

Cameron Independent School District
C. H. Yoe High School
2018-2019 Campus Improvement Plan



Mission Statement

The Cameron Independent School District in partnership with parents and community will provide a quality education for all of our students, empowering them to pursue productive and fulfilling lives in an ever-changing, interdependent world.

Vision

Cameron ISD

Vision for Students

>Students will take Intellectual risks and set personal goals

>Students will experience a diverse education to include the arts, character development, and physical activities

>Students will effectively use technology as a learning resource

>Students will exhibit confidence, adaptability, strong character, and balance in life

>Students will graduate with the prerequisite skills needed for post-secondary entry, military qualification, and/or workforce entry

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary of the Outcome of the Campus Needs Assessment (CNA)

I. ACADEMICS: STUDENTS AND STAFF

What We are Doing Well

1. Technology lending program for 9th – 11th grade students.
2. Individualized counselor conferences for all 9th and 12th-grade students.
3. Student groups broken down by demographics and scores disaggregated through DMAC.
4. Coordinated planning of teachers through common planning periods.
5. Implementation of Health Science track for HB5 graduation plan.
6. Dual credit opportunities through TC, TSTC, TXVSN.
7. Training opportunities for teachers and core teacher team meetings.

Area(s) of Need

1. Design/Success of remedial program.

1. Develop a more effective method for STAAR (EOC) remediation.

2. Purchase Knowsys Vocabulary Builder program for use in ELA courses.
3. Continue to schedule students into after-school remedial programs (Cameron Prep and EOC specific tutorials).
4. Investigate a way to increase the number of students who are served in Tier II and Tier III.
5. Increase the effectiveness of service for students being served in Tier II and Tier III.
6. Set/Require teachers to have a posted tutorial time twice weekly.
7. Digitally track all students in tested areas and measure growth over each six weeks

2. Attendance

1. Develop a reward system for good attendance
2. Continue to publicize attendance awards in place
3. Continue working with local Justice of the Peace for filing truancy charges.
4. Receive training on coding of absences for Attendance Clerks.

3. Increase Certification Program Offerings

1. Welding
2. CNA
3. Technology

4. Strategies

1. Continue collaborative meetings with cooperative districts (Rockdale).
2. Continue with the implementation of the Texas Curriculum Management Program Cooperative (TCMPC) curriculum.
3. Establish a campus-wide late work/assignment policy.
Expand the technology lending program to all students in grades 9-12.

- 4.
5. Review discipline strategies to increase positive behavior and decrease inappropriate behavior.
6. Provide additional counselor on staff for College and Career Readiness as well as to provide services at a deeper level that is currently being offered

5. Curriculum Issues

1. Continue implementation of Foundation Diploma Program and Endorsements from HB 5.
2. Increase SAT/ACT scores.
3. Implement Lead4Ward strategies.
4. Increase classroom walkthroughs by Principal/Assistant Principal
5. Work toward use of technology as an instructional tool.

6. T-Tess Implementation

II. SAFETY: FACILITIES AND POLICIES

What We are Doing Well

1. Appearance of building.
2. Climate of building.
3. Safety and Security policy in place.
4. Hosting district safety and security monthly meetings.
 1. Conduct full scale safety lock down drill coordinated with local authorities.

Area(s) of Need

1. Classroom Locations

1. Determine if any of the location of classes needs to be changed

2. Carpeting Replaced

1. BME Annex
2. Front offices/mailroom/conference room/teachers' lounge

3. Roof Repair

1. Gym
2. PAC
3. BME Annex

4. Flooring Repair

1. Old Gym

5. Driveway Repair in front of Main Entrance/Kiosk

6. Emergency Operations

1. Implement Safe and Civil Schools program.

2. Continued review of Emergency Operations procedures
3. Continue to monitor building for safety and security.
4. Explore ways to increase the safety and security of campus.
5. Upgrade communication equipment to code.

III. PARENTS AND COMMUNITY INVOLVEMENT

What We are Doing Well

1. Communication to Parents: phone, Blackboard Connect 5, Weekly Bulletin, E-Mail, local media, maintaining online calendar of events, and social media (Facebook, Twitter, and Remind websites).
 1. Campus administrators and teachers are readily available for conferences.
 2. Parent conferences are conducted two times a year.

Area(s) of Need

1. **Maintain records of parent conferences.**
2. **Continue to contact parents regarding:**
 1. Students struggling with content (grades and EOC preparation)

2. Student attendance

3. Student behavior

Demographics

Demographics Summary

Ethnic Distribution: African American 86 17.1% Hispanic 233 46.4% White 186 37.0% American Indian 1 .001% Asian 2 0.003% Pacific Islander 0 0.0% Two or More Races 8 0.015%

Economically Disadvantaged 349 69.5% English Language Learners (ELL) 9 0.01% Students w/ Disciplinary Placements (2015-2016) 2.4% At-Risk 263 52.39%

Teachers by Ethnicity : African American 1 2.7% Hispanic 4 10.8% White 30 81.0% Pacific Islander 1.0 2.7% Two or More Races 1 2.7%

Demographics Strengths

Diversity of Yoe High is an asset. Yoe High is the melting pot with each ethnicity interacting and helping build bridges where there are gaps educationally and socially.

Parents of all demographics are support of educational efforts when conacted

Graduation rate increased

Increased average of number of hispanic population in the top ten percent

Problem Statements Identifying Demographics Needs

Problem Statement 1: Male population in subgroups are lower than average **Root Cause:** Literacy rate, Attendance, Economic Disadvantaged will need to improve with increased focus

Student Academic Achievement

Student Academic Achievement Summary

STAAR ELAR - 60% 9th Masters 3.0% 10th 4.0%

STAAR Alegbra - 79% Masters 11%

STAAR Biology 85% Masters 15%

STAAR US History -- 91% Masters 40%

CCMR 2018 Raw Data Score - 38 Sacle 69

SAT Reading and Writing 510 Math -491

Attendance Rate 94.8%

ACT ELA 19.9 Math 20.3

Student Academic Achievement Strengths

Student performance on the U.S. History, Eng II, and Algebra I EOC improved on the 2018 STAAR.

