

Aldine Independent School District

MacArthur Senior High School

2019-2020 Campus Improvement Plan



Board Approval Date: October 22, 2019
Public Presentation Date: September 10, 2019

Value Statement

MacArthur Senior High School campus planning process unites all stakeholders to develop the best comprehensive high school in the nation. The steering committee is representative of all stakeholders: students, teachers, parents, administrators, community members, and business partners. Our staff is divided into committees. Each committee develops objectives, goals, and actions to enhance student achievement, student attendance, conduct, career plans, and overall success resulting in graduation. MacArthur High School Commitments:

- We will provide equal access to a quality education regardless of ethnicity, family income, gender, native language, special needs or area of residence.
- We will allocate resources to ensure equity for each student to reach his/her full potential.
- We will eliminate achievement gaps between and within student groups.
- We will improve educational outcomes for our students by garnering support from parents, grandparents, caregivers, businesses, elected and appointed officials, civic and faith-based organizations, institutions of higher education, medical and social service agencies, along with the district leaders, staff, and students.
- We will treat each employee with fairness, empower each employee to focus on high performance, and hold each employee accountable for results that contribute to student achievement.
- We will ensure that the learning and work environments are safe and secure so that each student and staff member will achieve high levels of performance.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

MacArthur High School is a neighborhood school located in northeast Harris County, more specifically in the East Aldine Management District (EAMD). The EAMD includes an area of 20.33 square miles. MacArthur High School is a Title I school that served 2,826 students of which 87.4% are economically disadvantaged. Data trends show that our student body population has declined since additional high schools of choice have opened in Aldine ISD. Comparatively, in 2015-2016, the campus was home to 2,903 students with 84.1% economically disadvantaged.

The student body is compromised of 92.3% Hispanic students, 5.8% African American students, 1.5% White students, .3% two or more races, .2% Asian students, and .1% Native American students. According to the 2017-2018, Texas Academic Performance Report (TAPR), we have 18.5% ELL students, 76.6% classified as at-risk, 6.6% gifted and talented, and 7.7% receiving special education services. MacArthur Senior High School services students in grades 10-12, 4% of the student body are considered re-classified ninth graders. However, students brand new to the country are serviced in our sheltered instruction classes in which they begin ninth grade on our campus instead of the ninth grade center. The overall mobility rate for our campus is 7.1%, which is a significant decrease from the last two years. The attendance rate for our campus is 90%. MacArthur graduated 883 students in the class of 2019.

MacArthur High School has 204 Professional Staff Members (TAPR 17-18). All Professional Staff members meet highly qualified status. Our breakdown of staff years of experience are: Beginning - 14.6%, 1-5 Years - 41.9%, 6-10 Years - 16.5%, 11-20 Years - 12.6%, 20+ Years - 14.4%. Comparison to previous years are very similar to previous years. Staff breakdown of Race/Ethnicity for MacArthur High School is: AA - 33.1%, American Indian - 1.8%, Asian - 4%, Hispanic - 15.2%, and White 45%. The ratio of Males to Females is 45.5%/54.5%. MacArthur High School staff demographics has remained relatively steady.

The community in which MacArthur High School is located has a total population of 61,394 residents. Out of the 61,394 residents in East Aldine Management District 77.9% live in family households, 22.2% speak only English, 51.2% speak only Spanish, 33.7% live below the poverty level and 41.9% are single parent households.

Demographics Strengths

- MacArthur High school has the largest student enrollment in Aldine ISD
- Number of students graduating remains over 800 annually
- Student mobility rate has decreased by half over the last three years

- MacArthur High School has a strong sense community and pride
- MacArthur staff has remained stable in demographics and reduced the number of new teachers in the last two years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: English Language Learners only made 1 year + progress in 18-19 by 8% **Root Cause:** Increasing number of students who are new to the country and student regression among students who have been in program for 5+ years.

Student Academic Achievement

Student Academic Achievement Summary

MacArthur High School's 2018-2019 Accountability Rating was Met Standard & Comprehensive Progress. We had an over all score of 79 out of 100 or a "C" rating.

- Domain 1/Student Achievement we scored 73 out of 100
- Domain 2/School Progress we scored 82 out of 100
- Domain 3/Closing the Gaps we scored 71 out of 100

This was a vast improvement from the 2017-2018 school year. Our rating was Improvement Required & Comprehensive with a score of 59 out of 100. We made gains in each Domain and significantly increased the number of students meeting Career, College and Military Readiness (CCMR) standard. Students achieving the 'Meets Standard' level increased in every End of Course exam. Students achieving the 'Masters Standard' increased/remained same in all End of Course exams.

MacArthur High School received a distinction in Algebra 1 EOC.

Student Academic Achievement Strengths

- MacArthur High School went from an Overall Rating of "F" to "C" in one year (Out of IR)
- MacArthur High School increased the number of students meeting CCMR qualifications
- MacArthur High School increased the percentage of students at 'Met Standard' and 'Masters' on the EOC exam

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: English Language Learners only made 1 year + progress in 18-19 by 8% **Root Cause:** Increasing number of students who are new to the country and student regression among students who have been in program for 5+ years.

Problem Statement 2: The percentage of MHS students taking the English I and II EOC exam did not meet mandated federal targets (Comprehensive). **EOC Root Cause:** All students struggle to read and write at or above grade level.

School Processes & Programs

School Processes & Programs Summary

MacArthur High School administrators strive to retain experienced staff members by addressing concerns, providing professional development opportunities, and responding to staff survey feedback. We continue to improve staff morale/ownership in regards to student achievement and leadership. MHS administrators continuously recruit for teacher vacancies by attending job fairs, host student teachers, and interview applicants regularly.

Professional development at the campus level is planned by the Instructional Leadership Team (I Lead). Feedback is solicited from staff members on areas of need for professional development. We also review teacher evaluations and observations to look for trends and opportunities for improvement. Core level teachers attend Professional Learning Communities (PLCs) on A Days. Each core subject area has reestablished roles and norms. Level leaders implement protocols for Lesson Planning, Data Analysis, Common Assessments and Effective Feedback.

