

Harlandale Independent School District
S.T.E.M. Early College High School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

The Harlandale ISD STEM Early College High School aims to form academically well-rounded adolescents by offering them quality secondary STEM and college-level educational experiences, in an environment of rigor, relevancy, student-centeredness, and equity which promote the values of responsibility, tolerance, and respect; and where the processes of teaching and learning are fortified with the support of relevant technologies so that all students are capable of actively participating and are able to compete successfully in today's ever changing society.

Vision

The Harlandale STEM Early College High School is visualized as an institution of educational quality in constant improvement of pedagogical practices; its selection and use of resources; and community involvement that promotes the overall development of the adolescent, thus forming responsible young men and women committed to actively participate and improve their community.

Value Statement

"Wisdom has found herself a home."

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Comprehensive Needs Assessment

Needs Assessment Overview

Demographics

- Maintain enrollment
- Increase attendance by 1%
- Reduce truancy rates among students
- Reduce number of student requiring court as consequence
- Increase completion rate of 1%
- Increase graduation rate by 1%
- Support students in PAP/AP coursework
- Implement AVID with fidelity to provide support for college level courses
- Respond to intervention for students over age/retained
- Decrease percentage of students requiring special education

Student Achievement

- Increase performance of English Language Learners
- Increase graduation rate of English Language Learners
- Increase average score on SAT and ACT exams
 - Increase student participation in SAT/ACT
 - Provide additional support to students at risk of losing credit
- Increase number of students pursuing distinguished diplomas
 - Increase student making a 3 or above on AP tests
 - Increase student enrollment in AP testing
 - Increase student enrollment in DC testing

School Culture and Climate

Teacher Quality

Increase parental involvement

Structured meetings for parents to meet/greet administrators/teachers

Maintain campus walkthroughs with feedback to teachers etc)

Increase communication from campus in both English/Spanish system

Communicate with parents in timely manner development

Increased communications with students who are at-risk

Raise awareness of all at-risk learners

Raise awareness of STAAR needs

Communicate with human resources for highly qualified criteria

Align master schedule with teaching assignments

Report PDAS data to human resources (e.g. Exceeds, meets,

Retain highly qualified teachers through new teacher support

Continue access to high quality, research based professional

Integrate mentoring programs for teachers at different levels

Increase training in differentiated Instruction

Increase teacher effectiveness through best practices with ELL

Curriculum, Instruction and Assessment

Implement authentic literacy program in all core areas

Identify readiness and supporting standards in all content areas expectations for school

Family & Community Involvement

Increase parent volunteers at school functions

Survey parents regarding their attitudes, opinions,

Provide appropriate instructional emphasis to TEKS according to STARR blueprints regarding immediate needs of family

Increase effective use of technology—by teachers for instruction and student engagement, and regarding post-secondary and career readiness for demonstration of knowledge.

Develop campus benchmark schedule. Develop and administer common benchmarks/ and at-risk assessments.

Analyze various data to develop and implement interventions for students in need.

Implement professional learning communities in core content areas

Collaborate by departments to address needs and planning.

Collaborate by PLCs to address needs and planning.

Increase parent access to community agencies

Increase parent access to community agencies preparation.

Offer parent meetings for parents of ELL learners

Demographics

Demographics Summary

As we begin Year 4 (2017-2018), below are the demographics of Year 3:

Year 3 (2016-2017) Cohort Demographic Information:

- Male Students: 145 (50.35%)
- Female Students: 143 (49.65%)
- Total Enrollment: 288
- Economically Disadvantaged: 203 (70.49%)
- At-Risk: 118 (40.97%)
- LEP: 8 (2.78%)
- White: 5 (1.174%)
- Hispanic: 279 (96.88%)
- American Indian: 0 (0%)
- African American: 2 (.69%)
- Immigrant: 4 (1.39%)
- Migrant: 0 (0%)
- Military Connected: 1 (.35%)
- Foster Care: 0 (0%)

Special Programs:

ESL: 8 (2.78%)

Career and Technology Education: 288 (100%)

Gifted and Talented: 44(15.28%)

Special Education: 3 (1.04%)

Dyslexia: 7 (2.43%)

Demographics Strengths

As a way of maintaining equity (males, females) studying STEM, the number of females that are entering the program are greater than expected.

Because all students take Project Lead the Way Engineering (PLTW), the number of students in Career and Technology Education is 100%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Enrollment has declined as students leave the program. **Root Cause:** Students move to other schools or cities, or students drop from program and return to the comprehensive high schools.

Problem Statement 2: Students are failing courses at college and require support to avoid attending summer sessions. **Root Cause:** Despite looking at high school data and little data provided by the college, more data must be provided by college professors to avoid failures.

Problem Statement 3: Even though 9th Grade Students are enrolled in AVID, they are not implementing the strategies in their classrooms. **Root Cause:** Perhaps not all teachers have been taught the strategies to implement efficiently.

Student Achievement

Student Achievement Summary

Student Achievement Summary for Year 3 (2016-2017):

- Our STAAR Test Scores are better than the state's passing scores in all areas.
- Our attendance is very good, especially that of our freshmen.

Student Achievement Strengths

Our STAAR Scores for Year 3 (2017-2018):

STAAR EOC Exam	Satisfactory	Level II: Final	Advanced
Algebra I*	92.68%	36.59%	17.07%
Biology*	98.89%	72.22%	24.44%
English I*	87.37%	76.84%	31.58%
English II**	81%	64%	6%
US History**	99%	74%	18%

* Tests administered in the fall 2016.

** Tests administered in the spring 2017.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Some students are having difficulty passing the TSI (Texas State Initiative) Exams. **Root Cause:** The TSI Exam is an exam for students entering college so that they can take college classes. Many of our students are not prepared since this test is normally administered to high school seniors and our students begin taking it as freshmen.

Problem Statement 2: The number of students failing college courses and having to retake them in the summer is high. **Root Cause:** Professors do not differentiate instruction for students or provide enough graded assignments to help students average out to a passing grade.

Problem Statement 3: Students' social emotional needs were not met during the 2016-2017 School Year due to the lack of personnel. **Root Cause:** An additional high school is lacking.

Problem Statement 4: ESL (English Language Learners) are not performing as high as the other populations. **Root Cause:** Students are not attending tutorials or reading as much as the others despite intervention.

Problem Statement 5: SAT/ACT Scores are not high enough for the majority of students to enter the college of their choice. **Root Cause:** Students are not preparing themselves beginning in the 9th grade to take the SAT/ACT exams.

School Culture and Climate

School Culture and Climate Summary

Having a school culture that is a safe environment for learning; comprised of a college-going atmosphere; and supportive to students is of up most importance. The environment of the school must be one where teachers also work as a team and the Professional Learning Communities Model, which is utilized throughout the school district, is also utilized with fidelity at the school. The environment must be one where students and teachers feel supported, praised, and respected and includes a level of accountability for everyone to achieve their goals.

School Culture and Climate Strengths

- Fostering effort and productivity through daily Professional Learning Community (PLC) Meetings;
- Improving collegial and collaborative activities that in turn promote better communication and problem solving;
- Supporting successful change and improvement efforts;
- Building commitment and helping students and teachers identify with the school;
- Amplifying energy and motivation of staff members and students; and
- Focusing attention and daily behavior on what is important and valued.

Also,

- The culture is welcoming;
- School conditions for learning are ever-present;
- The school culture allows us to examine how our behaviors affect us, others, and our world;
- There is a shared belief that we are a part of something special and great; and
- The daily language creates and facilitates personal pride, purpose, and power.

Fisher, D., & Frey, N. (2012). *How to create a culture of achievement in your school and classroom*. Alexandria, Va.: ASCD.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Few students are not committed to adapting to the rigor of the high school or college program. **Root Cause:** Student peer pressure or lack of parental support.

Problem Statement 2: Low parental involvement. **Root Cause:** Parents do not attend out PTA meetings and only a few attend.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Applicants showing a high level of proficiency and understanding of best teaching practices and effective instructional learning strategies will be considered for employment.

