | Masters | 12% | 2% | -10% | 12% | | 11% | 8% | -3% | 6% |
| English II | Approaches | 67% | 87% | 20% | 70% | | 71% | 89% | 18% | 2% |
| | Meets | 51% | 65% | 14% | 57% | | 57% | 80% | 23% | 15% |
| | Masters | 8% | 7% | -1% | 11% | | 9% | 17% | 8% | 10% |
| US History | Approaches | 93% | 100% | 7% | 88% | | 89% | 98% | -10% | 5% |
| | Meets | 75% | 77% | 2% | 69% | | 71% | 66% | -5% | 11% |
| | Masters | 47% | 37% | -10% | 43% | | 44% | 30% | -14% | -7% |

For the 2022-2023 academic year, all courses are offered face-to-face. Courses offered by Palo Alto College instructors are aligned to meet the State's standards (TEKS) through the process of crosswalks conducted when necessary per course.

Other resources such benchmarks, EOCs, MAP, and other resources to monitor student progress were also reviewed.

- Testing
 - HB4545 underway
 - Davis teachers working at Madla to complete
 - Benchmark Testing underway
 - English 2
 - English 1
- PSAT Testing
 - PSAT 8/9
 - PSAT NMSQT
 - SAT Testing (first time at Madla)
 - All 12th grade students (Accountability implications)
- STAAR EOC re-testing-(numbers pending substitute assessment review)

- English 1
 - English 2
 - Biology/US History
 - Algebra 1
 - College Readiness
- College campus visits from:
 - Texas A&M
 - Texas A&M – San Antonio
 - Texas State University
 - University of the Incarnate Word
 - University of Texas at Austin

Student Achievement Strengths:

1. English II Masters performance increased by 10%
2. Little to no behavioral issues
3. High partnership engagement with the Palo Alto College (73% of students enrolled in PAC courses)

Student Achievement Needs:

Need Statement 1 (Priority): Continue math tutoring during instructional day and on Saturdays.

Need Statement 2 (Priority): College liaison will increase student management by checking attendance, reviewing grade progress, and establishing communication between student and IHE to maintain student success.

Need Statement 3 (Priority): Provide high evidence-based coaching and professional support for all teachers

Need Statement 4 (Priority): Offer additional support with SEL counselor to include more on-campus activities for students and parents

Fund Resources: Federal Funds (Online Subscription), (Supplies), Local Funds (Textbook Reimbursement), Special Education (EduPsy, Contracted Services), PAC Adjunct Teacher, Student Tuition, Science Equipment, Student Travel, Federal Funds/ Local Funds (Dyslexia Supplies & Materials)

SCHOOL CULTURE AND CLIMATE

Summary

Frank L. Madla ECHS provides a positive school culture which will positively influence student performance and achievement. With the return of students to campus Madla ECHS will continue to provide high level SEL support to parents and students. At Madla Early College High School parents take an active role in their children's education. Madla has taken steps to facilitate communication between parents and teachers with the goal of improving the academic program. Schoology is utilized as the primary Learning Management System (LMS). Parents, teachers, and students are encouraged to utilize this platform to communicate - especially for concerns regarding academic progress and attendance.

School Culture and Climate Strengths:

1. Schoology
2. Madla Milestones
3. NWEA MAPs Testing
4. Eduphoria
5. Parent and Family Engagement/Meetings

School Culture and Climate Needs:

Need Statement 1 (Priority): Credit recovery processes to address student academic needs.

Need Statement 2 (Priority): Test prep for all assessments to ensure student success as they transition beyond Madla.

Need Statement 3 (Priority): SEL support is needed to increase student achievement and performance.

Fund Resources: Federal Funds (SEL Counselor, FTE), Online Subscriptions, Physical Education Supplies, Local Funds (EOY Milestones and Graduation/Contracted Services/Misc. Operating)

STAFF QUALITY, RECRUITMENT, AND RETENTION

Summary

Staff quality, recruitment, and retention at Frank L. Madla ECHS continues to be evaluated. Madla has added a position for Spanish and a SPED Teacher to increase the campus's capacity for serving students.

Staff Quality, Recruitment, and Retention Strengths:

1. Staff mobility is low to nonexistent - 94% retention rate
2. All teachers are certified and 38% of personnel hold Master's Degrees
3. 100% attend district/campus training
4. Madla teachers are sponsors of clubs and organizations

Staff Quality, Recruitment, and Retention Needs:

Need Statement 1 (Priority): Recruitment of new teachers to correspond with student enrollment.

Need Statement 2 (Priority): Increase engagement and attendance of curriculum-based professional development.

Need Statement 3 (Priority): Increase district support for returning teachers through collaboration and discussion.

Fund Resources: Federal Funds/Local Funds (Professional Development/ESC Training), (Melson Consulting), Local Funds (Academic Counseling Supplies), Local Funds (ECHS Principal Account)

CURRICULUM, INSTRUCTION, AND ASSESSMENT

Summary

Curriculum, Instruction, and Assessment collectively describe the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the Texas Essential Knowledge and Skills (TEKS) and other standards, incorporating instruction and assessment processes. Madla ECHS utilizes the Common Instructional Framework (CIF) strategies as a process for presenting content.

Curriculum, Instruction, and Assessment Strengths:

1. Provide services for students that require HB4545
2. Madla offers PSAT/SAT tests
3. Teachers collaborate across the curriculum

Curriculum, Instruction, and Assessment Needs:

Need Statement 1 (Priority): Improve college readiness and performance for all students

Need Statement 2 (Priority): Aligning TEKS to curriculum and assessment

Need Statement 3 (Priority): All seniors must take the SAT/ACT on-site before graduation

Fund Resources: Federal Funds (Tutoring/Contracted Services), (AVID), (Testing Materials), (NWEA), Federal Funds/Local Funds (General Ed Supplies, Admin. Supplies), Local Funds (Travel)

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Summary

Parents in the community place a high value on the Madla campus. Parents attend the events, when possible, as they are held multiple times throughout the school year. Parent, Family, and Community Engagement refers to how these stakeholders are informed, invested, and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Parent, Family, and Community Engagement Strengths:

1. Increased opportunities for Parent Engagement to include Workshops
2. Increased opportunities for parents to provide input (meetings, surveys, etc.)
3. Parents and community members serve on committees as needed
4. Good relationships with parents

Parent, Family, and Community Engagement Needs:

Need Statement 1 (Priority): Provide more opportunities for families to discuss specific questions/concerns about their student(s) academic needs to include grades, specific classes, assessments, etc.

Need Statement 2 (Priority): Provide families with different times/dates to engage and learn about information that pertains to their children and in a language that they understand.

Need Statement 3 (Priority): Provide all families with opportunities to learn with their children.

Need Statement 4 (Priority): To communicate with stakeholders, most of the information needs to be translated into Spanish.

Fund Resources: Federal Funds (Parental Engagement)

SCHOOL CONTEXT AND ORGANIZATION

Summary

Madla operates a block schedule to meet student needs. Tutorials are offered in the mornings and afternoons as needed. All visitors must check-in through the front office to gain access to the campus. Weekly safety walkthroughs consist of checking all exterior doors to make sure they are in functioning condition and close properly. All Madla staff and students must wear their PAC IDs.

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

School Context and Organization Strengths:

1. Each teacher can create tests for students.
2. Benchmark data is collected to provide intervention for students.
3. Teachers plan for their content courses during the Beginning of Year Professional Development.

School Context and Organization Needs:

Need Statement 1 (Priority): Indoor temperature in the facilities varies based on the weather.