School Processes & Programs Strengths

- MHS offers more Advanced Placement courses than any other high school in the district
- MHS has more students enrolled in AP courses than any other high school in the district
- This year students will be eligible to earn an AP Diploma through our Capstone Program
- We began a partnership with Halliburton to increase awareness of STEM Career opportunities for students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: English Language Learners only made 1 year + progress in 18-19 by 8% **Root Cause:** Increasing number of students who are new to the country and student regression among students who have been in program for 5+ years.

Problem Statement 2: The percentage of MHS students taking the English I and II EOC exam did not meet mandated federal targets (Comprehensive).
EOC Root Cause: All students struggle to read and write at or above grade level.

Perceptions

Perceptions Summary

MacArthur High School's attendance rate for 2019-2019 was 90%. The state and district attendance rates were 95.7 % and 94.5% respectively. We did show and increase of 1% from 2018 to 2019. MHS had a slight increase in SAC/Suspensions from 2018 to 2019. We have an Adopt a Senior Program in place to ensure seniors stay on track to graduate. We put a strong procedure in place to track attendance and document student who are not attending school. In that process, we notify parents, put students on a contract, hold parent conferences and conduct home visits.

MHS has several long-standing business and community partnerships: East Aldine Management District, Baker Ripley, Lone Star College, University of Houston Downtown, Halliburton, and Chick-fil-A. Parent participation is strong with athletics, band, drill team, choir, and FFA. However, it is a challenge to get parents to engage with the school on an academic level.

Perceptions Strengths

- Increase in attendance by 1%
- Strong attendance procedures (tracking)
- Many long-standing business and community partnerships
- Strong Booster Parents Organizations

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents do not engage on an academic level regarding their students' progress. **Root Cause:** MHS needs to provide more opportunities for parents to get information on how to assist their child's success at school despite language barriers.

Priority Problem Statements

Problem Statement 1: English Language Learners only made 1 year + progress in 18-19 by 8%

Root Cause 1: Increasing number of students who are new to the country and student regression among students who have been in program for 5+ years.

Problem Statement 1 Areas: Demographics - Student Academic Achievement - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent engagement rate
- Community surveys and/or other feedback

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
- Action research results
- Other additional data

Goals

Goal 1: MacArthur High School will improve student achievement by accelerating student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 1: By spring 2020, MacArthur High School will increase the percentage of students who meet grade level expectations on Algebra 1 STAAR EOC by 10%.

Evaluation Data Source(s) 1: STAAR EOC

Online Interim Assessment

Benchmark Assessments

Campus Based Assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Algebra 1 STAAR re-testers are enrolled in a math intervention class and are grouped based on their previous Algebra 1 STAAR scores.	2.4	Principal Assistant Principals Counselors Math Instructional Coach Math Teachers	60% of students will meet or master grade level TEKS aligned to campus assessments on the Algebra 1 STAAR test.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Extended Day/Week tutorials will be provided to students who failed Algebra 1 STAAR, students who are enrolled in Algebra 1 classes.	2.4, 2.6	Principal Assistant Principals Counselors Math Instructional Coach Math Teachers	60% of students will meet or master grade level TEKS aligned to campus assessments on the Algebra 1 STAAR test.				
Funding Sources: Title I, Part A - 21373.25							
3) Utilize online practice tests, Interim Assessments, and Benchmark Tests.	2.4, 2.6	Principal Assistant Principals Counselors Math Instructional Coach Math Teachers	60% of students will meet or master grade level TEKS aligned to campus assessments on the Algebra 1 STAAR test.				
4) Utilize technology in order to provide differentiated instruction for students.	2.4, 2.6	Principal Assistant Principals Math Instructional Math Teachers	60% of students will meet or master grade level TEKS aligned to campus assessments on the Algebra 1 STAAR test.				
5) Provide specific Math TEKS, STAAR Review, and seek assistance from our bilingual teachers to assist our Math and Algebra 1 Grad Prep Review Teachers with developing and improving strategies to support our at-risk and ELL re-testers.	2.4	Principal Assistant Principals Math Instructional Coach Math Teachers ELL Teacher	60% of students will meet or master grade level TEKS aligned to campus assessments on the Algebra 1 STAAR test.				
6) Provide Algebra 1 and Grad Review Math classes a classroom set of chrome books and instructional supplies to use to students with small group, tactile, independent, and online activities.	2.4, 2.6	Principal Assistant Principals Math Instructional Coach Department Chair	60% of students will meet or master grade level TEKS aligned to campus assessments on the Algebra 1 STAAR test.				
Funding Sources: State Compensatory Ed. - 1301.00, Title I, Part A - 9476.25							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div></div><div></div></div><div>= Continue/Modify</div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div></div><div></div></div><div>= Discontinue</div></div>							

Goal 1: MacArthur High School will improve student achievement by accelerating student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 2: On all major Campus Based Assessments given in Math, 70% of all students will meet grade level and at least 10% will meet masters grade level.





Evaluation Data Source(s) 2: Implementation of the BMAT format.

Campus Based Common Assessments

District Common Assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Assessments will be created using the BMAT format.	2.4	Principal Assistant Principals Math Instructional Coach Math Department Chair Math Level Leaders Math Teachers	All grade level courses will implement the BMAT format on 66% or more of all Mathematics Campus Based Common Assessment.				
2) Data analysis will be performed using the data meeting protocol and Performance At-A-Glance criterion in all Math courses.	2.4, 2.6	Principal Assistant Principals Math Instructional Coach Math Level Leaders Math Teachers	100 % of PLC Meetings focused on instruction delivery and adjustments will be recorded and documented on agendas and in minutes.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Utilize technology in order to provide differentiated instruction for students.	2.4, 2.5, 2.6	Principal Assistant Principals Math Instructional Coach Math Level Leaders Math Teachers	100% of students using technology will complete learning activities.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 1: MacArthur High School will improve student achievement by accelerating student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 3: By Spring 2020, MacArthur High School will increase the percentage of students that meet expectations on the US History STAAR exam by 5%.

