Clint Independent School District

Early College Academy

2018-2019 Goals/Performance Objectives/Strategies

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Postsecondary Readiness

Mission Statement

Clint ISD Early College Academy Mission Statement:

Clint ISD Early College Academy will empower its students to graduate from high school while simultaneously providing the opportunity to attain an Associate of Arts Degree or beyond. We will accomplish this by delivering rigorous curriculum, providing appropriate interventions, and through clear communication of high standards of behavior and academic achievement.

Vision

Clint ISD Early College Academy Vision Statement:

College readiness today, Patriot success tomorrow.

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Goals

Revised/Approved: August 26, 2018

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 1: CECA will monitor and support the alignment of the pre-college and college curriculum and instruction to improve student performance in HS classes, college classes, PSAT/SAT

Evaluation Data Source(s) 1: CECA student performance targets will improve the Master Level in Math, English I & II, and Biology, and US History relative to the progress shown on MAP testing in mathematics, reading, and language usage. Fall MAP (August 2018) is the baseline for the monitoring of the progress.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Purchase NWEA MAP testing suite to monitor alignment and student instructional growth in Math, Reading, and Language Usage. The teachers and administrators will use the data to identify instructional areas that students must grow. The data aligns to STAAR EOC, SAT-College readiness.		Principal, Curriculum Coach, and teachers in Math, ELA primarily but others have access to use the data	Increased number of students moving to the Meets and Masters levels and increases in the SAT EBRW and Math	33%	41%	100%	100%
Problem Statements: Student Achievement 1							
Funding Sources: 199 GENERAL FUND - 3500.00							
2) Purchase the renewal for the TI-Nspire graphing calculators to manipulate equations in Math into graphs. The graphing calculators lead to a more advanced instruction in mathematical instructional levels.		Principal and Math and Chemistry teachers	Increase the number of students in Pre-Cal and raising the SAT Math scores.	66%	100%	100%	100%
Problem Statements: Demographics 2 - Student Achievement 1							
Funding Sources: 199 GENERAL FUND - 0.00							

Comprehensive Support Strategy		Testing teachers and principal	Increasing student performance at all levels for all students based on their 8th and and 9th grade performance.	0%	10%	80%	
3) CECA will provide tutoring to targeted students in Mathematics, ELA (I &II), Biology, and US History for preparation on the STAAR-EOC. Tutoring will occur after school and on Saturdays In addition to paying for extra duty for teachers to tutor, CECA will pay for students to be transported to the campus from distant homes for Saturday tutoring		**Problem Statements**: Student Achievement 1 **Funding Sources**: 211 ESEA, TI A IMP - 6000.00, 199 GENERAL FUND - 1400.00					

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Based on the 2018 STAAR results, over 100% of students meet the Approaching standard but the "Meets Grade Level" and "Master Level" are not acceptable. **Root Cause 2**: In the 9th grade year, students are making significant gains (based on PM in Algebra I) but the gap is still too wide from the end of the 8th grade year.

Student Achievement
Problem Statement 1: We are not achieving high enough on the Meets and Master levels in all tested areas **Root Cause 1**: Based on MAP testing, students are entering at low instructional levels.

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 2: The early college will provide NWEA professional development to meet the academic needs and reduce the performance gap among all student groups by using progress monitoring to understand instructional needs of students.

   Evaluation Data Source(s) 2: Performance growth among all student groups will be closed as evidenced on Index 2 and from data on the MAP, PSAT, and SAT assessments.

   Summative Evaluation 2: Significant progress made toward meeting Performance Objective

   Next Year's Recommendation 2: Move to the advanced MAP training

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) CECA teachers and admin will attend NWEA PD to learn to interpret reports on student instructional growth, and understanding how to adjust instruction to fit specific needs of individual students		Principal	Increase student instructional growth as measured by teacher grades, observations, class grades, state assessments, and national assessments, i.e., PSAT & SAT	49%	61%	100%	100%
Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1							
Funding Sources: 211 ESEA, TI A IMP - 4000.00							
100% = Accomplished ➡ = Continue/Modify 0% = No Progress ✕ = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students entering the Early College have significant learning gaps for the college courses, thus, we must close the progress gap in order for students to access and be successful in their college courses. **Root Cause 1**: There seems to be a misalignment of the curriculum for the college readiness curriculum and therefore significant acceleration must take place.