Need Statement 2 (Priority): Provide students with college visits in and out of the city.

Need Statement 3 (Priority): Increase involvement of Madla students with PAC Athletics Department.

Fund Resources: Federal Funds/ Local Funds (Water Subscription), (Health Professional Services), (AED Services/Hearing Calibration), (Health Supplies), (ACC Facility Lease), (Prom Club), (Student Council), (Senior Class), (Yearbook Club), (National Honor Society)

TECHNOLOGY

Summary

All students and staff have access to technology at Madla. Many assignments, projects, and assessments require the internet to complete. All courses utilize Schoology as a platform to deliver assignments and notes. Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning. It should also connect to real-world experiences, including post-secondary opportunities.

Technology Strengths:

1. All classrooms are equipped with a Chromebook cart.
2. Campus-wide Wi-Fi is provided by PAC.
3. Parents are able to connect their own Schoology account to their students' account to monitor grades and progress.

Technology Needs:

Need Statement 1 (Priority): Provide new Chromebooks to students to access updated technology (connection speed, operating systems, and updated applications)

Need Statement 2 (Priority): Increase technology partnership with PAC.

Need Statement 3 (Priority): Provide teachers with technology accessories (clickers, adapters, power strips)

Fund Resources: Local Funds (Technology Supplies)

DATA SOURCES

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

Improvement Planning Data

- District goals

- Campus goals Outcome Based Measures
- Campus/District improvement plans (current and prior years)
- NWEA MAP Testing
- TSIA2.0 Assessment
- Benchmarks/Interim Assessment
- Planning and decision-making committee(s) meeting data
- State and federal planning requirements
- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Progressive Grade Report (PGR)
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Collaborate with the Title IX Coordinator at Palo Alto College
- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high-quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS and T-PESS data
- Parent engagement rate (analytics on Schoology)
- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goal 1: Frank L. Madla Early College High School will ensure that our community has a successful, vibrant, culturally responsive school that successfully engages and prepares all students for graduation and post-secondary success.

Performance Objective 1: Have 85% of students achieve Approaches grade level performance, 60% of students achieve Meets Grade Level Performance with 40% achieving Masters Grade Level Performance in Algebra I EOC

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| Strategy 1: Saturday workshops and tutoring are available for students that require additional support by displaying, explaining, and justifying mathematical ideas and arguments using precise mathematical language in written or oral communication. | |
| Person(s) Responsible: Teacher, Principal | Evidence of Implementation: Sign-in sheets for outside of school hours, practice exams |
| Evidence of Impact (Formative): Section quizzes and unit exams, benchmark exams | Evidence of Impact (Summative): EOC Scores, final exam, benchmark exams |
| Funding: 282-11-6299-XX | Timeline: August 2022 - June 2023 |

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|---|---|
| Strategy 2: Using a group setting and vertical white boards, students will practice factoring trinomials with real factors in the form ax^2+bx+c . | |
| Person(s) Responsible: Teacher, Principal | Evidence of Implementation: Students will show evidence of working on boards and their learning by summarizing their learning in their notebooks afterwards |
| Evidence of Impact (Formative): Section quizzes and unit exams, benchmark exams, and check-for-understanding questions | Evidence of Impact (Summative): EOC Scores, final exam, benchmark exams |
| Funding: 420-11-6399-XX | Timeline: August 2022 - June 2023 |

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| Strategy 3: Students will use math lab in order to analyze mathematical relationships to connect and communicate mathematical ideas | |
| Person(s) Responsible: Teacher, Principal | Evidence of Implementation: Completed assignment with individual work for content mastery |
| Evidence of Impact (Formative): Section quizzes and unit exams, benchmark exams, and check-for-understanding questions | Evidence of Impact (Summative): EOC Scores, final exam, benchmark exams |
| Funding: | Timeline: August 2022 - June 2023 |

Performance Objective 2: Have 85% of students achieve Approaches grade level performance, 30% of students achieve Meets Grade Level Performance with 10% achieving Masters Grade Level Performance in English I EOC

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| Strategy 1: Implement daily practice warm-ups for grammar and the writing process. | |
| Person(s) Responsible: Teacher, Principal | Evidence of Implementation: notebook checks, Schoology submissions |
| Evidence of Impact (Formative): warm-up checks, quiz grades | Evidence of Impact (Summative): test grades, performance on revising/editing of TSI, EOCs |
| Funding: | Timeline: August 2022 - June 2023 |

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| Strategy 2: Incorporate required reading of a variety of text types—both fictional and informational— across different cultures and literary periods for each thematic unit. | |
| Person(s) Responsible: Teacher, Principal | Evidence of Implementation: Schoology unit folders, unit final project/test/quiz |
| Evidence of Impact (Formative): textual analysis writing assignments, whole-class discussions | Evidence of Impact (Summative): quiz/test grades, performance on reading portion of TSI |
| Funding: 420-11-6399-XX | Timeline: August 2022 - June 2023 |

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| Strategy 3: Host in-person and virtual parental engagement events on academic performance and English acquisition skills to include families in the education of Emergent Bilinguals. | |
| Person(s) Responsible: Teacher, Principal | Evidence of Implementation: sign-in sheets, Zoom recordings, slides |
| Evidence of Impact (Formative): participation in meetings, comments on Schoology posts | Evidence of Impact (Summative): satisfaction survey |
| Funding: 282-61-6399-XX | Timeline: August 2022 - June 2023 |

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| Strategy 4: Students will monitor their own oral and written language production through self-correction practice and create personal grade-level vocabulary dictionaries at Saturday Writing Workshops. | |
| Person(s) Responsible: Teacher, Principal | Evidence of Implementation: sign-in sheets |
| Evidence of Impact (Formative): grade checks, notebook checks, scores on practice exercises | Evidence of Impact (Summative): performance on TELPAS, English EOC scores |
| Funding: 282-11-6299-XX | Timeline: August 2022 - June 2023 |

Performance Objective 3: Have 90% of students achieve Approaches grade level performance, 50% of students achieve Meets Grade Level Performance with 20% achieving Masters Grade Level Performance in Biology EOC

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| Strategy 1: Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills. | |
| Person(s) Responsible: Teacher, Principal | Evidence of Implementation: Conduct an investigation using a fish tank(s) to simulate an aquatic microenvironment(s). |
| Evidence of Impact (Formative): student proposal presentation, quizzes on biotic and abiotic factors, journal of data | Evidence of Impact (Summative): lab write up |
| Funding: 282-11-6399-XX | Timeline: August 2022 - June 2023 |

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| Strategy 2: Students will be able to classify different aquatic organisms using tools such as dichotomous keys. | |
| Person(s) Responsible: Teacher, Principal | Evidence of Implementation: Field trip to the aquarium |
| Evidence of Impact (Formative): dichotomous key quiz, key feature scavenger hunt, presentation of organism to include what makes it unique | Evidence of Impact (Summative): unit test |
| Funding: 282-11-6399-XX, 282-11-6412-XX | Timeline: August 2022 - June 2023 |

Performance Objective 4: Have 100% of teachers provide high quality instruction through implementation of AVID and Common Instructional Frameworks strategies

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|---|---|
| Strategy 1: The AVID Tutorial Process is an inquiry based, collaborative effort by students and tutors, coached and facilitated by the teacher, designed to have a deeper understanding of content from core academic classes. | |
| Person(s) Responsible: Teacher, Principal | Evidence of Implementation: Test scores, course progress, weekly use of Tutorial Request Forms, observations of academic conversations in Tutorial groups |
| Evidence of Impact (Formative): Assessments at Midterm, weekly progress with Tutorial Request Form and Tutorial Groups, Core subject content improvement | Evidence of Impact (Summative): EOC Scores, Final Assessments, learning to work with others in a collaborative effort for life |
| Funding: 282-11-6299-XX | Timeline: August 2022 - June 2023 |