Increase in students taking dual credit

Increase intrest in the TBI program (two student graduated with Associates Degree this year)

Increased passing percentage in all grade levels

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The Hispanic, African American, and Economically Disadvantaged subpopulations are performing below the state averages. **Root Cause:** Low attendance rate, Lack of attentiveness to needs (Reviewing data, Filling Educational gaps))of Hispanic, African American, and Economically

Disadvantaged subpopulations.

Problem Statement 2: Special education students are performing below state averages. **Root Cause:** Training on how to individualize learning to fill in the educational gaps while meeting the grade level TEKS.

Problem Statement 3: STAAR English I and English II test are below state average **Root Cause:** Low Literacy achievement, Minimum writing endurance, Failure to address gaps in learning

School Processes & Programs

School Processes & Programs Summary

Lead4ward resources are used for data analysis and lesson planning.

PLC, C2L, help with collaborative efforts to insure best practices for success.

T-Tess evaluation system is used to increase teacher effectiveness.

Communication with the community and families is strong through the use of social media and automated systems.

Students and teachers are given cutting edge technology to aid in the education process.

School Processes & Programs Strengths

The campus is one to one with chrome books.

Core teachers meet weekly to discuss planning and success.

Enrichment period implemented for zero elimination for missed work.

Credit recovery system improved to allow students to stay on grade level.

Math and English intervention periods have been implemented.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Use of lead4ward teks and teaching strategies need to continually improve.

Problem Statement 2: Continued emphasis on literacy by administration, teachers, and community is needed.

Problem Statement 3: Goal setting for students and staff needs to increase.

Problem Statement 4: Continued improvement in student remediation process needs to occur,

Problem Statement 5: Student discipline needs to continue to improve,

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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

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
- 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.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Goal 1: Establish a culture of academic excellence.

Performance Objective 1: Objective 1.1: All tested Core Content areas will improve by at least 5% on the End of Course (EOC) in all student groups. Masters Grade Level Performance will exceed the state average.




Evaluation Data Source(s) 1: Summative Evaluation: EOC, PBMAS, TELPAS

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors</p> <p>CSF 1</p> <p>1) Practice EOC & benchmark tests will be given regularly, using DMAC and the TEKS Resource System to analyzed student needs in order to modify instruction to address deficient areas.</p>	Principal	Teachers will have data to plan instruction and interventions.			
<p>Comprehensive Support Strategy</p> <p>2) Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 9-12. Forethought will used to assist in lesson planning and scope and sequence building. Math & Science will build in consistent vocabulary and processes</p>	Assistant Superintendent, Principal, Teachers	Report of Progress in content team meetings - Agendas Principals will evaluate use of DMAC Reporting			
Funding Sources: Local - 0.00					
<p>Comprehensive Support Strategy</p> <p>3) The Accelerated Education Interventions will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students. RTI Tier Level Classes using Tutorials and Edgenuity Learning in grades 9-12.</p>	Instructional Leadership Team	Principal Meetings monthly with Principals and Assistant Superintendent			
Funding Sources: Title 2 - 0.00					
<p>Comprehensive Support Strategy</p> <p>4) Scope and Sequences will be reviewed, analyzed, and revised, and kept current in TEKS Resource System. Teachers and campus staff will use the scope and sequence developed in the TEKS Resource System when planning lessons and calendars.</p>	Assistant Superintendent, Principals, Teachers	Walkthrough Reports, Content Area Team Agendas			
Funding Sources: Local - 0.00					

Comprehensive Support Strategy 5) Administrators will continue to monitor curriculum using the Curriculum Walk Through Model by increasing frequency by 25%. Administrators will check to see that lesson plans and scope and sequences match the instruction that they see in the walkthrough. Instructional Walkthrough training will continue concerning instructional focus to align curriculum, instruction, and assessment.	Instructional Leadership Team	Instructional Leadership Evaluation Results, Walkthrough Reports through Eduphoria, Content Area team agendas, T-TESS Reports			
	Funding Sources: Title 2 - 0.00, Local - 0.00				
Comprehensive Support Strategy 6) Provide accommodation and modification staff development to teachers for the Response to Intervention (RTI), Student Intervention Teams (SIT), 504, & Special Education Process. Include co-teaching technique training.	Assistant Superintendent, Principals, Burleson-Milam Coop Director	Faculty & Content Area Team meeting Agendas, Staff Development Attendance Records			
	Funding Sources: Title 2 - 0.00				
Comprehensive Support Strategy 7) The Dyslexia Program for students will be evaluated and revised if needed for optimum benefits for identified students.	Principals & Dyslexia Teacher	Bi-annual Dyslexia Reports to Principals			
	Funding Sources: Local - 0.00				
8) Dual Credit course offerings through Temple College, Texas Bioscience Institute, UTPB and Texas Virtual Schools Network (TxVSN)	HS Principal, Assistant Principal, and Counselors	Transcripts, Credit accrual			
	Funding Sources: Local - 0.00				
9) Conduct a College Prep Seminar	Principal and Counselors	ACT, SAT, and PSAT Results			
	Funding Sources: Local - 0.00				
10) The ACT Assessment Programs will be offered and continued evaluation, revision, and enhancement will be provided.	Principal, Counselors	ACT Reports, ACT/SAT Effectiveness Review			
	Funding Sources: Local - 0.00				
Comprehensive Support Strategy 11) Teachers will utilize instructional technology to enhance instruction using SmartBoards, video streaming, probewear, graphing calculators & computers	Assistant Superintendent, Principal, Assistant Principal, Technology Director	Technology Survey, Classroom walkthroughs, Software usage reports			
	Funding Sources: Comp ed - 0.00, Local - 0.00				
Comprehensive Support Strategy 12) Campus Schedules will be adjusted to provide more time on task in the area of ELA and math for identified students.	Principals, Assistant Principal, Teachers	Master Schedules			
	Funding Sources: Local - 0.00				
Comprehensive Support Strategy 13) Teachers will be trained on the use of the TEKS Resource System in a collaborative environment with teachers from neighboring school districts creating a Collaborative 2 Learn (C2L). Title I A Component 9	Superintendent, Assistant Superintendent, Principal, Assistant Principal	Training Agendas, Sign in sheets, C2L Agendas, C2L Assessments			
	Funding Sources: Comp ed - 0.00				
14) Pre-AP Training for increased rigor	Principal, Core Teachers	College Board Curriculum Training Certificates			
	Funding Sources: State GT Funds - 0.00				

