

Hondo Independent School District
Hondo High School
2018-2019 Campus Improvement Plan



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Comprehensive Needs Assessment

Needs Assessment Overview

HHS continues to strive for increased parent/community involvement in Academic Areas. Utilization of current technology to it's capacity will improve instruction and assessment. Intervention offerings for students identified as "at risk" of failing an academic course or EOC need to be more effective as measured by failure rates and EOC growth. Administration and Campus Leadership will work together to involve more staff in the decision making process and provide quality and consistent communication to all stakeholders. EOC data shows a continued need for intervention, especially for students who are classified as economically disadvantaged. AP test scores show low student participation and limited success.

Demographics

Demographics Summary

Hondo High School has a student population of approximately 636 students that span grades 9-12. The percent that are identified as Economically Disadvantaged is 55.61%. This is below the district average. The percentage of English Language Learners is 01.57%, with a mobility rate of 15%. Demographically, 66.7 % of student population is Hispanic, 31.4 % is white. All other demographics make up less than 2.2%

The faculty and staff at Hondo High School is a dedicated group of professionals. Experience levels of teachers are diverse, and the commitment to student success is absolute. All teachers and paraprofessional staff meet state requirements for appropriate certifications and are considered Highly Effective by criteria set forth in the Every Student Succeeds Act. Demographically, our teacher population is 15 % Hispanic and 85 % White

Demographics Strengths

The student body is diverse and stable, with a mobility rate below the state average. Current population allows for class average size of 20 in core areas. There is a good deal of faculty stability, as all but one teacher returned to Hondo High School this past school year. There are excellent levels of participation in extracurricular activities to include athletics, band, theater, Agriculture, Business, and Technology. Because of the diversity of interest among the student body, Hondo High School is able to offer a wide variety of elective offerings, especially for a school the size of Hondo High School. Additionally, there is excellent involvement of students and faculty in community events and activities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: HHS teacher population demographics do not represent student demographics. **Root Cause:** Lack of viable candidates in job pool restricts opportunity to hire diversity.

Student Achievement

Student Achievement Summary

Student Achievement Summary

Hondo High School achieved the Met Standard State Accountability Rating. All four areas of the State Accountability Performance Indexes were met. These areas consisted of (1) Student Achievement; (2) Student Progress; (3) Closing Performance Gaps; and (4) Post-secondary Readiness. All 4 indexes showed improvement over 2015-2016. Index 1, Student Achievement was 76 points with a target score of 60; Index 2, Student Progress was 30 with a target score of 15; Index 3, Closing Performance Gaps was 44 points with a target score of 30; and Index 4, Post-Secondary Readiness was 84 points with a target score of 60. End of Course Assessment scores were 61% for ELA, 87% for Mathematics, 88% for Science, and 93% for Social Studies. System Safeguards were met in 82% of the measured categories reviewed, noting 100% of indicators met in Participation Rates and Graduation Rates

Student Achievement Strengths

Student Achievement Strengths

EOC Scores in the areas of US History (95%) and Science (94%) were outstanding and either met (US History 95%) or exceeded (Science 92%) the state average. Although Algebra I scores were 76%, these scores do not include the students who took Algebra I in the 8th grade, as these students who had 100% passing in 8th grade, would have increased our scores to 85%. Distinction earned in Post-secondary Readiness for the five year Longitudinal Recognized and Distinguished Graduation Rates, Advanced/Dual Enrollment Course Completion Rate, SAT/ACT Performance and AP Examination by Performance for all subjects. Hondo High School continues to offer six AP courses (Physics, Chemistry, Biology, Calculus, Spanish, and English). Additionally Pre-AP classes are open enrollment, available to any student who will commit to the increased rigor. Pre-AP classes are offered in ELA I, II, III, Geometry, Algebra II, Pre-Calculus, US History, Biology, Chemistry, and Physics. Additionally, Hondo High School has added an intervention class in Math to address the needs and provide support for our incoming 9th grade students. We now offer 3 intervention classes for the English EOC's. Practical Writing addresses the needs and provides support for our incoming 9th graders. Creative Writing addresses the needs of our English I re-testers and provides support for our Sophomore students. Technical Writing addresses the needs of our English I and English II re-testers and provides support for our Junior and Senior students.