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| Strategy 2: AVID Philosophical Chairs is a format designed for classroom discussion that ensures respectful dialogue/debate, mutual understanding, respect, and deep engagement in a content area. | |
| Person(s) Responsible: Teacher, Principal | Evidence of Implementation: Core content course progress, deep understanding of content discussed |
| Evidence of Impact (Formative): Students use of content knowledge during Philosophical Chairs and in core content areas | Evidence of Impact (Summative): Development of strong interpersonal skills to use in all areas of life |
| Funding: 282-11-6299-XX | Timeline: August 2022 - June 2023 |

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| Strategy 3: In AVID Socratic Seminars, students will examine a common piece of text to seek a deeper understanding of complex ideas in the text through high level thoughtful dialogue. | |
| Person(s) Responsible: Teacher, Principal | Evidence of Implementation: Student's preparation before Socratic Seminar to thoughtfully discuss the common text, meaningful discussion about the text |
| Evidence of Impact (Formative): Core content course progress through use of cross curricular texts | Evidence of Impact (Summative): EOC Scores, Final Assessments, learning to work with others in a collaborative effort for life |
| Funding: 282-11-6299-XX | Timeline: August 2022 - June 2023 |

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|---|---|
| Strategy 4: AVID 9th is implementing organizational tools that support academic success. | |
| Person(s) Responsible: Teacher, Principal | Evidence of Implementation: All students are required to get a planner, bi-weekly planner checks. They are able to see their upcoming work and work on organization skills, which will help them when transitioning into college classes. |
| Evidence of Impact (Formative): Agenda checks and Tutorials groups | Evidence of Impact (Summative): Project grade |
| Funding: 282-11-6299-XX | Timeline: August 2022 - June 2023 |

Performance Objective 5: Personnel will attend evidence-based professional development to assist students succeed academically.

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| Strategy 1: Provide all teachers individual instructional coaching (monthly) in the common instructional frameworks | |
| Person(s) Responsible: Principal | Evidence of Implementation: Contract with EM consulting, sign in sheets, monthly coaching reports |
| Evidence of Impact (Formative): Monthly report on coaching sessions from Melson Consulting | Evidence of Impact (Summative): TTESS |
| Funding: 255-13-6239-XX, 255-13-6291-XX | Timeline: August 2022 - June 2023 |

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| Strategy 2: Teachers will attend PD to learn strategies to better align TEKS to the curriculum. | |
| Person(s) Responsible: Principal, Academic Counselor, Teacher | Evidence of Implementation: Excel spreadsheet on TEKS and curriculum |
| Evidence of Impact (Formative): Assessments, lessons | Evidence of Impact (Summative): EOCs |
| Funding: 255-13-6239-XX | Timeline: August 2022 - June 2023 |

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|--|---|
| Strategy 3: Teachers will attend PD to understand the process of the CNA/CIP. | |
| Person(s) Responsible: Principal, Academic Counselor, Teacher | Evidence of Implementation: CNA/CIP, Teacher-developed strategies |
| Evidence of Impact (Formative): Benchmarks, assessments | Evidence of Impact (Summative): EOCs |
| Funding: | Timeline: August 2022 - June 2023 |

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| Strategy 4: Teachers will attend PD to understand the process of identifying, monitoring, exiting, and providing supplemental services to at-risk students. | |
| Person(s) Responsible: Principal, Academic Counselor, Teacher | Evidence of Implementation: At-Risk Form, Monitoring Form, Student Grades |
| Evidence of Impact (Formative): Benchmarks, assessments | Evidence of Impact (Summative): EOCs |
| Funding: 289-13-6239-XX | Timeline: August 2022 - June 2023 |

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|---|---|
| Strategy 5: Teachers/Admin. will attend PD to increase their knowledge of content and best practices to support student success. | |
| Person(s) Responsible: Principal, Academic Counselor, SEL Counselor, Teacher | Evidence of Implementation: Agenda, Connect20 Invoice |
| Evidence of Impact (Formative): Benchmarks, assessments | Evidence of Impact (Summative): EOCs, Final Exams |
| Funding: 255-13-6239-XX | Timeline: August 2022 - June 2023 |

Performance Objective 6: By the end of the 2022-23 school year, 75% of students in the 2023 cohort will be TSI2 complete in reading and writing, 25% of the students in the 2023 cohort will be TSI2 complete in math.

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| Strategy 1: The PSAT 8/9 is to establish a starting point in terms of college and career readiness as students transition to high school. The PSAT 8/9 tests reading, writing, and math skills. | |
| Person(s) Responsible: Principal, Academic Counselor, College Success Liaison, Testing Coordinator | Evidence of Implementation: Records of test registration, test scores, grade reports, and implementation of Shmoop test readiness package, and online course library. |

| | |
|---|---|
| Evidence of Impact (Formative): Review all data – September, January, March, June | Evidence of Impact (Summative): Increase in test scores, and grades |
| Funding: 282-11-6339-XX | Timeline: August 2022 - June 2023 |

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|--|---|
| Strategy 2: The SAT test subjects cover reading, math, and writing and language. | |
| Person(s) Responsible: Principal, Academic Counselor, College Success Liaison, Testing Coordinator | Evidence of Implementation: Records of test registration, test scores, grade reports, and implementation of Shmoop test readiness package, and online course library. |
| Evidence of Impact (Formative): Review all data – September, January, March, June | Evidence of Impact (Summative): Increase in test scores, and grades |
| Funding: 282-11-6499-XX | Timeline: August 2022 - June 2023 |

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| Strategy 3: Texas Success Initiative Assessment 2.0, or TSIA2 Test, as a method of determining academic readiness and the right level of course work for each student. The test is aimed at students who may not be ready for the academic rigor of college-level courses and who may be required to complete developmental courses. The test is to determine their students' readiness for success in freshman-level academic courses. | |
| Person(s) Responsible: Principal, Academic Counselor, College Success Liaison, Testing Coordinator | Evidence of Implementation: Records of test registration, test scores, grade reports, PGR, and implementation of Shmoop test readiness package, and online course library. |
| Evidence of Impact (Formative): Review all data – September, January, March, June | Evidence of Impact (Summative): Increase in test scores, PGR, and grades |

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| Funding: 282-11-6339-XX, 282-11-6399-XX | Timeline: August 2022 - June 2023 |
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| Strategy 4: Data will be collected and reviewed for TSI2, EOC benchmarks, NWEA MAP, SAT/ACT, PSAT, class grades, college enrollment, and college credits earned. | |
| Person(s) Responsible: Principal, Academic Counselor, College Success Liaison, Testing Coordinator | Evidence of Implementation: Records of test registration, test scores, grade reports, PGR, and implementation of Shmoop test readiness package, and online course library. |
| Evidence of Impact (Formative): Review all data – September, January, March, June | Evidence of Impact (Summative): Increase in test scores, PGR, and grades |
| Funding: 282-11-6339-XX, 282-11-6399-XX, 282/289-11-6222-XX | Timeline: August 2022 - June 2023 |
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Performance Objective 7: Increase the number of students achieving *Meets* Grade Level Performance and *Masters* Grade Level Performance in *Special Education*.