<p align="center">Comprehensive Support Strategy</p> <p>15) Training will be provided for teachers to help them integrate technology (ex. Web 2.0 tools) into their curriculum on a regular basis. Title I A Component 4</p>	Assistant Superintendent and Principal	Staff Survey			
	Funding Sources: Title 1 - 0.00, Title 2 - 0.00, Title III - 0.00				
<p align="center">Comprehensive Support Strategy</p> <p>16) Training on curriculum implementation in ELAR, Math, Science, and Social Studies to ensure that instruction is aligned with current best practice. Title I A Component 4</p>	Principal, Assistant Superintendent	Staff Survey			
	Funding Sources: Title 2 - 0.00				
<p>17) Staff will receive training in professional protocols and procedures in confidentiality and professionalism in all aspects of their communication.</p>	Principal, Assistant Principal	Agendas, memoranda, work records, and principal documentation			
	Funding Sources: Local - 0.00				
<p align="center">Comprehensive Support Strategy</p> <p>18) Training will be provided on Effective use of Technology to ensure that teaching practices are aligned with best practice. Title I A Component 4</p>	Principal Assistant Superintendent	Staff Survey			
	Funding Sources: Title 1 - 0.00, Title 2 - 0.00				
<p>19) Training will be provided to teachers in the Safe and Civil Schools Foundation Program. Title I A Component 4</p>	Principal, Trainer of Trainers	Walkthrough Reports			
	Funding Sources: Local - 0.00, Title 1 - 0.00				
<p align="center">Comprehensive Support Strategy</p> <p>20) Continue alignment of instructional software. Align software solutions to enhance instruction and assessment in all content areas throughout district. (ETS, Eduphoria, DMAC, United Streaming)</p>	Assistant Superintendent	Technology Software Assessment			
	Funding Sources: Perkins - 0.00, Local - 0.00				
<p align="center">Comprehensive Support Strategy</p> <p>21) A district-wide focus on planning will occur with staff development and a District-wide approach to planning will occur. This will also occur across districts in the C2L.</p>	Principal, Assistant Superintendent, Teachers	Staff Development Agendas, Content Area Agendas, Instructional Walkthrough Reports			
	Funding Sources: Local - 0.00				
<p>22) The district's expectation of learning will be restated in language that students will understand by the campus teachers. As a unified campus faculty, the campus classroom expectations of learning will be posted in every classroom on the campus.</p>	Campus Principals Classroom Teachers	Administrative Observation			
	Funding Sources: Local - 0.00				
<p>23) Annual career day will be held at Yoe High School.</p>	Counselors	Student Evaluation of Career Day, Student Sign In Sheets			
	Funding Sources: Local - 0.00				
<p>24) Today a Reader - Tomorrow a Leader reading/writing contest.</p>	ELA Teachers	State Assessment Evaluation			
	Funding Sources: Local - 0.00				
<p>25) ACT preparatory program to enhance post-secondary readiness of students.</p>	Principal	ACT Student Report			
	Funding Sources: Comp ed - 0.00				
<p>26) All core teachers will participate in the PLC process.</p>	Principal Assistant Principal	Instruction and academic performance will improve.			

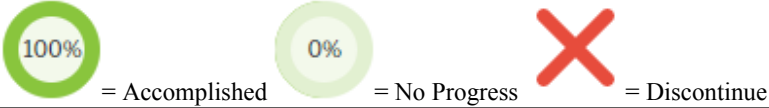
27) All teachers will be trained in The Fundamental Five instructional strategies.	Principal Assistant Principal	Instruction will become more effective.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

Goal 1: Goal 1: Establish a culture of academic excellence.

Performance Objective 2: Objective 1.2: YHS will show a 5% increase of student participation in extracurricular programs.

Evaluation Data Source(s) 2: Student rosters of participation in various programs.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) Continue the enhancement of the soccer program to involve students that may not be involved in traditional extracurricular programs.	Athletic Director	Soccer Team Rosters, Team Record			
	Funding Sources: Local - 0.00				
2) Additional CTE student certifications and licensures will be acquired in order to increase student technical skill attainment.	Principal, Counselors, CTE Teachers	Technical Skill Attainment Report 2S1, Precision Exams Reports			
	Funding Sources: Perkins - 0.00				
3) Provide additional participation opportunities for students in the agricultural education program	Principal, Ag Teachers	Participation Numbers, Awards Number increase			
	Funding Sources: Local - 0.00, Perkins - 0.00				
					

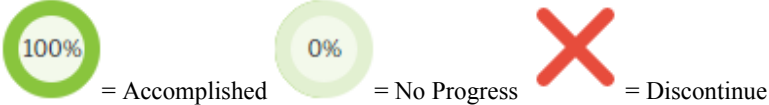
Goal 1: Goal 1: Establish a culture of academic excellence.

Performance Objective 3: Objective 1.3: The performance of all students in special programs will improve 5% on a grade level or an ARD determined state or local assessment.

