

**Leander Independent School District**  
**New Hope High School**  
**2015-2016 Campus Improvement Plan**

**Accountability Rating: Met Alternative Standard**

# Vision

**Students will exit our system with the same passion for learning they had when they entered,  
without economics determining success.**

*Every Option Open.*

## Our Challenge

In order to accomplish this vision, we must:

- Give students ownership in their learning, with the Seven Student Learning Behaviors anchoring every classroom.
- Close the achievement gap.
- Ensure students exit our system college and career ready.
- Focus on the whole student, ensuring that every student is healthy, safe, engaged, supported and challenged.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

NHHS is an Alternative Education Campus as defined by TEA to support at-risk students to graduate. Our student body is currently about 97% at-risk, 47.4% economically disadvantaged, and 88.5% mobile. The nature of our open-entry, open-exit system supports our student body. NHHS creates a customized, flexible graduation plan for each of our students. Our emerging "Solution-Focused School" approach will build on the foundation of meeting students where they are and supporting them through to graduation, with a focus on the whole student as well as academic need.

As an alternative high school, participation and motivation are challenges for our students. NHHS is proud of the achievements of our student body this past school year as a record number of credits were obtained (507), and students were able to secure more credits per semester (4.9). Additionally we graduated or helped to graduate 70 students this school year, the highest number in several years.

The TEA Alternative Education Accountability Report shows that Index 1: Performance rose to 94 this year, up from 70 last year, and Index 4: Post-secondary readiness maxed out at 100 again this year. Students achievement data may have risen because of individually tailored review and preparation; however, the relatively low number of test takers may account for wide swings in performance from year-to-year.

### Demographics Strengths

- Index 1: Performance of 94, up from 70 last year (note: extremely small numbers may account for some of the fluctuation).
  - 94% of all students passed all subjects of the STAAR EOC exams.
  - 100% of all students and all student groups passed the STAAR EOC in US History.
  - 86% of all students passed the STAAR EOC in English 1 (one student did not pass, but had previously passed the STAAR EOC in English 2).
- Index 4: Post-secondary Readiness score is maxed out at 100 which is consistent to prior year, of note:
  - 98.1% 4-year graduate, continuing student, and GED rate for the Class of 2014 (up 8% over Class of 2013 5-year extended rate).
  - 42.9% RHSP/DAP graduation plan performance, up from 32% over prior year (note: extremely small numbers may account for some of the fluctuation).
  - 42% College and Career Readiness rate is flat when compared to prior year.
- Index 2 and 3 are not reported for this Alternative Education Campus per accountability rating guidelines.

## Demographics Needs

1. 67% (2 of 3) Hispanic students passed the reading portion of STAAR EOC in English 1. Meeting the needs of our ELL/ESL students and former ELL/ESL students is an area of recognized importance for NHHS and will be included in our campus improvement plan this year.
2. 42% College and Career Readiness rate is not reflective of the state average (65%) and falls well below the district average (77%). This is an area of focus within our campus improvement plan..
3. 42.9% Longitudinal RHSP/DAP Graduates, while up 32% over prior year, is not reflective of the state average (83.5%) and falls well below the district average (86.2). This is an area of focus within our campus improvement plan, and we are making improvements.
4. 92% participation rate in math testing indicates that we did not meet systems safeguard in this area. We will address in the CIP for the coming year. As an alternative high school with extremely high mobility (88.5%) and a significant at-risk population (97%), participation and motivation are challenges for our campus.

# Student Achievement

## Student Achievement Summary

NHHS students succeeded at high levels this past year as demonstrated on the Texas Accountability Performance Report. The campus earned a Phase 1 score of 94 (up from 70 prior year), and a Phase 4 score of 100 (level to prior year), as the percentage of at-risk students increased from 88% to 97%. A personalized approach to preparing each student for STAAR EOC exams demonstrated great promise, as all but one student passed their STAAR EOC exam. As an open-entry, open-exit, self-paced alternative campus, our challenge will be to identify and provide needed interventions immediately upon entry to maximize the potential for student achievement on standardized tests.