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| Strategy 1: Collaboration with General Education Teachers to assist students by implementing the IEP, providing supports and accommodations | |
| Person(s) Responsible: Principal, Special Education Teacher, Classroom Teacher, Academic Counselor | Evidence of Implementation: Meeting with General Education Teachers to discuss Annual Goals, Accommodations, Progress of SPED students, ARDs, following the IEP |
| Evidence of Impact (Formative): Review of grades, benchmarks, informal/formal assessments, TSIA2, MAP testing | Evidence of Impact (Summative): Final grades and STAAR EOC's |
| Funding: 224-11-6219-XX | Timeline: August 2022 - June 2023 |

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| Strategy 2: Direct Support to SPED students in General Education Madla ECHS classrooms to meet IEP recommendations for academic growth |
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| Person(s) Responsible: Principal, Special Education Teacher, Classroom Teacher, Academic Counselor | Evidence of Implementation: Meeting with General Education Teachers to discuss Annual Goals, Accommodations, Progress of SPED students, ARDS, following the IEP |
| Evidence of Impact (Formative): Review of grades, benchmarks, informal/formal assessments, TSIA2, MAP testing | Evidence of Impact (Summative): Final grades and STAAR EOC's |
| Funding: 224-11-6219-XX | Timeline: August 2022 - June 2023 |

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| Strategy 3: Awareness of high school TEKS to assist student in completing class and homework assignments for academic content mastery | |
| Person(s) Responsible: Principal, Special Education Teacher, Classroom Teacher, Academic Counselor | Evidence of Implementation: Meeting with General Education Teachers to discuss Annual Goals, Accommodations, Progress of SPED students, ARDS, following the IEP |
| Evidence of Impact (Formative): Review of grades, benchmarks, informal/formal assessments, TSIA2, MAP testing | Evidence of Impact (Summative): Final grades and STAAR EOC's |
| Funding: 224-11-6219-XX | Timeline: August 2022 - June 2023 |

Performance Objective 8: Increase the number of students that achieve *Meets* Grade Level Performance and *Masters* Grade Level Performance for At-Risk Students.

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| Strategy 1: Identify and document students who are at-risk of dropping out of school and provide supplemental services such as tutoring, HB4545 and accelerated instruction. | |
| Person(s) Responsible: Principal, Academic Counselor, SEL Counselor, Teacher | Evidence of Implementation: complete at-risk student profile by listing at-risk criteria and documentation |
| Evidence of Impact (Formative): Grades, TSIA2, MAP testing | Evidence of Impact (Summative): STAAR EOC, student retention |

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| Funding: 282-11-6299-XX | Timeline: August 2022 - June 2023 |
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| Strategy 2: Evaluate and document the effectiveness of the SCE program | |
| Person(s) Responsible: Principal, Academic Counselor, Teacher | Evidence of Implementation: Annual evaluation, data |
| Evidence of Impact (Formative): Grades, TSIA2, MAP testing | Evidence of Impact (Summative): STAAR EOC, student retention |
| Funding: | Timeline: August 2022 - June 2023 |

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| Strategy 3: Students will be monitored and exited from the SCE program | |
| Person(s) Responsible: Principal, Academic Counselor, Teacher | Evidence of Implementation: Monitoring form, exit criteria |
| Evidence of Impact (Formative): Grades, TSIA2, MAP testing | Evidence of Impact (Summative): STAAR EOC, student retention |
| Funding: | Timeline: August 2022 - June 2023 |

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| Strategy 4: Provide supplemental instruction/support and timely interventions for students who are at-risk of failing core classes (needing additional services) | |
| Person(s) Responsible: Principal, Academic Counselor, Teacher | Evidence of Implementation: Shmoop, tutoring logs, HB4545 logs, sign-in sheets |
| Evidence of Impact (Formative): Review all grades every 3 weeks. | Evidence of Impact (Summative): Increase in passing rate, PGR, decrease in students on academic probation |
| Funding: 282-11-6299-XX, 282-11-6399-XX | Timeline: August 2022 - June 2023 |

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| Strategy 5: Provide supplemental instruction/support and timely interventions for students who are at-risk of failing core classes. | |
| Person(s) Responsible: Principal, Academic Counselor | Evidence of Implementation: # FTEs assigned; 1.0 math tutor, 1.0 science tutor, Shmoop |

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| Evidence of Impact (Formative): Review all grades every 4 weeks. | Evidence of Impact (Summative): Increase in test scores, PGR, and grades |
| Funding: 282-11-6299-XX, 282-11-6399-XX | Timeline: August 2022 - June 2023 |
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| Strategy 6: Provide supplemental instruction/support and timely interventions for students that require additional services | |
| Person(s) Responsible: Principal, Academic Counselor | Evidence of Implementation: EduPsy, Student Advancement Programs, |
| Evidence of Impact (Formative): | Evidence of Impact (Summative): Increase in test scores, PGR, and grades |
| Funding: 224-11-6219-XX, 282-11-6299-XX | Timeline: August 2022 - June 2023 |

Performance Objective 9: Increase the number of students achieving *Meets* Grade Level Performance and *Masters* Grade Level Performance for 504 Students.

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| Strategy 1: Student will be referred and evaluated for section 504 to determine qualification of a disability that substantially limits a major life activity | |
| Person(s) Responsible: Principal, Academic Counselor, 504 Coordinator, Teacher | Evidence of Implementation: Following the 504 referral and evaluation, progress reports |
| Evidence of Impact (Formative): Grades, TSIA2, MAP testing | Evidence of Impact (Summative): STAAR EOC's, final grades |
| Funding: | Timeline: August 2022 - June 2023 |

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| Strategy 2: Provide 504 students with accommodations to address areas of need | |
| Person(s) Responsible: Principal, Academic Counselor, 504 Coordinator, Teacher | Evidence of Implementation: Supplemental aids and services, individual accommodations |
| Evidence of Impact (Formative): Grades, TSIA2, MAP testing | Evidence of Impact (Summative): STAAR EOC's, final grades |
| Funding: | Timeline: August 2022 - June 2023 |

Performance Objective 10: By the end of the academic year, at least 75% of the 9th and 10th grade Emergent Bilingual (EB) population will show progress in the TELPAS assessment.

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| Strategy 1: Ensure all EB students are speaking and writing in all content areas to enhance student comprehension and will be monitored through lessons and walk-throughs. | |
| Person(s) Responsible: Principal, Academic Counselor, LPAC Coordinator, Teacher | Evidence of Implementation: LPAC documentation, assignments, T-TESS walkthroughs, practice tests |
| Evidence of Impact (Formative): Grades, TSIA2, MAP testing | Evidence of Impact (Summative): STAAR EOC's, TELPAS, final grades |
| Funding: | Timeline: August 2022 - June 2023 |

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| Strategy 2: All teachers will provide sentence stems for students to help build their ability to respond using appropriate academic vocabulary and will be monitored through lessons and walk-through observations. | |
| Person(s) Responsible: Principal, Academic Counselor, LPAC Coordinator, Teacher | Evidence of Implementation: STAAR EOC's, TELPAS, final grades |
| Evidence of Impact (Formative): Grades, TSIA2, MAP testing | Evidence of Impact (Summative): STAAR EOC's, final grades, TELPAS |
| Funding: 282-11-6339-XX | Timeline: August 2022 - June 2023 |