Evaluation Data Source(s) 3: Summative Evaluation: EOC, PBMAS, TELPAS

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
<p>Comprehensive Support Strategy 1) Student needs will be identified and appropriate Response to Interventions will be utilized and served in the following areas: Student Intervention Teams (SIT), Section 504, Advanced Academic Program (AAP), Dyslexia, Special Education, Accelerated Education Interventions, ESL/Bilingual. Title I Part A Component 9</p>	Principal, Counselors, Diagnostician and Teachers	Identification process and EOC scores, Student Academic Progress, STAAR, and Benchmarks			
	Funding Sources: Comp ed - 0.00, Local - 0.00, Title III - 0.00, Title 1 - 0.00				
<p>2) Teachers and paraprofessionals will receive training, as needed in the area of accommodation and modification instructional strategies, co-teaching strategies for working with at-risk and special need students. Title I A Component 4</p>	Principal, Assistant Superintendent	Sign in Sheets, Certificates, Classroom Walkthroughs, Staff Meeting Agendas			
	Funding Sources: Local - 0.00, Title 2 - 0.00				
<p>3) Staff development will continue concerning admission, review, and dismissal for the SIT, Section 504 and Special Education Programs.</p>	Special Education Director	Staff Meeting Agendas, Content Team Agendas, Sign In Sheets of training times.			
	Funding Sources: Local - 0.00, Title 2 - 0.00				
<p>Comprehensive Support Strategy 4) A district-wide focus on planning will occur with staff development, inception of planning software, and a consistent method of planning of lessons fully implementing the TEKS 9-12.</p>	Assistant Superintendent, Principal, Teachers	Staff Development Agendas, Content Area Agendas, Instructional Walkthrough Reports			
	Funding Sources: Title 2 - 0.00, Local - 0.00				
<p>Comprehensive Support Strategy 5) The Accelerated Education Programs will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students (Math extension classes, Edgenuity, and tutorials). Title I A Component 2</p>	Principal	Student performance in each campus accelerated program			
	Funding Sources: Title 1 - 0.00, Comp ed - 0.00				
<p>6) Teachers will receive 6 hours of AAP annual update training. Continue requiring all content teachers to have their 30 hours of AAP credits.</p>	Campus Principal, Assistant Superintendent, AAP Program Director	G/T Training Certificates			
	Funding Sources: Local - 0.00, State GT Funds - 0.00				

Comprehensive Support Strategy 7) Progress Monitoring Tracking Sheets of individual students by core teachers Title I A Component 9	Teachers	Pattern of student success			
	Funding Sources: Title 1 - 0.00				
					

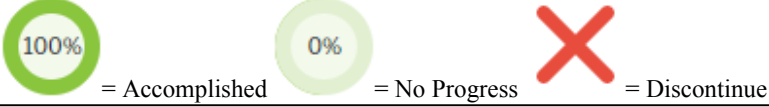
Goal 1: Goal 1: Establish a culture of academic excellence.

Performance Objective 4: Objective 1.4: The dropout rate for YHS will be less than 1%.

Evaluation Data Source(s) 4: PEIMS, Accountability Reports

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
<p>Comprehensive Support Strategy 1) Utilize the Student Intervention Team (SIT) as a precursor for students having instructional and behavioral difficulty to determine if there are alternative interventions. Title I A Component 2 & 9</p>	Principals, Counselors, and Teachers	Progress Monitoring Tools (Benchmarks) TELPAS, EOC Acc, EOC Alt, Disaggregated results are shared in team meetings			
Funding Sources: Title 1 - 0.00, Comp ed - 0.00					
<p>Comprehensive Support Strategy 2) The Accelerated Education Interventions will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students. (Response to Intervention (RTI) Tier Level Classes using Voyager and Apex in grades K-12. Title I A Component 2 & 9</p>	Principals Counselor Teachers GT Coordinator	Student performance in each campus accelerated program			
Funding Sources: Title 1 - 0.00, Comp ed - 0.00					
<p>Comprehensive Support Strategy 3) Progress Monitoring, EOC and benchmark tests will be given on each campus regularly, using DMAC, and other assessment sources to analyze student needs in order to modify instruction to address deficient areas and address students in crisis in a more time efficient manner. Title I A Component 8</p>	Principal and Assistant Principal	Data results disaggregated and results shared in content team meetings including students tracked individually to monitor progress toward mastery of the TEKS.			
Funding Sources: Local - 0.00					
<p>4) YHS will closely monitor student leavers to ensure they enroll in another school district.</p>	Principal, Assistant Principal, and PEIMS Coordinator	PEIMS Data			
Funding Sources: Local - 0.00					
<p>5) YHS will coordinate and utilize community social services (Judicial system, and Child Protective Services) to enhance dropout recovery programs.</p>	Principal, Counselors, Nurses, Teachers, and Asst. Principal	PEIMS Data			
Funding Sources: Local - 0.00					
<p>Comprehensive Support Strategy 6) Continue to utilize, review, and analyze the Edgenuity lab for credit recovery and intervention. Title I A Component 2 & 9</p>	Principal	Grades, Transcripts, Edgenuity Reports			
Funding Sources: Comp ed - 0.00, Title 1 - 0.00					

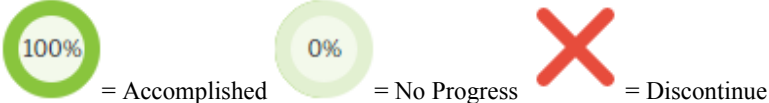
Comprehensive Support Strategy 7) Conduct a Summer Academy and redesign the After-School tutorial program for an extension for student learning in addition to the regular learning day/Extension for learning.	YHS Principal and Assistant Principal, Tutorial Teachers	Number of students participating in program. Success on EOC and credit accrual			
	Funding Sources: Local - 0.00, Title 1 - 0.00				
Comprehensive Support Strategy 8) Digitally track the progress of students in core subjects and include a goal setting component in the tracking method.	Principal, core teachers	DMAC Reports, Goal Tracking Forms			
	Funding Sources: Local - 0.00				
					

Goal 1: Goal 1: Establish a culture of academic excellence.

Performance Objective 5: Objective 1.5: Attendance of students at YHS will be at 97% or higher.

