

Anson High School

Campus Improvement Plan 2017-2018

We are a Title I school-wide campus with 55.7% low income.

Anson High School Mission Statement

The mission of Anson High School is to provide a challenging student-centered curriculum, which empowers students to develop into life-long learners and productive citizens possessing the required knowledge and ethical character necessary to compete successfully in a diverse global community.

Philosophy

It is the responsibility of educators to create the environment that will instill the desire for knowledge. As educators, we must not be content to compromise for mediocrity of our product.

Principal's Vision

Anson High School will strive to meet the educational needs of every student. It is my hope that the staff will be the catalyst that facilitates the potential social and educational excellence that resides in every person. We will maintain a climate that seizes the aspects that a positive community can bring among students, parents, townspeople, and business leaders.

Anson High School Belief Statements

1. Individuals have the right to learn, understand, and believe in God.
2. High expectations achieve higher results.
3. Everyone has a right to a safe environment.
4. Everyone has a right to learn.
5. Parents must be personally involved with the child's education.
6. Diversity within a group adds to its strength.
7. All people must be treated with dignity and respect.
8. All people must accept responsibility for their actions.
9. All people have basic, intrinsic worth.
10. All people need to experience love, both as a recipient and as a giver.

Anson ISD Summative Evaluation

199- General Fund

11 - Instruct	APPOX.	EXPEND.
Payroll	\$922,648.00	\$1,106,997.15
Contr. Serv.	\$11,753.00	\$18,864.85
Supplies	\$25,577.00	\$21,306.55
Travel	\$3,738.00	\$5,556.92
TOTALS	\$963,716.00	\$1,152,725.47

21-G/T	APPOX.	EXPEND.
Contr. Serv.	\$5,508.00	\$4,725.24
Supplies	\$375.00	\$90.96
Travel	\$0.00	\$0.00
TOTALS	\$5,883.00	\$4,816.20

22-CTE	APPOX.	EXPEND.
Payroll	\$225,332.00	\$220,283.34
Contr. Serv.	\$689.00	\$0.00
Supplies	\$9,501.00	\$14,685.92
Travel	\$24,333.00	\$28,584.70
TOTALS	\$259,855.00	\$263,493.96

23-SPED	APPOX.	EXPEND.
Payroll	\$101,283.00	\$93,876.78
Contr. Serv.	\$1,172.00	\$0.00
Supplies	\$2,925.00	\$3,272.37
Travel	\$500.00	\$372.40
TOTALS	\$105,880.00	\$97,521.55

24-Comp	APPOX.	EXPEND.
Payroll		
TOTALS	\$0.00	\$0.00

25-ESL	APPOX.	EXPEND.
Supplies	\$188.00	\$83.90
Travel	\$200.00	\$0.00
TOTALS	\$388.00	\$83.90

30-State Comp	APPOX.	EXPEND.
Payroll	\$157,413.00	\$138,544.43
Supplies	\$721.00	\$565.79
Travel/Awards		
Other		
TOTALS	\$158,134.00	\$139,110.22

31-HS Allotment	APPOX.	EXPEND.
Payroll	\$2,200.00	\$3,954.71
Contr. Serv.	\$1,000.00	\$2,019.50
Supplies	\$46,000.00	\$53,901.79
TOTALS	\$49,200.00	\$59,876.00

211-Title I	APPOX.	EXPEND.
Payroll	\$6,200.00	4,048.11
Contr. Serv.	\$2,000.00	2,000.01
Supplies	\$3,292.00	\$3,292.00
Travel	\$240.00	\$134.20
TOTALS	\$11,732.00	\$9,474.32

270-Rural and Low Income	APPOX.	EXPEND.
Payroll		
Contr. Serv.		
Supplies	\$3,946.00	\$3,296.20
Travel		
TOTALS	\$3,946.00	\$3,296.20

System Safeguards - - Anson Middle School Needs Assessment	Anson High School Needs Assessment		
For school year 2017-2018			
Critical Success Factors (CSF)	Guideline	Data Source to Evaluate	Location of Data
Academic Performance			
	Assessment of the appropriateness of the curriculum	TEKS Texas Resource System Eduphoria Test Manager	STAAR Eduphoria Texas Resource System
	Assessment of the appropriateness of teaching strategies	Walk-throughs Subject- level Meetings Fundamental Five	Texas Resource System T-TESS, STAAR EOC
	Data Driven Instruction/Research Based Instructional Practices	Lesson Plans	Texas Resource System Eduphoria Grade Book
	Describe how instructional strategies promote critical thinking and problem solving.	Lesson Plans Walk- throughs	STAAR scores Eduphoria Data, T-TESS
Use of Quality Data			
	Demographic analysis of the targeted student population, including: -- Student demographics -- Economically Disadvantaged -- Limited English Proficiency	PEIMS STAAR Data	Campus Registration STAAR Disaggregation
	At-Risk populations	PEIMS STAAR Data	Campus Registration STAAR Disaggregation
	Special Education percentages	PEIMS Tri-County Data	STAAR Results
	A comparison of the findings from Subdivision (1) through (10) to other campuses serving the same grade levels within the district or to other campuses within the	N/A	N/A

	campus's comparison group if there are no other campuses within the district serving the same grade levels as the campus.		
	Any other research-based data or information obtained from a data collection process that would assist the campus intervention team in recommending an action relating to any area of insufficient performance.	AEIS Attendance Discipline Report Grades	Individual Reports
	On-going Communication of Data	3-Weeks Progress Grades Progress Monitoring Texas Resource System email to parents Remind 101	Progress Reporting Eduphoria
	Examine the tools utilized to gather and analyze student data, the quality of teacher training, and processes to effectively implement data-driven decisions to target and design instruction.	Eduphoria Teacher Surveys CIT Meetings	Individual Reports
Leadership Effectiveness			
	Assessment of the quality, quantity, and appropriateness of instructional materials	Teacher Input Principal/Teacher Communication	Principal
	Assessment of technology-based instructional materials	Classroom settings Ipads Computer Lab	Inventory Sheets Lesson Plans
	Financial and accounting practices	Needs Assessment	Administration
	Operational Flexibility	Scheduling Odysseyware	Master Schedule
	Describe how the district's administrator's and counselor's evaluation process is being implemented to accurately measure decision-making skills, organizational skills, leadership, strengths and weaknesses and productivity, and to identify needed	Superintendent Evaluation Communication	STAAR Results Superintendent/Principal Reports

	professional development.		
Learning Time			
	Compliance with the appropriate class-size rules	N/A	
	Number of class-size waivers received	N/A	
	Flexible Scheduling	Tiger "U" two nights a week	Principal
	Staff Collaborative Planning Time	Core Meetings	Subject-level meetings
	Instructionally Focused Calendar	Administration Counselors, Teachers	District Calendar
Family/Community Engagement			
	Report on parental involvement strategies and the effectiveness of those strategies.	CIT Meeting, District Site Base	Parent Involvement Policy Parent/Student/School Compact
	Increase Opportunity for Input	CIT Meeting, District Site Base	Parent Involvement Policy Parent/Student/School Compact
	Effective/Equitable Communication	Open Door Policy, News Letters, Emails, Text System	Parent Survey
	Access to Community Services	Backpack Program School Supplies Counseling Lions Club	Community Input
School Climate			
	Report of disciplinary incidents (PEIMS 425 Report)	Principal's Discipline Records	Report 425
	Instructional services provided to students while in a DAEP or ISS	Core Teacher Assigned a period to the students. Teacher Instruction	Login Sheets
	Report of school safety information	Audit	Teacher Survey ESC Audit
	Attendance	Parent Liason Six Weeks Meetings Meetings with JP	Attendance Report
	Participation in Extra Curricular Activities	Rosters UIL Participation	PEIMS CRDS Report

	Opportunities for Involvement	Signups Registration Packets	Student Schedules Rosters
Teacher Quality			
	Assessment of the staff to determine the percentage of certified teachers who are teaching in their field	Scheduling (100%)	Equity Data Survey
	Assessment of the staff to determine the percentage of teachers who are fully certified	Teacher Certification (100%)	Equity Data Survey
	Assessment of the staff to determine the number of teachers with more than three years experience	19/22	Teacher Resumé Years of Experience Report
	Assessment of the staff to determine teacher retention rates	(70% retention)	Administration
	Assessment of the extent and quality of the mentoring program provided for experienced teachers on the campus who have less than two years experience in the subject or grade level to which the teacher is assigned	Principal-assigned mentors for new teachers.	Administration
	Job Embedded Professional Development and examination of the impact on student success of Professional Learning Communities (PLCs), vertical and horizontal teams, academic teams, and departments	Implementation of strategies gained from professional development across the curriculum, need to work on collaboration for vertical and horizontal teams but working on vertical alignment	Principal Evaluation
	Aligned Appraisal and Evaluation	T-TESS	Summative Conferences
	Describe the process used for monitoring instruction and for providing feedback to teachers	Walk-throughs T-TESS, Lesson Plans, Test Monitoring	Summative Conferences

	<p>Describe how the district's teacher evaluation system is used to accurately identify teacher's instructional skill level, determine needed professional development, and when necessary, create appropriate plans for teachers in need of assistance</p>	<p>Walk-throughs T-TESS</p>	<p>Summative Conferences</p>
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Objective Accomplishments
***2016-2017 averages STAAR and STAAR A**

STAAR EOC English I

Analysis Group: All Students

Actual Performance for 2012-2013	70%
Actual Performance for 2013-2014	79%
Actual Performance for 2014-2015 (combined test)	73%
Actual Performance for 2015-2016 (combined test)	71%
Actual Performance for 2016-2017	62%

Analysis Group: African American

Actual Performance for 2012-2013	70%	
Actual Performance for 2013-2014	33%	1 out of 3
Actual Performance for 2014-2015	0%	1 out of 1
Actual Performance for 2015-2016	100%	
Actual Performance for 2016-2017	100%	2 out of 2

Analysis Group: White

Actual Performance for 2012-2013	80%
Actual Performance for 2013-2014	88%
Actual Performance for 2014-2015	75%
Actual Performance for 2015-2016	88%
Actual Performance for 2016-2017	68%

Analysis Group: Hispanic

Actual Performance for 2012-2013	70%
Actual Performance for 2013-2014	77%

Actual Performance for 2014-2015	72%
Actual Performance for 2015-2016	56%
Actual Performance for 2016-2017	54%

Analysis Group: Male

Actual Performance for 2012-2013	80%
Actual Performance for 2013-2014	78%
Actual Performance for 2014-2015	68%
Actual Performance for 2015-2016	57%
Actual Performance for 2016-2017	63%

Analysis Group: Female

Actual Performance for 2012-2013	80%
Actual Performance for 2013-2014	80%
Actual Performance for 2014-2015	81%
Actual Performance for 2015-2016	84%
Actual Performance for 2016-2017	62%

Analysis Group: Economically Disadvantage

Actual Performance for 2012-2013	70%
Actual Performance for 2013-2014	75%
Actual Performance for 2014-2015	68%
Actual Performance for 2015-2016	57%
Actual Performance for 2016-2017	53%

Analysis Group: Sped Ed

Actual Performance for 2012-2013	70%
Actual Performance for 2013-2014	85%
Actual Performance for 2014-2015	27%
Actual Performance for 2015-2016	N/A
Actual Performance for 2016-2017	8%

Analysis Group: LEP

Actual Performance for 2012-2013	70%	
Actual Performance for 2013-2014	75%	
Actual Performance for 2014-2015	73%	
Actual Performance for 2015-2016	100%	
Actual Performance for 2016-2017	50%	2 out of 4

Analysis Group: At Risk

Actual Performance for 2012-2013	70%
Actual Performance for 2013-2014	66%
Actual Performance for 2014-2015	56%
Actual Performance for 2015-2016	56%
Actual Performance for 2016-2017	48%

Analysis Group: CTE

Actual Performance for 2012-2013	70%
Actual Performance for 2013-2014	81%
Actual Performance for 2014-2015	74%
Actual Performance for 2015-2016	72%
Actual Performance for 2016-2017	62%

Analysis Group: Two or More

Actual Performance for 2012-2013	100%	
Actual Performance for 2013-2014	100%	
Actual Performance for 2014-2015	100%	
Actual Performance for 2015-2016	N/A	
Actual Performance for 2016-2017	100%	1 out 1

STAAR EOC Algebra I

Analysis Group: All Students

Actual Performance 2012-2013	90%
Actual Performance for 2013-2014	89%
Actual Performance for 2014-2015	84%
Actual Performance for 2015-2016	78%
Actual Performance for 2016-2017	90%