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| Strategy 3: Students will be guided to improve their own writing through the evaluation and analysis of exemplar writing samples and will be monitored through lessons and walk-throughs. | |
| Person(s) Responsible: Principal, Academic Counselor, LPAC Coordinator, Teacher | Evidence of Implementation: T-TESS walkthroughs, assignments |
| Evidence of Impact (Formative): Grades, TSIA2, MAP testing | Evidence of Impact (Summative): STAAR EOC's, final grades, TELPAS |
| Funding: 282-11-6339-XX | Timeline: August 2022 - June 2023 |

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| Strategy 4: Support literacy development for students learning English, including exposure to various texts, integration of academic language, general instructional strategies, and explicit instruction in phonics and phonemic awareness. | |
| Person(s) Responsible: Principal, Teacher | Evidence of Implementation: Picture-based activities, participate in dialogue with peers using language frames |
| Evidence of Impact (Formative): Quizzes and benchmarks | Evidence of Impact (Summative): TELPAS, EOC, or Final Exam |
| Funding: 420-11-6399-XX | Timeline: August 2022 - June 2023 |

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| Strategy 5: To promote personalized and adaptive equitable literacy instruction for all students by ensuring emerging bilinguals receive unique instructional needs, instructional support, and scaffolding. | |
| Person(s) Responsible: Principal, Teacher | Evidence of Implementation: Word recognition, academic language, grammar, and comprehension (monitoring for meaning, visualizing, short phrases) |
| Evidence of Impact (Formative): Quizzes and benchmarks | Evidence of Impact (Summative): TELPAS, EOC, or Final Exam |
| Funding: 420-11-6399-XX | Timeline: August 2022 - June 2023 |

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| Strategy 6: Assist students in building foundational literacy skills by offering opportunities to build background knowledge and to build concrete and abstract academic vocabulary by providing a combination of targeted instruction and assessment. | |
| Person(s) Responsible: Principal, Teacher | Evidence of Implementation: Interact with a variety of texts, decoding, picture-based activities, participate in dialogue with peers using language frames |
| Evidence of Impact (Formative): Quizzes and benchmarks | Evidence of Impact (Summative): TELPAS, EOC, or Final Exam |
| Funding: 420-11-6399-XX | Timeline: August 2022 - June 2023 |

Performance Objective 11: Students will attend school 90% of the time. They must not exceed 4 absences for high school courses or 3 absences for college courses.

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| Strategy 1: Attendance is cumulative. 90% attendance is required for credit (excused and unexcused). Attendance impacts a student's learning. Interventions are in place to assist students to avoid loss of credit and offer credit recovery if needed. | |
| Person(s) Responsible: Principal, Academic Counselor, SEL Counselor, Teachers | Evidence of Implementation: Student-Parent Handbook, Student/Parent Informational Sessions, Student Assemblies, Shmoop |
| Evidence of Impact (Formative): Number of students absent | Evidence of Impact (Summative): Number of students absent for each semester |
| Funding: 282-11-6299-XX, 282-11-6399-XX | Timeline: August 2022 - June 2023 |

Goal 2: Increase social emotional support for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations.

Performance Objective 1: The campus will implement and provide supports to address the overall social and academic needs of the students.

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| Strategy 1: Develop and create Social-Emotional Learning activities to support students' needs | |
| Person(s) Responsible: Principal, Academic Counselor, SEL Counselor, Student Success liaison | Evidence of Implementation: Schedule of activities, sign-in sheets, analytic review of Shmoop Heartbeat program |
| Evidence of Impact (Formative): Review all data – Nov, Jan, Mar and June. | Evidence of Impact (Summative): EOC's, grades |
| Funding: 282-11-6239-XX, 282-31-6299-XX | Timeline: August 2022 – June 2023 |

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| Strategy 2: Utilizing the facilities of Palo Alto College, the campus will provide students with physical activities to complement the SEL program. | |
| Person(s) Responsible: Principal, College Success Liaison, SEL Counselor, Academic Counselor | Evidence of Implementation: Calendar, sign-up sheets, emails/confirmation |
| Evidence of Impact (Formative): Review all data – Nov, Jan, Mar and June. | Evidence of Impact (Summative): EOC's, grades |
| Funding: | Timeline: August 2022 – June 2023 |

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| Strategy 3: Students will be provided field trips/conferences/training opportunities to create real life connections to State Curriculum, Career Fields, and higher ed opportunities (college visits). Field trips provide instructional support opportunities to engage and promote student academics | |
| Person(s) Responsible: Principal, College Success Liaison, SEL Counselor, Academic Counselor | Evidence of Implementation: Student permission slips, agendas for activities |

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| Evidence of Impact (Formative): Review all data – Nov, Jan, Mar and June. | Evidence of Impact (Summative): Grades, PGR, test scores, student surveys. |
| Funding: 282-11-6412-XX | Timeline: August 2022 – June 2023 |

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| Strategy 4: Provide all teachers and students access to academic support that provides engaging digital classroom tools that support the curriculum, social-emotional learning, intervention and test readiness | |
| Person(s) Responsible: Campus Principal, academic counselor, college success liaison | Evidence of Implementation: AVID, Shmoop, Heartbeat, Nearpod, Newsela, Turnitin, Adobe Sign, Tuition, Memberships |
| Evidence of Impact (Formative): | Evidence of Impact (Summative): Increase in test scores, PGR, and grades |
| Funding: 282-11-6299-XX, 282-11-6399-XX | Timeline: August 2022 - June 2023 |

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| Strategy 5: Essential need to assist with academic persistence, wellness, and academic success. | |
| Person(s) Responsible: Campus Principal, academic counselor, college success liaison | Evidence of Implementation: Water, PE Supplies, Mental Health Support, Health Services, |
| Evidence of Impact (Formative): High student engagement and success | Evidence of Impact (Summative): Increase in test scores, PGR, and grades |
| Funding: 282-11-6269-XX, 282-11-6399-XX, 282-33-6219, XX, 282-33-6299-XX, 282-31-6239-XX, 282-31-6299-XX, 420-33-6399-XX | Timeline: August 2022 - June 2023 |

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| Strategy 6: Analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition. Identify correctly the critical elements for successful performance within the context of the activity. | |
| Person(s) Responsible: Campus Principal, Academic Counselor, Teacher | Evidence of Implementation: Students will perform a variety of strength and endurance exercises in the weight room. |
| Evidence of Impact (Formative): Students will be assessed weekly on proper form for a variety of lifts in the weight room. | Evidence of Impact (Summative): Students will show knowledge of workout programming by designing a workout for the class and teach classmates proper form and technique. |
| Funding: 282-11-6399-XX | Timeline: August 2022 - June 2023 |

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| Strategy 7: Select and participate in aerobic activities that provide enjoyment and challenge. Evaluate personal skills and set realistic goals for improvement. | |
| Person(s) Responsible: Campus Principal, Academic Counselor, Teacher | Evidence of Implementation: Students will walk, jog, or run on the track. |
| Evidence of Impact (Formative): Students will be timed in the mile every week. | Evidence of Impact (Summative): End of course mile run for Fitness gram to test progress of cardiovascular endurance. |
| Funding: 282-11-6399-XX | Timeline: August 2022 - June 2023 |

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| Strategy 8: Provide instructional support opportunities to engage and promote student academics | |
| Person(s) Responsible: Campus Principal, academic counselor | Evidence of Implementation: Student field trips/travel, PAC Adjunct Cuellar, Supplies (Dyslexia, Testing, Microscopes,), PD (Region 20), Employee Travel, Facility Lease, Textbooks |
| Evidence of Impact (Formative): | Evidence of Impact (Summative): Increase in test scores, PGR, and grades |
| Funding: 282-11-6219-XX, 420-11-6399-XX, 282-11-6399-XX, 420-31-6299-XX, 420-51-6269-XX, 420-23-6411-XX, 420-31-6411-XX, 420-31-6299-XX, 420-13-6239-XX, 420-11-6399-XX, 410-11-6321-XX | Timeline: August 2022 - June 2023 |

Performance Objective 2: Health Services will support the CIP by aligning campus goals, objectives, strategies, and actions which will lead to improved performance for all students and student groups as well as student safety.