Student Achievement
Problem Statement 1: We are not achieving high enough on the Meets and Master levels in all tested areas **Root Cause 1**: Based on MAP testing, students are entering at low instructional levels.

School Culture and Climate
Problem Statement 1: Students at the Early College experience higher than usual stress because they are unaccustomed to the rigor and structures in pre-college and college classes. **Root Cause 1**: The transition to the 9th grade in the Early College is a drastic difference from the 8th grade.

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 3: CECA will provide systemic support to build campus capacity to meet state and federal compliance to eliminate the performance gap among student groups (ELLs and Special Education) by the end of the 2017-2018 school year.

    Evaluation Data Source(s) 3: Student performance will be measured by STARR assessments, TELPAS, College Readiness Exams and will decrease the performance gap.

    Summative Evaluation 3: No progress made toward meeting Performance Objective

    Next Year's Recommendation 3: Continue plan for 2018-2019

				Reviews			
Strategy Description	**ELEMENTS**	**Monitor**	**Strategy's Expected Result/Impact**	**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**May**
1) Utilize more challenging text material in all departments but especially ELA to improve students' reading levels, specifically, evidence-based analysis, literary analysis, vocabulary development, and using writing assessments and strategies towards improving student performance on STAAR and PSAT/SAT. The improvement on these assessments will focus on improving the growth of student performance.		Principal, curriculum coach, ELA teachers	Increasing the number of students performing at the Meets and Masters level on STAAR. Improving the number of students reaching the benchmark level on PSAT and SAT	54%	56%	100%	100%
	Problem Statements: Student Achievement 1 **Funding Sources**: 211 ESEA, TI A IMP - 5000.00						
2) Purchase and use headsets to conduct and meet compliance on TELPAS testing for ESL students		Assistant principal in charge of TELPAS	All students will have access to the supplies and instruments to complete the TELPAS test.	0%	0%	100%	100%
	Problem Statements: Demographics 1 **Funding Sources**: 199 GENERAL FUND - 300.00						

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Students entering the Early College have significant learning gaps for the college courses, thus, we must close the progress gap in order for students to access and be successful in their college courses. **Root Cause 1**: There seems to be a misalignment of the curriculum for the college readiness curriculum and therefore significant acceleration must take place.

Student Achievement

Problem Statement 1: We are not achieving high enough on the Meets and Master levels in all tested areas **Root Cause 1**: Based on MAP testing, students are entering at low instructional levels.

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 4: CECA will provide students opportunities to be college and career ready throughout the 2018-2019 school year.

Evaluation Data Source(s) 4: Student enrollment and completion will increase for college classes with the decrease in drops and negative academic standing. Increase enrollment and passing rate in AP as evidence on the State Accountability CCMR report.

Summative Evaluation 4:

Next Year's Recommendation 4: Data to be reviewed in January 2019

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Oct	Jan	Mar	May
1) Secure college textbooks for all college classes		Principal and budget clerk	Students can complete assignments and learn based on expectations of the college and professors.	77%	100%	100%	100%
Funding Sources: 199 GENERAL FUND - 22000.00							
2) Prepare and test student TSI to place students in college classes.		Principal and counselor	The preparation in Reading, Writing, and Math for students to take and pass the TSI, and therefore enter college courses	66%	69%	75%	
Problem Statements: Curriculum, Instruction, and Assessment 1							
Funding Sources: 199 GENERAL FUND - 0.00							
3) New students must attend orientation with EPCC as per ECHS Blueprint to get IDs and tour the VV-EPCC campus		Principal and Faculty	Students will get their IDs and tour the campus for their future college courses	100%	100%	100%	100%
Problem Statements: Curriculum, Instruction, and Assessment 1							
Funding Sources: 199 GENERAL FUND - 3940.00							
4) Seniors will attend TACRAO to explore colleges and admissions processes		Principal, AP, counselor	Number of students attending and eventually, students admitted and scholarships received.	100%	100%	100%	100%
Problem Statements: School Context and Organization 1							
Funding Sources: 199 GENERAL FUND - 0.00							
5) Purchase supplies for classes in preparation for college readiness and excelling on college readiness indicators. Not limited to core classes such as, Match, Science, ELA and History		Principal, AP, Counselor, and all teachers	Increased TSI, PSAT/SAT scores... reduced failures on college level classes	66%	100%	100%	100%
Problem Statements: Curriculum, Instruction, and Assessment 1							
Funding Sources: 199 GENERAL FUND - 15000.00							