Evaluation Data Source(s) 3: Common Campus Based Assessment Benchmark Exams
District Benchmark Assessments

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Tracking student data/performance on campus and district based category assessments to cater to specific remediation during re-teach lessons and extended day/week tutorials.	2.4, 2.6	Social Studies Instructional Coach, US History Teachers	90% or more students will meet or master TEKS aligned to campus assessments and on the US History STAAR test.				
Funding Sources: Title I, Part A - 21373.25							
2) Provide specific US History TEKS, STAAR Review, Talk Read Talk Write, and Teach Like a Champion professional development to US History teachers to assist with developing and improving strategies to support our at-risk population.	2.4, 2.6	Principal, Curriculum Assistant Principal, Social Studies Instructional Coach, US History Teachers	90% or more students will meet or master TEKS aligned to campus assessments and on the US History STAAR test.				
3) Provide classroom supplies to engage students with small group, tactile, and independent activities.	2.4, 2.6	Social Studies Department Chair, Assistant Principal	90% or more students will meet or master TEKS aligned to campus assessments and on the US History STAAR test.				
Funding Sources: Title I, Part A - 9476.25, State Compensatory Ed. - 1301.00							
4) Utilize weekly PLC planning time to realign TEKS embedded in lessons and campus based assessments based on state mandated TEK changes.	2.4, 2.6	Social Studies Instructional Coach, US History Level Leader, US History Teachers	90% or more students will meet or master TEKS aligned to campus assessments and on the US History STAAR test.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div></div><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div></div><div>= Discontinue</div></div></div>							





Goal 1: MacArthur High School will improve student achievement by accelerating student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 4: By spring 2020, MacArthur High School will increase the percentage of students that meet expectations STAAR Biology exam by 15%.

Evaluation Data Source(s) 4: STAAR EOC
Campus Based Assessment

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) Approximately 50 % of the Biology STAAR re-testers are enrolled in Grad Review Biology.	2.5, 2.6	Principal, Assistant Principals, Counselors, Science instructional Specialist, Biology Grad Prep Teachers	60% of students will meet or master TEKS aligned with campus assessments and on the Biology STAAR test.				
2) Tracking student data/performance on past STAAR assessments and campus based category assessments to provide individualized learning plans, 3IE, and extended day/week tutorials	2.4, 2.6	Science Instructional Coach, Biology Grad Prep Teachers, Bookkeeper	60% of students will meet or master TEKS aligned with campus assessments and on the Biology STAAR test.				
Funding Sources: Title I, Part A - 21373.25, State Compensatory Ed. - 1301.00							
3) Provide and ensure that the Biology STAAR re-testers who are eligible to receive, not only have access to but also understand how to utilize supplemental aides during the Biology STAAR exam.	2.4, 2.6	Science Instructional Coach, Biology Grad Prep Teachers, SPED Co-teachers, Biology ESL Para-professional	Students receiving supplemental aides during the STAAR exam will not only received their identified accommodation, but will reach approaches or meets on TEKS aligned campus assessments and at least meets grade level or above on the Biology STAAR test.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Provide specific Biology TEKS, STAAR Review, and SIOP professional development to Biology and Biology Grad Prep Review Teachers to assist with developing and improving strategies to support our at-risk and ELL re-testers.		Principal, Curriculum Assistant Principal, Science Instructional Coach, Secondary Science Program Director, Biology Grad Prep Teachers	Mastery on TEKS aligned campus assessments and at least meets grade level or above on the Biology STAAR test				
TEA Priorities Improve low-performing schools 5) Provide classroom supplies to engage students with small group, tactile, and independent activities	2.4, 2.6	Department Chair, Assistant Principal, Principal	Increased student achievement in science credits earned				
	Funding Sources: Title I, Part A - 9476.25						
6) All science teachers will provide all students with at least 40% laboratory and/or hands on activity experiences, as well as ensure the activities and exams are aligned to the TEKS.	2.4, 2.5, 2.6	Principal, Curriculum Assistant Principal, Science Instructional Coach, Secondary Science Program Director, Science Teachers	85% of all students will pass their science courses by the end of the 2019-2020 school year.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 1: MacArthur High School will improve student achievement by accelerating student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 5: By spring 2020, MacArthur High School will increase the percentage of students who meet grade level expectations on English II STAAR EOC by 18% and increase the number of students who master grade level expectations by 5%.





Evaluation Data Source(s) 5: Campus based assessments

District benchmarks

STAAR EOC

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 1) All students will have the opportunity to receive extended day/week tutorials that are targeted for their specific need.	2.6	ELA skills specialist, teachers	50% of students will meet and/or master standards for the English I & II EOC exams.				
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math 2) Provide specific English I and II TEKS study lessons and STAAR review as well as SIOP professional development for ELA teachers to assist in developing and improving strategies to support our at-risk and EL re-testers.	2.4, 2.6	Assistant principal, skills specialist, level leaders, teachers	50% of students will meet and/or master standards for the English I & II EOC exams AND make 1+ year progress on TELPAS.				
Funding Sources: Title I, Part A - 10750.00, State Compensatory Ed. - 18000.00							
3) Teachers will be provided with classroom supplies that will enable them to engage students with small group, tactile, and independent activities.	2.4	Department chair, skills specialist, assistant principal	50% of students will meet and/or master standards for the English I & II EOC exams.				
Funding Sources: Title I, Part A - 9476.25, State Compensatory Ed. - 1301.00							





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 4) Students in need of ELA intervention will be identified and scheduled into appropriate classes with teachers who have experience working with at-risk students.	2.4, 2.6	Principal, assistant principal, counselors, skills specialist, teachers	50% of students will meet and/or master standards for the English I & II EOC exams.				
TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Cross-curricular planning with the Social Studies department including persuasive writing instruction and reading themed- selected topics.	2.4, 2.5	Skills specialists, teachers	50% of students will meet and/or master standards for the English I & II EOC exams.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 1: MacArthur High School will improve student achievement by accelerating student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 6: By the end of Spring 2020, 70% of all students will meet or master grade level expectations on common assessments in all science courses.

Evaluation Data Source(s) 6: Assistant Principal, Instructional Coach, Program Director, Science Teachers

Summative Evaluation 6: Significant progress made toward meeting Performance Objective





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers provide extended and extended week tutorials to all students who does not meet expectations.	2.4, 2.6	Assistant Principals, Skills Specialists, Science Teachers, Bookkeeper	70% of students achieve will successfully pass all district and campus based science common assessments.				
Funding Sources: Title I, Part A - 21373.25							
2) Teachers will provide at least 40% of laboratory and/or hands on experiences and inquiry based lessons to engage students in science concepts.	2.4, 2.6	Assistant principals, skills specialist, secondary science program director, science teachers	70% of students achieve will successfully pass all district and campus based science common assessments.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: MacArthur High School will improve student achievement by accelerating student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 7: By the spring administration of TELPAS 100% of staff at students will be trained on the software utilized and purpose of TELPAS testing.