Thorough background and reference checks will verify the depth and knowledge of the applicants' abilities to work with students in at-risk situations and the ability to impact their learning.

Teachers with Masters' degrees in their subject area or a Master's degree and 18 graduate hours in their subject area will be preferred for selection of applicants.

Applicants will be required to articulate and show evidence of staff development experiences that support accelerated instruction, cooperative learning practices, strategies for providing differentiated instruction, working with students of diverse populations, and relational support.

Staff Quality, Recruitment, and Retention Strengths

Harlandale STEM Early College High School faculty will meet with Palo Alto College faculty each semester to align learning outcomes, review program progress, celebrate successes, and identify areas of improvement.

All Harlandale STEM Early College High School staff and faculty will participate in STEM Early College High School staff development opportunities in order to refresh and renew the commitment for the STEM Early College High School model and the student we serve.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Not all of the STEM Early College High School Teachers teach the dual credit courses. We rely on college professors from Palo Alto College to teach the dual credit courses, except for biology dual credit and College Algebra, which are both taught at our school. **Root Cause:** Not all of our teachers have a master's degree or the 18+ hours in the content area to qualify to teach the dual credit courses through Palo Alto College.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Harlandale STEM Early College High School will strive to allocate resources in the most effective and efficient manner to support a positive learning environment, thereby maximizing student achievement. Teachers will follow the district scope and sequence with fidelity. Dual credit teachers will also follow the college expectations for curriculum and assessment.

Curriculum, Instruction, and Assessment Strengths

Harlandale STEM Early College High School has a climate of high expectations for all students' success. Teachers will collaborate with each other to find strategies that are effective for student engagement and success. Classes will be offered at the Pre-AP, AP or Dual Credit level. All teachers will have been trained with in Pre-AP/AP by College Board during the summer training. Dual credit teachers will meet with department chairs to set syllabus, curriculum, and appropriate assessments. We meet regularly during our Professional Learning Community (PLC) to discuss curriculum concerns or accomplishments.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: We have an issue obtaining curriculum data (grades) for our students taking classes at Palo Alto College so that we can intervene before our students have no way of correcting their grades. **Root Cause:** Professors do not post grades often and/or professors do not grade enough assignments to provide students a better chance of obtaining a higher average if they fail one assignment.

Family and Community Involvement

Family and Community Involvement Summary

Harlandale STEM Early College High School will integrate multiple strategies designed to develop parental and community involvement in the program. The involvement of parents in the ECHS program is necessary to the development of a parental support system designed to ensure students succeed in the rigorous course work. Support from the community may include volunteers, financial support, interactions with community leaders, and other networking opportunities that will make a positive impact for our students.

Family and Community Involvement Strengths

Harlandale Independent School District has a very strong parental involvement program district-wide. They have already come to offer their assistance for the upcoming school year so that the established Parent, Teacher Association (PTA) can continue. We will also use Parent Portal, our Campus Website, and planned parent meetings to communicate to parents and the community.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Sustainability of a Family and Community Organization is difficult. **Root Cause:** Many parents work or cannot attend the meetings we host despite hosting them at different time and on different days of the week.

Problem Statement 2: Low parent volunteers at school functions. **Root Cause:** Parents are busy working or tending to their families at home.

School Context and Organization

School Context and Organization Summary

The STEM Early College High School Model is a small learning community that provides the opportunity for students, who are least likely to attend college, to earn college credits during high school. By providing instruction that prepares them for college credit courses their first two years of high school, these students can earn up to 60 college credit hours by the time they graduate from high school, many receiving an associate's degree.

School Context and Organization Strengths

As a STEM Early College High School (ECHS) campus we must follow the STEM and ECHS models of instruction utilizing the Instructional Strategies to engage students and have them experience collaborative learning, writing to learn, develop appropriate questioning strategies, participate in classroom talk, literacy circles, and scaffolding. Teachers will be monitored by an external coach from Texas Education Agency and are evaluated by the principal as to whether they are following the STEM and ECHS models with fidelity.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Working with the needs of teachers to improve their instruction is not difficult because they are in the building and do as asked to do so. Working with college professors is different. **Root Cause:** STEM Early College Administration has no authority over how college professors teach or grade.

Problem Statement 2: The utilization of Grade-Level Chairs in school-wide decision making and planning is lacking. **Root Cause:** Lack of time and training of Grade-Level Chairs to do so.

Technology

Technology Summary

The Harlandale STEM Early College High School will equip, train, and utilize 21st century technology in all classrooms to prepare our students for the challenges of the future.

Technology Strengths

We have laptop computers available to all students. The laptop provided to students is the HP Pro X2-410G1. Students also utilize the new *TI-NSpire CX* Handheld Calculators in both their science and mathematics classrooms. The building is equipped with Wi-Fi capabilities to maximize student use of technology.

Teachers have been provided with projectors, document cameras, and desktop computers. In the engineering classroom, the teacher and students have access to a 3-D Printer which is used to print 3-dimensional objects created using the Auto Cad Software.

Problem Statements Identifying Technology Needs

Problem Statement 1: We need a new computer lab for our new engineering course. **Root Cause:** Our program is growing and a fourth teacher is required.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data

Student Data: Assessments

- PSAT and/or ASPIRE

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Study of best practices

Goals







Goal 1: Provide staff development programs that prepare our employees to provide an exemplary teaching and learning environment. (T-STEM Goal 4: Teacher Selection, Development, and Retention; T-STEM Benchmark 4)

Performance Objective 1: 4.1 Program Requirement: Highly Qualified Teachers

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) 4.1. A: Recruits and selects highly qualified secondary and postsecondary faculty who possess extensive subject knowledge, are willing to incorporate project based learning (PBL), and integrative STEM pedagogy.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal	Job Postings, Interviews				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) 4.1. B: Recruits and selects highly qualified secondary and postsecondary faculty who utilize relational knowledge in developing culturally responsive classrooms that successfully build self- efficacy with traditionally underrepresented students.</p>	1, 2, 3, 4, 5, 6, 9, 10	Principal	Job Postings, Interviews				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) 4.1. C: Develops teacher job descriptions and requirements that incorporate integrative content practice and research-based actions/strategies that demonstrate commitment to success for underrepresented students.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal	Job Postings, Interviews				
Funding Sources: 199 - General Fund - \$0.00							

<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) 4.1. D: Uses a collaborative recruitment and selection process that includes Academy leaders, teachers, key stakeholders, T-STEM Centers, and T-STEM Coaches.</p>	<p>1, 2, 3, 4, 5, 6, 8, 9, 10</p>	<p>Principal</p>	<p>Job Postings, Interviews</p>				
<p>Funding Sources: 199 - General Fund - \$0.00</p>							
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) 4.1. E: Designs or employs innovative programs to support the recruitment and selection of highly qualified STEM teachers.</p>	<p>1, 2, 3, 4, 5, 6, 9, 10</p>	<p>Principal</p>	<p>Job Postings, Interviews</p>				
<p>Funding Sources: 199 - General Fund - \$0.00</p>							
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 1: Provide staff development programs that prepare our employees to provide an exemplary teaching and learning environment. (T-STEM Goal 4: Teacher Selection, Development, and Retention; T-STEM Benchmark 4)

Performance Objective 2: 4.2 Program Requirement: Teacher Support and Development

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) 4.2.A: Develops a PD plan for a sustained professional development model of continuous learning based on student results, teacher development, and the short- and long-term goals of the Academy.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal	<p>Professional Development Plan</p> <p>Shall include PD in: instructional delivery, HUTS, RtI, Mike Schmoker's Interactive Lecture, ways to increase rigor, open-ended questioning, technology, writing, research.</p>				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) 4.2.B: Adopts a systemic professional development model of continuous learning that addresses prioritized needs as informed and evaluated by multiple sets of quantitative and qualitative data (student assessment data, instructional/classroom evaluations, technological developments, workforce demands, demographic changes, and community/societal expectations and needs).</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal	Data Charts for assessments (i.e. TSI) and content areas.				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) 4.2.C: Sustains a Professional Learning Community (PLC) by instituting job-embedded ongoing opportunities for continuous learning, peer coaching/mentoring, STEM externships, and participation in STEM Teacher and Leader cadres for teachers and administrators (research-based practices, content competence, new instructional strategies, technology integration, reflective inquiry, and student artifact analysis).</p>	1, 2, 3, 4, 5, 6, 9, 10	Principal	Daily PLC Minutes				
Funding Sources: 199 - General Fund - \$0.00							