Evaluation Data Source(s) 5: PEIMS, Attendance Reports

Summative Evaluation 5:

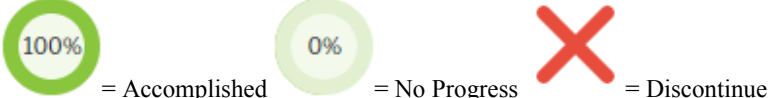
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) District will provide personnel (PEIMS clerks) to address student attendance and call students who are absent.	Principal, Assistant Principal, PEIMS Clerk	PEIMS Data			
Funding Sources: Local - 0.00					
2) An automated phone calling system will be utilized so that parents are informed quickly and efficiently of a student's absence in grades 9-12. (Connect 5) Title I A Component 6	Principals, PEIMS Clerks, and Campus Secretaries	Connect 5 Reports			
Funding Sources: Local - 0.00, Title 1 - 0.00					
Comprehensive Support Strategy 3) Policy and Procedures for student absences will be followed consistently for students receiving unexcused absences with the cooperation of Cameron & Milam County court system.	Principals, PEIMS clerks, and Assistant Principals	Individual Parent/Student Documentation			
Funding Sources: Local - 0.00					
4) Incentives will be provided to promote attendance goals set at 97% and curriculum goals for EOC.	Campus Principal and Assistant Principal	Report			
Funding Sources: Local - 0.00					
5) YHS will coordinate and utilize community social services (judicial system, and Child Protective Services) to enhance attendance issues.	Principal, Assistant Principal, Counselors, Nurse, Teachers	PEIMS Data			
Funding Sources: Local - 0.00					
					

Goal 1: Goal 1: Establish a culture of academic excellence.

Performance Objective 6: Objective 1.6: All limited English proficient students will show at least one level of advancement on a state assessment.

Evaluation Data Source(s) 6: TELPAS, EOC, PBMAS

Summative Evaluation 6:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) Certified ESL teachers will work with designated ESL students daily on each campus. Title I A Component 3	Principals ESL Teacher	EOC TELPAS			
	Funding Sources: Title I - 0.00, Title III - 0.00				
2) An ESL TE _x ES preparation class will be available for CISD teachers who wish to take the ESL exam at district expense. District will also provide funds for teachers to take and place ESL certification on their certifications. Title I A Component 3	Assistant Superintendent	Number of teachers who take the test			
	Funding Sources: Comp ed - 0.00, Local - 0.00				
3) ESL materials, including computer stations and software, will continue to be supplied for the regular education classrooms where LEP students are served.	Assistant Superintendent	Invoices			
	Funding Sources: Comp ed - 0.00, Local - 0.00				
4) ESL teachers will attend training on the TELPAS. Title I A Component 4	Assistant Superintendent	Sign in sheets			
	Funding Sources: Local - 0.00				
5) ESL students will receive reading intervention based on the RtI framework.	Principals	TELPAS, Benchmarks, Report Card grades			
	Funding Sources: Local - 0.00, Title III - 0.00				
					

Goal 2: Goal 2: Provide a safe and disciplined environment.

Performance Objective 1: Objective 2.1: All facilities will be clean, secure, and well maintained.

Evaluation Data Source(s) 1: Parent Surveys, Community Surveys, Staff Surveys, and Maintenance Work Orders

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) Scheduled Maintenance at Agriculture Farm to Enhance Facility	Superintendent Maintenance Department	Invoices			
Funding Sources: Local - 0.00					
2) Beautification Projects will be investigated and initiated in order to shows pride in our school system. (Recycling, Junior Master Gardeners projects, Cleaning and upgrading facilities, etc.	Administration	List of beautification Projects done for the year			
Funding Sources: Local - 0.00					
3) Appropriate A/C and Heating Temperatures	Business Manager	Maintenance reports			
Funding Sources: Local - 0.00					
 = Accomplished  = No Progress  = Discontinue					

Goal 2: Goal 2: Provide a safe and disciplined environment.




Performance Objective 2: Objective 2.2: Discipline referrals will decrease by 10% and there will be no violent incidences.

Evaluation Data Source(s) 2: Parent Survey, Staff Evaluations, and Discipline Records

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) A Discipline Management Plan will be written and placed in each campus student code of conduct in order to provide consistency between campuses.	Principals, Assistant Principals, Teachers Funding Sources: Local - 0.00	Student Code of Conduct & Parent/Student Handbooks			
2) A campus Foundations Team will be elected to implement training provided by Safe & Civil Schools. This will be known as the A.R.R.O.W. Team	Principals, Assistant Principals, Teachers Funding Sources: Local - 0.00	Copies of Agendas, Team Meetings, and Postings			
3) Evaluate and improve the policies and procedures of the DAEP and ISS programs. Evaluate the behavior intervention processes. Evaluate representation of demographic groups in response to PBMAS reporting.	Principal Asst. Principal Funding Sources: Comp ed - 0.00, Local - 0.00	Reports: (1) State Evaluation Reports, (2) Local Reports			
4) Athletic, band, cheerleading, and NHS handbooks will be provided for students to enhance communication of expectations for programs and discipline	Athletic Director Band Director Club/Group Sponsors Funding Sources: Local - 0.00	Copies of Handbooks			
5) Use of Educators Handbook Program for Discipline Referral process	Assistant Principal Funding Sources: Local - 0.00	Staff Development Agendas, Discipline system reports			
6) YHS administrators and staff will consistently follow the policies and procedures of the Student Code of Conduct, Discipline Management Plan, and Handbooks	All Staff Funding Sources: Local - 0.00	Discipline referrals			
7) Continue Evaluating, revising, and implementing the safe and secure emergency response plan.	Principal and Superintendent Funding Sources: Local - 0.00	Agenda Minutes from the campus safety teams and district team meetings			
8) Selected staff members will attend workshops on drug and violence prevention and conflict resolution. (CPI Training)	Principals, Assistant Principals, Teachers Funding Sources: Local - 0.00	Data Report & Burleson-Milam Staff Development Reports			
9) Implement processes and procedures regarding HB 121 teen dating violence policy.	Assistant Superintendent Principals, Counselors Funding Sources: Local - 0.00	Teen Dating Violence Policy Processes & Procedures			