Evaluation Data Source(s) 7: Testing Coordinator, Assistant Principal, ESL teachers

Summative Evaluation 7: Met Performance Objective





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) Effective training on the listening and speaking equipment of the test	2.4, 2.6	Principal Assistant Principal/LPAC Counselors/LPAC ESL Teachers	18% of EL Students will gain 1+ year progress on TELPAS at the end of the 2019-2020 school year.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 1: MacArthur High School will improve student achievement by accelerating student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 8: On a monthly basis, one implementable strategy to support EL's will be shared with new teachers, alongside a refresher for veteran teachers to support cross-curricular language acquisition.

Evaluation Data Source(s) 8: Principal, Assistant Principal, Instructional Coaches, ESL Teachers

Summative Evaluation 8: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) New teachers will learn all components of SIOP	2.4, 2.6	Principal Assistant Principals/Mentors	18% of EL Students will gain 1+ year progress on TELPAS at the end of the 2019-2020 school year				
2) Protected time to review SIOP Strategies during faculty meetings, PLC, and department meetings.	2.4, 2.6	Principal Assistant Principal Instructional Coaches	18% of EL Students will gain 1+ year progress on TELPAS at the end of the 2019-2020 school year				
TEA Priorities Improve low-performing schools 3) Creation and dissemination of resources on shared staff drive that will support EL's	2.4, 2.5, 2.6	Principal Assistant Principals/Technology A Lead Members	18% of EL Students will gain 1+ year progress on TELPAS at the end of the 2019-2020 school year				
TEA Priorities Improve low-performing schools 4) Structured and protected time to practice listening and speaking portions of the TELPAS test.	2.4, 2.6	Principal Assistant Principals ESL Teachers	18% of EL Students will gain 1+ year progress on TELPAS at the end of the 2019-2020 school year				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 1: MacArthur High School will improve student achievement by accelerating student learning to dramatically increase the number of students who perform on or above grade level.





Performance Objective 9: Increase the number of student exempting TSI by 10%.

Evaluation Data Source(s) 9: 1. Conference with students

2. SAT Prep classes

3 . School day SAT

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) Teachers will provide opportunities for students to study and practice TSI materials and strategies	2.4, 2.5, 2.6	Principals Assistant Principals Teachers	Increase the number of student exempting TSI by 10% by the end of the 2019-2020 school year.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 1: MacArthur High School will improve student achievement by accelerating student learning to dramatically increase the number of students who perform on or above grade level.





Performance Objective 10: Accurately account for students joining military.

Evaluation Data Source(s) 10: 1. ASVAB counts

2. List from recruiters

3. Document during Senior conferences.

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Counselors will collect documentation throughout the year for Military Readiness and in eSchool for CCMR>	2.4, 2.6	Principal Assistant Principals Counselors	Counselors will document Military Readiness with 100% accuracy.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 1: MacArthur High School will improve student achievement by accelerating student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 11: Throughout the school year (19-20) teachers will write curriculum for core subjects and the Leader in Me program.

Evaluation Data Source(s) 11: Completed Curriculum
Calendars

Summative Evaluation 11: Exceeded Performance Objective





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools ESF Levers Lever 4: High-Quality Curriculum 1) Teachers will write curriculum for core classes, exam prep classes and Leader In Me enrichment lessons.	2.5, 2.6	Principal Assistant Principals Teachers	100% of the LEader In Me curriculum will be written and calendars completed by the beginning of the 2019-2020 school year.				
	Funding Sources: Title I, Part A - 6945.00						
<div><div><div>100%</div></div><div>= Accomplished</div></div> <div><div>➔</div><div>= Continue/Modify</div></div> <div><div>0%</div></div> <div>= No Progress</div> <div><div>✖</div><div>= Discontinue</div></div>							

Goal 1: MacArthur High School will improve student achievement by accelerating student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 12: Pay for extra teacher salaries to lower class sizes.

Evaluation Data Source(s) 12: Invest Evaluations
Student Achievement

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools ESF Levers Lever 5: Effective Instruction 1) Provide 14 extra teachers to lower class sizes in different subject areas	2.4, 2.6	Principal Assistant Principal	3% increase in the graduation rate for the 2019-2020 school year.				
Funding Sources: Title I, Part A - 643251.00, State Compensatory Ed. - 297194.00							
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 1: MacArthur High School will improve student achievement by accelerating student learning to dramatically increase the number of students who perform on or above grade level.

Performance Objective 13: Pay for extra Instructional Paraprofessionals to assist teachers with small group instruction, re-teaching, and re-testing

Evaluation Data Source(s) 13: Increase students recovering credit
Increase students graduating

Summative Evaluation 13:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers 1) Provide 3 Instructional Paraprofessionals to assist in classrooms with small group instruction, reteaching and retesting.	2.6	Principals Assistant Principals	3% increase in the graduation rate for the 2019-2020 school year.				
	Funding Sources: Title I, Part A - 53751.00						
<div><div><div>100%</div></div>= Accomplished<div><div></div></div>= Continue/Modify<div><div>0%</div></div>= No Progress<div><div>X</div></div>= Discontinue</div>							





Goal 2: MacArthur High School will support a positive school culture by creating safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

Performance Objective 1: By the end of 2019-2020 MacArthur High School will increase the attendance average rate by 1% point in reference to the 2018-2019 year.

Evaluation Data Source(s) 1: Attendance daily report.
Attendance weekly report

Summative Evaluation 1:

Targeted or ESF High Priority





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 1) 1) Create and maintain spreadsheet to track and monitor students with low attendance.	2.5	Administrator over Attendance	Increase student attendance by 1% during the 2019-2020 school year.				
2) Create, document and send attendance concern letters to students with 3 or more absences.	3.1	Attendance Clerk and Administrator over Attendance	Increase student attendance by 1% during the 2019-2020 school year.				
3) Make home visits to verify address and notify parents of students with more than 6 absences.	3.1	Administrator over Attendance and Attendance committee.	Increase student attendance by 1% during the 2019-2020 school year.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 2: MacArthur High School will support a positive school culture by creating safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

Performance Objective 2: MacArthur will increase student and staff recognition by nominations for three students from all grade levels and three staff members for each month during the school year.