Analysis Group: African American

Actual Performance 2012-2013	70%	
Actual Performance for 2013-2014	67%	2 out of 3
Actual Performance for 2014-2015	0%	
Actual Performance for 2015-2016	100%	
Actual Performance for 2016-2017	100%	2 out of 2

Analysis Group: White

Actual Performance 2012-2013	90%
Actual Performance for 2013-2014	100%
Actual Performance for 2014-2015	88%
Actual Performance for 2015-2016	83%
Actual Performance for 2016-2017	100%

Analysis Group: Hispanic

Actual Performance 2012-2013	80%
Actual Performance for 2013-2014	83%
Actual Performance for 2014-2015	83%
Actual Performance for 2015-2016	75%
Actual Performance for 2016-2017	85%

Analysis Group: Male

Actual Performance 2012-2013	90%
Actual Performance for 2013-2014	92%
Actual Performance for 2014-2015	81%
Actual Performance for 2015-2016	77%
Actual Performance for 2016-2017	91%

Analysis Group: Female

Actual Performance 2012-2013	80%
Actual Performance for 2013-2014	83%
Actual Performance for 2014-2015	92%
Actual Performance for 2015-2016	80%
Actual Performance for 2016-2017	90%

Analysis Group: Economically Disadvantage

Actual Performance 2012-2013	70%
Actual Performance for 2013-2014	86%
Actual Performance for 2014-2015	73%
Actual Performance for 2015-2016	83%
Actual Performance for 2016-2017	85%

Analysis Group: Sped Ed

Actual Performance 2012-2013	70%	
Actual Performance for 2013-2014	50%	1 out of 2
Actual Performance for 2014-2015	0%	
Actual Performance for 2015-2016	N/A	1 out of 1
Actual Performance for 2016-2017	83%	

Analysis Group: LEP

Actual Performance 2012-2013	70%	
Actual Performance for 2013-2014	100%	
Actual Performance for 2014-2015	N/A	
Actual Performance for 2015-2016	50%	1 out of 2
Actual Performance for 2016-2017	75%	3 out of 4

Analysis Group: At Risk

Actual Performance 2012-2013	70%
Actual Performance for 2013-2014	79%
Actual Performance for 2014-2015	73%
Actual Performance for 2015-2016	76%
Actual Performance for 2016-2017	86%

Analysis Group: CTE

Actual Performance 2012-2013	90%
Actual Performance for 2013-2014	88%
Actual Performance for 2014-2015	86%
Actual Performance for 2015-2016	79%
Actual Performance for 2016-2017	88%

Analysis Group: Two or More

Actual Performance 2012-2013	70%
Actual Performance for 2013-2014	100%
Actual Performance for 2014-2015	100%
Actual Performance for 2015-2016	N/A
Actual Performance for 2016-2017	100%

1 out of 1

STAAR EOC Biology

Analysis Group: All Students

Actual Performance 2012-2013	100%
Actual Performance for 2013-2014	100%
Actual Performance for 2014-2015	92%
Actual Performance for 2015-2016	97%
Actual Performance for 2016-2017	93%

Analysis Group: African American

Actual Performance 2012-2013	70%
Actual Performance for 2013-2014	100%
Actual Performance for 2014-2015	N/A

Actual Performance for 2015-2016	100%	
Actual Performance for 2016-2017	100%	2 out of 2

Analysis Group: White

Actual Performance 2012-2013	70%
Actual Performance for 2013-2014	100%
Actual Performance for 2014-2015	93%
Actual Performance for 2015-2016	100%
Actual Performance for 2016-2017	90%

Analysis Group: Hispanic

Actual Performance 2012-2013	70%
Actual Performance for 2013-2014	100%
Actual Performance for 2014-2015	90%
Actual Performance for 2015-2016	94%
Actual Performance for 2016-2017	93%

Analysis Group: Male

Actual Performance 2012-2013	100%
Actual Performance for 2013-2014	100%
Actual Performance for 2014-2015	94%
Actual Performance for 2015-2016	93%
Actual Performance for 2016-2017	96%

Analysis Group: Female

Actual Performance 2012-2013	100%
Actual Performance for 2013-2014	100%
Actual Performance for 2014-2015	89%
Actual Performance for 2015-2016	100%
Actual Performance for 2016-2017	90%

Analysis Group: Economically Disadvantage

Actual Performance 2012-2013	100%
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Actual Performance for 2013-2014	100%
Actual Performance for 2014-2015	88%
Actual Performance for 2015-2016	97%
Actual Performance for 2016-2017	89%

Analysis Group: Sped Ed

Actual Performance 2012-2013	100%
Actual Performance for 2013-2014	100%
Actual Performance for 2014-2015	100%
Actual Performance for 2015-2016	N/A
Actual Performance for 2016-2017	50%

Analysis Group: LEP

Actual Performance 2012-2013	70%
Actual Performance for 2013-2014	100%
Actual Performance for 2014-2015	100%
Actual Performance for 2015-2016	100%
Actual Performance for 2016-2017	100%

Analysis Group: At Risk

Actual Performance 2012-2013	100%
Actual Performance for 2013-2014	100%
Actual Performance for 2014-2015	85%
Actual Performance for 2015-2016	95%
Actual Performance for 2016-2017	89%

Analysis Group: CTE

Actual Performance 2012-2013	100%
Actual Performance for 2013-2014	100%
Actual Performance for 2014-2015	86%
Actual Performance for 2015-2016	97%
Actual Performance for 2016-2017	93%

Analysis Group: Two or More

Actual Performance 2012-2013	100%
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Actual Performance for 2013-2014	100%	
Actual Performance for 2014-2015	100%	
Actual Performance for 2015-2016	N/A	
Actual Performance for 2016-2017	100%	1 out of 1

STAAR EOC English II

Analysis Group: All Students

Actual Performance for 2014-2015	87%
Actual Performance for 2015-2016	86%
Actual Performance for 2016-2017	62%

Analysis Group: African American

Actual Performance for 2014-2015	100%	
Actual Performance for 2015-2016	N/A	
Actual Performance for 2016-2017	100%	2 out of 2

Analysis Group: Male

Actual Performance for 2014-2015	89%
Actual Performance for 2015-2016	82%
Actual Performance for 2016-2017	41%

Analysis Group: Female

Actual Performance for 2014-2015	83%
Actual Performance for 2015-2016	93%
Actual Performance for 2016-2017	82%

Analysis Group: Economically Disadvantaged

Actual Performance for 2014-2015	78%
Actual Performance for 2015-2016	85%
Actual Performance for 2016-2017	44%

Analysis Group: Hispanic

Actual Performance for 2014-2015	71%
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Actual Performance for 2015-2016	90%	
Actual Performance for 2016-2017	50%	

Analysis Group: White

Actual Performance for 2014-2015	100%	
Actual Performance for 2015-2016	82%	
Actual Performance for 2016-2017	75%	

Analysis Group: Special Ed.

Actual Performance for 2014-2015	N/A	
Actual Performance for 2015-2016	0%	1 of 1
Actual Performance for 2016-2017	0%	0 out of 7

Analysis Group: LEP

Actual Performance for 2014-2015	100%	
Actual Performance for 2015-2016	100%	
Actual Performance for 2016-2017	0%	0 out of 1

Analysis Group: At Risk

Actual Performance for 2014-2015	63%	
Actual Performance for 2015-2016	81%	
Actual Performance for 2016-2017	46%	

Analysis Group: Two or More

Actual Performance for 2014-2015	100%	
Actual Performance for 2015-2016	100%	
Actual Performance for 2016-2017	NA	

Analysis Group: CTE

Actual Performance for 2014-2015	86%	
Actual Performance for 2015-2016	85%	

Actual Performance for 2016-2017 63%

STAAR EOC United States History

Analysis Group: All Students

Actual Performance 2013-2014 75%
Actual Performance for 2014-2015 89%
Actual Performance for 2015-2016 100%
Actual Performance for 2016-2017 97%

Analysis Group: African American

Actual Performance 2012-2013 N/A
Actual Performance 2013-2014 N/A
Actual Performance for 2014-2015 N/A
Actual Performance for 2015-2016 100%
Actual Performance for 2016-2017 NA

Analysis Group: White

Actual Performance 2012-2013 N/A
Actual Performance 2013-2014 89%
Actual Performance for 2014-2015 100%
Actual Performance for 2015-2016 100%
Actual Performance for 2016-2017 94%

Analysis Group: Hispanic

Actual Performance 2012-2013 N/A
Actual Performance 2013-2014 65%
Actual Performance for 2014-2015 71%
Actual Performance for 2015-2016 100%
Actual Performance for 2016-2017 100%

Analysis Group: Male

Actual Performance 2012-2013	N/A
Actual Performance 2013-2014	83%
Actual Performance for 2014-2015	88%
Actual Performance for 2015-2016	100%
Actual Performance for 2016-2017	95%

Analysis Group: Female

Actual Performance 2012-2013	N/A
Actual Performance 2013-2014	68%
Actual Performance for 2014-2015	90%
Actual Performance for 2015-2016	100%
Actual Performance for 2016-2017	100%

Analysis Group: Economically Disadvantage

Actual Performance 2012-2013	N/A
Actual Performance 2013-2014	67%
Actual Performance for 2014-2015	86%
Actual Performance for 2015-2016	100%
Actual Performance for 2016-2017	100%

Analysis Group: Sped Ed

Actual Performance 2012-2013	N/A	
Actual Performance 2013-2014	33%	4 out of 12
Actual Performance for 2014-2015	N/A	
Actual Performance for 2015-2016	N/A	
Actual Performance for 2016-2017	100%	5 out of 5

Analysis Group: LEP

Actual Performance 2012-2013	N/A	
Actual Performance 2013-2014	20%	1 out of 5
Actual Performance for 2014-2015	33%	1 out of 3
Actual Performance for 2015-2016	100%	
Actual Performance for 2016-2017	100%	1 out of 1

Analysis Group: At Risk

Actual Performance 2012-2013	N/A	
Actual Performance 2013-2014	57%	
Actual Performance for 2014-2015	75%	
Actual Performance for 2015-2016	100%	
Actual Performance for 2016-2017	94%	

Analysis Group: CTE

Actual Performance 2012-2013	N/A	
Actual Performance 2013-2014	77%	
Actual Performance for 2014-2015	93%	
Actual Performance for 2015-2016	100%	
Actual Performance for 2016-2017	97%	

Analysis Group: Two or More

Actual Performance 2012-2013	N/A	
Actual Performance 2013-2014	100%	
Actual Performance for 2014-2015	100%	
Actual Performance for 2015-2016	N/A	
Actual Performance for 2016-2017	100%	1 out of 1

Dropout Rate - Grade: All Grades

<u>Analysis Group:</u> All Students		Explanation of Performance
Actual Performance for 2008-09	0%	
Actual Performance for 2009-10	0%	
Actual Performance for 2010-2011	0%	
Actual Performance 2011-2012	0%	
Actual Performance 2012-2013	0%	
Actual Performance 2013-2014	1.8%	
Actual Performance 2014-2015	1.9%	
Actual Performance 2015-2016	0%	
Actual Performance 2016-2017	1%	

% Advanced Courses - Grade: All Grades

<u>Analysis Group:</u> All Students		Explanation of Performance
Actual Performance for 2008-09	45%	
Actual Performance for 2009-10	13.5%	
Actual Performance for 2010-2011	24%	
Actual Performance 2011-2012	11%	
Actual Performance 2012-2013	11%	
Actual Performance 2013-2014	19%	
Actual Performance 2014-2015	19%	
Actual Performance 2015-2016	20%	
Actual Performance 2016-2017	27%	

% Recommended / Distinguished High School Programs - Grade: All Grades

<u>Analysis Group:</u> All Students		Explanation of Performance
Actual Performance for 2007-08	79%	

Actual Performance for 2008-09	98%
Actual Performance for 2009-10	75%
Actual Performance for 2010-2011	81%
Actual Performance 2011-2012	78%
Actual Performance 2012-2013	90%
Actual Performance 2013-2014	89%
Actual Performance 2014-2015	79%
Actual Performance 2015-2016	87%
Actual Performance 2016-2017	71%

High School Students Taking SAT/ACT

Analysis Group: All Students

Actual Performance for 2007-08	48%
Actual Performance for 2008-09	46%
Actual Performance for 2009-10	54% took SAT and 76% took the ACT
Actual Performance for 2010-2011	19% SAT, 81% ACT
Actual Performance 2011-2012	27% SAT, 5% ACT
Actual Performance 2012-2013	52% ACT, 5% SAT
Actual Performance 2013-2014	55% ACT, 5% SAT
Actual Performance 2014-2015	60%
Actual Performance 2015-2016	60%
Actual Performance 2016-2017	67%

Explanation of Performance

Completion Rate – Grades 9-12

Analysis Group: All Students Grades 9-12

Actual Performance for 2008-09	100%
Actual Performance for 2009-10	100%
Actual Performance for 2010-2011	100%
Actual Performance 2011-2012	100%
Actual Performance 2012-2013	100%
Actual Performance 2013-2014	98.2%

Explanation of Performance

Actual Performance 2014-2015	98%
Actual Performance 2015-2016	100%
Actual Performance 2016-2017	98%

Campus Needs Summary:

SUMMARY (Narrative discussing findings and recommendations for meeting the needs having the highest priority. Recommendations for meeting these needs may include, but are not limited to, examples of programs, strategies, technology, and personnel. Recommendations will be listed in the strategic action column in the campus improvement plan.