Additionally, NHHS helped 70 students graduated this school year (up from 50 prior year), as well as a record number of credits earned this school year, 507 (up from 387 prior year), and individual students averaged 4.9 courses per semester (up from 3.9 prior year). Our challenge for the coming year will be to leverage a solution-focused school approach to stabilize and continue this improvement in credit attainment and graduation.

RHSP/DAP graduation plan rates improved. We may improve our student's academic achievement by providing more opportunity for them to graduate with the Foundation Plan + Endorsements, by providing an area of study that provides personalization and relevancy.

Finally, NHHS missed systems safeguard for mathematics participation by 3 point from the 95 standard (NHHS = 92). We will address in campus improvement plan for the coming year. As an alternative high school with extremely high mobility (88.5%) and a significant at-risk population (97%), participation and motivation are challenges for our campus.

## Student Achievement Strengths

- 100% of all students and all student groups passed the STAAR EOC in US History.
- 86% of all students passed the STAAR EOC in English 1.
- 94% of all students passed all subjects of the STAAR EOC exams.
- Students earned a record 507 semester credits this year (up 31% over prior year count of 387).
- 70 students graduated (up 40% over prior year 50 graduates).
- 4-year graduate, continued, and GED rate for the Class of 2014, most current year available is 98.1% (up 8% over Class of 2013 5-year extended rate).
- RHSP/DAP Graduates are at 42.9% (up 33% over prior year).
- Students earned an average of 4.9 courses per semester (up 25% over prior year).

## Student Achievement Needs

1. 67% (2 of 3) Hispanic students passed the reading portion of STAAR EOC in English 1.
2. 42% College and Career Readiness rate is not reflective of the state average (65%) and falls well below the district average (77%).
3. 42.9% Longitudinal RHSP/DAP Graduates, while up 32% over prior year, is not reflective of the state average (83.5%) and falls well below the district average (86.2).
4. 92% participation rate in math testing indicates that we did not meet systems safeguard in this area. We will address in CIP for the coming year. As an alternative high school with extremely high mobility (88.5%) and a significant at-risk population (97%), participation and motivation are challenges for our campus.

## School Culture and Climate

### School Culture and Climate Summary

All NHHS stakeholders report very positive regard for the climate and school culture at New Hope. All generally agree that the campus is a safe, welcoming, supportive and caring environment.

Student Engagement areas of "excitement for learning" and "the opportunity to learn with others" improved significantly this year; however, they lag behind the district average and will be addressed in the campus improvement plan this coming school year.

### School Culture and Climate Strengths

- 97% of students believe faculty and staff are supportive and caring (sample size 385, end-of-course survey).
- 97% of students believe that the campus is safe, both inside and outside the building (sample size 385, end-of-course survey).
- 100% parents students agree or strongly agree that the campus is safe and that faculty and staff are supportive and caring (sample size 1, LISD parent survey).
- 93% of students students agree or strongly agree that the campus is safe and that faculty and staff are supportive and caring (sample size 30, LISD student survey).
- 97% of students students agree or strongly agree that they understand what they are learning, why it is important and that they regularly assess their daily learning to the learning target (objective) (sample size 30, LISD student survey).
- 90% of students agree or strongly agree that they get the help needed when struggling to learn in class (sample size 30, LISD student survey).
- Graduate exit surveys are overwhelmingly positive regarding how NHHS provides a safe and encouraging environment in which to complete high school.
- Faculty and staff report high satisfaction levels, above district scores in atmosphere (440/416); ethics (415/409); fairness (429/389); feedback (409/375); and management (462/397).

### School Culture and Climate Needs

1. The district student survey demonstrates that 76.7% of students students agree or strongly agree that they are excited and actively participate in class.
2. The district student survey demonstrates that 70% of students agree or strongly agree that they are able to interact with other students to learn.



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

All NHHS teachers are highly qualified in their subject areas, and they are all trained in the Capturing Kid's Hearts model. Additionally, this seasoned faculty and staff conduct action research each year in an effort to continually improve the curriculum, instructional practice, and student performance outcomes at New Hope.