<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) 4.2. D: Provides ongoing professional development for counselors, teachers, staff, and parents on strategies that support students to ensure success in a rigorous course of study, such as: IGP, interventions, and interpersonal and academic success strategies.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal	Professional Development				
Funding Sources: 199 - General Fund - \$0.00							
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) 4.2. E: Ensures that on-staff, integrative STEM coaches are available and accessible to support both teachers and students in research-based practices, content competence, interdisciplinary STEM teaching and learning, reflective inquiry, college readiness standards, and state standards integrated with STEM industry expectations.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal	Opportunities Teachers Attend				
Funding Sources: 199 - SCE - \$0.00							
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>6) 4.2. F: Builds teacher and administrator expertise in developing, teaching, learning, and assessing STEM cross-content curriculum.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal	Lesson Plan evidence of implementation and integration of STEM into content areas.				
Funding Sources: 199 - General Fund - \$0.00							
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 1: Provide staff development programs that prepare our employees to provide an exemplary teaching and learning environment. (T-STEM Goal 4: Teacher Selection, Development, and Retention; T-STEM Benchmark 4)

Performance Objective 3: 4.3 Program Requirement: Teacher Retention

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) 4.3. A Provides for flexibility in instructional practices to promote creativity and innovation while maintaining accountability.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal	Classroom Walk-throughs and New Teacher and Mentor Meetings				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) 4.3.B Provides a common planning time, within the structure of the school day, for teachers to support results-driven, team-focused professional learning, and cross-curricular collaboration.</p>	1, 2, 3, 5, 6, 8, 9, 10	Principal	Daily PLC Minutes				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) 4.3. C Adopts and implements a plan for new teachers to include orientation, induction, acculturation, mentoring, professional development, and administrative support</p>	1, 3, 4, 5, 6, 8, 9, 10	Principal	Plan				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) 4.3. D Provides opportunities for ongoing professional development to improve teachers' content knowledge, technology embedded instruction, integrative STEM pedagogy, college and career readiness standards, instructional strategies for ensuring a successful P-20 pipeline, and leadership capacity.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal	Staff Development Opportunities in the school district, city, state, and national.				
Funding Sources: 199 - General Fund - \$0.00							

<p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) 4.3. E Annual Action Plan includes a creative teacher incentive plan that provides release time and other incentives, such as stipends or bonuses, for teachers to contribute to and lead T-STEM education efforts (journal articles, conference presentations, attend T-STEM trainings and cluster meetings, contribute to T-STEM newsletter, and populate Academy press releases).</p>	<p>1, 2, 3, 4, 5, 6, 8, 9, 10</p> <p>Principal</p>						
<p>Funding Sources: 199 - General Fund - \$0.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







**Goal 2: Foster a culture that prepares students for higher education and work force readiness.
(T-STEM Goal 2: STEM Academy Culture and Design (T-STEM Benchmark 2))**

Performance Objective 1: Performance Objective: 2.1 Program Requirement: Personalization

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) 2.1. A: Addresses in Annual Action Plan and strategic plan the details for remaining small allowing for personalization and maintaining collaborative learning communities of students.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor & Teachers	Agenda & Minutes from Quarterly Reviews of CIP				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) 2.1.B: Plans and implements a non-graded student advisory program that is regularly scheduled, noted in the master calendar/schedule, and focuses on personalizing the student experience, (builds relationships with students and parents, develops character, and fosters global literacy).</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor, & Teachers	Leader in Me Class/Advisory Program noted in Master Schedule				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) 2.1. C: Develops a process for hearing and responding to student voice.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal & Counselor	Student Input Notices				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) 2.1. D: Arranges for a flexible school day with blocks of time that support student learning (tutorials, collaboration, meetings).</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal	Tutorial Schedule; Student Sign-In Sheets				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) 2.1. E: Celebrates high quality student work through student exhibits on-site, web-based, and/or in state and national forums</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor & Teachers	Exemplars of student products on-site, web-based, and/or in state and national forums				
Funding Sources: 199 - General Fund - \$0.00							


<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p>	<p>1, 2, 3, 4, 5, 6, 8, 9, 10</p>	<p>Counselor</p>	<p>Graduation Plans for each student indicating the CCRS AND endorsements</p>				
<p>6) 2.1. F: Provides every student with an individual STEM-focused graduation plan that addresses THECB College and Career Readiness standards and is regularly reviewed and revised with the student, counselor, and family.</p>		<p>Funding Sources: 199 - General Fund - \$0.00</p>					
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Foster a culture that prepares students for higher education and work force readiness.
(T-STEM Goal 2: STEM Academy Culture and Design (T-STEM Benchmark 2))

Performance Objective 2: Performance Objective: 2.2 Program Requirement: Culture

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) 2.2. A: Collaborates with stakeholders to develop a new handbook or modify the existing handbook with clear procedures, policies, and consequences that support the development of a strong T-STEM culture.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor, & Teachers	Handbook				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) 2.2. B: Involves all stakeholders in developing a culture of respect, responsibility, trust, and meaningful adult and peer relationships throughout the Academy in order to foster positive student identities.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor, & Teachers	PBIS (Positive Behavior Intervention and Support)				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) 2.2. C: Creates a professional learning community environment of collaboration, teaming, and high expectations among administrators, teachers, and stakeholders, with a focus on and a commitment to the learning of each student.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal	Teacher Handbook; Classroom Walk-throughs; Lesson Plans; Student Success				
Funding Sources: 199 - General Fund - \$0.00							
							







Goal 2: Foster a culture that prepares students for higher education and work force readiness.
(T-STEM Goal 2: STEM Academy Culture and Design (T-STEM Benchmark 2))

Performance Objective 3: Performance Objective: 2.3 Program Requirement: Postsecondary Success (College and Career); (ECHS Benchmark 2: Partnership Agreement)

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) 2.3.A: Prepares students who graduate for postsecondary coursework and careers in science, technology, engineering, and mathematics through the integration of the Governor’s economic workforce clusters and Achieve Texas STEM cluster: semiconductor industry, information and computer technology, micro-electromechanical systems, manufactured energy systems, nanotechnology, biotechnology, chemist, and engineering: aerospace, electronics, mechanical, environmental, and biomedical.</p>	1, 2, 3, 5, 6, 8, 9, 10	Principal, Counselor, & Teachers	Personal Graduation Plans with Endorsements, Master Schedule				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) 2.3. B: Develops a plan for student success on postsecondary entrance exams.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor, & Teachers	TSI Results and Intervention Plan for fall implementation				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) 2.3. C: Provides high-quality, college preparation for students and families.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor, & Teachers	TSI Preparation				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) 2.3. D: Creates higher education partnerships to provide mentoring, college-level courses/dual credit, professional development and technical assistance, and to foster a college-going culture.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal & Counselor	MOU with IHE				
Funding Sources: 199 - General Fund - \$0.00							

<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) 2.3. E: Enrolls each student in 12-30 college course credits through multiple educational pathways such as dual credit, International Baccalaureate, concurrent enrollment, articulated credit, and/or Advanced Placement. [60 hours for ECHS]</p>	<p>1, 2, 3, 4, 6, 8, 9, 10</p>	<p>Principal, Counselor, & Teachers</p>	<p>Personal Graduation Plan; MOU</p>				
<p>Funding Sources: 199 - General Fund - \$0.00</p>							
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>6) 2.3. F: Provides systematic and individual tiered support to ensure that all students graduate with at least 12-30 college credits. [60 hours for ECHS]</p>	<p>1, 2, 3, 4, 5, 6, 8, 9, 10</p>	<p>Principal, Counselor, & Teachers</p>	<p>Tutorial Calendar; Tutoring Sign-In Sheets; Increased student results</p>				
<p>Funding Sources: 199 - General Fund - \$0.00</p>							
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 3: Effectively and efficiently use all district resources to maintain sound fiscal policies and practices. (Goal 5: Curriculum, Assessment, and Instruction (T-STEM Benchmark 5;ECHS Benchmark 4:Curriculum Support; ECHS Benchmark 5: Academic Rigor and Readiness) & Goal 7: Advancement and Sustainability (T-STEM Benchmark 7))