The Anson High School Campus Improvement Team (CIT) was issued last year's needs assessment and data analysis to identify needs related to academic performance. They discussed both the low performing and high performing areas identified last year, the plan put into effect this year to increase the federal's assessment of the campus' low performing reading and writing areas which were targeted, and the issues dealing with the school climate and environment.

The committee discussed the identified subgroups (economically disadvantaged and Hispanic population). The committee was made aware of the increase in the Hispanic population of the campus and the increase in the homeless students on the campus. The principal shared the attendance information and the discipline data. The attendance percentage is excellent at AHS, and the discipline is minimal.

After discussion, the committee identified two specific areas of concern – the writing and reading programs needed more rigor and additional attention to immediate response and intervention to identified students. The committee discussed ways to incorporate more individualized aide to identified struggling students. Many new younger students are coming to AHS with deficits, and we need to find a successful means by which to fill the gaps while using the same time schedule and the same staff.

Because the campus was staged by the federal assessment in System Safeguards reading and writing – and the district was staged in reading and writing – the committee reviewed the programs and curriculum guidelines in those areas. The targeted students were given extra support and tutoring during the school year, but AHS now will increase the time by providing evening tutorials staffed by teachers and by peer tutoring. The committee discussed last year's proposed need for a reading specialist who will help with a student's learning and will take where the student has deficits and work with him/her beginning at that level.

Determined Needs:

- the need to maintain parental involvement and communication
- the need to maintain collaboration and time for horizontal alignment between grade levels and vertical alignment between campuses
- the need to maintain STAAR mastery of all Special Education subgroups in math and science.

- the need to increase the average scores of students taking the ACT and SAT tests.
- the need to increase the number of students taking the ACT and SAT
- the need to generate staff who hold a masters degree in core teaching areas
- the need to increase awareness of healthy lifestyles
- the need to maintain a safe, academic environment for the students
- the need to maintain and upgrade technology, hardware and software
- the need to maintain recognized status and strive for exemplary status on AYP accountability
- the need to offer advanced classes for college-bound students
- the need to maintain high attendance rate
- to maintain the academic achievement of every student
- the need to encourage and maintain a highly qualified faculty
- the need to effectively use RTI to increase academic achievement

**School-wide Components (SWC)
Anson I.S.D.**

CNA	SWC#1	Comprehensive Needs Assessment
RS	SWC#2	Reform Strategies
IHQT	SWC#3	Instruction by Highly Qualified Teachers
HQPD	SWC#4	High-Quality Professional Development

SAHQT	SWC#5	Strategies to Attract HQ Teachers
SIPI	SWC#6	Strategies to Increase Parental Involvement
T	SWC#7	Transition
TDMRA	SWC#8	Teacher Decision-Making Regarding Assessments
ETAS	SWC#9	Effective and Timely Assistance to Students
CI	SWC#10	Coordination and Integration

ESSA Goals

- Performance Goal 1:** The percentage of teachers who will report their TTESS appraisal improved their teaching and their students' performance will increase from 62% to 72% by 2018.
- Performance Goal 2:** Percentage of students passing STAAR Reading/ELA will increase from 69% to 75% by June 2018.

Anson ISD Goals

1. Anson I.S.D. will have 75% of students in all subjects meet the passing standard on the STAAR, and 15% of students meeting Level III Master on STAAR.
2. Anson I.S.D. will provide a safe, orderly environment for students and will implement programs that promote a healthy lifestyle.
3. Anson I.S.D. will recruit, nurture, and train a staff of dedicated and highly qualified professionals and paraprofessionals.
4. Anson I.S.D. will actively involve the community in the educational processes of the Anson schools.

Anson ISD High School Goals

1. **AHS will promote programs and activities that will provide equitable opportunities for students to reach their maximum potential for academic success.**
2. **AHS will provide a safe, orderly environment for students and will implement programs that promote healthy lifestyles.**
3. **AHS will recruit, nurture, and train a staff of dedicated and highly qualified professionals.**

4. AHS will involve the community in the educational processes in Anson schools.

GOAL 1 – Strategy 1 STAAR End of Course Preparation and Success

AHS will provide programs and activities to ensure student success on STAAR EOC assessments and equivalency.

ESSA Performance Goal 2

Performance Goal 2: Percentage of students passing STAAR Reading/ELA will increase from 69% to 75% .

SUMMATIVE EVALUATION

By 2018, 75% of Anson High School students will pass STAAR/EOC tests as a measurement of academic progress and assessment of student academic achievement. To achieve 75% by 2018, each disaggregated student sub-group is expected to reach a specific percentage increase each year up to 2018.

PROGRESS REPORT DATES

Six Weeks Progress Reports; September; October ; November ; January ; March; April ; May; STAAR; TELPAS Test Results, 2018.

SCHOOL WIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; **(RS)** Reform Strategies; **(IHQT)** Instruction by Highly Qualified Teachers; **(HQPDP)** High-Quality Professional Development; **(SAHQT)** Strategies to Attract Highly Qualified Teachers; **(SIPI)** Strategies to Increase Parental Involvement; **(T)** Transition; **(TDMRA)** Teacher Decision Making Regarding Assessments; **(ETAS)** Effective and Timely Assistance to Students; **(CI)** Coordination and Integration.

SOURCE OF FUNDING

SUPPLIES

TEKS Resource System	\$1,813.00
Eduphoria	\$1,485.00
Supplies	\$1,995.00
TOTAL	\$5,293.00

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE EVALUATION
Campus provides disaggregated AEIS-IT Report to teachers in order to identify and prioritize instruction, aligned with TEKS, according to student need. (TDMRA, ETAS)	Region XIV personnel, counselor, teachers	AEIS-IT Report STAAR practice material, online practice, practice STAAR tests	September	Lesson Plans, Student Performance
Provides STAAR remediation classes, targeting	Principal, teachers,	ALEKS practice material,	August – June	STAAR Results

students that have been identified through assessment. (IHQT, TDMRA, ETAS)	peer tutors	online practice, practice and ALEKS program STAAR tests		
The Social Studies classes are implementing writing prompt at least once per week to support the Language Arts section of the STAAR. (IHQT, CI)	Principal, Classroom teachers	Lesson Plans STAAR ELA material	August – February	STAAR ELA results
The Drama teacher is implementing a study of Latin/Greek root words to support the Language Arts STAAR section. (IHQT, CI)	Principal, Classroom teachers	Lesson Plans STAAR ELA material	August – February	STAAR ELA results
Students will take an EOC benchmark assessment in the fall in order to address specific areas of deficiencies.	Principal, counselor, teachers	Practice STAAR test, grading system and time frame for desegregation of data.	October – November	Practice STAAR results; Formative STAAR results
AHS teachers will develop a scope and sequence for each course to ensure that all TEKS are being introduced and taught in each course.	Teachers	Lesson plans, TEKS, textbooks	August	STAAR results desegregated
AHS uses Eduphoria to enhance the criteria for improvement in academic achievement in all disaggregated areas of STAAR	ESC 14 Principal, Counselor, Faculty	STAAR and TELPAS results	August-May	STAAR scores
The Science Department will develop assessment materials for the STAAR Science classes using the Web CAT database.	Science teachers	Web CAT database, computers, lesson plans	August -April	STAAR Science results
Hispanic Math and Science students have been targeted by disaggregating STAAR scores in order to initiate activities to promote student success.	Principal, math and science teachers	Disaggregated data	August	STAAR Math and Science results
AHS provides co-teaching in various content areas to enhance teacher ratio.	Teachers	Lesson plans, lesson materials	August	GPA's, STAAR results
AHS Spanish classes are enhancing word order to support the English STAAR exam.	Spanish teachers and English teachers	Lesson plans, shared lesson activities, vocabulary lists	August -May	GPA's, STAAR results
AHS offers STAAR night review on a small group basis for students who failed the STAAR test and or benchmark in Science or Math	HQ Staff	STAAR materials	January	STAAR results

Goal 1 – Strategy 2 Advanced Educational Opportunities

Students will be encouraged to participate in rigorous, academic programs and activities that will provide equitable opportunities to reach maximum potential.

SUMMATIVE EVALUATION

Seventy percent (%) of students will graduate under the Distinguished or Recommended Plan.

PROGRESS REPORT DATES

Six Weeks Progress Reports: September ; October ; November ; January ; March; April ; May. STAAR, TELPAS Test Results, 2018.

SCHOOL WIDE COMPONENTS ADDRESSED –

(**CNA**) Comprehensive Needs Assessment; (**RS**) Reform Strategies; (**IHQT**) Instruction by Highly Qualified Teachers; (**HQPD**) High-Quality Professional Development; (**SAHQT**) Strategies to Attract Highly Qualified Teachers; (**SIPI**) Strategies to Increase Parental Involvement; (**T**) Transition; (**TDMRA**) Teacher Decision Making Regarding Assessments; (**ETAS**) Effective and Timely Assistance to Students; (**CI**) Coordination and Integration.

SOURCE OF FUNDING

HS Allotment	<u>\$55,518.00</u>
TOTAL	\$55,518.00

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE EVALUATION
Students are encouraged to take Advanced, AP, and above-grade-level courses. (IHQT,SAHQT)	Principal, counselor, teachers	Advanced Performance material; AP tests	August – May	Student Performance achievement; AP Test Results
Students are encouraged to take Tech-Prep and dual-credit classes which earn both high school and college credit. (IHQT, CI)	Principal, Counselor, Teachers	Lesson Plans, Advanced material	August – May	Student Scheduling and Enrollment
College courses are offered through the Distance Learning Lab during evening hours and throughout the school year as well as the summer. (IHQT, CI)	Principal, Counselor	Lesson Plans Distance Learning Lab	August – July	Student Enrollment and Performance

Goal 1 – Strategy 3	Title I
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The Anson High School campus is a Title I, Part A program with a student poverty rate of 49.5%. The campus will provide a well-balanced and appropriate curriculum for all students, including equitable opportunities to reach maximum potential using federal funds with SCE funds to serve at-risk students.

ESSA Performance Goals 1 and 2

Performance Goal 1: Percentage of teachers who report their TTESS appraisal improved their teaching and their students' performance will increase from 62% to 72% by 2018.

Performance Goal 2: Percentage of students passing STAAR Reading/ELA will increase from 69% to 75% by June, 2018.

SUMMATIVE EVALUATION

By 2018, 72% of Anson High School students will pass STAAR tests as a measurement of academic progress and assessment of student academic achievement. To achieve 72% by 2018, each disaggregated student sub-group is expected to reach a specific percentage increase each year up to 2015.

PROGRESS REPORT DATES

Six Weeks Progress Reports: September ; October ; November ; January ; March; April ; May. STAAR, TELPAS Test Results, 2018.

SCHOOL WIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; (RS) Reform Strategies; (IHQT) Instruction by Highly Qualified Teachers; (HQPDP) High-Quality Professional Development; (SAHQT) Strategies to Attract Highly Qualified Teachers; (SIPI) Strategies to Increase Parental Involvement; (T) Transition; (TDMRA) Teacher Decision Making Regarding Assessments; (ETAS) Effective and Timely Assistance to Students; (CI) Coordination and Integration.