### **Staff Quality, Recruitment, and Retention Strengths**

- All teachers are highly qualified in their respective subject areas.
- All teachers, except one, have been with NHHS for over a decade of service.
- All teacher select an area to conduct an action research, or continuous improvement project, each year.
- All teachers have experienced Capturing Kid's Hearts training and employ their learning in their classrooms.

### **Staff Quality, Recruitment, and Retention Needs**

1. One teacher retired after six years of service to NHHS this school year. Her presence in our students' lives will be missed.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Student ownership of learning was the SLB focus this year, and data supports growth in this area. Students responded on or near the 90% range for knowing and tracking learning targets as well as obtaining help when struggling to learn. We employed a goal setting approach with student checkpoints in the spring semester and saw a large increase in the number of credits earned per student in the spring when compared to the prior two years. We are encouraged and excited to see where a solution-focused school model will take our students.

Additionally, our students reported significant perceptive gains in their excitement and involvement in their learning, as well as, the opportunity to interact with other students to enhance their learning. While this is encouraging, these metrics fall below the district average and will be included in our campus improvement plan this year.

### **Curriculum, Instruction, and Assessment Strengths**

- The majority of curriculum offerings are provided through Edgenuity, a quality on-line curriculum, which is facilitated by a highly qualified teacher in the subject area.
- Students are able to select the pace at which they work through the on-line curriculum.
- Some of our curriculum is developed by the teacher and delivered as an alternative to the Edgenuity curriculum.
- The philosophy of "no zeros" supports students to be able to develop competency and mastery of material by not limiting the opportunity for students to re-do curriculum.
- Students earned a record 507 semester credits this year (up 31% over prior year count of 387).
- Students earned an average of 4.9 courses per semester (up 25% over prior year).

### **Curriculum, Instruction, and Assessment Needs**

1. Students report that the isolation of working through curriculum independently can be tiresome, and would like for us to develop more opportunities for students to learn together.
2. We are not aligned with the rest of the district in our use of Edgenuity curriculum with regard to utilizing the curriculum for credit recovery versus original credit.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Given the at-risk nature of our student population, parent participation and involvement can be atypical to the norm for a comprehensive high school. Participation in on-campus programs is limited; however, many parents are very involved in consulting about their student's academic achievement and in addressing mental health, emotional well-being, and recovery issues. Stakeholders consistently regard New Hope faculty, staff, and administration as partners in helping their students find a way to graduation. Support LISD personnel, such as Special Education, ESL, FST, CAPP, Dropout Prevention Specialists, PRS, and others provide wrap-around services for our at-risk students and their families.

This district provides a bedrock of support, but our students would benefit from enhanced relationships with other state agencies and social service non-profits in the area, especially in addressing the health, well-being, and career preparation of our students.

### **Family and Community Involvement Strengths**

- If students are still living at home, parents are very willing to partner with faculty and staff to support students toward graduation.
- Almost all parents were actively involved in working with faculty, staff and administration to intervene and provide support for students.
- Some parents attended college and career and FAFSA meetings on campus.
- Williamson County MHMR, Bluebonnet clinicians have partnered with New Hope to train faculty and staff in mental health first aid, as well as, provided crisis services.
- Williamson County Mental Health Deputies and Crisis Team members have been very responsive to our campus.
- Judge Stout has provided mentors for our students to support their personal growth and completion of high school.
- LISD ESL, Special Education, PRS, Dropout Prevention Team, CAPP and FST provide meaningful ongoing support for students.
- Samaritan Clinic has provided support for students with clinical and medication needs.
- ACC and Workforce Solutions provide education for parents and students and meet with students on campus to guide students toward post-secondary and career preparation.

### **Family and Community Involvement Needs**

1. On- or off-site daycare to support teen parents in completing high school would be beneficial. Head Start provides some services for our teen parents, however, transportation and other financial obligations have proven challenging for some students.
2. Students would benefit from ongoing educationally appropriate therapeutic support for mental health and recovery issues, whether provided in an individual or group setting.