Evaluation Data Source(s) 2: More diversity in student and staff recognition posted in hallways, announcements and on MacArthur social media and announcements.

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools ESF Levers Lever 3: Positive School Culture 1) Send out Google forms to staff for nominations of staff and students. Recognize nominated in morning announcements. Display nominated staff and students pictures in hallway display case. Gift bags will be provided to those nominated.	2.5	Principal Assistant Principal Recognition Committee Members	At least three staff and students who make a positive contribution to MacArthur climate & culture will be recognized monthly.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 2: MacArthur High School will support a positive school culture by creating safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

Performance Objective 3: MacArthur High School will provide comprehensive communication to educate and update 100% of teacher's regarding the NG program and recovery process.

Evaluation Data Source(s) 3: Collective teacher responses from staff survey's.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create an information presentation to educate teachers about the NG program and recovery process.	2.5	Administrator over the NG program	Reduce NG's by the end of each semester by 20% .				
2) Create and distribute a NG program and recovery process operation manual.	2.5	Administrator over the NG program	Reduce NG's by the end of each semester by 20% .				
3) Update and expand NG program and recovery process in the MacArthur High School Staff Handbook.	2.5	Administrator over the NG program	Reduce NG's by the end of each semester by 20% .				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





Goal 2: MacArthur High School will support a positive school culture by creating safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

Performance Objective 4: MacArthur High School NG program and process will reduce the number of courses in which students do not receive credit due to excessive absences by 15%

Evaluation Data Source(s) 4: Comparison of absences reported in Trends By Course attendance summary data from 2018-2019 to corresponding data from 2019-2020.

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Weekly collection of student attendance data by course using the Trends By Course attendance summary report.	2.5	Administrator over the NG program	Reduce the number of NGs for each semester by 20% in the 2019-2020 school year.				
2) Comprehensive NG status communication with students through orientation, level letters and periodic reminders.	2.5	Administrator over the NG program	Reduce the number of NGs for each semester by 20% in the 2019-2020 school year.				
3) Electronic collection of student recovery process credit (time) to restore credit.	2.5	Administrator over the NG program	Reduce the number of NGs for each semester by 20% in the 2019-2020 school year.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: MacArthur High School will support a positive school culture by creating safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.





Performance Objective 5: All employees, students, visitors and contractors will have ID Badges visible 100% of the time.

Evaluation Data Source(s) 5: 1. There will be three temporary ID badge stations available for students.

2. Each period, all teachers will visibly check to make sure every student has an ID badge on.

Summative Evaluation 5:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) Obtain a list of all contract employees and enforce ID policy		Principal Assistant Principals/Construction	100% of all employees wear a district ID badge each day.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							





Goal 2: MacArthur High School will support a positive school culture by creating safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

Performance Objective 6: MacArthur 9th students will cross to MacArthur Senior with supervision, or enter through the front entrance 100% of the time.

Evaluation Data Source(s) 6: The Safe and Secure team will informally evaluate the process weekly and sporadically.

Summative Evaluation 6:

Targeted or ESF High Priority





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) Both campus administrators will work together to develop a plan to safely move from one campus to the other throughout the day.	2.5	Principals Assistant Principals	100% of all students will arrive safely when traveling back and forth from each campus (MHS & M9).				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 2: MacArthur High School will support a positive school culture by creating safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

Performance Objective 7: Faculty and Staff will be visible during passing periods to monitor student behavior.

Evaluation Data Source(s) 7: 1. The administrative staff will monitor staff members that should be standing at their door.
2. The administrative staff will monitor personnel that has a "five minute" duty.

Summative Evaluation 7:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create and implement duty schedule during all passing periods to ensure student safety and with fewer tardies	2.5	Principal Assistant Principals Teachers	100% of staff will be present for assigned duty locations throughout the day.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 2: MacArthur High School will support a positive school culture by creating safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

Performance Objective 8: By the end of 2019-2020 school year, Tier 1 of PBIS will be implemented campus-wide with 100% fidelity by students and staff.

Evaluation Data Source(s) 8: The PBIS committee will monitor the implementation process.

Summative Evaluation 8: Met Performance Objective





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Train students and staff on the PBIS model and campus expectations.	2.4	Assistant Principal over PBIS. PBIS Committee	100% of staff and students will know the PBIS model and campus expectations for PBIS.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 2: MacArthur High School will support a positive school culture by creating safe and secure learning environments that focus on the social, emotional, and cultural needs of every student.

Performance Objective 9: By the end of 2019-2020 school year, there will be a 7% decrease in discipline referrals campus-wide as a result of tier 1 implementation.

Evaluation Data Source(s) 9: The PBIS committee will analyze discipline data from e-school.

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) The PBIS committee will meet quarterly to analyze discipline data.	2.4	Principal Assistant Principal/CBC PBIS Committee	100% of staff members will be aware of data trends and be proactive when dealing with student behavior.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 3: MacArthur High School will provide mission-driven leadership by developing the capacity of every teacher, leader, and staff member to deliver rigorous, enriching learning experiences to every student.



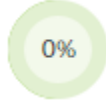

Performance Objective 1: 1) By Spring 2020, MacArthur High School will increase parental/community involvement through the efforts of the Leader in Me Committee by 10%.

2) By the end of April 2020, MacArthur High School will increase student involvement and participation with school sponsored events by 10% by recruiting students through the Leader In Me program.

Evaluation Data Source(s) 1: 1) Parent Night Attendance Sheets
Views on Social Media

2) Student Attendance Sheets

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide newsletter and media outlets for communication circulation. The newsletter will include an academic word.		Leader In Me Spirit Team Teachers	Increased the parental/community attendance during school sponsored events by 20% during the 1920-2020 school year.				
Funding Sources: Title I, Part A - 8465.00							
2) 2) Provide greetings, resources, and snacks to parents and community members during school events.		Leader In Me Team	Increased the parental/community attendance during school sponsored events by 20% during the 1920-2020 school year.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: MacArthur High School will provide mission-driven leadership by developing the capacity of every teacher, leader, and staff member to deliver rigorous, enriching learning experiences to every student.

Performance Objective 2: Provide teachers with research-based, ongoing professional development with staff members and contracted vendors.