SOURCE OF FUNDING

PAYROLL	
Instruction	\$6,200.00
ESC 14 Shared Service Agreement	\$2,000.00
Supplies and Materials	\$1,042.00
Professional Development	\$240.00

TOTAL **\$9,482.00**

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE EVALUATION
The high school counselor identifies all At-Risk students, using state criteria, at the beginning of the school year (CNA).	Principal, Counselor	State Criteria Identification	August – September	Percentage of students meeting Title I requirements
AHS will identify and assist through the McKinney-Vento program any student living in a highly mobile environment. AHS may provide tutorials, free/reduced lunches, transportation, medical assistance, food, housing, and clothing (RS, ETAS).	Principal, Counselor, Homeless Liaison	McKinney-Vento Program Prescribed Assistance	August – June	Student Performance
The high school is a member of the Pregnancy Education Co-op known as PEP (RS, ETAS, CI).	Principal, Counselor, PEP, Teacher	PEP Materials	August – May	Attendance of PEP Services
Anson High School will provide the use of the Tiger Learning Center (TLC) to continue support of the academic recovery for students who experience difficulties in a traditional setting or who need recommended additional assistance (RS, IHQT, HQPD, SIPI, TDMRA, CI).	Principal, Counselor, Teachers	Lesson Plans, Library, Curriculum Material and Supplies	August – May	Student Performance
Anson High School will support continued use of School wide Title I programs such as TAKS classes and tutorials (IHQT, TDMRA, ETAS, CI).	Principals, Title I Staff	Title I Programs STAAR Material and Supplies	August – May	Student Performance
AHS provides an alternative environment for students needing additional support in obtaining credits toward graduation (RS, ETAS, CI).	Principal, Counselor, Teachers, Staff	Lesson Plans STAAR Material Modified Curriculum	August – May	Student Performance and Graduation
AHS provides the opportunity for students to attend summer school in order to fulfill educational requirements for graduation (RS, IHQT, ETAS).	Principals, Teachers, Staff	Curriculum Materials	June	Student Performance and Graduation
AHS will conduct a needs assessments survey for parents, students, and faculty in order to evaluate and assess program effectiveness (CNA, SIPI,	Principal, Title I Coordinator	Approved Surveys	May	Results and application of

TDMRA).				results
Anson High School offers daily tutorials for students with low grades. Students with failing grades are required to attend (RS, IHQT, ETAS, CI).	Principal, Tutorial Teachers	STAA Material	August – June	STAAR results
AHS provides professional staff development to enhance effective educational programs and curriculum (IHQT,HQPD,SAHQT).	Administration, Teachers, ESC 14	In-service Classes	August – July	More effective Curriculum Strategies
AISD provides a 3% bonus, a \$500 pay above base for a bachelor's degree, and a \$1,000 pay above base for a master's degree as incentives to attract highly qualified teachers (SAHQT).	AISD Administration and School Board	Budget	August – July	Number of Highly Qualified Teachers on Staff
AHS sends a notification to parents at the beginning of school concerning the availability of teachers' qualifications in an understandable and uniform format and, to the extent practicable, in a language the parents can understand (CNA, SIPI).	Principal	Parent Notification	August	Parent Notification
AHS notifies parents when a child is assigned for 30 or more consecutive days to a core academic subject teacher who is not high qualified, in an understandable and uniform format and, to the extent practicable, in a language the parents can understand (SAHQT,SIPI).	Administration	Parent Notification	September	Parent Notification
AHS uses Time and Effort forms set up in 15-minute segments for teachers/paraprofessionals who have different student populations.	Title I coordinator, Faculty	Title I Time and Effort forms	August-May	Time and Effort Notebook

GOAL 1 – Strategy 4 At-Risk/State Compensatory

Anson High School identifies and addresses at-risk students and provides them with individual needs and equitable opportunities to succeed with the use of state compensatory funding.

ESSA Performance Goals 2

Performance Goal 2: Percentage of students passing STAAR Reading/ELA will increase from 69% to 75% by June 2018.

SUMMATIVE EVALUATION

PROGRESS REPORT DATES

Six Weeks Progress Reports: September ; October ; November ; January ; March; April ; May. STAAR, TELPAS Test Results, 2018.

SCHOOL WIDE COMPONENTS ADDRESSED –

(**CNA**) Comprehensive Needs Assessment; (**RS**) Reform Strategies; (**IHQ**) Instruction by Highly Qualified Teachers; (**HQPD**) High-Quality Professional Development; (**SIPI**) Strategies to Increase Parental Involvement; (**SAHQT**) Strategies to Attract HQ Teachers; (**T**) Transition; (**TDMRA**) Teacher Decision Making Regarding Assessments; (**ETAS**) Effective and Timely Assistance to Students; (**CI**) Coordination and Integration.

SOURCE OF FUNDING

PAYROLL

Teacher Salary and Benefits	\$71,066.00
SAT Supervised Study	\$600.00
Principal Salary & Benefits	\$36,415.00
Counselor Salary & Benefits	\$22,522.00
Nurse Salary	\$5,002.00
Tutorials	\$1,000.00
Supplies	\$206.00
STAAR/EOC Materials	\$515.00
TOTAL	\$137,326.00

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE EVALUATION
Attendance Clerk and/or teachers contact parents when students are absent (SIPI).	Administration Attendance Clerk		August – May	Daily Attendance Records
Parent Enrichment Literature is available in the high school library for parents to check out.	Librarian		August	Check out records
AHS opens the computer labs upon request for any parents attending higher learning or working on their GED who need to use a computer.	Teachers, Principal		August	Record of times opened and attendees signatures
AHS has research databases, united streaming, online Britannica, and current biographies in the library for teacher, student, and community use.	Librarian		August	Check out records; sign in records
AHS will recognize students for perfect attendance by offering incentives and by recognition during Awards Assembly (RS).	Principal, Attendance Clerk	Budgeted and Donated Incentives	August – May 2010-11	Attendance Records
Principal, attendance clerk, and teachers will make home visits as necessary (SIPI).	Principal Attendance Clerk Teachers		August – May	Daily Attendance Records, Student Performance

AHS utilizes the Heidenheimer Alternative School for students with attendance problems and/or credit recovery (RS, ETAS).	Principal, teachers, aides	Modified Curriculum	August – May	Attendance Records, Parent Contact, Student Evaluation
AHS offers Saturday school for students with attendance problems (ETAS).	Principal, attendance clerk, teachers, aides		February – May	Attendance Records Saturday School Attendance
AHS offers English and Math courses during the summer as needed (IHQT, ETAS).	Principal, teachers	Course Curriculum Material	June	Student may be absent only two days during summer school and must have a grade average of 70 or above for the student to receive a full semester credit.
AHS offers daily tutorials in all subject areas as student need arises (IHQT, ETAS).	Teachers		August – May	Attendance of Daily Tutorials
Anson High School's Tiger Learning Center (TLC) offers services before school, during school and during tutorials as needed (IHQT, RS, SIPI, ETAS).	Principal, Classroom teachers	Curriculum and TAKS material	August – May	Student Progress
Peer pressure literature is available in the High School Library for students to check out.	Librarian			Check out records

GOAL 1 – Strategy 5 Rural and Low Income

AHS increases academic improvement with the use of Rural and Low income.

ESSA Performance Goal 2: Percentage of students passing STAAR Reading/ELA will increase from 69% to 75% by June 2018.

SUMMATIVE EVALUATION

AHS will improve the STAAR scores and provide a safe, academic atmosphere conducive to learning..

PROGRESS REPORT DATES

Ongoing process throughout the year

SCHOOL WIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; **(RS)** Reform Strategies; **(IHQT)** Instruction by Highly Qualified Teachers; **(HQPD)** High-Quality Professional Development; **(SIPI)** Strategies to Increase Parental Involvement; **(SAHQT)** Strategies to Attract HQ Teachers; **(T)** Transition; **(TDMRA)** Teacher Decision Making Regarding Assessments; **(ETAS)** Effective and Timely Assistance to Students; **(CI)** Coordination and Integration.

SOURCE OF FUNDING

Supplies	\$3,459.00
Total	\$3,459.00

GOAL 1 – Strategy 6 Special Education

The Special Education Program at Anson High School identifies and addresses individual student needs through equitable opportunities that encourage students to succeed in the least restricted environment.

ESSA Performance Goals 2

Performance Goal 2: Percentage of students passing STAAR Reading/ELA will increase from 69% to 75% by June 2018.

SUMMATIVE EVALUATION

% of Special Ed students will take a STAAR assessment test.

PROGRESS REPORT DATES

Six Weeks Progress Reports: September ; October ; November ; January ; March; April ; May. STAAR, TELPAS Test Results, 2018.

SCHOOL WIDE COMPONENTS ADDRESSED –

(**CNA**) Comprehensive Needs Assessment; (**RS**) Reform Strategies; (**IHQT**) Instruction by Highly Qualified Teachers; (**HQPD**) High-Quality Professional Development; (**SIPI**) Strategies to Increase Parental Involvement; (**SAHQT**) Strategies to Attract HQ Teachers; (**T**) Transition; (**TDMRA**) Teacher Decision Making Regarding Assessments; (**ETAS**) Effective and Timely Assistance to Students; (**CI**) Coordination and Integration.

SOURCE OF FUNDING

Teacher Salary and Benefits	\$64,523.00
Instructional Aides	\$36,497.00
Supplies and Materials	\$1,013.00
Copy Paper	\$115.00
Student Travel	\$700.00
Bus Parts	\$1,097.00
Utilities	\$1,172.00
TOTAL	\$105,117.00

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE EVALUATION
Special Ed students have, as needed, IEP's on file, and all teachers will report progress at three-week and six-week intervals (TDMRA).	Principal, Teachers	IEP Resources	August – May	Lesson Plans, Student Progress reported in three-six intervals
The high school receives services and support through Region XIV ESC and Tri-County Educational Co-op (SAHQT, ETAS, CI).	Principal, Personnel	Region 14 ESC Tri-County Ed Co-op	August – May	Effectiveness of Programs
Innovative programs including the Novel-based Curriculum, technology, and Regular Education English Curriculum are available at the high school level in general education classes. The TLC offers audio-recorded textbooks and literary selections. (IHQT, ETAS).	Principal, Special Education Teachers	Regular and modified curriculum material	August – May	Improved Student Performance
The high school utilizes DANA, Alpha-Smarts, Lap-tops, computers, Electronic Bookman, Book Scanners, calculators, a screen reader, and other technical devices (ETAS).	Principal, Spec. Ed Teachers, Regular Ed Teachers, Tri-County	Budgeted Technological Devices	August – May	Student Performance
The high school provides STAAR-based curriculum for all inclusion and mainstream students as well Life Skills students (IHQT, ETAS).	Principal, Special Ed Teachers	TAKS practice material	August – May	STAAR Results
Teachers receive modifications, in a spreadsheet format, developed for their special ed students, provided by the Special Education Department following initial and annual ARD decisions (ETAS).	Principal, Tri-County, Sp Ed Teachers, Regular Ed Teachers	Modified Curriculum Resources	August – May	Student Performance according to modifications
Both regular education and special education teachers will meet to discuss STAAR participation and exemptions by special ed students (CI).	Principal, Teachers	Disaggregated data	September January	Outcome of chosen exemptions
Anson High School provides case management for all special ed students to ensure that all students' needs are met (ETAS).	ARD Committee, Principal, and Special Education Dept		August – May	Student Performance
Students with special needs will receive instruction in the least restrictive environment through accommodations and				

modifications of materials as indicated in the IEP (ETAS).	Principal, Tri-County, Classroom teachers	Curriculum Modifications	August – May	Student Performance
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GOAL 1 – Strategy 7 LEP / ESL

Anson High School will provide appropriate services to students who meet the criteria for ESL while offering equitable opportunities for all students to meet their maximum potential.

ESSA Performance Goals 2

Performance Goal 2: Percentage of students passing STAAR Reading/ELA will increase from 69% to 75% by June 2018.

SUMMATIVE EVALUATION

90 percent (90%) of students in ESL will pass STAAR.

PROGRESS REPORT DATES

Six Weeks Progress Reports: September ; October ; November ; January ; March; April ; May. STAAR, TELPAS Test Results, 2018.

SCHOOL WIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; (RS) Reform Strategies; (IHQT) Instruction by Highly Qualified Teachers; (HQPDP) High-Quality Professional Development; (SIPI) Strategies to Increase Parental Involvement; (SAHQT) Strategies to Attract HQ Teachers; (T) Transition; (TDMRA) Teacher Decision Making Regarding Assessments; (ETAS) Effective and Timely Assistance to Students; (CI) Coordination and Integration.