3. Students could benefit from a local teen shelter for homeless teens.
4. Students would benefit from an enhanced relationships and access to Workforce Solutions training before and after graduation.

## **School Context and Organization**

### **School Context and Organization Summary**

In 1997, the promise of an alternative route to high school graduation started with a single teacher, who was fully committed to helping students graduate. Today, New Hope continues to provide an alternative way for students to complete their high school education through a self-paced, teacher-facilitated curriculum, which is delivered on-line and via small group within a small school setting.

As an alternative high school in the state of Texas, New Hope High School is a school of choice for the students of Leander ISD. Upon acceptance, students are expected to attend full time and graduate on the Foundation Plan with an Endorsement in at least one area. A full array of core courses in English, social studies, mathematics, and science are offered along with Spanish 1 and 2, Art 1 and 2, P.E., and several electives, as well as, ACC Dual Credit courses. Students may be able to continue their career and technical education courses on their home campuses by special arrangement.

New Hope High School is committed to being a bridge to success for our students by providing a caring and flexible environment to meet the unique needs of each student.

### **School Context and Organization Strengths**

- High School of choice.
- Serves LISD HS students in grades 11 and 12, with a minimum of 13 credits at application.
- Application process begins with home campus counselor, and families interview with NHHS administration.
- Open entry and open exit system.
- Capacity to serve up to 60 students at a time, waiting list if needed.
- Expect students to be full time, attend daily and earn a minimum of four semester credits per nine-week period, provide 2 hours of community service per quarter, and actively participate in college and career planning.
- Monday-Friday, seven hour school day.
- Self-paced instruction delivered on-line, individually, and through small group.
- Acceleration possible.
- Teachers facilitate, mentor, tutor, and instruct

## **School Context and Organization Needs**

1. Limited capacity to serve a district with 10,000+ high school students.

# Technology

## Technology Summary

Faculty and staff report that New High School is moving forward with regard to being a technologically proficient campus as they have rated the campus Advanced Tech or Target Tech in all four key areas of the STaR Classification Chart. Educator preparation and development to increase technology use in the classroom will be provided in this year's campus improvement plan.

All students have ready access to an Internet-based curriculum through individual computers. As we move forward with mLISD, students will have an increased opportunity to open the walls of NHHS and expand their learning after school and weekends to support their academic goals. Proactive professional development and student training and support will ensure a smooth roll out sometime this fall.

New Hope students would benefit from an ability for us to provide Internet services for those students for whom access is not available at home. Surveys indicate that approximately 30% of our students do not have ready access to the Internet outside the school day.

## Technology Strengths

- Every student has ready access to the Internet through individual computer stations in each classroom.
- Students have access to curriculum and instruction through our web-based curriculum, Edgenuity.
- Texas Campus STaR Chart indicates the campus is at Target Tech in Key Areas III. Leadership, Administration, and Instructional Support and IV. Infrastructure for Technology.
- Texas Campus STaR Chart indicates the campus is at Advanced Tech in Key Areas 1. Teaching and Learning and II. Educator Preparation and Development.

## Technology Needs

1. Approximately 30% of students do not have access to the Internet outside the school day.
2. Correspondingly, approximately 60% of our students do not have a computer designated for their use outside the school day.
3. Texas Campus STaR Chart Advanced Tech ratings in key areas I. and II. indicate the need for further training for faculty and staff and integration of technology into teaching and learning on the campus.

# 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

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- AEIS longitudinal data
- AYP longitudinal data
- Federal Report Card Data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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
- Progress of prior year STAAR failers
- Texas Assessment of Knowledge and Skills (TAKS), Exit Level, including all applicable versions
- Progress of prior year TAKS failers
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT and/or PLAN assessment data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results



## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data
- Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP) graduates 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
- Class size averages by grade and subject

## **Employee Data**

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- 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
- Teacher STaR Chart Technology Data
- Texas STaR Chart longitudinal data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback


### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals






## Goal 1: College and Career Ready: Students exit our system college and career ready

**Performance Objective 1:** 70% of four-year cohort seniors will complete the ACC application and assessment process; and 40% will complete advising by June, 2016.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) ACC admissions counselor will advise all seniors, individually, through the application, advisement, testing, and registration process.	Counselor	ACC data, Campus counselor data			
	Funding Sources: 199 - General Funds				
2) Implement 2nd Pass Options through English and Mathematics to provide students an additional opportunity to become TSI eligible.	Counselor	ACC data, Campus counselor data			
	Funding Sources: 199 - General Funds - \$500.00				
<b>System Safeguard Strategies</b> 3) Provide intensified TAKS/EOC preparation and TSI readiness instruction for identified students to ensure that students pass state-mandated exams and are TSI ready upon graduation.	Counselor, teachers, registrar	Course completion data, course completion surveys, exit survey, state-mandated test results			
	Funding Sources: 199 - General Funds - \$500.00				
4) Establish a College and Career center and offer ongoing support for all forms of post-secondary pursuit and career planning through Naviance exploration, community partner presentations, college visits, and FAFSA workshops for both students and parents.	Counselor	Direct to College, Technical and Trade School, and Military enrollment and enlistment data. FAFSA completion data. Record of College and other Post-Secondary visits			
	Funding Sources: 199 - General Funds - \$1000.00				
					


## Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

**Performance Objective 1:** Index 1 target score of 85 (85% of tested students will pass the required state End-of-Course exams), with no appreciable difference in accountability sub groups by June, 2016.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p><b>System Safeguard Strategies</b></p> <p>1) Provide intensified TAKS/EOC preparation and TSI readiness instruction for identified students to ensure that students pass state-mandated exams and are TSI ready upon graduation.</p>	Counselor, teachers, registrar	Course completion data, course completion surveys, exit survey, state-mandated test results			
Funding Sources: 199 - General Funds - \$500.00					
<p>2) Provide personalized support based on student's individual at-risk factors, TAKS/EOC test results, and academic progress rate.</p>	Counselor, teachers, registrar	Course completion data, course completion surveys, exit survey, state-mandated test results			
Funding Sources: 199 - General Funds - \$300.00					
<p>3) Assess student reading levels upon admission, communicate with teachers and incorporate vocabulary development and reading electives for students reading below grade level within ELA and social studies coursework. In addition, offer support from ESL, dyslexia and Sped personnel as needed.</p>	ELA and social studies teachers, dyslexia specialist, ESL specialist, Sped specialist	State-mandated test results, TSI data			
Funding Sources: 199 - General Funds - \$1000.00					
<p><b>System Safeguard Strategies</b></p> <p>4) Staff will encourage students who need to test to take advantage of every testing opportunity through 1:1 communication prior to and the day of testing to ensure attendance on testing day.</p>	Counselor, teacher(s) of the student in the discipline requiring testing	Testing attendance data			
Funding Sources: 199 - General Funds - \$150.00					
<p><b>System Safeguard Strategies</b></p> <p>5) Conduct a review of student support needs a minimum of once per semester, to ensure appropriate support services are in place for students to be able to focus on academic course work. Utilize support of ESL, Sped, Dyslexia, 504, Parents as Teachers, PRS, FST, CAPP, dropout prevention specialists, as well as, outside agencies.</p>	Principal, counselor	Course completion surveys, exit surveys, graduation status (grad, continuer, GED, dropout)			
Funding Sources: 199 - General Funds - \$100.00					
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>					