6) Use the credit by exam to advance students who must obtain graduation credits due to failures or due to credit transfer misalignment when a student moves into Texas or another district. The use of the CBE is guided by district policy DHDB and EHDB		principal, AP, and counselor	Students will obtain credits when they demonstrate mastery based on CRE results and district policy	66%	82%	100%	100%
	Problem Statements: Curriculum, Instruction, and Assessment 1						
	Funding Sources: 199 GENERAL FUND - 600.00						

	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 4 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Student academic success has been acceptable but some red flags are occurring in increased college probations, suspensions, and withdraws. Therefore, students need to help to enhance academic skills to be successful. **Root Cause 1**: Students are thrusted into college courses earlier than usual and therefore need more skills at a faster rate.

School Context and Organization
Problem Statement 1: The EC is evolving based on student data on academic progress, college transition, and state changes to the ECHS Blueprint. The changes reflect a dynamic EC system in the state and the implementation of gathered and examined data. The challenge of successfully transitioning students is multifaceted. The curriculum, scheduling, counseling, and support systems (AVID) must be adjusted to reach effect **Root Cause 1**: The EC continues to reflect on every aspect of the school through formal and informal disucssions with teachers, students, parents and administrators. The discussions will continue as changes have already occurred as a result of the reflections.

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 5: CECA will provide social and emotional support for Homeless Students and distressed students to support them to be academically successful and complete all academic requirements for graduation.

Evaluation Data Source(s) 5: Decrease the number of drops and negative academic standing at the end of each semester.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Purchase Odysseyware for student remediation. This is used for distressed students to accelerate o regain credit from loss or credit or failures		Principal, counselor, AP	Increase the graduation rate	33%	100%	100%	100%
Problem Statements: School Culture and Climate 2							
Funding Sources: 211 ESEA, TI A IMP - 20000.00							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 5 Problem Statements:

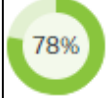| School Culture and Climate |
|---|
| **Problem Statement 2**: Students need to develop a resilience and independence to manage the course work and responsibilities. **Root Cause 2**: Students are entering rigorous courses, high school and college, at an early age. The transition difficulty is natural. |

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 6: During 2018-2019, CECA will promote a 21st Century learning environment for 100% of students at all grade levels.

Evaluation Data Source(s) 6: Course offering i.e., Computer Science, Digital Media classes

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide close up experiences for students in alignment with classes. Visits to industry and government agencies will provide insight into the practical workings of institutions and government processes.		Principal, Appraiser, faculty	Integrate the theoretical exposure in class with the closeup engagement with industry and government.	66%	75%	85%	
Problem Statements: Curriculum, Instruction, and Assessment 1							
Funding Sources: 199 GENERAL FUND - 310.00, 211 ESEA, TI A IMP - 1400.00							
2) Purchase materials to execute the remote learning and supplies for the Computer Science class, but not limited to all core classes.		Principal and CS teacher	Increase and maintain the enrollment in the CS. The class also has an evaluation criteria through Microsoft	33%	80%	100%	
Problem Statements: Curriculum, Instruction, and Assessment 2							
Funding Sources: 211 ESEA, TI A IMP - 4500.00							

3) Purchase and use updated teacher laptops and interactive technology platforms to support learning, increase student collaboration, and provide multiple methods of inquiry in the classroom.	Administration and teachers	Improved grades on assessments, and fewer failures . A yearly evaluation of the TSI effectiveness. Alignment of Mathematics functions to the PSAT and SAT results.	66% 78% 90%

The platform for online courses must contain multiple foreign languages including French, which is used for transfer students into the Clint district. The system curriculum and assessment questions must have a high level of validity as deemed by the CECA teachers and administration. The online system must also have a proven by CECA use a high validation of accuracy and effectiveness for TSI (Math, Reading, & Writing). The TSI is a nonnegotiable since it is the only college placement test used by EPCC for dual credit. The system must also have a yearly renewal of the licence contract to allow CECA to evaluate the effectiveness and cost yearly. The contract should be a campus licence to be flexible for the campus needs.