SOURCE OF FUNDING

Supplies and Materials	188.00	
Travel	<u>200.00</u>	
TOTAL		\$388

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE EVALUATION
AHS maintains all documentation required by law to identify, place, test, maintain, and exit students in ESL programs (IHQT, HQPD, TDMRA).	Principal, ESL Coordinator	ESL Documentation	August – May	Identification and Assessment based on Home Language Survey and on Pre-referral Records
The ESL coordinator provides a list of ESL students and copies of suggested modifications to all teachers that have ESL students (ETAS, CI).	Principal, ESL Coordinator, Teachers		August – May	ESL Student Identification, Teacher Folders with Mods
Anson High School utilizes the ESL Staff to work as inclusion teachers in the regular classroom and offers a pull-out program, as needed, for ESL students (ETAS, CI).	Principal, ESL Coordinator	Payroll	August – May	Assessment of student performance
AHS ESL Coordinator trains faculty in LPAC certification (CI).	Principal, ESL Coordinator		August – September	LPAC Certificate
AHS ensures that ESL students who are also identified as special education have LPAC representation on the ARD committee (TDMRA).	Principal, LPAC Representative, Diagnostician		August – May	ARD Committee Signature Sheet
AHS provides ESL students with educational field trips to enhance their potential (IHQT, CI).	Principal, ESL Coordinator	Cost of Trips	October – May	Student Achievement
AHS provides STAAR classes and tutorials for all ESL students (IHQT, ETAS).	Principal, ESL Coordinator, Teacher	STAAR Practice Materials and Tests	August – May	Enrollment in remediation classes based on AEIS-IT reports; enrollment in tutorials classes based on three-and six-week progress reports

AHS staffs a regular education Spanish teacher to be used as a supplemental assistance in the Science Department.	Spanish teacher, Science department	Lesson Plans	August -May	STAAR Science results
AHS uses Eduphoria to enhance the criteria for improvement in academic achievement in all disaggregated areas of TELPAS	ESC 14 Principal, Counselor, Faculty	STAAR and TELPAS results	August-May	STAAR scores

GOAL 1 – Strategy 8 Migrant

Anson High School will provide appropriate services to students who meet the criteria for migrant while offering equitable opportunities for all students to meet their maximum potential.

Performance Goals 2

Performance Goal 2: Percentage of students passing STAAR Reading/ELA will increase from 69% to 75% by June 2018.

SUMMATIVE EVALUATION

Ninety percent (90%) of migrant students will pass STAAR.

PROGRESS REPORT DATES:

Six Weeks Progress Reports: September ; October ; November ; January ; March; April ; May. STAAR, TELPAS Test Results, 2018.

SCHOOL WIDE COMPONENTS ADDRESSED --

(**CNA**) Comprehensive Needs Assessment; (**RS**) Reform Strategies; (**IHQT**) Instruction by Highly Qualified Teachers; (**HQPD**) High-Quality Professional Development; (**SIPI**) Strategies to Increase Parental Involvement; (**SAHQT**) Strategies to Attract HQ Teachers; (**T**) Transition; (**TDMRA**) Teacher Decision Making Regarding Assessments; (**ETAS**) Effective and Timely Assistance to Students; (**CI**) Coordination and Integration.

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE EVALUATION
AISD staffs a Migrant Coordinator and a Migrant Aide (IHQT, CI).	Administrator, Migrant Coordinator	Payroll at Elementary Campus	August – May	Staff Employment

GOAL 1 – Strategy 9 Dyslexia

Anson High School will provide services to all students identified as dyslexia while ensuring equitable opportunities for all students to reach maximum potential.

SUMMATIVE EVALUATION

Ninety percent (90%) of students identified as having dyslexia or a related disorder will pass STAAR.

PROGRESS REPORT DATES.

Six Weeks Progress Reports: September ; October ; November ; January ; March; April ; May. STAAR, TELPAS Test Results, 2018.

SCHOOL WIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; (RS) Reform Strategies; (IHQT) Instruction by Highly Qualified Teachers; (HQPD) High-Quality Professional Development; (SIPI) Strategies to Increase Parental Involvement; (SAHQT) Strategies to Attract HQ Teachers; (T) Transition; (TDMRA) Teacher Decision Making Regarding Assessments; (ETAS) Effective and Timely Assistance to Students; (CI) Coordination and Integration.

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE EVALUATION
The Technical Assistance Team will discuss and make recommendations for dyslexic testing. (CNA)	Principal, TAT Committee, Teachers, Counselors, Dyslexic Teachers	Screen students using appropriate test materials.	August – May	AEIS Report, Scottish Rite Programs Records, Student Files
AHS will provide instruction using the Scottish-Rite Adult Literacy Program (ETAS, IHQT).	Principal, Dyslexia Staff, Teachers	Adult Literacy Program	August – May	Scottish-Rite Program Tapes
Modification sheets are provided to teachers who have students identified with dyslexia or a related disorder through 504 (ETAS, IHQT, CI).	Principal, Dyslexia Staff, Teachers, Parents, Counselor	504 Program	August – May	Student Files, Teacher Modification

				Curriculum
AHS offers STAAR review classes to students who have a state-assessed history of difficulty (ETAS, IHQT).	Principal, STAAR teachers	Teaching Staff STAAR materials	August – May	Student Files, STAAR test results
AHS offers summer classes in remedial English and math to students who are behind on credit (ETAS, IHQT).	Principal, Summer School Teachers	Teaching Staff Regular and Modified Curriculum	June,	Student Files, Student Evaluation

GOAL 1 – Strategy 10 Gifted/Talented

Anson High School will provide appropriate services and programs that will provide equitable opportunities for students identified as gifted and talented to reach their maximum potential.

SUMMATIVE EVALUATION

Ninety percent (100%) of GT students will pass STAAR.

PROGRESS REPORT DATES

Six Weeks Progress Reports: September ; October ; November ; January ; March; April ; May. STAAR, TELPAS Test Results, 2018.

SCHOOL WIDE COMPONENTS ADDRESSED --

(CNA) Comprehensive Needs Assessment; **(RS)** Reform Strategies; **(IHQT)** Instruction by Highly Qualified Teachers; **(HQPDP)** High-Quality Professional Development; **(SIPI)** Strategies to Increase Parental Involvement; **(SAHQTP)** Strategies to Attract HQ Teachers; **(T)** Transition; **(TDMRA)** Teacher Decision Making Regarding Assessments; **(ETAS)** Effective and Timely Assistance to Students; **(CI)** Coordination and Integration.

SOURCE OF FUNDING

Adv. Academic Services	\$5,508.00
Supplies	\$ 375.00
Total	\$5,883.00

	PERSON(S)	RESOURCES		FORMATIVE
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ACTIVITY	RESPONSIBLE	& MATERIALS	TIMELINE	EVALUATION
AHS provides a GT teacher to track students' needs and progress, ensuring that all facets of the program are in compliance with state laws and policies and that all are appropriately implemented (IHQT, ETAS, TDMRA).	Principal, GT Teacher	Teacher Payroll	August – May	AEIS Report, Student Evaluation, Curriculum Evaluation
AHS will provide an advanced curriculum for GT students, which includes Advanced, AP, dual enrollment classes, a monthly pull-out program, and/or GT classes (IHQT, SAHQT, ETAS, TDMRA).	Principal, Teachers	Curriculum for Advanced Classes	August – May	Student Enrollment in Advanced AHS Curriculum
AHS GT Coordinator informs GT students of current enrichment opportunities (IHQT, CI).	Principal, GT Teacher, Counselor		August – May	Student participation in GT activities
AHS will provide opportunities for GT field trips as the need arises.	Principal, GT Teacher	Cost of Field Trips	August – May	Student Attendance
AHS GT students meet once a month for enrichment activities.	GT Teacher	Variety of resources from GT list.	August – May	Student Attendance and Participation
AHS GT program administers either a student, parent, and teacher needs assessment every year in order to determine that program services are sufficiently challenging to appropriately meet the individual student's potential (CNA, SIPI, TDMRA, CI).	Principal, GT Teachers	Needs Assessments	April – May	Results of the evaluation are used to determine program direction.
All G/T students are required to choose an area of interest, and the students must have 10 hours of above-level activities which meet the requirement of going beyond normal expectations (IHQT, ETAS).	Principal, G/T and classroom teacher, community		August – May	Student Performance
All principals and core teachers of advanced classes attend a six-hour G/T training annually (HQPD).	Principals, Classroom teachers	Region XIV Service Center	August – May	Training attendance
All AHS G/T students will be informed about the Texas Performance Standards Projects availability.	Principal, G/T teacher	TEA website	August-May	
AHS teachers will be provided G/T modifications in the areas that G/T students are assessed.	Teachers, G/T Coordinator	Modification sheet, lesson plans	August	Student Performance

GOAL 1 – Strategy 11 Career and Technology Education

Anson High School will provide opportunities for students to achieve and maintain levels of technology and technological expertise equivalent to the requirements of society while providing equitable opportunities for all students to reach their maximum potential.

ESSA Performance Goals 2

Performance Goal 2: Percentage of students passing STAAR Reading/ELA will increase from 69% to 75% by June 2018.

SUMMATIVE EVALUATION

Seventy percent (70%) or better of all students will graduate under the Recommended or Distinguished Graduation Plan which includes the CATE curriculum.

PROGRESS REPORT DATES

Six Weeks Progress Reports: September ; October ; November ; January ; March; April ; May. STAAR, TELPAS Test Results, 2018.

SCHOOL WIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; **(RS)** Reform Strategies; **(IHQT)** Instruction by Highly Qualified Teachers; **(HQPD)** High-Quality Professional Development; **(SIPI)** Strategies to Increase Parental Involvement; **(SAHQT)** Strategies to Attract HQ Teachers; **(T)** Transition; **(TDMRA)** Teacher Decision Making Regarding Assessments; **(ETAS)** Effective and Timely Assistance to Students; **(CI)** Coordination and Integration.

SOURCE OF FUNDING

Payroll	\$238,520.00
VA Supplies and Materials	\$6,917.00
Vocational Equip Repair	\$689.00
VOE & Business Supplies	\$1,500.00
Culinary Arts	\$1,084.00
VA Teacher Travel	\$1,443.00
VOE & Business Travel	\$145.00
Culinary Arts Travel	\$145.00
FFA Student Dues	\$2,000.00

Vocational Student Travel	\$20,000.00	
Ag Student Awards	\$120.00	
Ag Teacher Membership	\$600.00	
TOTAL		\$273,163.00

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE EVALUATION
AHS provides students with a coherent sequence of study which will help them obtain their career goals upon graduation (ETAS).	Principal, Counselor, Teachers		August, January, May	Four-Year Plans
Academic and Vocational Education is integrated through AgriScience (Articulation Agreement with the DCP Coop), FCCLA, and Business Technology programs offered at AHS to junior and senior students (IHQT).	Principal, Counselor, Teachers	Shared Curriculum	August – May	Four-year Graduation Plans, Student Records
AHS Career and Technology establishes an Advisory Council for program evaluation, composed of the following: administrators, counselor, vocational teachers, academic teachers, community leaders, parents, and students. The committee completes a needs assessment survey to review and evaluate programs and to address areas of concern (CNA, TDMRA).	Principal, CATE Coordinator		August – May	Bi-annual Meetings, Agendas, Minutes
AHS has a partnership agreement with West Central Council of Government and offers career and technology courses that equip students with skills to enter the workforce upon graduation and that enables students to receive dual credit (ETAS).	Principal, Counselor, Teachers	West Central Council of Government	August – May	Student Records

GOAL 1 – Strategy 12 Special Programs

Anson High School implements programs that will provide equitable opportunities for all students identified by a screening process.

SUMMATIVE EVALUATION

Ninety percent (90%) of students identified under 504 will pass STAAR, and AHS will have reduced referrals to Special Education.

ESSA Goals 2

Performance Goal 2: Percentage of students passing STAAR Reading/ELA will increase from 69% to 75% by June 2018.

PROGRESS REPORT DATES

Six Weeks Progress Reports: September ; October ; November ; January ; March; April ; May. STAAR, TELPAS Test Results, 2018.

SCHOOLWIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; **(RS)** Reform Strategies; **(IHQT)** Instruction by Highly Qualified Teachers; **(HQPD)** High-Quality Professional Development; **(SIPI)** Strategies to Increase Parental Involvement; **(SAHQT)** Strategies to Attract HQ Teachers; **(T)** Transition; **(TDMRA)** Teacher Decision Making Regarding Assessments; **(ETAS)** Effective and Timely Assistance to Students; **(CI)** Coordination and Integration.