School Culture and Climate

School Culture and Climate Summary

As expressed in the Employee Opinion Survey from the 2017 school year, the staff at Hondo High School are proud to work for HISD and enjoy the work they do. They feel good about what they are able to accomplish and feel that they are able to utilize their skills and abilities. Attendance rates are low, due to some students feeling disconnected from the campus.

School Culture and Climate Strengths

Teachers feel they get the information they need from campus leaders. They have a role in selecting instructional materials and resources. The staff enjoys the people they work with and can depend on their coworkers.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Through a multitude of surveys, staff has expressed concerns with the cleanliness and upkeep of our campus. **Root Cause:** There is a lack of oversight and organizational assistants provided for our custodial staff.

Problem Statement 2: Our staff has expressed concerns with resources for working with students in special populations. **Root Cause:** There has been a lack of communication between the Special Education department and the general staff.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Experience levels of teachers are diverse, and the commitment to student success is absolute. All teachers and paraprofessional staff are considered highly effective by new standards. The district implemented stipends for math and science teachers of \$3500.00 to positively impact teacher retention and recruitment. The recent pay raise also increased salary competitiveness of the district with those of surrounding districts.

Staff Quality, Recruitment, and Retention Strengths

This past school year saw near a 20% staff turnover rate (12 teachers out of 52 did not return). Nevertheless, Math and Science Stipends, a district wide pay raise and continuation of the longevity bonuses are positive factors in the retention process. TTESS and TPESS evaluation systems continue to focus on growth and improvement. Additionally, the district has continued and expanded the new teacher orientation to assist transitions to the district of new staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Hondo ISD has adopted and is currently in the fifth year of the TEKS Resource System curriculum implementation. Hondo High School continues to use Eduphoria Systems!, particularly AWARE to collect and organize data. HB 5 requirements are incorporated and coherent sequences of classes have been developed. HHS finished the second year of the Technology Grant and plans are underway to distribute electronic devices to teachers for classroom use. The goal is to incorporate technology as often as possible to increase student engagement. ELA teachers received multiple staff development trainings from ESC-20 to help with the implementation of curriculum specifically in the areas of English I and English II.

Curriculum, Instruction, and Assessment Strengths

The use of the TEKS Resource System has provided the campus with much needed stability. The addition of the Campus Instructional Specialist allows for improved interaction with teachers and increased flexibility in curricular and instructional adjustments. The use of AWARE allows for an effective and consistent platform for data analysis. Hondo High School offers a wide variety of elective and dual credit offerings. Core teachers meet during their PLC daily to plan lessons with some form of staff development training given by the Curriculum Instructional Specialist on Monday and a “Share Out” by each member on Friday giving specific information as to what they will be teaching the following week. All lesson plans are now being housed in Google Drive. This has been a transition and teachers are becoming more proficient in its use.

Parent and Community Engagement

Parent and Community Engagement Summary

Hondo High School Parental Involvement Policy is updated annually. Like most high schools, Hondo has a small number of very active parents in the many school programs. Those parents who are involved continue in supportive roles across the campus. Various booster organizations such as band, athletics, and agriculture, are active in fund raising activities that provide additional resources for year-round school programs. Parents also volunteer their time by participating on the site-based management team, our advisory committee and our attendance committee.

Parent and Community Engagement Strengths

Hondo High School has an extensive web presence with current information updated regularly to assist students and parents. The Family Access component to the Skyward grade book program has also been implemented to improve parental contact and to better inform parents about grades and attendance problems. Academic Support Meetings invite parents to be involved in developing plans to assist students who are failing or struggling in an academic class. An electronic marquee for the high school campus is another way to communicate important information to the community regarding the school. HISD also makes weekly announcements through the Hondo Anvil Herald to keep the community up-to-date on campus and district events.

School Context and Organization

School Context and Organization Summary

Hondo High School utilized an 8 period instructional day. This includes an advisory program as well as an intervention program. Intervention courses are offered for ELA students who have previously been unsuccessful in on a STAAR/EOC exam. Our campus leadership team meets weekly. Administrative staff maintains an open door policy.

School Context and Organization Strengths

The 8 period instructional day allows students more flexibility. They are offered more choices for electives, as well as coherent course sequences. Our intervention courses allow students to receive the remediation needed to be successful on EOC retake exams. The High School has numerous student organizations to solicit input such as Student Council, Class Officers, Students Against Destructive Decisions, FCA, , FFA, FCCLA, as numerous clubs.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Parents have expressed concerns that they are not being notified of risk of failure until it is too late to intervene. **Root Cause:** Teachers are not following campus policy of notification.