Evaluation Data Source(s) 2: Classroom Observations
Student Achievement

Summative Evaluation 2: Met Performance Objective

Targeted or ESF High Priority

Goal 3: MacArthur High School will provide mission-driven leadership by developing the capacity of every teacher, leader, and staff member to deliver rigorous, enriching learning experiences to every student.

Performance Objective 3: Pay for substitute teachers to cover classes so teachers can attend professional development sessions, conferences and classroom observations

Evaluation Data Source(s) 3: Teacher Evaluations
Implementation of curriculum or strategies





Summative Evaluation 3:

Goal 4: MacArthur High School will ensure organizational efficiency by aligning data, financial, technology, and operations systems to enhance student performance.

Performance Objective 1: By the end of 19-20 school year, MacArthur faculty will increase the number of grant applications from the previous year.

Evaluation Data Source(s) 1: Aldine ISD Federal, State, and Special Programs Dept.

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 1) Request a one-time district grant training at MacArthur for teachers. Upload a training Power Point from Stacey Smith		Bauhs	Each department will submit 1 grant per year (8 departments).				
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 2) Gather information on how to apply for slow and fast approval grants	2.6	Dr. Aghedo and Dr. M. Thomas	Each department will submit 1 grant per year (8 departments).				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 4: MacArthur High School will ensure organizational efficiency by aligning data, financial, technology, and operations systems to enhance student performance.

Performance Objective 2: MacArthur Sr HS will have work orders resolved within 10 working days at 85% by the end of the school year 2019-2020

Evaluation Data Source(s) 2: School Dude

Summative Evaluation 2:



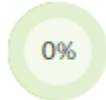

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) At the end of each quarter to run a report through school dude to see how many work orders are completed within 10 working days		AP Nathan, AP Kelley, and AP Flores	85% of work order will be completed within 10 days each quarter.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 4: MacArthur High School will ensure organizational efficiency by aligning data, financial, technology, and operations systems to enhance student performance.

Performance Objective 3: MacArthur Sr HS will convert all work orders to Google Form at 100% by the end of the school year 2019-2020

Evaluation Data Source(s) 3: Shared Google Form, School Dude

Summative Evaluation 3:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) AP Flores will roll out the Google form to faculty and staff to report problems that need work orders.	2.5	AP Nathan, AP Flores, AP Kelley	Administration will receive 100% of work orders via Google form by December 2019.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 4: MacArthur High School will ensure organizational efficiency by aligning data, financial, technology, and operations systems to enhance student performance.

Performance Objective 4: Provide installation of data ports for classroom computers.

Evaluation Data Source(s) 4: Completion of student online work
Increased student achievement

Summative Evaluation 4:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Place a work order to install data ports for classroom computers	2.4, 2.6	Principals Assistant Principals	Data ports will be installed and completed by March 2020.				
Funding Sources: State Compensatory Ed. - 1000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 5: MacArthur High School will continue to develop Community Engagement and Outreach by elevating district pride by strengthening partnerships with families, communities, and the business community.

Performance Objective 1: By the end of the 2019-2020 school year MacArthur High School will strengthen partnerships with families using a more aggressive campus volunteering system

Evaluation Data Source(s) 1: Increase in Mac Community Volunteers sign-in sheets

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) Develop a system of tracking all high school volunteers throughout the school year	3.1	Principal Assistant Principal	Obtain 50 volunteers by the end of the school year 2019-2020.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 5: MacArthur High School will continue to develop Community Engagement and Outreach by elevating district pride by strengthening partnerships with families, communities, and the business community.

Performance Objective 2: MacArthur High School will provide morning and afternoon meeting opportunities for parents to learn how technology is made easy.

Evaluation Data Source(s) 2: Basic technology classes will be offered at various times (morning and afternoon)to be more accessible to parents who need it.

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Assist parents with acquiring technology skills to track student progress and increase technology access	3.1, 3.2	Principal Assistant Principals Teachers	Hold at least two technology parents sessions during the 2019-2020 school year.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 5: MacArthur High School will continue to develop Community Engagement and Outreach by elevating district pride by strengthening partnerships with families, communities, and the business community.

Performance Objective 3: Production of the MacArthur Digital Newsletter this school year to ensure family and community partners are aware of programs and opportunities that are available to them to participate in .

Evaluation Data Source(s) 3: Monthly newsletter distribution to the Mac Arthur community

Summative Evaluation 3:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase communication of school activities, awareness and increase parental involvement	3.1, 3.2	Principal Assistant Principals Teachers	Create and distribute one newsletter each quarter (4) during the 2019-2020 school year.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 5: MacArthur High School will continue to develop Community Engagement and Outreach by elevating district pride by strengthening partnerships with families, communities, and the business community.

Performance Objective 4: Showcase stakeholder participation in and around the school and community businesses.

Evaluation Data Source(s) 4: Quarterly evaluation of sign in sheets and or printed evidence

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) Promote and advertise opportunities for community and business partner support of school activities	2.5, 3.2	Principal Assistant Principal Teachers	Produce at least four completed sign-in sheets for meetings with business and community partners by the end of the school year.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	5	1	All students will have the opportunity to receive extended day/week tutorials that are targeted for their specific need.
1	5	2	Provide specific English I and II TEKS study lessons and STAAR review as well as SIOP professional development for ELA teachers to assist in developing and improving strategies to support our at-risk and EL re-testers.
1	5	4	Students in need of ELA intervention will be identified and scheduled into appropriate classes with teachers who have experience working with at-risk students.
2	8	1	Train students and staff on the PBIS model and campus expectations.
4	1	1	Request a one-time district grant training at MacArthur for teachers. Upload a training Power Point from Stacey Smith
4	1	2	Gather information on how to apply for slow and fast approval grants

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

District will complete.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

NAME RESPONSIBILITY/ROLE

Heather Peterson Principal

Aquilla Aubrey Assistant Principal

Courtney Williams Counselor

Kelly Silha Teacher

Tekedra Johnson Teacher

Mary Keleshian Teacher

2.2: Regular monitoring and revision

MacArthur High School's Campus Improvement Plan was monitored and/or revised on the following dates.

August 12, 2019

September 17, 2019

2.3: Available to parents and community in an understandable format and language

On August 12, while students participated in orientation, parents met for a presentation that included Title 1. Presentation was offered in Spanish and English.