Performance Objective 1: 5.1 Program Requirement: Rigor

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) 5.1.A: Aligns curriculum, instruction, and assessment (such as, but not limited to, THECB CCRS, national and state standards, content, context, culture, cognitive level, competencies, skills, processes, 21st century skills, and STEM synthesis).</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal & Teachers and IHE	Curriculum for all content areas				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) 5.1. B: Develops a scope, sequence, and pacing guide for a vertically and horizontally aligned curriculum centered on state standards, career and college readiness standards, STEM integration, and industry expectations.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal & Teachers	Curriculum for all content areas				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) 5.1. C: Develops an assessment and intervention plan to address gaps in student achievement and areas for extension.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor & Teachers	Assessment Plans content, TSI, and EOCs				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) 5.1.D Supports and encourages all students to successfully complete four years of mathematics, four years of science, and four years of STEM electives in order to graduate college ready on the recommended or distinguished high school graduation plan.</p>	2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor & Teachers	IGPs				
Funding Sources: 199 - General Fund - \$0.00							

<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) 5.1. E Offers dual credit, articulated concurrent enrollment, AP or IB courses so that all students will graduate with 12-30 college credit hours.</p>	<p>1, 2, 3, 4, 5, 6, 8, 9, & 10 Principal, Counselor & Teachers</p>	<p>Master Schedule</p>				
<p>Funding Sources: 199 - General Fund - \$0.00</p>						
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>6) 5.1. F Establishes curriculum expectations, monitoring, and accountability mechanisms that are reflectively revised to ensure a constancy of mission purpose (aligned resource allocation, integrated STEM curriculum development, teacher professional growth, and student results).</p>	<p>1, 2, 3, 4, 5, 6, 8, 9, & 10 Principal, Counselor & Teachers</p>	<p>Program Review</p>				
<p>Funding Sources: 199 - General Fund - \$0.00</p>						
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>7) ECHS Benchmark 4: The ECHS shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC 4.53) to all accepted students to assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance.</p>	<p>1, 2, 3, 4, 5, 6, 8, 9, & 10 Counselor, High School Completion Specialist</p>	<p>Number of students that take the TSI Exam.</p>				
<p>Funding Sources: 199 - General Fund - \$0.00</p>						
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>8) ECHS Benchmark 4: The ECHS shall graduate most of its students with an associate's degree, 60 semester credit hours toward a baccalaureate degree, or the entire THECB core curriculum completed; and the ECHS graduates all students with at least 30 semester credit hours toward baccalaureate degree.</p>	<p>1, 2, 3, 4, 5, 6, 8, 9, & 10 Principal, Counselor & Teachers</p>	<p>Students graduating in 2018; the number of college hours accrued by students in 2018.</p>				
<p>Funding Sources: 199 - General Fund - \$0.00</p>						
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>9) ECHS Benchmark 5: The ECHS is a TSI assessment site, allowing frequent testing and access to raw data that can be used to identify student weaknesses and create tailored interventions and individualized instructional plans to improve student readiness and success</p>	<p>1, 2, 3, 4, 5, 6, 8, 9, & 10 Principal & Counselor High School Completion Specialist</p>	<p>Evidence that the ECHS is a TSI Testing Site.</p>				
<p>Funding Sources: 199 - General Fund - \$0.00</p>						
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







Goal 3: Effectively and efficiently use all district resources to maintain sound fiscal policies and practices. (Goal 5: Curriculum, Assessment, and Instruction (T-STEM Benchmark 5;ECHS Benchmark 4:Curriculum Support; ECHS Benchmark 5: Academic Rigor and Readiness) & Goal 7: Advancement and Sustainability (T-STEM Benchmark 7))

Performance Objective 2: 5.2 Program Requirement: STEM-Focused Curriculum

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) 5.2. A: Delivers innovative STEM programs that are well-defined, embed critical thinking and problem solving, innovation, and invention, and are aligned to state, and/or national standards, and industry expectations.</p>	1, 2, 3, 4, 6, 8, 9, 10	Principal, Counselor & Teachers	Curriculum and Lesson Plans				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) 5.2. B: Develops performance-based and project-based assessments aligned to these innovative programs and state/national/industry standards.</p>	1, 2, 3, 4, 6, 8, 9, 10	Principal, Counselor & Teachers	PBL Activities				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) 5.2. C: Develops and implements a plan for supporting accelerated student achievement for students with demonstrated deficiencies or proficiencies in mathematics and science, to promote all students graduating ready for enrollment in credit-bearing postsecondary courses.</p>	1, 2, 3, 4, 5, 6, 9, 10	Principal, Counselor & Teachers	Plan				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) 5.2. D: Incorporates into the curriculum work-based, contextual learning with a global perspective.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor & Teachers	Lesson Plan indicating this strategy				
Funding Sources: 199 - General Fund - \$0.00							

<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) 5.2. E: Participates in extracurricular academic activities centered on science, technology, engineering, and mathematics.</p>	<p>1, 2, 3, 4, 5, 6, 8, 9, 10</p> <p>Principal, Counselor & Teachers</p>	<p>Robotics Program</p>				
<p>Funding Sources: 199 - General Fund - \$0.00</p>						
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>6) 5.2.F: Requires all students to complete an internship, and/or a STEM-related senior capstone project, presentation, and defense primarily focused in the state's STEM-related economic development clusters (biotechnology, engineering, photonics, biomedical, etc.).</p>	<p>1, 2, 3, 4, 5, 6, 8, 9, 10</p> <p>Principal, Counselor & Teachers</p>	<p>Number of students in the internship</p>				
<p>Funding Sources: 199 - General Fund - \$0.00</p>						
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						


Goal 3: Effectively and efficiently use all district resources to maintain sound fiscal policies and practices. (Goal 5: Curriculum, Assessment, and Instruction (T-STEM Benchmark 5;ECHS Benchmark 4:Curriculum Support; ECHS Benchmark 5: Academic Rigor and Readiness) & Goal 7: Advancement and Sustainability (T-STEM Benchmark 7))

Performance Objective 3: 5.3 Program Requirement: Instructional Practices

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) 5.3. A: Incorporates data-driven instruction. Utilize the HUTS; Mike Schmoker’s Effective Strategies	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor & Teachers	Lesson plans; walk-through forms; high levels of student engagement.				
				Funding Sources: 199 - General Fund - \$0.00			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) 5.3. B: Creates an environment for shared teacher responsibility and accountability for student learning across programs, content areas, and classrooms.	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal & Teachers	Lesson plans; walk-through forms; high levels of student engagement.				
				Funding Sources: 199 - General Fund - \$0.00			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 3) 5.3. C: Organizes instructional expectations around problem-based and project-based learning with clearly defined learning outcomes for students and teachers that address state and national performance standards, college and career readiness standards, and industry expectations.	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal & Teachers	PBL Activities				
				Funding Sources: 199 - General Fund - \$0.00			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 4) 5.3. D: Ensures teachers’ use of the aligned scope and sequence and integration across the disciplines.	1, 2, 3, 4, 5, 6, 9, 10	Principal & Teachers	Weekly Lesson Plans				
				Funding Sources: 199 - General Fund - \$0.00			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 5) 5.3. E: Ensures teachers’ use of high-quality curricular materials aligned with state and national standards, college and career readiness standards, and industry standards	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal & Teachers	Weekly Lesson Plans				
				Funding Sources: 199 - General Fund - \$0.00			

Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal & Teachers	Student Council Meetings				
6) 5.3. F: Provides opportunities for students to exercise choice and voice within a relevant and rigorous context	Funding Sources: 199 - General Fund - \$0.00						
7) ECHS Benchmark 4: The ECHS shall implement in each term a structured data review process designed to identify student strengths and weaknesses and develop individual instructional plans.	1, 2, 3, 4, 5, 6, 9, 10	Principal & Teachers					
Funding Sources: 199 - General Fund - \$0.00							
							

Goal 3: Effectively and efficiently use all district resources to maintain sound fiscal policies and practices. (Goal 5: Curriculum, Assessment, and Instruction (T-STEM Benchmark 5;ECHS Benchmark 4:Curriculum Support; ECHS Benchmark 5: Academic Rigor and Readiness) & Goal 7: Advancement and Sustainability (T-STEM Benchmark 7))

Performance Objective 4: 5.4 Program Requirements: STEM Education Integration

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) 5.4. A: Promotes instructional strategies that challenge students to think critically, innovate, and invent to solve real-world, contextual problems.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Teachers, & Librarian	Lesson Plans				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) 5.4. B: Exposes students to critical readings in STEM related fields and requires students to demonstrate their understanding of STEM disciplines in a work-based, contextual environment.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Teachers, & Librarian	Lesson Plans				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) 5.4. C: Offers standards-based STEM programs that incorporate integrative STEM literacy and innovative instructional tools.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Teachers, & Librarian	Programs provided to students				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) 5.4. D: Promotes applied and collaborative learning, and provides students with opportunities to present/defend their work to peers, community, industry, and university leaders.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Teachers, & Librarian	21st Century Skills Implementation as indicated in Lesson Plans				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) 5.4. E: Promotes a rich culture that incorporates a natural use of current technologies to enhance instruction, curriculum, teaching, and learning, and STEM literacy.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal and Teachers	Evidence of use of technology in classrooms.				
Funding Sources: 199 - General Fund - \$0.00							


 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 3: Effectively and efficiently use all district resources to maintain sound fiscal policies and practices. (Goal 5: Curriculum, Assessment, and Instruction (T-STEM Benchmark 5;ECHS Benchmark 4:Curriculum Support; ECHS Benchmark 5: Academic Rigor and Readiness) & Goal 7: Advancement and Sustainability (T-STEM Benchmark 7))

Performance Objective 5: 5.5 Program Requirements: Literacy

Evaluation Data Source(s) 5:

Summative Evaluation 5:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) 5.5. A: Promotes technologically proficient and scientifically literate students with highly developed academic vocabulary and STEM technical vocabulary.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Teachers, & Librarian	Use of laptops as indicated in the teachers' lesson plans				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) 5.5. B: Graduates 21st century literate students proficient in: English, reading, speaking, writing, numeracy, arts, health, sciences, and world languages; government, civics, history, and geography; environmental science; global awareness; information, communications, and media technology; and financial, economic, business, and entrepreneurship</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Teachers, & Librarian	Lesson Plans				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) 5.5. C: Selects appropriate STEM curriculum and culturally relevant instructional materials that foster widespread use of literacy strategies within the STEM curriculum.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Teachers, & Librarian	Curriculum Plans and Lesson Plans				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) 5.5. D: Provides opportunities for students to demonstrate the relevancy of the content through reading, writing, speaking, and presenting.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Teachers, & Librarian	Samples of student writing				
Funding Sources: 199 - General Fund - \$0.00							
							

Goal 3: Effectively and efficiently use all district resources to maintain sound fiscal policies and practices. (Goal 5: Curriculum, Assessment, and Instruction (T-STEM Benchmark 5; ECHS Benchmark 4: Curriculum Support; ECHS Benchmark 5: Academic Rigor and Readiness) & Goal 7: Advancement and Sustainability (T-STEM Benchmark 7))

Performance Objective 6: 5.6 Program Requirements: Assessment

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) 5.6. A: Uses diagnostic, ongoing, and vertically and horizontally aligned formative and summative assessments for all students to drive instructional decisions.</p>	1, 2, 3, 4, 5, 6, 8, 9	Principal & Teachers	Teachers created and Benchmark Assessments				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) 5.6. B: Uses state and national standards, college and career readiness standards, industry standards, and STEM program requirements to develop common benchmark assessments.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal & Teachers	Benchmark Assessments				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) 5.6. C: Employs student readiness assessments or diagnostics to identify and address gaps in learning.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor, & Teachers	Data Walls				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) 5.6. D: Tracks and reports student progress using student information systems.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor, & Teachers	Data Walls				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) 5.6. E: Uses performance-based assessments that allow students to demonstrate their understandings of STEM concepts</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Teachers	Assessments				
Funding Sources: 199 - General Fund - \$0.00							
							







Goal 3: Effectively and efficiently use all district resources to maintain sound fiscal policies and practices. (Goal 5: Curriculum, Assessment, and Instruction (T-STEM Benchmark 5;ECHS Benchmark 4:Curriculum Support; ECHS Benchmark 5: Academic Rigor and Readiness) & Goal 7: Advancement and Sustainability (T-STEM Benchmark 7))

Performance Objective 7: 7.1 Program Requirements: Strategic Planning

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) 7.1.A: Develops a 3-5 year strategic plan that aligns Academy mission and vision to STEM Blueprint Program Requirements (budget, year-by-year roll out of grade levels to be served, STEM pathways, projected staffing needs, instructional technology and resources, and appropriate facilities allocation through full enrollment).</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal & Counselor	Strategic Plan/CIP				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) 7.1. B: Develops strategic plan in collaboration with design team, T-STEM Centers, T-STEM Network, T-STEM Coach, district personnel, etc.</p>	1, 2, 3, 4, 5, 6, 8, 10	Principal & Counselor	Strategic Plan				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) 7.1. C: Provides annual analysis, review, and revision of strategic plan and develops Annual Action Plan with key stakeholders.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal & Counselor	Strategic Plan review meeting with Design Team				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) 7.1. D: Addresses sustainability in the strategic plan.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal & Counselor	Sustainability is addressed in the plan.				
Funding Sources: 199 - General Fund - \$0.00							


<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p>	<p>1, 2, 3, 4, 5, 6, 8, 9, 10</p>	<p>Principal & Counselor</p>	<p>STEM Consortium Meetings</p>				
<p>5) 7.1. E: Plans and participates in opportunities to network and share experiences related to the school design and implementation process.</p>		<p>Funding Sources: 199 - General Fund - \$0.00</p>					
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Effectively and efficiently use all district resources to maintain sound fiscal policies and practices. (Goal 5: Curriculum, Assessment, and Instruction (T-STEM Benchmark 5;ECHS Benchmark 4:Curriculum Support; ECHS Benchmark 5: Academic Rigor and Readiness) & Goal 7: Advancement and Sustainability (T-STEM Benchmark 7))

Performance Objective 8: 7.2 Program Requirements: Continuous Improvement and Evaluation

Evaluation Data Source(s) 8:

Summative Evaluation 8:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) 7.2. A: Annually reviews strategic plan and Annual Action Plan to ensure Academy meets high expectations across a broad range of performance measures as indicated by Academy mission and vision, and STEM Blueprint Program Requirements.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal & Counselor	Annual Review Meetings				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) 7.2. B: Annually reviews instructional and intervention plan to ensure continual growth on all of the required state accountability measures.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal & Counselor	Annual Review Meetings				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) 7.2. C: Develops internal indicators and checklists unique to the Academy to measure continuous improvement towards student performance goals and the state of the Academy.</p>	1, 3, 4, 5, 6, 8, 9, 10	Principal & Counselor	Annual Review Meetings				
Funding Sources: 199 - General Fund - \$0.00							
							

Goal 3: Effectively and efficiently use all district resources to maintain sound fiscal policies and practices. (Goal 5: Curriculum, Assessment, and Instruction (T-STEM Benchmark 5; ECHS Benchmark 4: Curriculum Support; ECHS Benchmark 5: Academic Rigor and Readiness) & Goal 7: Advancement and Sustainability (T-STEM Benchmark 7))