Technology

Technology Summary

HHS has many avenues for use of technology in the classroom. Computer labs, Google Classroom, Promethean/Smart Boards and IPAD carts are among the many resources provided for students. Students are also encouraged to BYOD "Bring your own device" and utilize during instruction when appropriate.

Technology Strengths

HHS currently has a full library lab, and a full computer lab that is used for dual credit. These compliment existing labs for Credit Recovery, Business, and two full ASUS Tablet based portable stations. All core teachers have iPad devices to assist in classroom instruction. Wireless capacity has been upgraded recently and an obsolescence plan is in place.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- 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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- 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


Goals

Goal 1: Hondo High School students will be prepared for the future and inspired to realize their highest personal and educational potential.

Performance Objective 1: HHS will graduate all students who are college and career ready with satisfactory national assessment results and opportunities for graduation endorsements, work ready industry certifications, relevant work experiences and successful participation in advanced academics.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Mar	June	Aug
Critical Success Factors CSF 1 1) Continue CTE program. Explore additional course offerings. Continue and expand partnerships with outside service agencies to offer post secondary training for students.		Current Staff	Enrollment and program completion.			
	Funding Sources: Local (199) - 0.00, Perkins Grant - 0.00					
Critical Success Factors CSF 6 2) Promote college readiness through use of advisory time and multiple testing of ACT test, administer PSAT to Juniors and Sophomores.		Counselors	Number of test takers and college enrollment numbers.			
	Funding Sources: Title I - Part A - 0.00, High School Allotment - 0.00, Local (199) - 0.00					
3) Expand dual credit program to include opportunities for free/reduced tuition via face to face campus based instruction.		Principal, Assistant Principals, Instructional Coordinator, SAC's, Teachers	Actual enrollment			
	Funding Sources: Title I - Part A - 0.00, High School Allotment - 0.00, Local (199) - 0.00					
4) Continue Parent, Student, and Counselor Meeting to develop personal graduation plans for all students.		Counselors, Principal	Plan development. Increased graduation rates.			
	Funding Sources: Title I - Part A - 0.00, SCE - 0.00, Local (199) - 0.00					
						

Goal 1: Hondo High School students will be prepared for the future and inspired to realize their highest personal and educational potential.

Performance Objective 2: HHS will increase campus capacity to provide differentiated instruction based on student achievement levels, interests, and learning styles.

Evaluation Data Source(s) 2:

Summative Evaluation 2:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Mar	June	Aug
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Continue to train staff on data collection, writing, interpreting and implementing IEPs, 504, ESL and GT Accommodations.</p>		Instructional Coordinator, Administration, Counselors, Department Coordinators and Teachers.	Increase DI opportunities for students as measured by TTESS observations Decrease in Failure Rates for all special populations.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Utilization of formative assessments during instructional lesson cycle to increase skill based target instruction.</p>		Department Coordinators Instructional Coordinator Administration	Formative Assessments identified in lesson plans TTESS Observations			
<p>3) Utilization of Inclusive Master Schedule for SE students in all core area courses.</p>		Principal, Counselors, Special Ed Staff	Increased student success			
Funding Sources: Idea B - 0.00, Local (199) - 0.00						
						

Goal 1: Hondo High School students will be prepared for the future and inspired to realize their highest personal and educational potential.

Performance Objective 3: HHS will provide multiple avenues to increase student exposure to both Workforce and Academic post-secondary opportunities.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Mar	June	Aug
1) Continue community vocational program for training and job placement of special ed students.		Principal, VAC Coordinator	Successful job placements			
Funding Sources: SCE - 0.00, Idea B - 0.00, Local (199) - 0.00						
Critical Success Factors CSF 1 CSF 6 2) Continue to offer new curricular opportunities. Maintain AP and Pre-AP offerings. Continue partnership With Goodwill for Post-Secondary offerings. Expand Dual/Concurrent Course offerings.		Principals, Instructional Coordinators, Counselors	Enrollment numbers and course offerings.			
Funding Sources: Local (199) - 0.00, High School Allotment - 0.00						
Critical Success Factors CSF 1 3) Continue open enrollment for advanced/weighted courses.		Principals, Counselors, Teachers	Class Rosters, Commended performance on EOC			
Funding Sources: High School Allotment - 0.00, Title I - Part A - 0.00, Local (199) - 0.00						
4) Offer students opportunity to participate in career prep program to facilitate transition into post-secondary workforce.		Principal, Assistant Principas, Counselors, Work Program Teachers	Students with jobs			
Funding Sources: Local (199) - 0.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 5 CSF 6 5) HHS will facilitate an annual career day and college day to expose students to post-secondary opportunities.	2.4, 2.6	Principals, Counselors	Increased student awareness of post-secondary opportunities as measured by student surveys.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






Goal 2: Hondo High School students will achieve academic growth annually as measured by multiple indicators.