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| Strategy 1: Assist students by treating minor injuries or illnesses and providing support to students with chronic health issues. | |
| Person(s) Responsible: Nurse | Evidence of Implementation: Clinic log and medication log |
| Evidence of Impact (Formative): Number of student visits, COVID absence days | Evidence of Impact (Summative): Clinic log |
| Funding: 282-33-6219-XX | Timeline: August 2022 - June 2023 |

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| Strategy 2: Audiometer calibration to perform state required hearing screenings | |
| Person(s) Responsible: Nurse | Evidence of Implementation: Annual screenings |
| Evidence of Impact (Formative): Number of students screened | Evidence of Impact (Summative): Report to state at the end of the school year |
| Funding: 282-33-6299-XX | Timeline: August 2022 - June 2023 |

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| Strategy 3: Physician consult to assist nurse with oversight of health services | |
| Person(s) Responsible: Nurse | Evidence of Implementation: Yearly Contract |
| Evidence of Impact (Formative): Clinic standing orders | Evidence of Impact (Summative): Corresponding with physician throughout the school year |
| Funding: 282-33-6219-XX | Timeline: August 2022 - June 2023 |

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| Strategy 4: Region 20 School Health Cooperative | |
| Person(s) Responsible: Nurse | Evidence of Implementation: District Contract |
| Evidence of Impact (Formative): Number of trainings and meetings | Evidence of Impact (Summative): Attending trainings and number of email correspondence |
| Funding: 282-33-6219-XX | Timeline: August 2022 - June 2023 |

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| Strategy 5: CPR/AED training and certification for staff | |
| Person(s) Responsible: Nurse | Evidence of Implementation: Contracted service |
| Evidence of Impact (Formative): Number of online training courses | Evidence of Impact (Summative): Number of personnel certified |
| Funding: 282-33-6299-XX | Timeline: August 2022 - June 2023 |

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| Strategy 6: AED monitoring program | |
| Person(s) Responsible: Nurse | Evidence of Implementation: Yearly contract for service |
| Evidence of Impact (Formative): Number of AED's monitored | Evidence of Impact (Summative): Monthly correspondence on properly functioning equipment |
| Funding: 282-33-6299-XX | Timeline: August 2022 - June 2023 |

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| Strategy 7: Behavioral Threat Assessment provides a proactive, evidence-based approach for identifying individuals who may pose a threat and for providing interventions before a violent incident occurs. | |
| Person(s) Responsible: Principal, Nurse, Special Education Teacher, SEL Counselor, District Personnel | Evidence of Implementation: Attend 7-hour training, Completion of both the online course and the virtual training will meet the new State requirements for threat assessment training. |
| Evidence of Impact (Formative): Individuals attend entire training to be eligible to receive 7 hours TCOLE Credit. | Evidence of Impact (Summative): Individuals attend entire training to be eligible to receive 7 hours TCOLE Credit. |
| Funding: | Timeline: August 2022 - June 2023 |

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| Strategy 8: Use of student code of conduct, trainings, and programs on internet safety to deter violence and drug/alcohol incidents, unwanted physical or verbal aggression, sexual harassment, dating violence, suicide, and other forms of bullying, including cyber-bullying. | |
| Person(s) Responsible: Principal, Academic Counselor, SEL Counselor, Student Success Liaison | Evidence of Implementation: Staff training, Campus policies, Student training |
| Evidence of Impact (Formative): Campus staff and students will complete 6-hour training | Evidence of Impact (Summative): Certificate of completion |
| Funding: | Timeline: August 2022 - June 2023 |

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| Strategy 9: Essential need to assist with student academic persistence, wellness, and continued academic success. | |
| Person(s) Responsible: Principal, Academic Counselor, and College Success Liaison, Administrative Assistant | Evidence of Implementation: Student usage |
| Evidence of Impact (Formative): Benchmarks, grades, walk-throughs | Evidence of Impact (Summative): STAAR EOC's, grades |
| Funding: 427-11-XXXX | Timeline: August 2022 - June 2023 |

Goal 3: Madla ECHS will provide a variety of opportunities for parents and community members to be involved through an array of activities.

Performance Objective 1: Madla ECHS believes that a partnership is beneficial between the school, parents and community. Through parent and family engagement, positive communication will be implemented between the parent and the school.

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| Strategy 1: Parents and family members will participate in activities and strategies that promote student academic success. | |
| Person(s) Responsible: Principal, Academic Counselor, SEL Counselor, Teacher | Evidence of Implementation: Family workshops and Parent Night sign-in sheets, Power Points, Agendas |
| Evidence of Impact (Formative): Parent communication via email and Schoology | Evidence of Impact (Summative): Participation at meetings, parent feedback |
| Funding: 282-61-6399-XX | Timeline: August 2022 - June 2023 |

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| Strategy 2: Parent and family members will have opportunities to communicate readily and easily with teachers and staff regarding their student's academics | |
| Person(s) Responsible: Principal, Academic Counselor, SEL Counselor, Teacher | Evidence of Implementation: Attendance at Parent Nights and parent conferences, Parent registered Schoology account |
| Evidence of Impact (Formative): Conferences and Parent Nights, Schoology analytics | Evidence of Impact (Summative): Participation at meetings, parent feedback, Schoology analytics |
| Funding: 282-61-6399-XX | Timeline: August 2022 - June 2023 |

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| Strategy 3: Provide parents and family members of Title I campus with engaging activities and strategies to assist in meeting the challenging needs of the parents, students and schools | |
| Person(s) Responsible: Principal, Academic Counselor, SEL Counselor, Teacher | Evidence of Implementation: Sign-in sheets, agendas, Power Points, PFE Policy, Compact. |
| Evidence of Impact (Formative): Parent communication via email and Schoology, attendance of meetings. | Evidence of Impact (Summative): Participation at meetings, parent feedback |
| Funding: 282-61-6399-XX | Timeline: August 2022 - June 2023 |

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| Strategy 4: Each school served shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. [Section 1116 (b)(1)] | |
| Person(s) Responsible: Principal, Academic Counselor, SEL Counselor | Evidence of Implementation: Campus policy, Sign-in sheets, Agenda, Translation policy |

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| Evidence of Impact (Formative): Number of parents attending meetings to develop/revise campus policy. | Evidence of Impact (Summative): Developed policy with parent comments/input, Number of Campus Policy distributed to parents. |
| Funding: 282-61-6399-XX | Timeline: August 2022 - June 2023 |

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| Strategy 5: Each Title I, Part A campus convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. (Note: TEA requires that the annual meeting be offered on more than one day and at more than one time, so that parents have more than one option to attend.) [Section 1116(D)(c)(1)] | |
| Person(s) Responsible: Principal, Academic Counselor, SEL Counselor | Evidence of Implementation: PowerPoint, Sign-in sheets, Agenda, Translation policy |
| Evidence of Impact (Formative): Number of parents attending meeting. | Evidence of Impact (Summative): Parent comments/input |
| Funding: 282-61-6399-XX | Timeline: August 2022 - June 2023 |