### Goal 3: Student Learning Behaviors: Students own their learning

**Performance Objective 1:** Students will complete 70% of semester courses in 9 weeks or fewer by June, 2016

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers assist students in setting specific course completion target dates, as well as, establishing processes to help students track and monitor progress.	Teachers, students	Course completion surveys, exit surveys, graduation status, state-mandated test results			
Funding Sources: 199 - General Funds - \$500.00					
<b>System Safeguard Strategies</b>	Principal, counselor, teachers	Bi-weekly tracking data			
2) Staff will conduct bi-monthly progress-monitoring to include: course progress (acceleration/intervention), attendance, hours-owed, graduation plan/endorsement(s), credits remaining, post-secondary planning, post-secondary testing, graduation testing needs.					
Funding Sources: 199 - General Funds - \$100.00					
3) Train all staff to employ the techniques of a solution-focused school to support students in determining and reaching their goals for course completion, post-secondary pursuits, and graduation.	All staff (each staff member will work individually with a select group of students)	Course completion data, end-of-course surveys, exit surveys			
Funding Sources: 199 - General Funds - \$2500.00					
4) Provide instruction, print resources, and access for parents to partner with their student to track course completion progress through Edgenuity.	Teachers, parents	Course completion data, end-of-course surveys, exit surveys			
					


**Goal 3:** Student Learning Behaviors: Students own their learning

**Performance Objective 2:** 90% of students will respond "agree" or "strongly agree" with campus end-of-course survey and LISD student survey statements asserting their effective use of the Student Learning Behaviors, by June, 2016.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Professional development and training for faculty, staff, and students in preparation for mLISD rollout including Windows 8, Office 365, Google classroom and other resources in an effort to create new opportunities for students to learn together and share their learning with others.	Administrator, technology lead teacher	Course completion data, end-of-course surveys, exit surveys			
Funding Sources: 199 - General Funds - \$100.00					
2) Teachers will develop learning opportunities that cut across courses to enable students to engage in their learning together.	Teachers	Course completion data, end-of-course surveys, exit surveys			
3) mLISD rollout for all students to ensure tech connectivity both in and out of school. Seek opportunities to provide hot spot connectivity outside of school for students in need of this access.	Administrator, technology lead teacher, LISD technology facilitator assigned to campus	Course completion data, end-of-course surveys, exit surveys			
Funding Sources: 199 - General Funds - \$1000.00					
4) Provide personalized support, based on individual student at-risk factors, TAKS/EOC test results, and academic progress rate.	Counselor, teachers, registrar	Course completion data, end-of-course surveys, exit surveys			
Funding Sources: 199 - General Funds - \$500.00					
					

## Goal 4: Whole Student: Students are healthy, safe and engaged

**Performance Objective 1:** 96% of students and parents who respond to campus end of course and LISD surveys will agree or strongly agree that the campus and its classrooms are safe and supportive environments for learning by June, 2016.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Provide ongoing student training regarding bullying, conflict resolution, dating violence, sexual abuse, harassment and aggressive behaviors, suicide awareness and prevention, tobacco, alcohol, and drug abuse, mental health awareness and other risky behaviors to include general knowledge as well as how to report bullying, as well as, how to seek help for others or themselves.	LISD student support services, director of counseling, CAPP coordinator, lead FST therapist, as well as, campus administrator, counselor, faculty and staff	Student support data regarding bullying outcries; district counseling data regarding suicide risk assessments; CAPP data for testing, assessments and counseling; FST data for counseling and community referrals			
Funding Sources: 199 - General Funds - \$250.00					
2) Ensure that campus emergency plans, maps, and drills are issued, training is provided, and drills are conducted according to guidelines.	Administrator	Drill record, written plans, posted evacuation maps			
Funding Sources: 199 - General Funds - \$25.00					
3) Train all staff to employ the techniques of a solution-focused school to support students in determining and reaching their goals for course completion, post-secondary pursuits, and graduation.	All staff (each staff member will work individually with a select group of students)	Course completion data, end-of-course surveys, exit surveys			
Funding Sources: 199 - General Funds - \$5000.00					
4) Review and revise disciplinary processes and practices on campus to align with the practice of TBSI and restorative discipline to better meet the needs of at-risk students.	Administrator, counselor, teachers and staff.	Discipline data, end-of-course surveys, exit surveys.			
Funding Sources: 199 - General Funds - \$250.00					
					