Performance Objective 1: HHS will prepare students for End of Course, SAT, ACT and AP exams, College Dual Credit completion and improve student achievement for all students and all sub-populations as compared to 2017-18 scores.

Evaluation Data Source(s) 1: EOC scores
 SAT/ACT scores
 AP Exams
 Dual Credit Completion rates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Mar	June	Aug
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 1) Utilize TEKS Resource System and AP Standards to increase instructional alignment for core , intervention, Pre-AP and AP courses to state standards.		Principal , Teachers and Academic Support Specialist	Increased scores on standardized testing in all areas for all sub groups. Lesson Plans, TTESS Walk-thrus/observations			
	Funding Sources: Local (199) - 0.00, Title I - Part A - 0.00					
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 2) Utilize summative assessments and data disaggregation tools to drive instruction in all core areas.		Principal, Instructional Coordinator, SAC's, Teachers	Production and review of unit/benchmark assessments Creation of Post-assessment intervention plans. Re-assessment of TEKS acquisition after intervention			
	Funding Sources: Title I - Part A - 0.00, SCE - 0.00, GT - 0.00, Local (199) - 0.00, High School Allotment - 0.00					
Critical Success Factors CSF 1 CSF 2 3) Utilize Google Classroom and Hyperdocs for lesson planning and curriculum management.		Instructional Coordinator, Teachers	Lesson Plan Reviews, Increased collaboration			
	Funding Sources: Title I - Part A - 0.00, Local (199) - 0.00					
Critical Success Factors CSF 1 CSF 7 4) All AP teachers will attend AP conferences for appropriate core area.		Instructional Coordinator	Teacher Professional Development Logs			
	Funding Sources: Title I - Part A - 0.00					

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>5) Utilize online instructional support for ACT, SAT, ASVAB and AP Exams.</p>		<p>Instructional Coordinator</p>	<p>Purchase of Site Based Access Student Data usage reports</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						


Goal 2: Hondo High School students will achieve academic growth annually as measured by multiple indicators.

Performance Objective 2: HHS will provide engaging, relevant, and rigorous instruction to all students as measured by TTESS evaluations.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Mar	June	Aug
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Utilize Classroom Instruction That Works as driving force of staff development, and support teacher growth and development with PD, Teacher assessment and feedback throughout the year.</p>		All Staff	Increased use of framing activities, purposeful student conversations, critical writing, teacher/student in-class interactions and teacher reinforcement of student needs and recognition of accomplishments.			
	Funding Sources: Local (199) - 0.00					
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) Provide teachers, counselors, instructional staff, and administrators relevant staff development through workshops, conferences and campus based PD.</p>		Principal, Assistant Principals, Instructional Coordinator, SAC's, Teachers	Attendance Records, Teacher Choice Credits, Staff Development Plans and In-Service Agendas.			
	Funding Sources: Title I - Part A - 0.00, SCE - 0.00, GT - 0.00, Idea B - 0.00, Local (199) - 0.00, High School Allotment - 0.00, ESL - 0.00					
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Align TTESS Walk-throughs and observations with professional development focus to ensure consistent and meaningful, growth measured feedback to teachers to drive instructional improvement.</p>		Principal	Increase frequency of walk-thrus Increased teacher/administrator conferences.			
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>4) Provide initial GT training to new staff and GT Updates to current staff.</p>		Principal, Assistant Principals, Instructional Coordinator, SAC's, Teachers	Documentation of participation and attendance.			
	Funding Sources: Title I - Part A - 0.00, GT - 0.00, Local (199) - 0.00					






<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>5) Provide Sheltered Instruction training for staff to service second language learners and ELPS training into core academic areas.</p>		Principal, Assistant Principals, Instructional Coordinator, SAC's, Teachers	Teacher participation, student performance.			
Funding Sources: Title I - Part A - 0.00, Local (199) - 0.00						
						

Goal 2: Hondo High School students will achieve academic growth annually as measured by multiple indicators.