10) The District will continue the use of drug dogs in YHS and CJH, and will utilize a comprehensive drug-testing program.	Superintendent	Fewer drug dog alerts and a drop in positive drug test results			
	Funding Sources: Local - 0.00				
11) Anti-drug and anti-violence visuals will be posted throughout campuses.	Superintendent	Fewer drug dog alerts and a drop in positive drug test results. A drop in reports of violent offenses.			
	Funding Sources: Local - 0.00				
12) Use of visitor registration system to identify sex offenders and record campus visitors	Principal	Visitor Reports			
	Funding Sources: Local - 0.00				
13) Mandatory Drug Testing will be conducted for any student in extra-curricular throughout both semesters. Students will be selected by random draw	Principal and Superintendent	Policy FNF Local			
	Funding Sources: Local - 0.00				

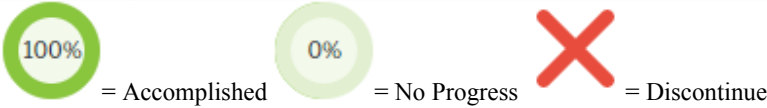
 = Accomplished
  = No Progress
  = Discontinue

Goal 3: Goal 3: Develop a climate to maximize individual potential.

Performance Objective 1: Objective 3.1: Students will be given the opportunity to achieve their goals and maximize their efforts for the future.

Evaluation Data Source(s) 1: Parent Survey, Open Forum Comments

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) The vision, mission, and educational philosophy statements will be included in distributed material.	Principals Counselor	Copy of informational material			
Funding Sources: Local - 0.00					
2) Implement a "Higher-Education Awareness Program". District staff will periodically highlight their former alma mater of higher education through displays of apparel, banners, announcements, college visitations, and speakers.	Principals Counselor	Student Feedback			
Funding Sources: Local - 0.00					
3) Positive promotions will be provided to the Cameron Herald, Waco Tribune Herald, & Temple Daily Telegram newspapers, KMIL, and school website and social media sites on school activities.	Principals	Printed Newspaper Articles KMIL Website, Evaluation of website			
Funding Sources: Local - 0.00					
4) A banner with students finishing in the top ten percent of their graduating class will be hung in the hallway of the cafeteria highlighting their achievement.	Principals	Banner			
Funding Sources: Local - 0.00					
					

Goal 3: Goal 3: Develop a climate to maximize individual potential.

Performance Objective 2: Objective 3.2: Build students up to realize they are individually valuable with potential, that when maximized, causes them to accomplish great achievements.

Evaluation Data Source(s) 2: Parent Survey, Open Forum Comments

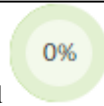
Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) District and Campus information will be sent to all media for publication, and CISD website, Twitter and Facebook will maintain current information. Title I A Component 6	Principals, District Technology Coordinator	Published articles			
	Funding Sources: Title 1 - 0.00, Local - 0.00				
2) Positive parent contacts will be made throughout the school year. Title I A Component 6	Principals, Teachers, Coordinators	Telephone Logs, parent contact sheets, mailings			
	Funding Sources: Title 1 - 0.00, Local - 0.00				
3) Newsletters, bulletins, flyers, letters, and announcements will be sent home weekly. Title I A Component 6	Principals, Teachers, District Technology Coordinator	Copies of items			
	Funding Sources: Local - 0.00, Title 1 - 0.00				
4) Campuses maintain current campus and classroom information on the campus section of the CISD website. Responsibility to keep teacher web pages, calendar, and downloaded documents current will be given to individuals through the district.	Superintendent, Director of Technology, Principals	Website Review documentation			
	Funding Sources: Title 1 - 0.00, Local - 0.00				
5) Information will be provided to the Cameron Herald, Waco Tribune Herald, & Temple Daily Telegram newspapers, KMIL, and school website and social media sites on school activities. Title I A Component 6	Principals	Printed Newspaper Articles KMIL Website, Evaluation of website			
	Funding Sources: Title 1 - 0.00, Local - 0.00				
6) Annual needs assessments and opinion surveys will be sent home to parents in English and Spanish. Title I A Component 6	Principals	Completed and compiled survey results			
	Funding Sources: Title 1 - 0.00				
7) School/Parent Compacts will be reviewed and revised annually. Title I A Component 6	Principal	Revised compact on file			
	Funding Sources: Title 1 - 0.00				
8) School/Parent Compacts will be given out to parents during the first 6 weeks of school. Title I A Component 6	Teachers	Signed compacts on file			
	Funding Sources: Title 1 - 0.00				

9) Positive promotions will be provided to the Cameron Herald & the Waco Tribune Newspapers, Temple Daily Telegram, KMIL, and school website, Twitter and Facebook site on school activities by each campus.	Principal	Printed Newspaper Articles KMIL Website, Evaluation of website & Facebook			
	Funding Sources: Local - 0.00				
10) Teachers will send positive postcards and phone calls throughout the year.	Principal and Teachers	Report of Findings			
	Funding Sources: Local - 0.00				
11) Information on admissions, financial aid, and scholarships for post secondary opportunities will be provided to students, parents, and teachers through handouts and the website (Counselor's Corner) and the College and Career Readiness Center.	Counselors	Newspaper Report of Scholarships awarded, CCRC Sign-in Sheets, Copy of Advertisements and Flyers			
	Funding Sources: Local - 0.00				
12) Continue free breakfast program in order to provide nutritious meals for all faculty and student body to enhance student learning.	Superintendent, Food Service Director	Student counts of student and staff eating breakfast.			
	Funding Sources: Local - 0.00				



= Accomplished



= No Progress



= Discontinue

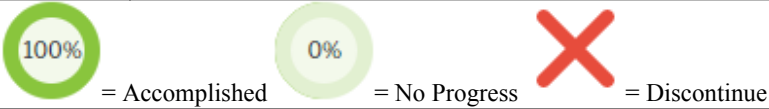
Goal 4: Utilize innovative technology to stimulate continuous learning.