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	3	Provide intensified TAKS/EOC preparation and TSI readiness instruction for identified students to ensure that students pass state-mandated exams and are TSI ready upon graduation.
2	1	1	Provide intensified TAKS/EOC preparation and TSI readiness instruction for identified students to ensure that students pass state-mandated exams and are TSI ready upon graduation.
2	1	4	Staff will encourage students who need to test to take advantage of every testing opportunity through 1:1 communication prior to and the day of testing to ensure attendance on testing day.
2	1	5	Conduct a review of student support needs a minimum of once per semester, to ensure appropriate support services are in place for students to be able to focus on academic course work. Utilize support of ESL, Sped, Dyslexia, 504, Parents as Teachers, PRS, FST, CAPP, dropout prevention specialists, as well as, outside agencies.
3	1	2	Staff will conduct bi-monthly progress-monitoring to include: course progress (acceleration/intervention), attendance, hours-owed, graduation plan/endorsement(s), credits remaining, post-secondary planning, post-secondary testing, graduation testing needs.



# Addendums

**011 NEW HOPE HIGH SCHOOL  
Campus Demographic Summary  
2015 - 2016 School Year  
Principal: BARBARA SPELMAN**

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
4	20.0	0	0	0

Grade	Total	%
11	8	22.2%
12	28	77.8%
<b>Campus Total</b>	<b>36</b>	

Economically Disadvantaged		
N	23	63.9%
Y	13	36.1%

Students with Disabilities		
N	34	94.4%
Y	2	5.6%

At Risk Students		
N	4	11.1%
Y	32	88.9%

Ethnicity		
ASIAN	1	2.8%
BLACK	1	2.8%
HISPANIC/LATINO	12	33.3%
WHITE	22	61.1%

Gender		
FEMALE	23	63.9%
MALE	13	36.1%

Gifted and Talented		
N	32	88.9%
Y	4	11.1%

English Language Learners		
N	36	100.0%

Students in Bilingual Program		
N	36	100.0%

Students in ESL program		
N	36	100.0%

NHHS (011)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
<b>Student Learning Behaviors</b>	Supportive learning environment Student ownership of learning	Students will complete 68% of semester courses in 9 weeks or fewer. (2014 = 64%).	No. Percentage increased to 66%, an increase of 3% over prior year.	Continue solution-focused goal setting and progress monitoring with students.
	Data analysis and goal setting Supportive learning environment	95% of students will respond "agree" or "strongly agree" with campus End-of-Course Survey and the LISD Student Survey statements asserting their effective use of the Student Learning Behaviors. (Baseline 2014 = 93.7%).	Mixed results. 96% agree or strongly agree on end of course survey (385 sample size) and 82% Through LISD Student survey (30 sample size).	Work collaboratively with students and faculty to increase opportunities for students to learn together.
<b>Eliminating the Achievement Gap</b>	Student ownership of learning Data analysis and goal setting Supportive learning environment	Index 1 target score of 80 (80% of tested students will pass the required state End-of-Course exams), with no appreciable difference in accountability student groups. (2014 baseline score of 70 [10 students tested; 7 passed EOCs]).	Yes. Index 1 score of 94 (16 students tested; 15 passed)	Continue to refine intake processes and individual EOC test preparation to meet the needs of each individual students.
<b>College and Career Readiness</b>	Supportive learning environment Student ownership of learning Data analysis and goal setting	75% of seniors will start the ACC application process; 70% will complete application; 60% will complete assessment, and 50% will complete advising. (2014 = 68%, 66%, 34%).	Mixed results. Yes to application process (86%), complete application (86%), and complete advising (55%). No to complete assessment (49%).	Look at increasing TSI readiness by implementing 2nd Pass Option via English 4 and Intermediate College Algebra at NHHS. Additionally, revise goal to honor students directly entering the military (10%).
<b>Focus on Whole Student</b>	Supportive learning environment Student ownership of learning	96% of students and parents responding to campus End-of-Course surveys and the LISD Student and Parent surveys will agree of strongly agree that the campus and its classrooms are safe and supportive environments for learning (2014 = 96.7%, 93.5%, 100%, respectively).	Yes. End of Course surveys at 97% followed by LISD Student Survey at 93%, and Parent Survey at 100%.	Continue solution-focused goal setting and progress monitoring with students. Additionally, teachers will create more opportunities for students to work collaboratively