Increase teacher effectiveness and student learning by using interactive tools. Teachers should use it as a live session or student pace. Teachers should be able to able to show videos and stop to assess students. The different types assessments include a quiz, poll/multiple choice question, open-ended questions, drawing, etc... This interactive platform should be used to conduct Phet Lab simulations so the students can see a visual representation of an atom. The platform should have the capacity to use VR, virtual reality, to take students on field trips without leaving the campus. A VR experience increases students accessibility to new and effective learning experiences for AP and college classes, while reducing the cost of field trips and saving instructional time.

Also using screen projectors for TINSPIRE calculators. The screens allow for problem solving in Mathematics and Science classes. The real problem solving occurs when students can share their processes and findings on the TINSPIRES.

Problem Statements: Technology 1

Funding Sources: 211 ESEA, TI A IMP - 24000.00, 199 GENERAL FUND - 3200.00

4) Utilize student tablets for individualized instruction in Math, Science, and English classes towards passing the STAAR and graduating from HS	2.5, 2.6	Principal and teachers	Increased passing rates and moving to higher mastery on STAAR	❌	❌	❌	
	Funding Sources: 211 ESEA, TI A IMP - 7497.00						
5) Promote the application of knowledge and skills out of the classroom through competitions and exhibitions. The application is adjusted to a higher standard than just state assessments		Principal and activity sponsors.	Students sharpen their knowledge and in particular the skills to engage in defense of their research and learned skills	18%	72%	100%	
	Problem Statements: Curriculum, Instruction, and Assessment 2						
	Funding Sources: 199 GENERAL FUND - 0.00						
6) Identify and provide services to GT students as mandated by TEA		GT coordinator, principal	Conducting testing of referred students and providing the appropriate interventions for students	0%	5%	100%	
	Funding Sources: 199 GENERAL FUND - 100.00						

100%		→		0%		❌	
= Accomplished		= Continue/Modify		= No Progress		= Discontinue	

Performance Objective 6 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Student academic success has been acceptable but some red flags are occurring in increased college probations, suspensions, and withdraws. Therefore, students need to help to enhance academic skills to be successful. **Root Cause 1**: Students are thrusted into college courses earlier than usual and therefore need more skills at a faster rate.
Problem Statement 2: Student learning should engage with closeup engagement with industries, experts in industry, and government entities to understand the nuances of concepts and theories learned in class. **Root Cause 2**: Students lack to nuanced learning from just the classroom experience because the classroom cannot provide the complete experience.
Technology
Problem Statement 1: Students are accessing college technology early and is bound to increase. **Root Cause 1**: The college environment is driving the techonology infusion.

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 7: During the 2018-2019 year, students will receive relevant science instruction using 40+ lab time to prepare students for college science classes.

Evaluation Data Source(s) 7: Enrollment in science classes and the number of students matriculating into college courses. Grades in the science classes

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Purchase lab consumables and equipment for the science department. Materials to be used are supplemental to provide students practical experiences in Science and mathematics		Principal, appraiser, and science department	Enhance the learning of science so students are prepared for college coursework and increasing the number of students successfully completing college courses.	66%	90%	90%	
Funding Sources: 199 GENERAL FUND - 8000.00, 211 ESEA, TI A IMP - 10000.00							
TEA Priorities Connect high school to career and college 2) Support student science learning through project learning in the classroom, at competitions, through science fair, and science bowl. The needs of project based science learning or research inquiry will be addressed through necessary supplies, professional development, travel to science fair competitions.		Principal, AP (department appraiser), campus science coordinator	Mastery learning as demonstrated through advancement to and through college science courses, improved scores on PSAT/SAT Reading in Science	41%	82%	100%	100%
Problem Statements: Curriculum, Instruction, and Assessment 3 **Funding Sources**: 199 GENERAL FUND - 500.00							
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Performance Objective 7 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 3: Enhanced learning in Math, Science, ELA, Social Science, and CTE is limited in the classroom and needs more integration with closeup experiences. **Root Cause 3**: The classes must have laboratory to meet the 40% lab time and to teach the depth of science and experimentation.