Performance Objective 1: All YHS students will utilize technology, receive post-secondary opportunities, and receive career training.

Evaluation Data Source(s) 1: PEIMS, PBMAS

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
Comprehensive Support Strategy 1) Incorporation of Science Gizmos at YHS. Title I A Component 2	Principals Science Teachers	Instructional Walkthroughs EOC Results			
	Funding Sources: Title 1 - 0.00, Title 2 - 0.00				
2) Training will be provided on use of Smartprojectors and additional Smartprojectors will be purchased. Title I A Component 4	Assistant Superintendent Technology Director	Walkthrough Reports and Lesson Plans			
	Funding Sources: Title 1 - 0.00, Perkins - 0.00				
3) Teachers will utilize instructional technology to enhance instruction using Smart Boards/Projectors, video streaming, probe-wear, calculators, computers, hand-held devices, iPads, Chromebooks and other technologies.	Principal, Assistant Principal Technology Director	Annual Technology Survey, Walkthrough Reports, Software Usage Reports			
	Funding Sources: Comp ed - 0.00, Local - 0.00, Perkins - 0.00				
4) Trainers-of-Trainers will be established at each campus for support of integration of Smartboards into classroom instruction. Title I A Component 4	Director of Technology, Asst. Superintendent, Asst. Principal	Staff Development Sign In Sheets, Classroom Observations			
	Funding Sources: Title 2 - 0.00				
5) "Yoe Nation" (guest) account will be open and available for students to use their own devices to be able to maneuver the internet on campus	Principal Technology Director	Student Evaluation			
	Funding Sources: Local - 0.00				
6) Conduct a Student Technology Showcase as an open house type event to bring attention to how students are utilizing technology as a learning tool.	Principal Technology Director	Student Evaluation, Attendance Sign in sheets			
	Funding Sources: Local - 0.00				
7) Conduct a one day CTE Fair for students from Cameron Junior High held at Yoe High School.	Principals, Counselors, CTE Staff	Student Survey			
	Funding Sources: Local - 0.00				
8) Counselor review of students Personal Graduation Plan to include college and career readiness goals.	Counselors	Personalized Graduation Plans			
	Funding Sources: Local - 0.00				
9) Students will receive training and preparations in careers in the health care field	Principal, Counselors, Health Science Teachers	Student Transcripts, Certifications			
	Funding Sources: Local - 0.00, Perkins - 0.00				

10) Students will receive training and preparations in careers in the field of welding	Principal, Counselor, Ag Science Teachers	Student Transcripts, Certifications.			
	Funding Sources: Local - 0.00, Perkins - 0.00				
11) Dual Credit course offerings through Temple College online, UTPB, and the Texas Virtual Schools Network (TxVSN)	Principal, Assistant Principal, Counselors	Student Transcripts, PO for tuition			
	Funding Sources: Local - 0.00				
					

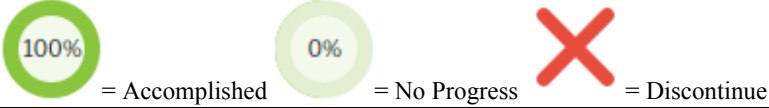
Goal 4: Utilize innovative technology to stimulate continuous learning.

Performance Objective 2: Objective 4.2: YHS will use financial resources for technology in a manner that maximizes student benefit.

Evaluation Data Source(s) 2: Budgets, Invoices, and Surveys

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) Training will be provided on effective use of Technology to ensure that teaching practices are aligned with best practice	Principal Assistant Superintendent	Staff Survey			
Funding Sources: Title 1 - 0.00					
2) Training will be provided on use of Smartprojectors and additional Smartprojectors will be purchased	Asst. Superintendent Technology Director	Walkthrough Reports and Staff Development			
Funding Sources: Title 2 - 0.00					
3) Evaluate impact of instructional software on academic achievement.	Local Funds State Technology Allotment	Technology Software Assessment and Solutions Report			
Funding Sources: Title 2 - 0.00					
4) Continue alignment of instructional software. Align software solutions to enhance instruction and assessment in all content areas throughout district. (ETS, Eduphoria, TEKS Resource System, DMAC, United Streaming, Edgenuity)	Assistant Superintendent Principal	Technology Software Assessment			
Funding Sources: Local - 0.00					
5) Teachers will utilize instructional technology to enhance instruction using Smart Boards/Projectors, video streaming, probe-wear, graphing calculators, iPads, Chromebooks and computers.	Campus Principals, Technology Director	Annual Technology Survey, Walkthrough Reports, Software Usage Reports			
Funding Sources: Comp ed - 0.00, Local - 0.00					
6) Attendance of campus staff to state technology conference	Technology Director Campus Principals	Recommendations from those who attend			
Funding Sources: Title 2 - 0.00					
7) Teachers and paraprofessionals will continue to receive training on use and integration of technology in the classroom.	Principal, District Technology Director	Lesson plans, Classroom Walkthroughs, Monthly District Director Report			
Funding Sources: Title 2 - 0.00, Local - 0.00					
8) "Yoe Nation" (guest) account will be open and available for students to use their own devices to be able to maneuver the internet on campus	Principal Technology Director	Student Evaluation			
Funding Sources: Local - 0.00					
9) Chromebook carts will be maintained for student use in the classroom to enhance learning	Principal Technology Director	Sign Out Forms			
Funding Sources: Local - 0.00					

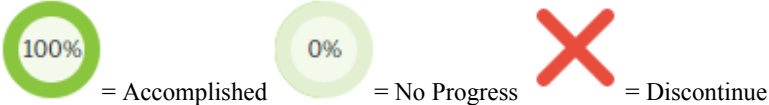
Comprehensive Support Strategy 10) Administrators will continue to monitor technology use using the Walkthrough Model. Administrators will check to see that technology use aligns to instruction.	Instructional Leadership Team	Instructional Leadership Evaluation Results, Tiri Walkthrough Reports through Eduphoria, Content Area team agendas, PDAS Reports			
	Funding Sources: Title 2 - 0.00, Local - 0.00				
					

Goal 5: Foster success while maintaining fiscal responsibility.