Performance Objective 9: 7.3 Program Requirements: Sustainability and Growth

Evaluation Data Source(s) 9:

Summative Evaluation 9:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) 7.3. A: Maintains a fiscally responsible balanced budget.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal & Administrative Assistant	Weekly Budget Review				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) 7.3. B: Ensures that strategic plan and Annual Action Plan addresses the commitment of the Academy to continually invest in professional development for personnel (STEM pedagogy, best practices in teaching and learning, innovative course development, etc.).</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor, IHE	Professional Development Attended by Teachers and scores on State Assessments.				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) 7.3. C: Develops a plan for sustaining the Academy beyond the grant funding period to include strategic pursuit of additional grant opportunities.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor, IHE	(Our school is not Grant Funded)				
Funding Sources: 199 - General Fund - \$0.00							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Effectively and efficiently use all district resources to maintain sound fiscal policies and practices. (Goal 5: Curriculum, Assessment, and Instruction (T-STEM Benchmark 5; ECHS Benchmark 4: Curriculum Support; ECHS Benchmark 5: Academic Rigor and Readiness) & Goal 7: Advancement and Sustainability (T-STEM Benchmark 7))

Performance Objective 10: 7.4 Program Requirements: Program Advancement

Evaluation Data Source(s) 10:

Summative Evaluation 10:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) 7.4. A: Develops Academy grant writing initiatives with universities, T-STEM Centers, industry, etc.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Grant Writer	Written grants				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) 7.4. B: Works with universities, T-STEM Centers, IHEs to validate effectiveness of Academy's innovative curriculum, instruction, and assessment as evidenced by student readiness for college, career, and STEM industry.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal and Counselor	Design Team Meetings				
Funding Sources: 199 - General Fund - \$0.00							
							

Goal 3: Effectively and efficiently use all district resources to maintain sound fiscal policies and practices. (Goal 5: Curriculum, Assessment, and Instruction (T-STEM Benchmark 5;ECHS Benchmark 4:Curriculum Support; ECHS Benchmark 5: Academic Rigor and Readiness) & Goal 7: Advancement and Sustainability (T-STEM Benchmark 7))

Performance Objective 11: 7.5 Implementation of the 21st Century Grant After School Program (ACES)

Evaluation Data Source(s) 11:

Summative Evaluation 11:

Goal 4: Create innovative instructional facilities that engage the evolving needs of our students.
(Goal 3: Student Outreach, Recruitment, and Retention (T-STEM Benchmark 3;ECHS Benchmark 1: Target Population))

Performance Objective 1: 3.1 Program Requirement: Recruitment [of 130 students each year]

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) 3.1. A: Develops structures and processes for marketing and recruitment to encourage participation from underrepresented students and families (transportation or plans for transportation to the school, child care for family events, and translation of all recruitment and marketing materials).</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal & Counselor	Brochures; Website; In-touch Phone Master; Transportation Schedule; Parent Meeting Agendas and Sign-In Sheets				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) 3.1. B: Includes grades 6-12 or actively works with feeder middle or elementary schools to develop student interest in STEM education.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor, & Teachers	STEM Websites				
Funding Sources: 199 - General Fund - \$0.00							

Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 3) 3.1. C: Develops a systemic recruitment plan that includes students, parents, counselors, teachers, district, and community.	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor, & Teachers	Recruitment Plan with dates and times				
	Funding Sources: 199 - General Fund - \$0.00						

Goal 4: Create innovative instructional facilities that engage the evolving needs of our students.
 (Goal 3: Student Outreach, Recruitment, and Retention (T-STEM Benchmark 3;ECHS Benchmark 1: Target Population))

Performance Objective 2: 3.2 Program Requirement: Open Access

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) 3.2. A: Develops an admission policy to include an open-access, lottery-based selection process that encourages applications from all students. The application will not be based on state assessment scores, discipline history, teacher recommendation, minimum GPA, or other requirements that would be used to limit selection.	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal & Counselor	Recruitment Plan delineating criteria for acceptance				
Funding Sources: 199 - General Fund - \$0.00							
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) 3.2. B: Consists of a population that is 50% or greater economically disadvantaged and underrepresented students.		Principal & Counselor	Student Rosters				
Funding Sources: 199 - General Fund - \$0.00							

Goal 4: Create innovative instructional facilities that engage the evolving needs of our students.
 (Goal 3: Student Outreach, Recruitment, and Retention (T-STEM Benchmark 3;ECHS Benchmark 1: Target Population))

Performance Objective 3: 3.3 Program Requirement: Student Support and Retention; (ECHS Benchmark 5: Academic Rigor and Readiness(3.3B))

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) 3.3. A: Develops and implements systemic, tiered strategies for student support and retention (outreach, early intervention strategies, mentoring, tutoring, counseling, and other supports for academic and socio-emotional growth).</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor, and Teachers	Student Support and Retention Plan; Tutorial Calendar; Parent Contact Lists; Progress Reports				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) 3.3. B: Hosts orientation session(s) and summer bridge program(s) to facilitate successful student transition into rigorous college-prep curriculum and a STEM focused classroom environment.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor, and Teachers	Attendance Reports; Lesson Plans; Walk-throughs				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) 3.3. C: Provides all students with opportunities and the expectation to assume roles of responsibility within the classroom, Academy, and community.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor, and Teachers	Extra-Curricular Service Project Attendance				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) 3.3. D: Provides all students access and expectations to engage in purposeful school-sponsored activities.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor, and Teachers	Sign-In Sheets and Student Rosters at each event				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) 3.3. E: Hosts parent seminars to develop deep understanding and commitment to the rigor of college readiness and the high expectations of a STEM Academy.</p>	1, 2, 3, 4, 6, 8, 9, 10	Principal, Counselor, and Teachers	Agendas & Minutes Calendar of scheduled events for parents				
Funding Sources: 199 - General Fund - \$0.00							



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue


**Goal 5: Embrace community involvement and effectively promote "The Harlandale ISD."
(T-STEM Goal 6: Strategic Alliances (T-STEM Benchmark 6; ECHS Benchmark 2 (6.3 Below))**

Performance Objective 1: 6.1 Program Requirements: Parent and/or Family Participation

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) 6.1. A: Includes in the Annual Action Plan a school/family/student partnership plan that is culturally responsive in reflecting the needs and demographics of the student population.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal & Counselor	Creation of PTA with at least 70% of students' parents as members				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) 6.1. B: Provides opportunities to educate students/parents on STEM Academy expectations such as parental engagement, college connections, scholarship opportunities, mentorships, etc.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal and Counselor	Initial Meeting with parents to explain the mission and vision of the school				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) 6.1. C: Establishes multiple pathways of parental communication with the Academy such as regularly scheduled parent conferences, newsletters, websites, campus visits, etc.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor, & Librarian	Formation and updates of the school's website Updated Calendar on Website				
Funding Sources: 199 - General Fund - \$0.00							

<p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) 6.1. D: Provides opportunities for parents to share responsibility for high student performance and school decision making</p>	1, 2, 3, 4,	Use of Remind	Principal and Counselor				
	5, 6, 8, 9, 10	101App to communicate with parents					
		Weekly progress reports sent home with students					
		Creation of the CPERC and include parents in the committee					
Funding Sources: 199 - General Fund - \$0.00							
							

Goal 5: Embrace community involvement and effectively promote "The Harlandale ISD."
 (T-STEM Goal 6: Strategic Alliances (T-STEM Benchmark 6; ECHS Benchmark 2 (6.3 Below))

Performance Objective 2: 6.2 Program Requirements: Business and School Community

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) 6.2.A: Identifies and secures key business, industry, and community partners to support STEM Academy efforts (mentorships, service learning projects, etc.).	1, 2, 3, 4, 6, 9, 10	Principal and Counselor	Invite business to be part of the Design Team for future mentorships.				
Funding Sources: 199 - General Fund - \$0.00							
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) 6.2. B: Develops, implements, monitors, evaluates, and revises Annual Action Plan to introduce, inform, and engage business and community partners.	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal & Counselor	Meet three to four times a year.				
Funding Sources: 199 - General Fund - \$0.00							
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 3) 6.2. C: Identifies and secures key business and industry partners to provide STEM-related job shadowing, internships, and externships for students and teachers.	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal and Counselor	Meet three to four times a year.				
Funding Sources: 199 - General Fund - \$0.00							