Goal 1: The Clint ISD Early College Academy (CECA) will be a model of high standards for student academic excellence.

Performance Objective 8: CECA will continue AVID for all 9th-grade students and at least half of the 10th-grade students to support student proficiency in Writing, Inquiry, Collaboration, Organization, and Reading

   Evaluation Data Source(s) 8: Passing/Failing rate in HS and college classes, Increase in TSI scores, Increase in PSAT/SAT scores

   Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Oct	Jan	Mar	May
1) Purchase AVID materials		Principal, AVID coordinator, and AVID teachers	Decreased failures, increased grades, increased MAP scores	100%	100%	100%	100%
Problem Statements: Demographics 1							
Funding Sources: 211 ESEA, TI A IMP - 600.00							
2) Purchase instructional supplies for the AVID class		Principal, AVID coordinator, and AVID teachers	Reduce the failure rate and show instructional growth on MAP, TSI, and college course matriculation.	33%	80%	100%	100%
Problem Statements: Staff Quality, Recruitment, and Retention 1							
Funding Sources: 211 ESEA, TI A IMP - 600.00							
3) Have teachers trained and retrained on AVID philosophy and methods by attending the Summer Institute		AVID coordinator and principal	Improved effectiveness of the AVID classes. Improved grades for AVID students, reduce the high school and college failure rates, improved PSAT/SAT scores	0%	10%	25%	
Problem Statements: Staff Quality, Recruitment, and Retention 1							
Funding Sources: 211 ESEA, TI A IMP - 5000.00							
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: Students entering the Early College have significant learning gaps for the college courses, thus, we must close the progress gap in order for students to access and be successful in their college courses. **Root Cause 1**: There seems to be a misalignment of the curriculum for the college readiness curriculum and therefore significant acceleration must take place.

Staff Quality, Recruitment, and Retention

Problem Statement 1: The campus will be enhanced with a systematic student support approach to help students organize time, academic skills, and emotional skills with AVID. **Root Cause 1**: Students are thrusted into rigorous and advanced courses at earlier ages and the risk of failure is greater, thus, a proven and system such as AVID is necessary.

Goal 2: CECA will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 1: CECA will foster an educational environment that will ensure the safety of all students and staff.

Evaluation Data Source(s) 1: The CECA will have added security services; will implement programs to deter drug use and programs to ensure the safety of students; and will be prepared in responding to emergencies at all facilities.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide students and all staff with emergency training on lock downs and safe-zones		Principal in cooperation with Clint ISD Security staff and EPSO	Increased awareness of safety and emergency procedures. Increase the quality and outcomes of training drills as evaluated by EPSO	0%	0%	100%	100%
	100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue

Goal 2: CECA will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 2: Working with college transition to provide emotional - social support as required by the TEA Early College BluePrint. The support will be in groups and one-on-one sessions on stress management, time management.

> **Evaluation Data Source(s) 2:** Reducing the number of suicide outcries.

> **Summative Evaluation 2:**

Goal 2: CECA will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 3: CECA will provide structures and systems to teach students the academic skills necessary to manage time, become responsible, and plan.

> **Evaluation Data Source(s) 3:** Reduction of failure at each grading period.

> **Summative Evaluation 3:**

Goal 2: CECA will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 4: CECA will closely cooperate with EPCC Police to inform students of safety procedures and policies affecting student safety.

> **Evaluation Data Source(s) 4:** Conduct the EPCC-PD presentation and provide follow ups

> **Summative Evaluation 4:**

Goal 2: CECA will ensure a safe, well disciplined, positive learning environment for all students.

Performance Objective 5: CECA will provide the highest quality technological instruction via career and technology classes.

> **Evaluation Data Source(s) 5:** Conduct T-TESS walk-throughs and observations. Document the transfer ir technology skills to under classes through teacher and student feedback.

> **Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May

1) Expand the capacity of the desktops in the CTE lab to allow the teacher and students to use the latest programs necessary for instruction.		CTE appraiser, principal, and CTE teacher	Increased access to latest versions of software and applications; increase in students accessing certifications on applications	0%	0%	35%	
	Problem Statements: Curriculum, Instruction, and Assessment 3						
	Funding Sources: 199 GENERAL FUND - 500.00						

	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Performance Objective 5 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 3: Enhanced learning in Math, Science, ELA, Social Science, and CTE is limited in the classroom and needs more integration with closeup experiences. **Root Cause 3**: The classes must have laboratory to meet the 40% lab time and to teach the depth of science and experimentation.