Performance Objective 1: Objective 5.1: YHS will have 100% teachers and staff who are highly qualified.

Evaluation Data Source(s) 1: TEA Highly Qualified Teacher Report, Personnel Records

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	May
1) Post all job openings on the District website and with several ESCs.	District office staff, Principal	Copy of website postings			
Funding Sources: Local - 0.00					
2) Contact various Alternative Certification Programs such as but not limited to iTeachTx, TexasTeachers.org	Principal	Teacher Retention			
Funding Sources: Local - 0.00					
3) Contact Colleges and Universities to recruit new graduates	Principal	Teacher retention			
Funding Sources: Local - 0.00					
4) The district will continue in the enhancement of the promotional recruitment at various educator job fairs. Title I A Component 5	Principal, Assistant Superintendent	PO for job fair fee, travel of personnel attending job fair, recruits obtained.			
Funding Sources: Title 2 - 0.00					
5) Exceed state salary schedule to ensure quality teachers. Title I A Component 5	Superintendent, Business Manager	EOC Results and Staff retention			
Funding Sources: Local - 0.00					
					

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Practice EOC & benchmark tests will be given regularly, using DMAC and the TEKS Resource System to analyzed student needs in order to modify instruction to address deficient areas.
1	1	2	Curriculum will continue to be vertically aligned using models and methods that fully implement the TEKS 9-12. Forethought will used to assist in lesson planning and scope and sequence building. Math & Science will build in consistent vocabulary and processes
1	1	3	The Accelerated Education Interventions will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students. RTI Tier Level Classes using Tutorials and Edgenuity Learning in grades 9-12.
1	1	4	Scope and Sequences will be reviewed, analyzed, and revised, and kept current in TEKS Resource System. Teachers and campus staff will use the scope and sequence developed in the TEKS Resource System when planning lessons and calendars.
1	1	5	Administrators will continue to monitor curriculum using the Curriculum Walk Through Model by increasing frequency by 25%. Administrators will check to see that lesson plans and scope and sequences match the instruction that they see in the walkthrough. Instructional Walkthrough training will continue concerning instructional focus to align curriculum, instruction, and assessment.
1	1	6	Provide accommodation and modification staff development to teachers for the Response to Intervention (RTI), Student Intervention Teams (SIT), 504, & Special Education Process. Include co-teaching technique training.
1	1	7	The Dyslexia Program for students will be evaluated and revised if needed for optimum benefits for identified students.
1	1	11	Teachers will utilize instructional technology to enhance instruction using SmartBoards, video streaming, probewear, graphing calculators & computers
1	1	12	Campus Schedules will be adjusted to provide more time on task in the area of ELA and math for identified students.
1	1	13	Teachers will be trained on the use of the TEKS Resource System in a collaborative environment with teachers from neighboring school districts creating a Collaborative 2 Learn (C2L). Title I A Component 9
1	1	15	Training will be provided for teachers to help them integrate technology (ex. Web 2.0 tools) into their curriculum on a regular basis. Title I A Component 4
1	1	16	Training on curriculum implementation in ELAR, Math, Science, and Social Studies to ensure that instruction is aligned with current best practice. Title I A Component 4
1	1	18	Training will be provided on Effective use of Technology to ensure that teaching practices are aligned with best practice. Title I A Component 4
1	1	20	Continue alignment of instructional software. Align software solutions to enhance instruction and assessment in all content areas throughout district. (ETS, Eduphoria, DMAC, United Streaming)

Goal	Objective	Strategy	Description
1	1	21	A district-wide focus on planning will occur with staff development and a District-wide approach to planning will occur. This will also occur across districts in the C2L.
1	3	1	Student needs will be identified and appropriate Response to Interventions will be utilized and served in the following areas: Student Intervention Teams (SIT), Section 504, Advanced Academic Program (AAP), Dyslexia, Special Education, Accelerated Education Interventions, ESL/Bilingual. Title I Part A Component 9
1	3	4	A district-wide focus on planning will occur with staff development, inception of planning software, and a consistent method of planning of lessons fully implementing the TEKS 9-12.
1	3	5	The Accelerated Education Programs will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students (Math extension classes, Edgenuity, and tutorials). Title I A Component 2
1	3	7	Progress Monitoring Tracking Sheets of individual students by core teachers Title I A Component 9
1	4	1	Utilize the Student Intervention Team (SIT) as a precursor for students having instructional and behavioral difficulty to determine if there are alternative interventions. Title I A Component 2 & 9
1	4	2	The Accelerated Education Interventions will continually be evaluated, aligned, and revised to provide focused and appropriate instruction for struggling students. (Response to Intervention (RTI) Tier Level Classes using Voyager and Apex in grades K-12. Title I A Component 2 & 9
1	4	3	Progress Monitoring, EOC and benchmark tests will be given on each campus regularly, using DMAC, and other assessment sources to analyze student needs in order to modify instruction to address deficient areas and address students in crisis in a more time efficient manner. Title I A Component 8
1	4	6	Continue to utilize, review, and analyze the Edgenuity lab for credit recovery and intervention. Title I A Component 2 & 9
1	4	7	Conduct a Summer Academy and redesign the After-School tutorial program for an extension for student learning in addition to the regular learning day/Extension for learning.
1	4	8	Digitally track the progress of students in core subjects and include a goal setting component in the tracking method.
1	5	3	Policy and Procedures for student absences will be followed consistently for students receiving unexcused absences with the cooperation of Cameron & Milam County court system.
4	1	1	Incorporation of Science Gizmos at YHS. Title I A Component 2
4	2	10	Administrators will continue to monitor technology use using the Walkthrough Model. Administrators will check to see that technology use aligns to instruction.