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE EVALUATION
AHS Counselor/504 Coordinator and staff identifies possible 504 students under Section 504 of the Rehabilitation Act of 1973.	Principal, Counselor/504 Coordinator, Staff	Rehabilitation Act of 1973	August – May	Student Evaluation, 504 Screening Records, AEIS Report
RTI Committees are established to assist in identifying and supporting 504 students. The committee will consist of principal, counselor, parents, and teachers (TDMRA, ETAS).	Principal, Counselor/504, Teachers, Parents		August – May	Student Evaluation, 504 Screening Records, AEIS Report
Meetings for 504 students must be scheduled once every three years. The parent, student, or teacher may call a meeting when the need arises (ETAS,	Principal, Counselor/504 Coordinator,		August – May	Student Evaluation, AEIS Report

SIPI, TDMRA).	Teachers			
The Counselor/504 Coordinator will file a copy of 504 paperwork in required folders and send copies of 504 accommodations to the student's teachers, principal, and all others involved in student's instruction (ETAS).	Principal, Counselor/504 Coordinator, Staff		August January	504 Screening Records, AEIS Reports
The Counselor/504 Coordinator will monitor the progress of 504 students each six weeks (TDMRA).	Principal, Counselor/504 Coordinator		October 2 November 13 January 15 February 26 April 16 May 28	Student Evaluation
AHS Student Council encourages and rewards positive character traits through activities and leadership (CI).	Principal, StuCo Advisor		August – May	Student Conduct
AHS presents assemblies that encourage positive traits (CI).	Principal		August – May	Student Conduct
Anson High School will implement a Community Involvement Plan to introduce character traits.	Principal		September	Observation of student behavior in the educational setting.

GOAL 1 – Strategy 15 Counseling Services

The high school Counselor will provide information concerning college and career choices to ensure opportunities for all students to reach their maximum potential. Financial Aid counseling is offered to aide students in making post-secondary educational choices.

SUMMATIVE EVALUATION

Eighty percent (80%) of graduating seniors will participate in post-secondary education or technical training programs. Eighty percent (80%) of students will successfully complete the financial aid process.

PROGRESS REPORT DATES

Six Weeks Progress Reports September ; October ; November ; January ; March; April ; May. STAAR, TELPAS Test Results, 2018.

SCHOOL WIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; **(RS)** Reform Strategies; **(IHQT)** Instruction by Highly Qualified Teachers; **(HQPD)** High-Quality Professional Development; **(SIPI)** Strategies to Increase Parental Involvement; **(SAHQT)** Strategies to Attract HQ Teachers; **(T)** Transition; **(TDMRA)** Teacher Decision Making Regarding Assessments; **(ETAS)** Effective and Timely Assistance to Students; **(CI)** Coordination and Integration.

SOURCE OF FUNDING

Payroll	\$61,920.00	
Total		\$61,920.00

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE EVALUATION
The AHS counselor meets with every senior/junior through English and government classes to discuss college plans and to urge students to apply for financial aid (ETAS, CI).	Counselor		August – May	After package delivery, one-on-one counseling is available.
High school seniors and juniors attend a college/career fair (ETAS).	Principal, counselor	Haskell and Abilene College/Career Fairs	November	Student Participation
The ASVAB test is administered to all juniors to assess strengths and weaknesses to aid in career/college choices (ETAS).	Principal, Counselor	ASVAB Test	November April	Results of ASVAB Test
Representatives from technical schools and colleges visit the high school campus on a regular basis (ETAS).	Counselor	Cisco Junior College Western Texas College TSTC	August – May	Student Attendance
The high school promotes a Financial Aid Night in the High School Library and invites all juniors and seniors and their parents (ETAS, SIPI).	Principal, Counselor, Parents	Financial Aid Material	December	Attendance and financial aid for students
The high school makes available the computer lab to all seniors and parents for instruction and aid in submitting the Free Application for Student Aid -- FASFA (ETAS, SIPI).	Counselor	FASFA Online	February	Results of FASFA
The Counselor and Faculty Advisors provide				

academic guidance in four-year graduation plans for individual students so that they may make informed curriculum choices to be prepared for success beyond high school (ETAS, TDMRA).	Principal, Counselor, Faculty Advisors	Four-year Plans	August January May	Student Academic Choices
Anson High School informs teachers, students, and parents about higher education admissions and financial aid opportunities such as grants and scholarships (ETAS, SIPI).	Counselor		August – May	Increasing amounts of financial aid and of seniors attending higher education.
Each senior is allowed one college day in addition to the college/career day that the school provides (ETAS).	Principal, Counselor and Librarian		August – May	Increased post-secondary choices for students
AHS provide will opportunities for job shadowing for interested senior students (ETAS).	Principal, Counselor, Teacher, Community	Participating Professionals	September – May	Student participation and effectiveness

GOAL 1 – Strategy 14 SAT / ACT

AHS will increase the number of SAT/ACT examinees who have met or exceeded the criterion score.

SUMMATIVE EVALUATION

Sixty percent (60%) of all juniors/seniors will take the SAT/ACT. Forty percent (40%) of all SAT/ACT examinees will score at or above:

SAT 1110

ACT 22

Ninety-five percent (95%) of all sophomores will take PSAT

PROGRESS REPORT DATES

On-going process throughout the year

SCHOOL WIDE COMPONENTS ADDRESSED –

CNA) Comprehensive Needs Assessment; **(RS)** Reform Strategies; **(IHQT)** Instruction by Highly Qualified Teachers; **(HQPDP)** High-Quality Professional Development; **(SIPI)** Strategies to Increase Parental Involvement; **(SAHQTP)** Strategies to Attract HQ Teachers; **(T)** Transition; **(TDMRA)** Teacher Decision Making Regarding Assessments; **(ETAS)** Effective and Timely Assistance to Students; **(CI)** Coordination and Integration.

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE EVALUATION
All sophomores will take the PSAT (ETAS).	Principal, Counselor	PSAT Test	October	PSAT Results
Software, online services, and practice materials are made available to ensure student success (ETAS).	Librarian, Counselor	ACT/SAT Practice Materials Online and Offline	August – May	Increased Scores
SAT/ACT practice will be offered to junior and senior students in the English and math classes (IHQT, ETAS).	Principal, Teachers	SAT/SAT Practice Material	August – July	SAT/ACT Scores
AHS offers SAT/ACT tutorials one afternoon each week for interested junior and seniors (IHQT, ETAS).	Principal, Teachers	SAT/SAT Practice Material	August – April	SAT/ACT Scores
AHS offers an ACT workshop to any student wanting to raise his score. This one-day workshop is available for a cost of \$30 per student (\$15 after school matches cost) (ETAS).	Principal, Counselor, Presenter	Qualified Presenter	January	Higher ACT test scores

GOAL 1 – Strategy 15 Instructional Opportunities

Students will be encouraged to participate in academic programs and activities which will provide equitable opportunities to reach maximum potential.

SUMMATIVE EVALUATION

Ninety-five (95) percent of students will meet standard scores on all STAAR evaluations.

PROGRESS REPORT DATES

Six Weeks Progress Reports: September ; October ; November ; January ; March; April ; May. STAAR, TELPAS Test Results, 2018.

SCHOOL WIDE COMPONENTS ADDRESSED –

(**CNA**) Comprehensive Needs Assessment; (**RS**) Reform Strategies; (**IHQT**) Instruction by Highly Qualified Teachers; (**HQPD**) High-Quality Professional Development; (**SIPI**) Strategies to Increase Parental Involvement; (**SAHQT**) Strategies to Attract HQ Teachers; (**T**) Transition; (**TDMRA**) Teacher Decision Making Regarding Assessments; (**ETAS**) Effective and Timely Assistance to Students; (**CI**) Coordination and Integration.

SOURCE OF FUNDING

Payroll	\$775,830.00		
Purchased Contracted Services			
Counselor Consortium	120.00		
COOP Purchasing	500.00		
Audio-Visual Repair	500.00		
Computer Repair	450.00		
Copier Lease	10,000.00		
Misc. Contracted Services	2,000.00		
Safe Schools	600.00		
Internet Services	500.00		
Consultant/ Staff Development	2,500.00		
ESC Teacher Inservice	675.00		
Eduphoria	1,995.00		
ESC Services – WEBB CAT	800.00		
TEKS Resource System	1,813.00		
Student Drug Testing	3,000.00		
Curriculum Consultant	2,500.00	\$25,453.00	
Materials and Supplies		\$25,577.00	
Other Operating Costs		<u>\$ 6,238.00</u>	
Total			\$833,298.00

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE EVALUATION
AHS will hire highly qualified teachers and paraprofessionals to present research based instructional curriculum.	Principal, teacher and paraprofessionals	Textbooks, computer technology, and lab equipment	August – May	Student assessment
AHS uses CSCOPE for scope and sequence and	Region 14, Teachers,	CSCOPE	August-May	Student

science curriculum to improve academic achievement for students.	Faculty			assessment
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GOAL 2 – Strategy 1 School Safety

AHS will ensure the safety of all students.

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

SUMMATIVE EVALUATION

One percent (1%) of Anson High School's referrals will be due to violence.

PROGRESS REPORT DATES

Daily conduct

SCHOOL WIDE COMPONENTS ADDRESSED –

CNA) Comprehensive Needs Assessment; **(RS)** Reform Strategies; **(IHQT)** Instruction by Highly Qualified Teachers; **(HQPD)** High-Quality Professional Development; **(SIPI)** Strategies to Increase Parental Involvement; **(SAHQT)** Strategies to Attract HQ Teachers; **(T)** Transition; **(TDMRA)** Teacher Decision Making Regarding Assessments; **(ETAS)** Effective and Timely Assistance to Students; **(CI)** Coordination and Integration.

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE EVALUATION
AHS will provide at least three other presentations dealing with student issues (RS).	Principal, Counselor, Teachers	Professional Presenters	October November February	Student Conduct
The HS Counselor, through collaboration with other sources, makes available individual or group counseling for any issue of concern (RS).	Principal, Counselor		August – May	Student Conduct
AHS Peer Assistance Leaders, PAL@S, promote				

healthy choices through positive role-modeling, posters, and programs (RS).	Principal, PAL@S Facilitator	High School PAL@S Students	August – May	Student Conduct
AHS has representation on the SDFSCA Advisory Council that devises a measurable set of school safety goals and objectives with a plan of achievement (RS).	Principal, Advisory Council Member	SDFSCA Advisory Council	August – May	Student Conduct
AHS will provide to all personnel a crisis intervention and prevention flip chart which outlines emergency plans for fire, tornado, bomb threat, guns in school, and other emergency situations (RS, ETAS).	Principal, Teachers, Staff	Special Programs Notebook	August – May	Effectiveness of Plan
AHS provides an evacuation procedure map for each classroom (ETAS).	Principal, Coordinator		August	Placement and use of maps
AHS participates in the Region XIV Crisis Team that is designed to deal with emergency situations (ETAS, RS).	Principal, Counselor	Region XIV ESC	August – May	Effectiveness of Team
AHS will by law post the required Safe and Gun Free School notices in main entrances (RS).	Principal		August	Placement and effectiveness of notices
AHS provides training in CPI (Crisis Prevention Intervention) to help in emergency situations (RS, SAHQT).	Principal, ESC14, Teachers	CPI (Crisis Prevention Intervention)	August – May	Effectiveness of Training
Four teachers and the PALs® of Anson High School have received training and certification in CERT (Community Emergency Rescue Training) (RS).	CERT trainers, teachers	CERT Presenters and Trainers	Fall and Spring	Certification, Training

GOAL 2 – Strategy 2 Educated Healthy Lifestyles

AHS will provide appropriate programs and services in order to promote a healthy lifestyle for each student.

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

SUMMATIVE EVALUATION

Decreased incidence of pregnancy and violence

PROGRESS REPORT DATES

Daily conduct

SCHOOL WIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; **(RS)** Reform Strategies; **(IHQT)** Instruction by Highly Qualified Teachers; **(HQPDP)** High-Quality Professional Development; **(SIPI)** Strategies to Increase Parental Involvement; **(SAHQT)** Strategies to Attract HQ Teachers; **(T)** Transition; **(TDMRA)** Teacher Decision Making Regarding Assessments; **(ETAS)** Effective and Timely Assistance to Students; **(CI)** Coordination and Integration.

SOURCE OF FUNDING

Pregnancy Ed. & Parenting \$14,800.00

TOTAL

\$14,800.00

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE EVALUATION
AHS invites the ARCADA to provide a program concerning sexual abstinence and sexually transmitted diseases (RS).	Principal, Counselor, Teachers	ARCADA	November	Student Conduct
School Health Advisory Council (SHAC) AHS members meet four times a year with other campus, parents, and community member to discuss healthy lifestyles and present recommendations to the board.	Chairman and Co-Chairman	A variety of accredited sources.	Four times a year	Student Response

GOAL 3 – Strategy 1 Title II, Part A—Improving Principal / Teacher quality

AHS will provide opportunities for all staff to participate in relevant, focused and research-based staff development to implement academic programs efficiently and strategically to ensure student success for the future.

ESSA Performance Goal 1

Performance Goal 1: The percentage of teachers who report their TTESS appraisal improved their teaching and their students' performance will increase from 62% to 72% by 2018.