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| Strategy 6: The LEA has School-Parent Compacts at each Title I, Part A campus that outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. [Section 1116 (d)] | |
| Person(s) Responsible: Principal, Academic Counselor, SEL Counselor | Evidence of Implementation: School-Parent Compact, Sign-in sheets, Agenda, Translation policy |
| Evidence of Impact (Formative): Number of parents attending meetings to develop/revise school-parent compact. | Evidence of Impact (Summative): Developed revised School-Parent Compact with parent comments/input, Number of School-Parent Compacts distributed to parents. |
| Funding: 282-61-6399-XX | Timeline: August 2022 - June 2023 |

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| Strategy 7: The LEA and Title I, Part A campuses shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. [Section 1116 (e)(3)] | |
| Person(s) Responsible: Principal, Academic Counselor, SEL Counselor | Evidence of Implementation: Sign-in sheets, Agenda, Presentation, |
| Evidence of Impact (Formative): Number of staff trained. | Evidence of Impact (Summative): Parental engagement percentage increase. |
| Funding: 282-61-6399-XX | Timeline: August 2022 - June 2023 |

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| Strategy 8: At the beginning of each school year, a local educational agency shall notify the parents of each student that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teacher(s). [Section 1112 (e)(1)(A)] | |
| Person(s) Responsible: Principal, Academic Counselor, SEL Counselor | Evidence of Implementation: Student-Parent Handbook information for parents |
| Evidence of Impact (Formative): Parents requesting information on classroom teacher qualifications | Evidence of Impact (Summative): Parents requesting information on classroom teacher qualifications |
| Funding: 282-61-6399-XX | Timeline: August 2022 - June 2023 |

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| Strategy 9: Parents and family members will participate in activities and strategies that promote student academic success | |
| Person(s) Responsible: Principal, Academic Counselor, SEL Counselor | Evidence of Implementation: Parental Engagement |
| Evidence of Impact (Formative): | Evidence of Impact (Summative): Increase in test scores, PGR, and grades |
| Funding: 282-61-6399-XX | Timeline: August 2022 - June 2023 |

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| Strategy 10: Increased opportunities for Parent Engagement to include Workshops. | |
| Person(s) Responsible: Principal, Academic Counselor, SEL Counselor | Evidence of Implementation: Parental Engagement |
| Evidence of Impact (Formative): | Evidence of Impact (Summative): |
| Funding: 282-61-6399-XX | Timeline: August 2022 - June 2023 |

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| Strategy 11: Increased opportunities for parents to provide input (meetings, surveys, etc.). | |
| Person(s) Responsible: Principal, Academic Counselor, SEL Counselor | Evidence of Implementation: Parental Engagement |
| Evidence of Impact (Formative): | Evidence of Impact (Summative): |
| Funding: 282-61-6399-XX | Timeline: August 2022 - June 2023 |

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| Strategy 12: Provide parents with student academic information to assist with post-secondary decisions. | |
| Person(s) Responsible: Principal, Academic Counselor, SEL Counselor | Evidence of Implementation: Parental Engagement |
| Evidence of Impact (Formative): | Evidence of Impact (Summative): |
| Funding: 282-61-6399-XX | Timeline: August 2022 - June 2023 |

FUNDING

| Date Run: 11-09-2022 3:58 PM | | | | Inquiry Information for All Accounts | | | | Page: 1 of 2 | |
|--|--------------------------------|--|--|--------------------------------------|-------------|------------------------------|------------|--------------|--|
| Cnty Dist: 015-805 | | | | New Frontiers Public Schools | | | | File ID: C | |
| Processed <input checked="" type="checkbox"/> Current (09) <input checked="" type="checkbox"/> Next (10) <input checked="" type="checkbox"/> | | | | XXX XX XXXX XX 001 X XX X XX | | | | | |
| Account Number | Description | | | Est Revenue/ Appropriation | Encumbrance | Rlzd Revenue/ Expenditure | Balance | | |
| 198 81 6399 00 001 3 99 0 00 | Textbook Reimbursement/Scholar | | | -325.46 | 0.00 | 325.46 | 0.00 | | |
| 224 11 6219 00 001 3 23 0 00 | Edupsy | | | -2,493.00 | 478.37 | 667.85 | -1,346.78 | | |
| 224 11 6219 04 001 3 23 0 00 | SpEd Contracted Svcs | | | -2,000.00 | 124.50 | 0.00 | -1,875.50 | | |
| 255 13 6239 00 001 3 30 0 00 | ESC Training & Development | | | 0.00 | 471.42 | 0.00 | 471.42 | | |
| 255 13 6291 62 001 3 30 0 00 | Melson Consulting PD | | | -7,464.00 | 1,500.00 | 1,500.00 | -4,464.00 | | |
| 255 23 6239 00 001 3 30 0 00 | ESC Training & Development | | | 0.00 | 104.76 | 0.00 | 104.76 | | |
| 282 11 6219 00 001 1 11 0 00 | PAC Adjunct Cuellar | | | -16,800.00 | 2,212.50 | 4,240.69 | -10,346.81 | | |
| 282 11 6222 00 001 1 38 0 00 | Student Tuition | | | -26,750.00 | 0.00 | 1,000.00 | -25,750.00 | | |
| 282 11 6269 57 001 1 11 0 00 | Bottled Water-Culligan | | | -650.00 | 0.00 | 248.50 | -401.50 | | |
| 282 11 6299 00 001 1 11 0 00 | iXI 1 Yr Subscription | | | -1,800.00 | 0.00 | 0.00 | -1,800.00 | | |
| 282 11 6299 02 001 1 11 0 00 | Motivational Speaker | | | -5,000.00 | 0.00 | 0.00 | -5,000.00 | | |
| 282 11 6299 03 001 1 11 0 00 | Tutoring/Contracted Svcs | | | -5,000.00 | 0.00 | 0.00 | -5,000.00 | | |
| 282 11 6299 62 001 1 11 0 00 | AVID | | | -13,749.00 | 7,949.00 | 0.00 | -5,800.00 | | |
| 282 11 6299 62 001 1 30 0 00 | Newsela | | | -4,864.00 | 0.00 | 0.00 | -4,864.00 | | |
| 282 11 6339 00 001 1 11 0 00 | Testing Material | | | -5,154.00 | 0.00 | 0.00 | -5,154.00 | | |
| 282 11 6339 62 001 1 24 0 00 | NWEA | | | -1,350.00 | 0.00 | 1,350.00 | 0.00 | | |
| 282 11 6399 00 001 1 11 0 00 | Turnitin Subscription License | | | -2,000.00 | 2,000.00 | 0.00 | 0.00 | | |
| 282 11 6399 00 001 1 99 0 00 | Microscopes | | | -5,000.00 | 0.00 | 0.00 | -5,000.00 | | |
| 282 11 6399 01 001 1 11 0 00 | Adobe Sign | | | -500.00 | 0.00 | 0.00 | -500.00 | | |
| 282 11 6399 05 001 1 11 0 00 | Physical Ed Supplies | | | -1,672.00 | 1,671.66 | 0.00 | -0.34 | | |
| 282 11 6399 22 001 1 30 0 00 | NWEA | | | -1,500.00 | 0.00 | 0.00 | -1,500.00 | | |
| 282 11 6399 62 001 1 11 0 03 | Schoolology/PowerSchool | | | -4,835.25 | 0.00 | 0.00 | -4,835.25 | | |
| 282 11 6399 62 001 1 30 0 00 | Shmoop Madla | | | -4,000.00 | 0.00 | 0.00 | -4,000.00 | | |
| 282 11 6399 62 001 1 99 0 00 | Nuzella Digital Svc | | | 0.00 | 0.00 | 0.00 | 0.00 | | |
| 282 11 6399 62 001 1 99 0 01 | NearPod | | | -3,300.00 | 0.00 | 3,202.45 | -97.55 | | |
| 282 11 6412 00 001 1 30 0 00 | Student Travel | | | -10,000.00 | 0.00 | 0.00 | -10,000.00 | | |
| 282 11 6499 00 001 1 11 0 00 | College Board Membership | | | -400.00 | 0.00 | 0.00 | -400.00 | | |
| 282 31 6239 00 001 1 24 0 00 | Support A15 Mental Health | | | -243.00 | 242.25 | 0.00 | -0.75 | | |
| 282 31 6299 00 001 1 99 0 00 | Support A15 Mental Health | | | -2,257.00 | 100.00 | 0.00 | -2,157.00 | | |
| 282 31 6299 62 001 1 30 0 00 | Heartbeat SEL/Mental Health | | | -5,000.00 | 0.00 | 0.00 | -5,000.00 | | |
| 282 31 6399 62 001 1 37 0 00 | Dyslexia Supplies & Materials | | | -1,800.00 | 0.00 | 0.00 | -1,800.00 | | |
| 282 33 6219 00 001 1 99 0 00 | Health Prof Svcs | | | 0.00 | 0.00 | 0.00 | 0.00 | | |
| 282 33 6299 00 001 1 99 0 00 | AED Svcs/Hearing Calibration | | | -225.00 | 0.00 | 0.00 | -225.00 | | |
| 282 61 6399 62 001 1 99 0 00 | Parental Engagement | | | -1,000.00 | 604.40 | 47.55 | -348.05 | | |
| 289 11 6222 00 001 3 99 0 00 | Student Tuition | | | -18,259.00 | 0.00 | 0.00 | -18,259.00 | | |
| 289 13 6239 00 001 3 99 0 00 | ESC Training & Development | | | -1,980.95 | 871.40 | 0.00 | -1,109.55 | | |
| 289 23 6239 00 001 3 99 0 00 | ESC20 Professional Development | | | -500.00 | 44.05 | 0.00 | -455.95 | | |
| 289 31 6239 00 001 3 99 0 00 | ESC Training & Development | | | -19.05 | 19.05 | 0.00 | 0.00 | | |
| 410 11 6321 00 001 3 11 0 00 | Reg Ed - Textbooks | | | -13,600.00 | 0.00 | 0.00 | -13,600.00 | | |
| 420 11 6239 00 001 3 11 0 00 | ESC Training & Development | | | -700.00 | 0.00 | 0.00 | -700.00 | | |
| 420 11 6299 00 001 3 11 0 00 | EOY Milestones & Graduation | | | -1,500.00 | 658.00 | 0.00 | -842.00 | | |
| 420 11 6299 65 001 3 11 0 00 | EOY/Graduation Cont.Svcs | | | -2,500.00 | 0.00 | 0.00 | -2,500.00 | | |
| 420 11 6399 00 001 3 11 0 00 | Reg Ed - General Supplies | | | -1,320.00 | 120.03 | 469.00 | -730.97 | | |
| 420 11 6399 00 001 3 37 0 00 | Dyslexia Supplies & Materials | | | 0.00 | 0.00 | 0.00 | 0.00 | | |
| 420 11 6399 22 001 3 99 0 00 | Technology Supplies | | | -200.00 | 0.00 | 0.00 | -200.00 | | |
| 420 11 6499 65 001 3 11 0 00 | EOY/Graduation Misc. Operating | | | -1,000.00 | 0.00 | 0.00 | -1,000.00 | | |
| 420 13 6239 00 001 3 37 0 00 | Dyslexia ESC20 PD | | | -1,000.00 | 135.00 | 0.00 | -865.00 | | |
| 420 23 6239 00 001 3 99 0 00 | ESC Campus Admin | | | -500.00 | 500.00 | 0.00 | 0.00 | | |
| 420 23 6399 01 001 3 99 0 00 | Campus Admin Supplies | | | -3,000.00 | 2.56 | 357.69 | -2,639.75 | | |