October 4th is Open House and parents will participate in a formal Title 1 meeting prior to Open House programming.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy will be distributed at Open House on October 4.

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Heather Kirk	
Administrator	Jason Babcock	
Administrator	Maria Bauhs	
Administrator	Shauna Jones	
Administrator	Thomas Halbert	
Administrator	Aquilla Aubrey	
Administrator	Akua Twumasi	
Administrator	Willie Kelley	
Administrator	Andres Flores	
Non-classroom Professional	Andrea Hamilton	
Non-classroom Professional	Christine Danzer	
Non-classroom Professional	Melissa Solano	
Non-classroom Professional	Juanita Ramos	
Paraprofessional	Carla Crutcher	
Paraprofessional	Diana Casanova	
Paraprofessional	Josie Wiltz	

Attendance 2019-2020

Committee Role	Name	Position
Administrator	Andres Flores	
Classroom Teacher	Anyel Washington.org	
Classroom Teacher	Courtney Kehler	
Classroom Teacher	Francisco Palomo	
Paraprofessional	Grabiela Galarza	
Paraprofessional	Jacqueline Hildebrand	
Paraprofessional	Jennifer Valdez	
Classroom Teacher	Jesus Zamora	
Non-classroom Professional	LaQuanti C West	
Paraprofessional	Maria Compean	
Paraprofessional	Miriam Hernandez	
Paraprofessional	Monica Lopez	
Classroom Teacher	Richard Brown	
Classroom Teacher	Robert Morgan	
Paraprofessional	Sandra Ramirez	
Classroom Teacher	Sean Lieding	
Classroom Teacher	Shanese Fontenot	
Classroom Teacher	Tasmine Harrell	

Campus Operations

Committee Role	Name	Position
Administrator	Francis Nathan	Assistant Principal
Classroom Teacher	Rodrick Baxter	Math Teacher
Classroom Teacher	Jacorey Burnett	CTE Teacher
Classroom Teacher	Michelle Chatham	CTE Teacher
Paraprofessional	Enrique Garcia	Paraprofessional
Classroom Teacher	Darlene Hawkins	JROTC Teacher
Classroom Teacher	Halston Higgins	CTE Teacher
Classroom Teacher	Sabrina Overstreet	CTE Teacher
Classroom Teacher	Alex Pugh	Assistant Basketball Coach
Classroom Teacher	Micah Schirado	Choir Teacher
Classroom Teacher	DeHaven Woodcock	Math Teacher
Classroom Teacher	Andrew Johnson	CTE Teacher

Stakeholders 2019-2020

Committee Role	Name	Position
Administrator	Jason Babcock	Assistant Principal
Classroom Teacher	Jose Diaz	Band Director
Classroom Teacher	Eric McClellan	Communication teacher
Classroom Teacher	Ernest Gonzales	Social Studies teacher
Classroom Teacher	Saul Zamora	On line Lab teacher
Classroom Teacher	Melissa Zamarippa	special ed teacher
Counselor	LaQuanti West	Counselor
Student	Josephene Deleon	Student
Paraprofessional	Patrica Ringgold	Office clerical
Paraprofessional	Loretta Thomas	Paraprofessional
Paraprofessional	Antonio Trejo-Pineda	instructional paraprofessional

CCMR 2019-2020

Committee Role	Name	Position
Counselor	Karina Barrera	Counselor
Classroom Teacher	Wanda Higgins	Department Chair
Classroom Teacher	Sequincellia Thomas	ROTC Instructor
Classroom Teacher	Marcus Munoz	Government Instructor
Paraprofessional	MaeBreanna Proshee	Paraprofessional
Counselor	Cassandra Richard	Counselor
Classroom Teacher	Dawnelle Carroll	CTE Instructor
Classroom Teacher	Nicholas Dorn	Science Instructor
Classroom Teacher	Brandon Morgan	SpEd Instructor
Classroom Teacher	Jennifer Watson	ELA Instructor
Counselor	Courtney Williams	Counselor
Classroom Teacher	Clarence Talley	CTE Instructor

Social Studies 2019-2020

Committee Role	Name	Position
Administrator	Willie Kelley	Administrator
Classroom Teacher	Bob Buehrer	Social Studies Instructor
Classroom Teacher	Nicholas Cabinillas	Social Studies Instructor
Classroom Teacher	Andrew Custer	Social Studies Instructor
Non-classroom Professional	Christine Danzer	Skill Specialist - Social Studies
Classroom Teacher	Julia Masters-Garcia	Social Studies Instructor
Classroom Teacher	Julie Thoma	Social Studies Instructor - Department Chair
Classroom Teacher	Erin Trotman	Paraprofessional

Special Programs 2019-2020

Committee Role	Name	Position
Administrator	Aquilla Aubrey	
Classroom Teacher	Reginald Archie	Teacher
Classroom Teacher	Edward Arkadie	Teacher
Counselor	Deadrine Baynard	Counselor
Classroom Teacher	Mason Cargile	Teacher
Classroom Teacher	Elliott Chow	Teacher
Classroom Teacher	Caleb Harang	Teacher
Classroom Teacher	James DeBose	Teacher
Classroom Teacher	Sheldon Shannon	Teacher
Non-classroom Professional	Caesar Gonzales	Testing Coordinator
Classroom Teacher	Nicholas Perla	Teacher
Head Coach	Wayne Crawford	Head Coach

Safe and Secure 2019-2020

Committee Role	Name	Position
Administrator	Willie Kelley	Assistant Principal
Classroom Teacher	Gerald Britt	Auto-Mechanics Instructor
Paraprofessional	Donald Brooks	Campus Monitor
Paraprofessional	Carla Crutcher	Bookkeeper
Classroom Teacher	Lynda Eastland	SAC Instructor
Classroom Teacher	Kevin Johnsen	Social Studies Instructor
Paraprofessional	Rita Kominczak	Copy Room Clerk
Classroom Teacher	Dominickia London	CTE Instructor - Criminal Justice
Paraprofessional	Charles Luke	Parking Lot Attendant
Classroom Teacher	David Myers	CTE Instructor - ROTC
Non-classroom Professional	Travis Perkins	Athletic Trainer
Classroom Teacher	Kristen Wessner	Social Studies Instructor
Classroom Teacher	Dana Wysingle	CTE Instructor - Robotics
Classroom Teacher	Timothy Hines	ELA Instructor