SUMMATIVE EVALUATION

One hundred percent (100%) of core teachers will attend relevant workshops.

PROGRESS REPORT DATES

Dates of Faculty Attendance of In-service

SCHOOL WIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; **(RS)** Reform Strategies; **(IHQT)** Instruction by Highly Qualified Teachers; **(HQPD)** High-Quality Professional Development; **(SIPI)** Strategies to Increase Parental Involvement; **(SAHQT)** Strategies to Attract HQ Teachers; **(T)** Transition; **(TDMRA)** Teacher Decision Making Regarding Assessments; **(ETAS)** Effective and Timely Assistance to Students; **(CI)** Coordination and Integration.

SOURCE OF FUNDING

Staff Development \$14,886

	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE EVALUATION
AHS provides opportunities for training through ESC Region XIV field agents and specialists (HQPD).	Administration, Principal, Teachers	ESC Region XIV	August – July	Teacher Performance
AHS provides teachers access to conferences, workshops, and presentations to implement current instructional strategies in relevant areas (HQPD, RS).	Principal		September - July	Staff Development Records
AHS encourages all teachers to be involved in staff development opportunities that enrich the learning environment and make our school safer (HQPD).	Principal		August – July	Faculty Attendance
AHS provides technology and software instruction Workshops as needed. (HQPD)	Principal, Technology Specialist	Technology Specialist	September – May	Effectiveness and use of technology
AHS provides opportunity for the Campus Site-Based Committee to have input in the area of staff development (HQPD, TDMRA).	Principal, Site-base Chairperson	Campus Site-based Committee	September – May	Committee Agenda and Minutes
AHS will employ highly qualified teachers in all fields (SAHQT, HQPD).	Principal		April – July	Teacher Employment

AHS provides a 3% bonus to attract highly qualified teachers (SAHQT).	Superintendent, Board of Trustees		December	Teacher Employment
Anson ISD pays stipends of \$500 Bachelors Degree and \$1000 Masters Degree to attract quality teachers (SAHQT).	Superintendent, Board of Trustees		August May	Teacher Employment
Teachers meet to discuss student performance and future needs regarding assessment results in TAAS/TAKS, Star Diagnostic Reading and Math, student grades, etc. (TDMRA).	Principal, Teachers		September, November – January, March – May	Student Performance, Meeting Results
In accordance with Title II, Region 14 ESC will provide a four-day preparation for certification for paraprofessionals (TDMRA).	Superintendent, Board of Trustees	Region XIV ESC	September	Certification of all paraprofessionals

GOAL 3 – Strategy 2 Survey of Teacher Needs and Interests

AHS surveys campus site-based committee for staff development topics that relate to specific needs and interests in order to develop a systematic approach in choosing relevant staff development.

ESSA Performance Goal 1: The percentage of teachers who report their TTESS appraisal improved their teaching and their students' performance will increase from 62% to 72% by 2018.

SUMMATIVE EVALUATION

Teacher/Student Evaluations will provide relevant staff development needs for the Faculty.

PROGRESS REPORT DATES

Twice a year

SCHOOL WIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; **(RS)** Reform Strategies; **(IHQT)** Instruction by Highly Qualified Teachers; **(HQPD)** High-Quality Professional Development; **(SIPI)** Strategies to Increase Parental Involvement; **(SAHQT)** Strategies to Attract HQ Teachers; **(T)** Transition; **(TDMRA)** Teacher Decision Making Regarding Assessments; **(ETAS)** Effective and Timely Assistance to Students; **(CI)** Coordination and Integration.

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE EVALUATION
AHS provides departmental and vertical team meetings with all campuses to research and share instructional strategies (CI).	Principal, Teachers		September January 'May	Teacher Performance
AHS conducts needs assessment surveys to determine areas of staff development need (CNA).	Principal, Teachers		April – May	Effective Staff Development

Anson High School Teacher Survey Results 2017

How long have you been employed by Anson ISD?

- 1-5 years 30%
- 5-10 years 30%
- 11-15 years 30%
- Over 15 years 20%

Please indicate how much you agree or disagree with the following statements about your school:					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The school's schedule allows adequate time for teacher collaboration.	25%	35%	20%	10%	25%
The school's schedule allows adequate time for teacher preparation and planning.	31.6%	36.8%	21.1%	10.5%	--
Students in this school learn ways to manage time.	15.8%	47.4%	31.6%	5.2%	--
The school environment is clean and in good condition.	50%	30%	5%	15%	--
I take pride in the appearance of the school.	65%	25%	10%	--	--
I feel safe outside on the school grounds.	95%	5%	--	--	--
I feel safe in the hallways and bathrooms.	95%	5%	--	--	--
I feel safe in the classrooms.	95%	5%	--	--	--
Students are safe at this school.	90%	10%	--	--	--

Students at this school are well-behaved.	45%	55%	--	--	--
Students at this school don't care about learning.	5%	20%	20%	40%	15%
I spend a great deal of time dealing with students' social and emotional challenges.	10%	25%	50%	15%	--
Students have pride in the school.	20%	60%	15%	5%	--
Students at this school get the chance to work independently.	15%	80%	5%	--	--
School administrators give me useful feedback on my teaching.	35%	55%	10%	--	--
Some students at this school just cannot be motivated to do the work.	15%	30%	30%	15%	10%
Students at this school are encouraged to think critically.	15%	75%	5%	5%	--
I have access to the tools I need to do my job.	15%	75%	10%	--	--
I am satisfied with opportunities for my professional growth.	30%	55%	15%	--	--
I look forward to coming to work each day.	50%	40%	10%	--	--
I spend too much of my teaching time on disciplining students.	5%	--	30%	35%	30%
The best teachers and staff are retained at this school.	30%	40%	15%	10%	5%
Teachers have close working relationships with each other.	26.3%	42.1%	26.3%	5.3%	--
Parents respect their children's teachers.	15%	60%	25%	--	--
Adults who work in this school treat students with respect.	20%	70%	10%	--	--
Adults who work in this school typically work well with one another.	40%	60%	--	--	--
Teachers at this school build strong relationships with students.	35%	60%	5%	--	--
Students respect their teachers.	20%	55%	25%	--	--
Parents know what is going on in this school.	35%	50%	10%	5%	--
Parents are aware of what is expected of their child at this school.	30%	60%	5%	5%	--
Parents care how their child performs in school.	15%	65%	20%	--	--
I am proud to tell others that I work at this school.	70%	30%	--	--	--
School administrators recognize teachers for a job well-done.	35%	55%	5%	5%	--
This school encourages students to get involved in extracurricular activities.	60%	35%	5%	--	--
School administrators follow through on commitments.	45%	35%	20%	--	--
School administrators promote the success of all students.	60%	40%	--	--	--
School administrators hold themselves to the same high expectations as others.	80%	20%	--	--	--
School administrators back me up when I need it.	85%	10%	--	5%	--
School administrators are aware of what goes on in the classrooms.	60%	35%	5%	--	--
This school is a good place for me to work and learn.	75%	20%	5%	--	--

GOAL 4 – Strategy 1 Community Involvement

AHS allows stakeholders to become involved in its pursuit of excellence.

SUMMATIVE EVALUATION

Ninety percent (90%) of community participation will occur during the school year.

PROGRESS REPORT DATES

Ongoing process

SCHOOL WIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; **(RS)** Reform Strategies; **(IHQT)** Instruction by Highly Qualified Teachers; **(HQPDP)** High-Quality Professional Development; **(SIPI)** Strategies to Increase Parental Involvement; **(SAHQT)** Strategies to Attract HQ Teachers; **(T)** Transition; **(TDMRA)** Teacher Decision Making Regarding Assessments; **(ETAS)** Effective and Timely Assistance to Students; **(CI)** Coordination and Integration.

ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE EVALUATION
AHS invites community and business leaders into classrooms to participate in academic activities for community instruction and fundraising events (SIPI, CI).	Principal, Teachers		August – May	Community Involvement
Anson High School provides access to facilities (SIPI).	Principal	AHS Facilities	August – July	Community's Use of Facilities
AHS has a community and business representative on the Campus Site-Based Committee (SIPI).	Principal		September – May	Committee Sign-In
AHS provides materials in an understandable format and in the parent's primary language (SIPI, ETAS).	Principal, Teachers, Program Coordinators		August – July	Printouts
Anson High School provides a local website to service and support community involvement (TDMRA,SIPI).	Principal, Classroom teachers	AHS Website	August – May	Ongoing process of enhancement of site
AHS submits current events in the newspaper to	Principal		August	Parental

inform the community of its goals and achievements.				involvement
AHS participates in community based learning programs: Anson Public Library, Opera House, Court House, Elections, and Town Hall meetings.	Principal, Teachers, Students, parents	Community	August -May	Parental and community involvement

GOAL 4 – Strategy 2 Parental Involvement

AHS increases parental involvement by increasing parents' awareness of their child's educational needs while developing community pride.

SUMMATIVE EVALUATION

AHS will experience 75% Parental Involvement during the year.

PROGRESS REPORT DATE

Ongoing process

SCHOOL WIDE COMPONENTS ADDRESSED –

(CNA) Comprehensive Needs Assessment; (RS) Reform Strategies; (IHQT) Instruction by Highly Qualified Teachers; (HQPD) High-Quality Professional Development; (SIPI) Strategies to Increase Parental Involvement; (SAHQT) Strategies to Attract HQ Teachers; (T) Transition; (TDMRA) Teacher Decision Making Regarding Assessments; (ETAS) Effective and Timely Assistance to Students; (CI) Coordination and Integration.

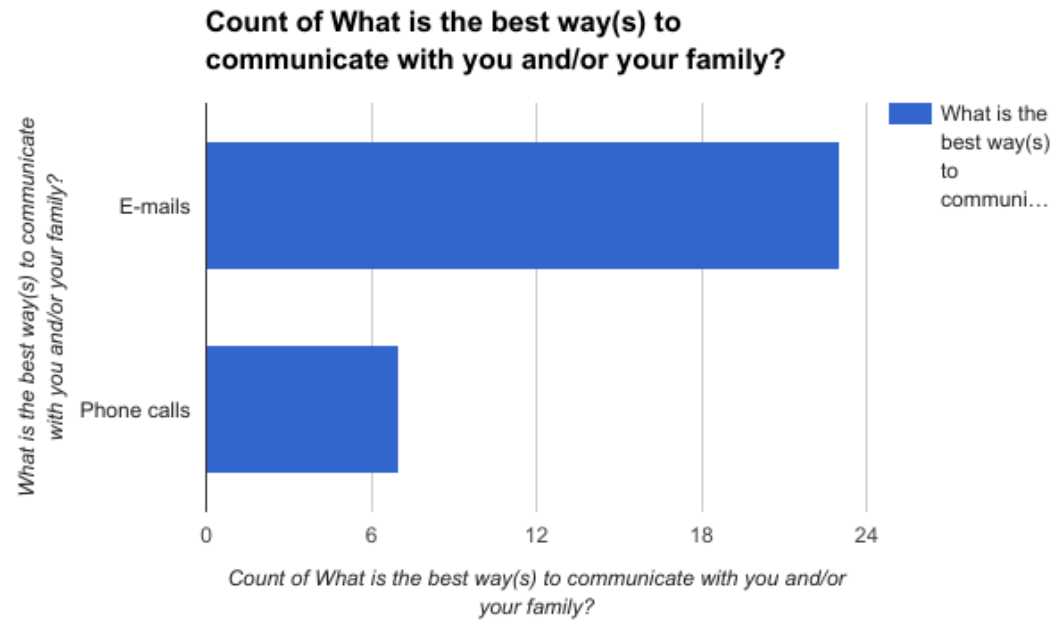
ACTIVITY	PERSON(S) RESPONSIBLE	RESOURCES & MATERIALS	TIMELINE	FORMATIVE EVALUATION
Anson High School will support parent education through Open House to inform parents of educational programs, Title I information, and to solicit involvement in their child's education (SIPI).	Principal, Teachers, Staff		September	Sign-in Attendance Records
AHS requires all teachers to keep a parent contact folder detailing interventions with parents (TDMRA, SIPI).	Principal, Teacher		August - October	Parental Involvement
AHS utilizes parental involvement through the				

following activities: Class Parents, Project Graduation, Fall Festival, Class fundraisers, Junior/Senior Banquet, Booster Clubs, Friends of FFA, etc. (SIPI).	Principal, Teachers, Sponsors		September – May	Parental Involvement
AHS class sponsors will seek parent representation for the Campus Title I Team (SIPI, TDMRA).	Principal		September – May	Committee Sign-in Sheets
AHS RTI team will consist of the principal, counselor, parent, and involved teachers (SIPI, ETAS).	Principal, Counselor, Teachers		August – May	Committee Attendance
AHS will inform parents through various means including the following: newspaper articles, newsletters, radio and television spots, AHS Web Page, teacher contact, and other means that highlight school programs and activities in a consistent manner (SIPI).	Principal, Faculty		August – July	Parent Participation
AHS offers parental training such as the video "Making Children Mind Without Losing Yours" which focuses on strategies for dealing with the changing needs of their adolescent children (SIPI, HQPD).	Principal, ESC14	Video Parental Training	September January	Parent Participation
AHS invites parents to attend Awards Day Ceremonies and other assemblies focusing on student recognition (SIPI).	Principal, Faculty		August – May	Parent Participation
AHS includes parents in the development, review, and evaluation of the campus and district improvement plans through site-based decision-making (SIPI).	Principal, Committee		September January May	CIP Evaluation