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| Processed <input checked="" type="checkbox"/> Current (09) <input checked="" type="checkbox"/> Next (10) <input checked="" type="checkbox"/> | | XXX XX XXXX XX 001 X XX X XX | | | | | |
| Account Number | Description | Est Revenue/ Appropriation | Encumbrance | Rizd Revenue/ Expenditure | Balance | | |
| 420 23 6411 00 001 3 99 0 00 | Undistributed - Travel - Empl | -500.00 | 106.25 | 0.00 | -393.75 | | |
| 420 31 6299 00 001 3 37 0 00 | Dyslexia Contracted Services | -620.00 | 0.00 | 0.00 | -620.00 | | |
| 420 31 6399 00 001 3 99 0 00 | Academic Counseling Supplies | -1,000.00 | 0.00 | 0.00 | -1,000.00 | | |
| 420 31 6411 00 001 3 11 0 00 | Reg Ed - Travel - Employee | -500.00 | 55.06 | 0.00 | -444.94 | | |
| 420 33 6399 00 001 3 99 0 00 | Health Supplies | -100.00 | 0.00 | 0.00 | -100.00 | | |
| 420 51 6269 56 001 3 99 0 00 | ACC Facility Lease | -170,000.00 | 0.00 | 30,810.86 | -139,189.14 | | |
| 865 36 6399 00 001 3 99 0 22 | Prom Club | -1,014.29 | 0.00 | 0.00 | -1,014.29 | | |
| 865 36 6399 00 001 3 99 0 24 | Student Council | -1,234.71 | 0.00 | 0.00 | -1,234.71 | | |
| 865 36 6399 00 001 3 99 0 25 | Senior Class | -487.66 | 0.00 | 0.00 | -487.66 | | |
| 865 36 6399 00 001 3 99 0 26 | Yearbook Club | -408.76 | 0.00 | 220.00 | -188.76 | | |
| 865 36 6399 00 001 3 99 0 33 | National Honor Society | -315.00 | 0.00 | 0.00 | -315.00 | | |
| 865 36 6399 00 001 3 99 0 34 | ECHS Principal Account | -380.08 | 0.00 | 0.00 | -380.08 | | |
| Totals: | | -359,771.21 | 19,970.26 | 44,440.05 | -295,360.90 | | |

SCHOOLWIDE TITLE I ELEMENTS

Schoolwide Checklist

| Checklist Description |
|------------------------------------|
| 1.1 Comprehensive Needs Assessment |
| Description of Process |
| Data Sources Used |
| Participants in CNA process |
| Strengths |
| Needs |
| Conclusions/ Priorities |
| |
| |

| |
|---|
| 2.1 Campus Improvement Plan |
| List of participants in developing the CIP |
| Role (parent, teacher, etc.) |
| |
| 2.2 Regular monitoring and revision |
| List of dates CIP review or will review |
| |
| 2.3 Available to parents and community |
| Location CIP made available: website ... campus and district office, etc. |
| English & Spanish |
| How was it made available to parents, i.e., Schoology |
| |
| 2.4 Opportunities for all children to meet State standards |
| Provide evidence |
| |
| 2.5 Increased learning time and well-rounded education |
| 2.6 Address needs of all students, particularly at-risk |
| |
| 3 Parent & Family Engagement (PFE) |
| 3.1 Develop and distribute Parent and Family Engagement Policy |
| 3.2 Offer flexible number of parent involvement meetings |
| |
| |
| |

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 student 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.