Leader in Me

Committee Role	Name	Position
Administrator	Aquilla Aubrey	
Classroom Teacher	Patrice Arrington	Teacher
Classroom Teacher	Eva Velasquez	Teacher
Classroom Teacher	Monserrat Hernandez	Teacher
Classroom Teacher	Jasmine Hunt	Teacher
Classroom Teacher	Dierdra Sorrels	Teacher
Classroom Teacher	Gary Cooper	Teacher
Classroom Teacher	Robert Black	Teacher
Student	Evelyn Torres	Student

NG Recovery Committee

Committee Role	Name	Position
Classroom Teacher	Park Van	
Counselor	Ershica Starks	
Classroom Teacher	John Reeves	
Classroom Teacher	Elena Pascual	
Classroom Teacher	Patsy Matheny	
Classroom Teacher	Kimberly Guerrero	
Classroom Teacher	Gloria Gowan	
Classroom Teacher	Krista Glover	
Coach	Rodrick Davis	
Classroom Teacher	Jen-Ho Chang	
Classroom Teacher	Vincent Cartwright	
Administrator	Thomas Halbert	

Title 1

Committee Role	Name	Position
Administrator	Aquilla Aubrey	
Counselor	Courtney Williams	Counselor
Classroom Teacher	Cynthia Carvajal	Teacher
Classroom Teacher	Tekedra Johnson	Teacher
Classroom Teacher	Thomas Pickerill	Teacher
Coach	Kelly Silha	Teacher
Counselor	Carmen Colunga	Counselor
Classroom Teacher	Morgan Lurhuma	Teacher
Classroom Teacher	Mary Keleshian	Teacher
Paraprofessional	Cynthia Falcon	Paraprofessional
Classroom Teacher	Danielle McDaniel	Teacher
Classroom Teacher	Edna Carmona	Teacher

Math Committee 2019-2020

Committee Role	Name	Position
Administrator	Thomas Halbert	
Classroom Teacher	Candice Callicott	
Classroom Teacher	Latonya Gaddis	
Classroom Teacher	Brandi Moore	
Instructional Coach	Juanita Ramos	
Classroom Teacher	Patricia Vick	
Classroom Teacher	Syeda Zuma	

Grants

Committee Role	Name	Position
Classroom Teacher	Xang Chareunsab	Special Education teacher
Non-classroom Professional	Miriam Thomas	Librarian
Classroom Teacher	Jay Szydzik	Classroom teacher
Classroom Teacher	Jane Satrom	Classroom teacher
Classroom Teacher	Steven Hewitt	Classroom teacher
Classroom Teacher	Adetutu Aghedo	Classroom teacher
Administrator	Maria Bauhs	

Language Arts Committee

Committee Role	Name	Position
Administrator	Maria Bauhs	Assistant Principal
Instructional Coach	Melissa Solano	ELA Instructional Coach
Classroom Teacher	Patrick Herr	Classroom teacher
Classroom Teacher	Sara Raymond	Classroom teacher
Classroom Teacher	Stephani Palmer	Classroom teacher
Classroom Teacher	Kevin Moye	Classroom teacher
Classroom Teacher	Mackenzie Cho	Classroom teacher

PBIS Committee

Committee Role	Name	Position
Administrator	Shauna Jones	Assistant Principal
Classroom Teacher	Toshiba Beasley	PBIS Co-Chair
Classroom Teacher	Roveetrice Washington	PBIS Chair
Classroom Teacher	Dawn Bennett	Member
Classroom Teacher	Luke Black	Member
Classroom Teacher	Lawrence Cook	Member
Classroom Teacher	Constance Dequire	Member
Classroom Teacher	Sean Doyle	Member
Classroom Teacher	Michael Gray	Member
Classroom Teacher	Seemi Junaid	Member
Classroom Teacher	Jose Rivera	Member
Custodian	Romelia Martinez	Member
Paraprofessional	Anna Silvia	Member
Classroom Teacher	Caitlyn Soden	Member
Classroom Teacher	James Voss	Member
Paraprofessional	Josie Wiltz	Member

Science Committee 2019-2020

Committee Role	Name	Position
Administrator	Shauna Jones	Assistant Principal
Instructional Coach	Andrea Hamilton	Instructional Coach
Classroom Teacher	Marilyn Doyle	Member
Classroom Teacher	K. Ochoa	Member
Classroom Teacher	Steven Herrington	Member
Classroom Teacher	Lorenza Ramirez	Member

Campus Funding Summary

State Compensatory Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Supplies		\$1,301.00
1	3	3	Supplies		\$1,301.00
1	4	2	Supplies		\$1,301.00
1	5	2	Consultant		\$15,000.00
1	5	2	Registration/Travel F-13		\$2,000.00
1	5	2	Registration/Travel F-23		\$1,000.00
1	5	3	Supplies		\$1,301.00
1	12	1	Professional Salary		\$263,713.00
1	12	1	Paraprofessional Salary		\$33,481.00
4	4	1	Computers Drops		\$1,000.00
Sub-Total					\$321,398.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Extended Day/ Week Tutorials		\$21,373.25
1	1	6	Supplies		\$7,740.00
1	1	6	Fall Amendment - Supplies		\$1,736.25
1	3	1	Extended Day/ Week Tutorials		\$21,373.25
1	3	3	Supplies		\$7,740.00
1	3	3	Fall Amendment- Supplies		\$1,736.25
1	4	2	Extended Day/Week Tutorials		\$21,373.25
1	4	5	Supplies		\$7,740.00

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	5	Fall Amendment - Supplies		\$1,736.25
1	5	2	Staff Development		\$8,750.00
1	5	2	Registration - Region 4		\$2,000.00
1	5	3	Supplies		\$7,740.00
1	5	3	Fall Amendment - Supplies		\$1,736.25
1	6	1	Extended Day / Week Tutorials		\$21,373.25
1	11	1	Curriculum Writing		\$6,945.00
1	12	1	Professional Salary		\$643,251.00
1	13	1	Paraprofessionals Salary		\$53,751.00
3	1	1	Parent Involvement		\$8,465.00
Sub-Total					\$846,560.00
Grand Total					\$1,167,958.00