Performance Objective 3: HHS will coordinate efforts to provide both in-class and extra-curricular interventions to decrease identified learning gaps in/and between student sub-populations as compared to campus, state and national data.

Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Mar	June	Aug
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Utilize supplemental Instructional Materials for Curricular support for students unsuccessful on state assessments.</p>		Principal, Assistant Principals, Instructional Coordinator, SAC's, Teachers	EOC scores			
Funding Sources: Title I - Part A - 0.00, SCE - 0.00, Idea B - 0.00, Local (199) - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Provide a multitude of intervention strategies to address learning gaps as identified by unit/benchmark and EOC assessments.</p>		Principal, Assistant Principals, Instructional Coordinator, SAC's, Teachers	Intervention courses on master schedule Utilization of online TEKS based intervention applications to provide students individualized targeted instruction			
Funding Sources: Title I - Part A - 0.00, SCE - 0.00, Local (199) - 0.00, IMA - 0.00						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Utilize a comprehensive summative assessment and data disaggregation plan to include Benchmarks, Checkpoints and Unit Tests to drive instruction in all core areas.</p>		Principal, Instructional Coordinator, SAC's, Teachers	Production and review of unit/benchmark assessments Creation of Post-assessment intervention plans. Re-assessment of TEKS acquisition after intervention			
Funding Sources: Title I - Part A - 0.00, SCE - 0.00, GT - 0.00, Local (199) - 0.00, High School Allotment - 0.00						
<p>4) Provide resources and training to ensure implementation of differentiated instruction for all student sub-populations; allowing multiple opportunities to achieve forward progress.</p>		ESL Cert. Staff Special Education Staff Administration Curriculum Specialist Certified Staff Members Instructional Assistants.				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Hondo High School students will achieve academic growth annually as measured by multiple indicators.

Performance Objective 4: HHS will continue to implement a comprehensive Attendance Program that increases overall average student attendance as compared to 2017-18 data.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Mar	June	Aug
1) Continue to utilize campus attendance personnel to monitor and conduct follow-up on at-risk students with excessive absences.		Assistant Principals, Attendance Clerk, Campus Security	Phone and visitor logs. Attendance committee meetings. Reduction of drop outs due to poor attendance and poor achievement.			
Funding Sources: Title I - Part A - 0.00, Local (199) - 0.00						
Critical Success Factors CSF 6		Principals, Assistant Principals, Counselors, Teachers	Implementation of Programs			
2) Increase number of recognition opportunities to include attendance incentives.						
Funding Sources: Title I - Part A - 0.00, SCE - 0.00, Local (199) - 0.00						
Critical Success Factors CSF 5		Assistant Principals, Attendance Clerk, Truancy Officer	Reduction of dropouts due to poor attendance. Attendance committee meetings. Phone and visitor logs.			
3) Continue to utilize campus attendance personnel to issue Attendance warning notices, hold attendance meetings, and create individual attendance plans for students with excessive absences.						
						






Goal 2: Hondo High School students will achieve academic growth annually as measured by multiple indicators.

Performance Objective 5: HHS will provide a comprehensive student support system that addresses the academic and behavioral needs of all students through a response to intervention process.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Mar	June	Aug
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Implement Shmoop Recovery Program for students who fail courses.</p>		Principal, Credit Recovery Teacher	Recovery of lost credits			
Funding Sources: Title I - Part A - 0.00, SCE - 0.00, IMA - 0.00, Local (199) - 0.00						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Offer students the opportunity for extended year program for particular courses using the Shmoop Credit Recovery System and/or by Teacher Instructional format.</p>		Principal, Counselors, Teachers	Student enrollment in Summer School and for EOC acceleration.			
Funding Sources: Title I - Part A - 0.00, SCE - 0.00, Local (199) - 0.00						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>3) Creation of an Academic Support Plan for students in need as identified by 6-Weeks progress measures.</p>		Principal, Assistant Principals, Instructional Coordinator, SAC's, Teachers	Written Tier 2 Intervention Plan in the form of Online Flex Assignment or Teacher initiated intervention. Decrease in Repeat Failures as identified by report card.			
Funding Sources: Title I - Part A - 0.00, SCE - 0.00, IMA - 0.00, Local (199) - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Utilization of Flexible Scheduling during regular instructional time to offer targeted TEKS based interventions.</p>		Academic Coordinator, Administration, Department Coordinators	Bell Schedules Targeted Instructional Intervention Lists Increased EOC Scores			
<p>5) Utilize co-funded content mastery class for struggling learners.</p>		Principal, Assistant Principals, Special Education staff	Special population classroom success			
Funding Sources: Title I - Part A - 0.00, Idea B - 0.00, Local (199) - 0.00						
<p>6) Provide Migrant Tutors</p>		Principal, Assistant Principals	Increased student performance			
Funding Sources: Local (199) - 0.00						