Goal 3: CECA will operate efficiently, being fiscally responsible

Performance Objective 1: CECA will support only those programs that are financially possible and will implement them at the most cost-effective level, always considering the impact of student improvement.

    Evaluation Data Source(s) 1: Programs and their use must be approved by the faculty.

    Summative Evaluation 1:

Goal 3: CECA will operate efficiently, being fiscally responsible

Performance Objective 2: CECA will strive to increase compensatory education funding.

    Evaluation Data Source(s) 2: CECA will increase campus and community awareness of the importance of at-risk coding to increase state funding.

    Summative Evaluation 2:

Goal 4: CECA operate in conjunction with the district in becoming the employer of choice in order to seek and retain effective personnel.

Performance Objective 1: CECA will ensure that all students are taught by highly qualified personnel.

    Evaluation Data Source(s) 1: CECA will recruit locally and out of state for personnel which meet the new Equity Plan requirements.

    Summative Evaluation 1:

Goal 4: CECA operate in conjunction with the district in becoming the employer of choice in order to seek and retain effective personnel.

Performance Objective 2: CECA will recruit and retain qualified personnel.

    Evaluation Data Source(s) 2: CECA will offer extensive learning opportunities and professional develop to improve the teachers' craft.

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) The instructional staff will have access to innovative and high quality professional development to improve student growth, improvements on STAAR EOC , state accountability growth indicators, content areas of ELA, Math, Scie., SS, media applications, Advanced Placement, AVID< college readiness processes such as SAT/PSAT & TSI, and college transition to Bachelor degree plans such as Computer Science, and applying valid data to make instructional decisions...NWEA MAP assessments.		Principal, C Coach, and teachers	Sustaining growth as measured on MAP assessments, progress measurement models on STAAR Alg I and Eng II, SAT/PSAT,	66%	75%	100%	100%
			Funding Sources: 211 ESEA, TI A IMP - 11625.00, 199 GENERAL FUND - 2600.00				

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Goal 4: CECA operate in conjunction with the district in becoming the employer of choice in order to seek and retain effective personnel.

Performance Objective 3: CECA will utililize internally researched practices to retain staff by providing professional growth opportunities.

    Evaluation Data Source(s) 3: CECA have teacher input as part of T-TESS and regular discussions with teachers.

    Summative Evaluation 3:

Goal 4: CECA operate in conjunction with the district in becoming the employer of choice in order to seek and retain effective personnel.

Performance Objective 4: CECA will ensure a safe working environment to retain and attract personnel.

    Evaluation Data Source(s) 4: CECA will implement a comprehensive safety program to assure the safety and welfare of all employees, enhancing the retention of personnel.

    Summative Evaluation 4:

Goal 5: CECA will include parents, community and business members in the education of all students.

Performance Objective 1: CECA will maintain programs to expand and strengthen relationships with parents, businesses, higher education(EPCC & UTEP) and the community so that all are involved in the education of the students at CECA

    Evaluation Data Source(s) 1: CECA will provide parents with opportunities and incentives to become involved in their child's education through parent communications; will provide parents with access to educational resources; will monitor parental involvement and maintain communication with parents at CECA, and will partner with local businesses, community agencies and community members to involve them in enhancing the education process.

    Summative Evaluation 1:

Goal 5: CECA will include parents, community and business members in the education of all students.

Performance Objective 2: The CECA administration, faculty, and staff will provide access to all parents through Spanish translation of all parent documents, agendas, presentations, and announcements.

    Evaluation Data Source(s) 2: The evidence is in form of translated documents that will be archived after every meeting. We provide active translation during meetings by borrowing headsets parents can wear to hear the active translation from an informed, native Spanish speaker as

the presentation is given

Summative Evaluation 2:

High Priority

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	3	CECA will provide tutoring to targeted students in Mathematics, ELA (I &II), Biology, and US History for preparation on the STAAR-EOC. Tutoring will occur after school and on Saturdays In addition to paying for extra duty for teachers to tutor, CECA will pay for students to be transported to the campus from distant homes for Saturday tutoring