Anson High School Parent Survey Results 2017

Please indicate how much you agree or disagree with the following statements about your school:					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our school's purpose is clearly focused on student success.	45.2%	45.2%	9.7%	--	--
Our school has established goals and a plan for improving student learning.	41.9%	45.2%	12.9%	--	--
Our school's leadership operates responsibly and functions effectively.	51.6%	41.9%	6.5%	--	--
Our school has high expectations for students in all classes.	45.2%	51.6%	3.2%	--	--
Our school shares responsibility for student learning with its stakeholders.	35.7%	46.4%	17.9%	--	--
Our school communicates effectively about the school's goals and activities.	48.4%	45.2%	3.2%	3.2%	--
Our school provides opportunities for stakeholders to be involved in the school.	37.9%	51.7%	6.9%	3.5%	--
All of my child's teachers provide an equitable curriculum that meets his/her learning needs.	25.8%	54.8%	9.7%	6.5%	3.2%
All of my child's teachers give work that challenges my child.	35.5%	51.6%	6.5%	6.5%	--
All of my child's teachers use a variety of teaching strategies and learning activities.	35.5%	32.3%	19.4%	6.5%	6.3%
All of my child's teachers meet his/her learning needs by individualizing instruction.	22.6%	35.5%	19.4%	16.1%	6.5%
All of my child's teachers work as a team to help my child learn.	25.8%	38.7%	22.6%	9.7%	--
All of my child's teachers help me to understand my child's progress.	22.6%	41.9%	12.9%	16.1%	6.5%
All of my child's teachers keep me informed regularly of how my child is being graded.	22.6%	25.8%	25.8%	22.6%	3.2%
All of my child's teachers report on my child's progress in easy to understand language.	30%	33.3%	20%	16.7%	--

My child sees a relationship between what is being taught and his/her everyday life.	27.6%	37.9%	24.1%	6.9%	3.5%
My child knows the expectations for learning in all classes.	37.9%	44.8%	13.8%	3.5%	--
My child is given multiple assessments to measure his/her understanding of what was taught.	26.7%	50%	16.7%	--	3.3%
My child has up-to-date computers and other technology to learn.	46.7%	36.7%	10%	3.3%	--
My child has access to support services based on his/her identified needs.	40%	50%	10%	--	--
Our school provides qualified staff members to support student learning.	38.7%	48.4%	3.2%	6.5%	3.2%
Our school provides an adequate supply of learning resources that are current and in good condition.	40%	53.3%	3.35%	3.35%	--
Our school provides a safe learning environment.	51.6%	45.2%	3.2%	--	--
Our school provides students with access to a variety of information resources to support their learning.	48.4%	41.9%	6.5%	--	3.2%
Our school provides excellent support services (e.g. counseling, and/or career planning).	38.7%	48.4%	9.7%	--	3.2%
Our school provides opportunities for students to participate in activities that interest them.	45.2%	51.6%	--	--	3.2%
Our school ensures that the facilities support student learning.	48.4%	48.4%	--	--	3.2%
Our school ensures the effective use of financial resources.	35.5%	38.7%	22.6%	3.2%	--
Our school ensures that instructional time is protected and interruptions are minimized.	45.2%	38.7%	16.1%	--	--
Our school ensures that all staff members monitor and report achievement of school goals.	38.7%	32.3%	22.6%	6.5%	--
My child is prepared for success in the next school year.	41.3%	42.5%	12.5%	2.7%	1%
My child has administrators and teachers that monitor and inform me of his/her learning progress.	43.8%	37.5%	8.8%	5%	5%



Anson High School Student Survey Results 2017

Please indicate how much you agree or disagree with the following statements about your school:					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The school environment is clean and in good condition.	22.7%	66.7%	9.1%	--	1.5%
I take pride in the appearance of the school.	39.4%	48.5%	10.6%	--	1.5%
I feel safe in the classrooms.	50%	34.8%	10.6%	1.6%	3%
Students are safe at this school.	43.9%	33.3%	16.7%	3%	3%
Students at this school are well-behaved.	1.5%	24.2%	53%	15.2%	6.1%

Students at this school don't care about learning.	3%	16.7%	27.3%	43.9%	9.1%
Students have pride in the school.	21.2%	51.5%	18.2%	7.6%	1.5%
Teachers at this school build strong relationships with students.	16.7%	51.5%	25.8%	3%	3%
Students respect their teachers.	3%	34.8%	36.4%	16.7%	9.1%
Parents know what is going on in this school.	15.2%	47%	22.7%	15.2%	--
This school encourages students to get involved in extracurricular activities.	56.1%	31.8%	7.6%	3%	1.5%
School administrators promote the success of all students.	40.9%	43.9%	10.6%	3%	1.6%
School administrators are aware of what goes on in the classrooms.	16.7%	36.4%	27.3%	15.2%	4.4%
I am encouraged to do well in class by my teachers.	36.4%	48.5%	13.6%	--	1.5%
I know how to study for exams.	31.8%	45.5%	15.2%	3%	4.5%
Tiger "U" is helpful.	57.6%	31.8%	7.6%	1.5%	1.5%
I actually study for exams.	16.7%	42.4%	24.2%	10.6%	6.1%
The teachers give us plenty of opportunities to turn in assignments.	42.4%	37.9%	16.7%	1.5%	1.5%

“When parents walk through the doors of the school house, they see their past. Whereas, when children walk through the same doors, they see the future and their teacher as the person who will lead them out successfully.” ---Larry Lezotte, Ed.D

Parent Involvement Policy
2017-2018

Parent/Guardian Involvement
State of Texas Parent/Guardian Involvement Initiative

Anson High School strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the campus education programs. We recognize and appreciate that parent(s)/guardian(s) are the “first teachers” of their children and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to the following:

- AHS will inform parents, if appropriate, about ongoing professional development opportunities to enable all children on the campus to meet STAAR End of Course standards. For example, Anson High School offers support instruction in EOC classes, in tutorials, in pull-out, in one-on-one-teacher-and-peer-tutoring, and in summer sessions.
 - AHS teachers will provide handouts to parents regarding the content of the curriculum in their classrooms. In these handouts, the teacher will inform and involve parents in their student's assignments and requirements.
 - AHS will withdraw a student from any Safe and Drug-Free School curriculum upon receipt of request from the parents.
 - AHS will notify parents of the option to make the request that the student's name, address, and telephone listing shall not be released to military recruiters without prior written parental consent.
 - AHS will follow policies and practices consistent with the Family Education Rights and Privacy Act.
-
- Anson High School encourages teachers to contact parents at the beginning of the year in order to discuss the Parent/School compact with them. AHS also ensures that teachers contact parents throughout the school year to keep them abreast of their child's performance.
 - AHS encourages parents to become involved with parent/school organizations such as FFA, Band Boosters, class organization, Anson Booster, Fellowship of Christian Students, PALs, and Project Graduation. The members of the faculty invite members of the community into the classrooms to share life skills such as banking, purchasing, and investing as well as medical advice to the students.
 - AHS offers ESL classes to parents of the community with a prerequisite registration of at least 10.
 - AHS offers a parent/student evening to inform them of activities and responsibilities as the students advance into the high school campus. Curriculum, organizations, and opportunities of advancement are presented by faculty members, counselor, and principal.
 - AHS promotes a financial aid night with freshman/sophomore parents to aid in understanding college financial aid, scholarship opportunities, and the importance of preparing early for financial resources.
 - AHS promotes a financial aid night with junior and senior parents to aid in understanding college financial aid and ACT/SAT scores.
 - AHS offers parents of seniors a night with the counselor for instruction and aid in understanding and in filling out the Free Application for Student Aid (FAFSA).
 - AHS encourages parents to provide a recent email address in order to receive updated information from the weekly newsletters prepared by the principal and a mobile phone number in order to receive relevant school messages through the district's School Reach program.

Pursuant to state law, the superintendent shall make available a copy of the district and campus Parent Involvement Policy to all parents @ansontigers.com.

Title I Programs

In accordance with the requirement of the Every Student Succeeds Act, the Anson ISD Board of Education encourages parent(s)/guardian(s) participation in Title I programs.

Parent(s)/Guardian(s) shall be offered substantial and meaningful opportunities to participate in the education of their children by this policy. The board directs that the following actions be implemented by the administration to insure compliance with federal law and to invite parents to become highly involved in the education of their children:

The involvement of parent(s)/guardian(s) in the

- planning
- implementation
- evaluation
- improvement

of Title I programs/services at high school through participation on Campus Improvement Team.

Parent/Guardian Involvement shall include the following activities:

- Invitations to parent(s)/guardian(s) to attend at least one annual meeting for Title I parents, with additional meeting opportunities being available as needed, designed to provide Title I information and program services, and to solicit parent(s)/guardian(s) suggestions on program development, planning, evaluation, and operation
- Assistance to parent(s)/guardian(s) in understanding Title I, including the providing of information in a language understandable to the parent(s)/guardian(s) if practicable
- Information regarding child's achievement and progress in Texas assessments
- A provision for input by Title I staff at regularly scheduled parent/guardian teacher conferences and any additional communication as requested by the Title I staff or parent(s)/guardian(s)
- Opportunities to enhance parent(s)/guardian(s) capacity to work with children in the home on school learning

- Professional development opportunities for teachers and staff to enhance their understanding of effective parent(s)/guardian(s) involvement strategies
- Ongoing communication between school and parent(s)/guardian(s); and
- Other appropriate activities (i.e. open house, family math nights, parent(s)/guardian(s) sessions, science, band, art, theatre, etc.)

Written Plans/Policies

Anson ISD, as a recipient of Title I funds, hereby adopts the previous policy statement regarding the development of a schoolwide plan for parent(s)/guardian(s) involvement in the development of a Title I plan, and directs the administration to:

- involve parent(s)/guardian(s) in the development of the plan
- develop a plan that provides for the involvement of parent(s)/guardian(s) in the Title I activities of the school
- provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parent(s)/guardian(s) involvement activities to improve student academic achievement and school performance;
- integrate and coordinate the plans/policies for parent(s)/guardian(s) involvement in Title I programs with parent(s)/guardian(s) involvement in other programs
- review and evaluate the campus plan annually and to share the results of that review and evaluation with the board
- assure that the policy/plan contains a compact that outlines how parent(s)/guardian(s), the school staff and students will share the responsibility of improved student achievement
- distribute the campus plan to parent(s)/guardian(s) of participating children and to the local community via the school website at ansontigers.com.

If applicable, Migrant Education Program (MEP) Parent(s)/Guardian(s) Involvement Parent(s)/Guardian(s) of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation, and evaluation of the program.

Limited English Proficiency (LEP) Parents(s)/Guardian(s) Involvement

In accordance with federal law, parent(s)/guardian(s) of LEP students will be provided notice regarding their child's placement in and information about the district's LEP program. Parent(s)/guardian(s) will be notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available. The notice must also include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards.

The notice will also include an explanation of the right to remove the child from the LEP program and to place the child in the regular program.

The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family.

Adopted: _____
Troy Hinds, Principal Date

2017-2018 Campus Improvement Team
Anson High School

Position	Name	Contact Information	
Principal	Troy Hinds	Anson High School	823-2404
Non-Classroom Professional	Sherity Meek	Anson High School	823-2404
Programs Coordinator	Bobbi Lytle	Anson ISD	823-4420
SPED Teacher	Phyllis Davis, Secretary	Anson High School	823-2404
Teacher	Molly Favor	Anson High School	823-2404
Teacher	Karri Feagan, chair	Anson High School	823-2404
Teacher	Shelby Howard	Anson High School	823-2404
Teacher		Anson High School	
Business/Community Rep		Business/Community	823-2501
Business Representatives		Business	
Parents	Julie Bailey	Parent	823-3209