7) Transition meetings between Middle School and High School for early identification of at risk students and PGP development.		Counselors, Principal	Increased student success.			
Funding Sources: Local (199) - 0.00, SCE - 0.00						
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 8) Creation of a 9th period computer lab for students to recover lost credit due to attendance.	2.4, 2.6	Principal, Counselors	Increase in 4 and 5 year graduation rates.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Hondo High School will create a rich technology-centered educational environment that enhances individual learning.

Performance Objective 1: HHS will provide a digital learning environment that fosters communication and collaboration among all educational stakeholders.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Mar	June	Aug
1) Continue to utilize various technology and computer-based instructional programs.		Principal, Technology Staff, Teachers	Students use to reinforce academic skills.			
	Funding Sources: Title I - Part A - 0.00, SCE - 0.00, Local (199) - 0.00, High School Allotment - 0.00					
2) Continue use of Destiny Library Software System		Principal, Librarian, Technology Staff	Better Library Efficiency			
	Funding Sources: Title I - Part A - 0.00					
Critical Success Factors CSF 1 CSF 4 3) Ensure all students are equipped with TI - Inspire Graphing Calculators.		Principal, Assistant Principals, Instructional Coordinator, Math Teachers	Purchase Order, Receipts for Batteries and Maintenance. Inventory/Student Ratio			
	Funding Sources: Title I - Part A - 0.00, SCE - 0.00, GT - 0.00, Local (199) - 0.00, IMA - 0.00, High School Allotment - 0.00					
						

Goal 3: Hondo High School will create a rich technology-centered educational environment that enhances individual learning.

Performance Objective 2: HHS will increase the use of in-class, student-centered technology to foster student engagement, critical thinking, creativity, and academic retention as measured by TTESS Walk-Through data.

Evaluation Data Source(s) 2:

Summative Evaluation 2:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Mar	June	Aug
1) Provide on-going staff development for teachers, instructional coordinator, and administrators to foster use of current technology applications for planning, instruction, assessment, intervention and collaboration.		Principal, Assistant Principals, Instructional Coordinator, Technology Coordinator,	Actual attendance at training.			
	Funding Sources: Title I - Part A - 0.00, Local (199) - 0.00, High School Allotment - 0.00, SCE - 0.00					
						

Goal 3: Hondo High School will create a rich technology-centered educational environment that enhances individual learning.

Performance Objective 3: HHS will continue to implement a comprehensive Digital Citizenship Program that ensures appropriate and safe "on-line" behavior for all students.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Mar	June	Aug
<p>Critical Success Factors CSF 6</p> <p>1) Utilize Student Advisory Program to offer a venue for Digital Citizenship training for all students as defined by advisory committee's recommendations.</p>		Counselors, APs	The campus will see a decrease in AUP violations as defined by the student code of conduct.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 4: Hondo High School will increase collaborative communication and meaningful exchanges with students, staff, and the community.

Performance Objective 1: HHS will increase capacity for quality and meaningful 2-way communication with all educational stakeholders.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Mar	June	Aug
1) Maintain HS website, Twitter and Facebook as a resource for parents, teachers, students and community members.		Principal, Technology Staff, Webmaster	Current and informative web page.			
Funding Sources: Title I - Part A - 0.00, Local (199) - 0.00						
2) Increase parent communication through technology tools including School Messenger and Family Access.		Principal, Teachers, Technology Staff	Documentation of use.			
Funding Sources: Title I - Part A - 0.00						
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>3) All teachers will utilize Google Classroom as a means of parent/student/teacher communication regarding instruction and assignments.</p>		TTESS Administrators	Increased communication with parents. Decrease in missing work. Increase in opportunities for "at home" learning with online resources.			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>4) Enhance parent/teacher communication with Open House in the fall; periodic informational meetings, and expand opportunities to disseminate information to parents.</p>		Principal, HHS Admin and Staff, Teachers	Attendance of Parents			
Funding Sources: Title I - Part A - 0.00, Local (199) - 0.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Create a campus advisory committee consisting of teachers, advisory coordinator, students and parents to design and evaluate student advisory program.</p>		Advisory Coordinator, APs and Principal	Increased parental/student collaboration in design of advisory program.			