Goal 5: Embrace community involvement and effectively promote "The Harlandale ISD."
 (T-STEM Goal 6: Strategic Alliances (T-STEM Benchmark 6; ECHS Benchmark 2 (6.3 Below))

Performance Objective 3: 6.3 Program Requirements: Institutions of Higher Education

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) 6.3. A: Develops a Memorandum of Understanding (MOU) for dual credit.	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal & Counselor	The MOU with Palo Alto College				
				Funding Sources: 199 - General Fund - \$0.00			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) 6.3. B: Creates innovative pathways with higher education partners for students to obtain college credit, such as online resources, virtual courses, distance learning, shared professor, etc.).	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal and Counselor	Included in the MOU				
				Funding Sources: 199 - General Fund - \$0.00			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 3) 6.3. C: Develops partnerships to support a college going culture and to provide STEM graduates access to college support services (college trips, college entrance aid, and P-20 initiatives).	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor and IHE	Coordinate with colleges and universities trips for students				
				Funding Sources: 199 - General Fund - \$0.00			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 4) 6.3. D: Develops, implements, monitors, evaluates, and revises Annual Action Plan efforts with institutions of higher education.	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor, and IHE	The Design Team includes IHE personnel				
				Funding Sources: 199 - General Fund - \$0.00			

Goal 5: Embrace community involvement and effectively promote "The Harlandale ISD."
 (T-STEM Goal 6: Strategic Alliances (T-STEM Benchmark 6; ECHS Benchmark 2 (6.3 Below))

Performance Objective 4: 6.4 Program Requirements: Communication with Alliance Members and Stakeholders

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) 6.4. A: Annual Action Plan provides opportunities for ongoing exchanges between Academy staff, design team, and stakeholders.	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, teachers, Design Team, and Stakeholders	Action Plan				
Funding Sources: 199 - General Fund - \$0.00							
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) 6.4. B: Informs alliance members and stakeholders of Academy success in promoting the STEM college and career pipeline by tracking Academy graduates' college and career experiences.	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal	Meeting with Design Team Agenda				
Funding Sources: 199 - General Fund - \$0.00							







Goal 6: Mission Driven Leadership

(T-STEM Benchmark 1; ECHS Benchmark 3: P-16 Leadership Initiative & ECHS Benchmark 6: School Design)

Performance Objective 1: 1.1 Program Requirement: Mission and Vision

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) 1.1A: Develops a shared mission and vision, which is aligned with the T-STEM mission and vision, and reflects a consensus among superintendent, board members, design team, staff, students, parents, and community/business partners on how the Academy promotes STEM-literate graduates to support the Texas Science Technology Engineering and Mathematics Initiative.</p>	1, 2, 3, 4, 5, 10	Principal	Developed Mission and Vision Statement.				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>2) 1.1B: Develops an Annual Action Plan (AAP) of goals and resources aligned to the Academy's mission and vision, the T-STEM Blueprint, and STEM-literacy; with the AAP regularly monitored and assessed.</p>	1, 2, 3, 4, 5, 10	Principal, Counselor, and Teachers	Action Plan (CIP)				
Funding Sources: 199 - General Fund - \$0.00							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 6: Mission Driven Leadership
(T-STEM Benchmark 1;ECHS Benchmark 3: P-16 Leadership Initiative& ECHS Benchmark 6:School Design)

Performance Objective 2: 1.2 Program Requirement: Leadership and Governance; (ECHS Benchmark 3: P-16 Leadership Initiatives)

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) 1.2.A: Establishes a Design Team and defines the role the team plays in the planning and development of the T-STEM Academy prior to implementation.</p>	1, 2, 3, 4, 5, 8, 9, 10	Principal	Design Team				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>2) 1.2.B: Develops an Academy Leadership Team and identifies the internal role each member will play in the design, governance, operations, accountability, curriculum development, professional development, etc., as well as their external role in collaborating with the design team, outreach, and other key interest groups for continuous monitoring and improvement of the T-STEM Academy plan.</p>	1, 2, 3, 4, 5, 8, 9, 10	Principal	Design Team Meeting Minutes and Agendas				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>3) 1.2.C: Develops and demonstrates support from an Advisory Board consisting of representatives from the Academy, school board, district, community, higher education, and STEM businesses to support and guide facility requirements, resource acquisition, curriculum development, internships, externships, and student/community outreach to ensure a successful 6th-20th STEM academic and career pipeline.</p>	1, 2, 3, 4, 5, 8, 9, 10	Principal	Meeting Minutes and Agendas				
Funding Sources: 199 - General Fund - \$0.00							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>4) 1.2. D: Incorporates into Annual Action Plan goals for participation and leadership of students, teachers, parents, business and community partners, institutions of higher education, and T-STEM Coaches and Centers.</p>	<p>1, 2, 4, 6, 8, 9, 10</p> <p>Principal</p>	<p>Action Plan (CIP)</p>				
<p>Funding Sources: 199 - General Fund - \$0.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>5) 1.2. E: Delineates a mission-driven decision-making structure and organizational chart that is clear and understood by all stakeholders.</p>	<p>1, 2, 3, 4, 5, 8, 9, 10</p> <p>Principal</p>	<p>Organizational Chart</p>				
<p>Funding Sources: 199 - General Fund - \$0.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>6) 1.2. F: Defines the academy leader's level of autonomy in supervising the Academy.</p>	<p>1, 2, 3, 4, 5, 8, 9, 10</p> <p>Principal</p>	<p>Stand-Alone High School Program</p>				
<p>Funding Sources: 199 - General Fund - \$0.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>7) 1.2. G: Uses data to inform all leadership decisions and to annually review and revise the mission- driven T-STEM Academy Annual Action Plan.</p>	<p>1, 2, 3, 4, 5, 8, 9, 10</p> <p>Principal, Counselor & Teachers</p>	<p>Data Analysis Meeting Agendas and Minutes</p>				
<p>Funding Sources: 199 - General Fund - \$0.00</p>						
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 6: Mission Driven Leadership
 (T-STEM Benchmark 1; ECHS Benchmark 3: P-16 Leadership Initiative & ECHS Benchmark 6: School Design)

Performance Objective 3: 1.3 Program Requirement: Program Review and Evaluation

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7 1) 1.3. A: Integrates and assesses the level of mission-driven and data-driven decision making evident in the daily work of the Academy.		Principal, Counselor & Teachers	Classroom Walk-throughs and Data Reviews				
Funding Sources: 199 - General Fund - \$0.00							
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7 2) 1.3. B: Implements a process for program review and formative evaluation to achieve mission goals that includes metrics such as attendance, demographics, and student achievement.	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor, & Teachers	Analysis of data listed in 1.3.B				
Funding Sources: 199 - General Fund - \$0.00							

Goal 6: Mission Driven Leadership
(T-STEM Benchmark 1;ECHS Benchmark 3: P-16 Leadership Initiative& ECHS Benchmark 6:School Design)

Performance Objective 4: 1.4 Program Requirement: Leadership Development and Collaboration

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) 1.4. A: Participates and collaborates with the T-STEM Centers and T-STEM Coaches to support the transformation of STEM teaching methods, teacher preparation, and instruction to support continuous development and the achievement of long-term T-STEM goals.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor, & Teachers	Meeting Minutes and Agendas; Staff Development Session Attendance				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) 1.4B: Participates in the T-STEM Network by collaborating with other T-STEM Academies, utilizing T-STEM Centers' resources, and promoting broad dissemination and adoption of promising practices to improve student achievement.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Principal, Counselor & Teachers	Staff Development Session Attendance				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>3) 1.4. C: Actively participates in leadership development opportunities available through the T-STEM Network.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Principal	Staff Development Session(s) Attendance				
Funding Sources: 199 - General Fund - \$0.00							

Goal 7: Provide opportunities for academic and enrichment activities during out of school time hours for students and families.