<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>6) All teachers will utilize Google Classroom as a means of parent/student/teacher communication regarding instruction and assignments.</p>		ITTESS Administrators	<p>Increased communication with parents. Decrease in missing work. Increase in opportunities for "at home" learning with online resources.</p>			
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>7) HHS will mail a copy of report cards home along with a newsletter to parents.</p>	2.4, 3.1, 3.2					
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: Hondo High School will increase collaborative communication and meaningful exchanges with students, staff, and the community.

Performance Objective 2: HHS will increase quality and capacity of "intra-staff" communication pertaining to campus/district events, expectations, and staff recognition.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Mar	June	Aug
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Design, Implement and Distribute a weekly Principal's letter to all staff to identify key events and give recognition to staff members.</p>		Principal	<p>Increased staff awareness of campus events.</p> <p>Increase staff recognitions for extra effort.</p>			
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) Utilize Google Drive for file sharing and information storage and distribution to staff members.</p>		Principal, APs, Instructional Coordinator, Technology Specialist and Department Coordinators	<p>Increase staff awareness of campus expectations.</p> <p>Increased staff access to "up to date" campus information.</p>			
<p>Critical Success Factors CSF 6 CSF 7</p> <p>3) Conduct bi-weekly campus leadership meetings to provide a venue for 2-way communication between administration and staff.</p>		Principal	Increased 2-way communication between staff and leadership.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 5: Hondo High School will establish and maintain a safe and nurturing learning environment for all students and staff.

Performance Objective 1: HHS will continue implementation of a comprehensive Behavior Management program that fosters a safe, comfortable and quality learning environment, increases in-class engagement, and reduces out-of-class disciplinary placements as compared to 2016-17 data.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Mar	June	Aug
<p>Critical Success Factors CSF 6</p> <p>1) Continue use of contraband canines to randomly check campus and parking lot for illegal substances.</p>		Principal, Assistant Principals, Campus Security, SRO	Reduction in related disciplinary incidents			
Funding Sources: Local (199) - 0.00						
<p>Critical Success Factors CSF 6</p> <p>2) Random Drug testing program for all extra curricular participants and drivers.</p>		Principal, Assistant Principals, Campus Security, SRO	Documentation of Testing. Reduction in positive tests.			
Funding Sources: Local (199) - 0.00						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Utilize Advisory class that incorporates character development, team building, digital citizenship and drug awareness</p>		Teachers, Assistant Principal, Principal	Increase contact time between teacher and students with directed instructional character development resulting in better student decision making as measured by Review 360 incident reports.			
<p>Critical Success Factors CSF 4 CSF 6 CSF 7</p> <p>4) Identify teachers in-need of staff development based on referral records and incorporate a book study to improve capacity to provide in-class behavior supports for all students</p>		Teachers, Assistant Principal, Principal	Reduction of student discipline issues; Evidence, Review 360 reports			
<p>Critical Success Factors CSF 6</p> <p>5) Create a Tiered Behavior Management Plan to ensure consistent and effective practices and protocols.</p>		Assistant Principal, Principal	Reduction in student removal from class; Evidence, Review 360 reports			
<p>Critical Success Factors CSF 6</p> <p>6) Provide in-class support for students identified as At-Risk through referrals and staff documentation.</p>		Assistant Principal, Principal, staff	Lower recidivism in out of placement consequence assignments per Review 360 reports			





 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 5: Hondo High School will establish and maintain a safe and nurturing learning environment for all students and staff.