Performance Objective 1: Provide Academic tutoring and mentoring before and after school, four days per week through the Texas ACE program.

Evaluation Data Source(s) 1: ACE Program Data Collection

Summative Evaluation 1:

Goal 7: Provide opportunities for academic and enrichment activities during out of school time hours for students and families.

Performance Objective 2: Provide opportunities for students and families to participate in enrichment opportunities through the ACE Program.

Evaluation Data Source(s) 2: Sign in sheets

ACE Activity Calendar

Family Engagement Offerings

ACE Program Data

Summative Evaluation 2:

State Compensatory

Budget for S.T.E.M. Early College High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6100199116112	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$20,000.00
6100199116118	6118 Extra Duty Stipend - Locally Defined	\$45,000.00
6100199116149	6149 Employee Benefits	\$0.00
6100 Subtotal:		\$65,000.00
6200 Professional and Contracted Services		
6200199116219	6219 Professional Services	\$25,000.00
6200199116249	6249 Contracted Maintenance & Repair	\$5,000.00
6200199116249140116100c	6249 Contracted Maintenance & Repair	\$2,500.00
6200199236249	6249 Contracted Maintenance & Repair	\$500.00
6200199116269000116100c	6269 Rentals - Operating Leases	\$5,000.00
6200 Subtotal:		\$38,000.00
6300 Supplies and Services		
6300199516319	6319 Supplies for Maintenance and/or Operations	\$1,000.00
6300199116321	6321 Textbooks	\$60,000.00
199126329.66	6329 Reading Materials	\$90,000.00
6300199126329.66	6329 Reading Materials	\$20,000.00
6300199126329000116100c	6329 Reading Materials	\$1,412.00
6300199116395	6395 Supplies, DP Operations - Locally Defined	\$25,000.00
63001991163950115100c	6395 Supplies, DP Operations - Locally Defined	\$120,000.00
6300199116399	6399 General Supplies	\$125,000.00

6300199116399000116100c	6399 General Supplies	\$200.00
6300199116399610116100c	6399 General Supplies	\$300.00
6300199236399	6399 General Supplies	\$19,500.00
6300 Subtotal:		\$462,412.00
6400 Other Operating Costs		
6400199136411	6411 Employee Travel	\$20,000.00
6400199116412	6412 Student Travel	\$30,000.00
6400199116499	6499 Miscellaneous Operating Costs	\$25,000.00
6400199236499	6499 Miscellaneous Operating Costs	\$15,438.00
6400 Subtotal:		\$90,438.00

School Culture and Climate Committee

Committee Role	Name	Position
Classroom Teacher	Nicole Hernandez	Teacher
Classroom Teacher	Jill Ozuna	Teacher
Classroom Teacher	Manuel Cavazos	Teacher

Student Outreach, Recruitment, Retention

Committee Role	Name	Position
Classroom Teacher	Hilda Garcia	Teacher
Classroom Teacher	Romeo Valdez	Teacher
Classroom Teacher	Gabriela Gomez	Teacher
Classroom Teacher	Anastasios Peppas	Teacher

Teacher Selection, Development, Retention

Committee Role	Name	Position
Classroom Teacher	Terry Andrews	Teacher
Classroom Teacher	Lisa Ramirez	Teacher
Classroom Teacher	Jean Goff	Teacher

Curriculum, Instruction, and Assessment

Committee Role	Name	Position
Classroom Teacher	Paula Dolloff	Teacher
Classroom Teacher	Krystal Lowery	Teacher
Classroom Teacher	Ann Brown	Teacher

Strategic Alliances

Committee Role	Name	Position
District-level Professional	Anthony Khosravi	STEM Director
Non-classroom Professional	Sadona Woody	Librarian
Classroom Teacher	Jude Sullivan	Teacher
Nurse	Devon Lopez	Nurse

Academic Advancement and Sustainability

Committee Role	Name	Position
Administrator	Eddie Rodriguez	Principal
Counselor	Priscilla Chavez	Counselor
Administrator	Dan Garcia	Vice-Principal

Mission Driven Leadership

Committee Role	Name	Position
Administrator	Eddie Rodriguez	Principal
Administrator	Daniel Garcia	Vice-Principal
Counselor	Priscilla Chavez	Counselor

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Human Resources Department		\$0.00
1	1	2	Human Resources Department		\$0.00
1	1	3	Human Resource Department		\$0.00
1	1	4	Human Resources Department		\$0.00
1	1	5	Human Resource Department		\$0.00
1	2	1	Professional Development Registrations and Books for Book Studies		\$0.00
1	2	2	Curriculum and Instructions Department; Staff Development Sessions		\$0.00
1	2	3	Curriculum and Instruction Department		\$0.00
1	2	4			\$0.00
1	2	6			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
2	1	2	Leader in Me Program		\$0.00
2	1	3	Student Input Forms		\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	2	1			\$0.00
2	2	2	PBIS		\$0.00
2	2	3			\$0.00

2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
2	3	5			\$0.00
2	3	6			\$0.00
3	1	1	Curriculum and Instruction Department		\$0.00
3	1	2	Curriculum and Instruction Department		\$0.00
3	1	3	RtI Plans and RtI Book		\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
3	1	8			\$0.00
3	1	9			\$0.00
3	2	1	PBL, Project Lead the Way Curriculum		\$0.00
3	2	2	PBL, Project Lead the Way Curriculum		\$0.00
3	2	3	RtI2		\$0.00
3	2	4			\$0.00
3	2	5			\$0.00
3	2	6			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
3	3	3			\$0.00
3	3	4			\$0.00
3	3	5			\$0.00
3	3	6			\$0.00
3	3	7			\$0.00

3	4	1			\$0.00
3	4	2			\$0.00
3	4	3			\$0.00
3	4	4			\$0.00
3	4	5	Student Laptops, 3-D Printers, Robotics Materials		\$0.00
3	5	1	Student Laptops, 3-D Printer		\$0.00
3	5	2	Lesson Plans		\$0.00
3	5	3			\$0.00
3	5	4			\$0.00
3	6	1	Eduphoria and other Assessments Resources		\$0.00
3	6	2			\$0.00
3	6	3			\$0.00
3	6	4			\$0.00
3	6	5			\$0.00
3	7	1			\$0.00
3	7	2			\$0.00
3	7	3			\$0.00
3	7	4			\$0.00
3	7	5			\$0.00
3	8	1			\$0.00
3	8	2			\$0.00
3	8	3			\$0.00
3	9	1			\$0.00
3	9	2			\$0.00
3	9	3			\$0.00
3	10	1			\$0.00
3	10	2			\$0.00

4	1	1	Public Relations Office; Middle School Principals; Middle School Counselors;		\$0.00
4	1	2	AVID Teachers at Middle School		\$0.00
4	1	3			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	3	1			\$0.00
4	3	2			\$0.00
4	3	3			\$0.00
4	3	4			\$0.00
4	3	5			\$0.00
5	1	1	Utilize district resources such as PTA district personnel to assist in creating a PTA.		\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
5	2	1	Transformation 2013 and Region 20		\$0.00
5	2	2			\$0.00
5	2	3			\$0.00
5	3	1	IHE, Curriculum Department, Grant Writer		\$0.00
5	3	2			\$0.00
5	3	3			\$0.00
5	3	4			\$0.00
5	4	1			\$0.00
5	4	2			\$0.00
6	1	1			\$0.00
6	1	2	T-STEM Coach; Transformation Center		\$0.00
6	2	1			\$0.00

6	2	2			\$0.00
6	2	3			\$0.00
6	2	4			\$0.00
6	2	5			\$0.00
6	2	6			\$0.00
6	2	7	Data from Eduphoria, STAAR, TELPAS, etc.		\$0.00
6	3	1			\$0.00
6	3	2			\$0.00
6	4	1	Transformation Center		\$0.00
6	4	2	Transformation Center		\$0.00
6	4	3			\$0.00
Sub-Total					\$0.00
199 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00