Performance Objective 2: HHS will create a comprehensive school safety plan to create a safe and comfortable learning environment for all students, staff and visitors.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Mar	June	Aug
<p>Critical Success Factors CSF 6</p> <p>1) Use Raptor System to screen visitors to the school to facilitate additional safety for students.</p>		Principal, Assistant Principals, Campus Security, SRO, Secretaries	Use of System.			
<p>Critical Success Factors CSF 6</p> <p>2) Utilize multiple security based technologies like surveillance cameras and walkie talkies to increase personnel's ability to monitor and react to situations in a timely manner.</p>		Principal, Assistant Principals, Campus Security, SRO	Restricting building access, purchase of equipment.			
	Funding Sources: Local (199) - 0.00					
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 3 CSF 6</p> <p>3) Create and convene monthly a campus safety committee to review protocols and plan and prepare safety drills/situations.</p>		Principal, Assistant Principals,	Improved awareness of roles and responsibilities during safety events.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	3	5	HHS will facilitate an annual career day and college day to expose students to post-secondary opportunities.
2	1	1	Utilize TEKS Resource System and AP Standards to increase instructional alignment for core , intervention, Pre-AP and AP courses to state standards.
2	1	2	Utilize summative assessments and data disaggregation tools to drive instruction in all core areas.
2	1	5	Utilize online instructional support for ACT, SAT, ASVAB and AP Exams.
2	3	1	Utilize supplemental Instructional Materials for Curricular support for students unsuccessful on state assessments.
2	3	3	Utilize a comprehensive summative assessment and data disaggregation plan to include Benchmarks, Checkpoints and Unit Tests to drive instruction in all core areas.
2	5	3	Creation of an Academic Support Plan for students in need as identified by 6-Weeks progress measures.
2	5	8	Creation of a 9th period computer lab for students to recover lost credit due to attendance.
4	1	3	All teachers will utilize Google Classroom as a means of parent/student/teacher communication regarding instruction and assignments.
4	1	6	All teachers will utilize Google Classroom as a means of parent/student/teacher communication regarding instruction and assignments.
4	1	7	HHS will mail a copy of report cards home along with a newsletter to parents.
5	2	3	Create and convene monthly a campus safety committee to review protocols and plan and prepare safety drills/situations.

State Compensatory

Personnel for Hondo High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Araceli Mora	Spanish Teacher	SCE	1.0
Clayton Harris	CMC	SCE	.43
EOC Remediation	Teachers	SCE	5.0
Liz Bippert	Practical Writing	SCE	.15
Missy Ainsley	Credit Recovery	SCE	.70
Shauna Santellan	Practical Writing	SCE	.30

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Haby, Gaby	Curriculum Specialist		1.0
Morin, Sabrina	Assistant		1.0

Campus Funding Summary

Title I - Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	3	3			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	2	2			\$0.00
2	2	4			\$0.00
2	2	5			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
2	5	1			\$0.00
2	5	2			\$0.00
2	5	3			\$0.00
2	5	5			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	2	1			\$0.00

4	1	1			\$0.00
4	1	2			\$0.00
4	1	4			\$0.00
Sub-Total					\$0.00

SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	3	1			\$0.00
2	1	2			\$0.00
2	2	2			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	4	2			\$0.00
2	5	1			\$0.00
2	5	2			\$0.00
2	5	3			\$0.00
2	5	7			\$0.00
3	1	1			\$0.00
3	1	3			\$0.00
3	2	1			\$0.00
Sub-Total					\$0.00

GT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
2	2	2			\$0.00
2	2	4			\$0.00
2	3	3			\$0.00

3	1	3			\$0.00
Sub-Total					\$0.00
Idea B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00
1	3	1			\$0.00
2	2	2			\$0.00
2	3	1			\$0.00
2	5	5			\$0.00
Sub-Total					\$0.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	2	3			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	4			\$0.00
2	2	5			\$0.00

2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
2	5	1			\$0.00
2	5	2			\$0.00
2	5	3			\$0.00
2	5	5			\$0.00
2	5	6			\$0.00
2	5	7			\$0.00
3	1	1			\$0.00
3	1	3			\$0.00
3	2	1			\$0.00
4	1	1			\$0.00
4	1	4			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	2	2			\$0.00

Sub-Total \$0.00

IMA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2			\$0.00
2	5	1			\$0.00
2	5	3			\$0.00
3	1	3			\$0.00

Sub-Total \$0.00

High School Allotment

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
2	1	2			\$0.00
2	2	2			\$0.00
2	3	3			\$0.00
3	1	1			\$0.00
3	1	3			\$0.00
3	2	1			\$0.00
Sub-Total					\$0.00
ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$0.00
Sub-Total					\$0.00
Perkins Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00