

Hidalgo Early College High School

Hidalgo Independent School District 2009-2010

Campus Improvement Plan

HIDALGO INDEPENDENT SCHOOL DISTRICT

“Hidalgo I.S.D Employees Care”

2009-2010

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Goals Summary

GOAL 1:

Improve the academic outcomes of students' State Assessments by 5% in special populations: LEP, G/T, Special Education & At-Risk, by implementing curriculum that is designed to meet their educational needs.

GOAL 2

Hidalgo Early College High School will strive to maintain a positive and a safe environment for all students.

GOAL 3

Hidalgo Early College High School will continuously seek to recruit and retain a highly qualified staff as well as to enhance professional development

GOAL 4

Hidalgo Early College High School will increase the number of parents and community members involved in the education process by providing opportunities to become full partners in ensuring a safe, responsible, efficient campus that supports students learning and personal growth.

GOAL 5

Hidalgo Early College High School will increase the emphasis of the use of technology in the classroom.

GOAL 6:

One hundred percent of all students completing high school will graduate with a high school diploma and up to two years of college credit.

HIDALGO EARLY COLLEGE HIGH SCHOOL

“Preparing Tomorrow’s Future, Today”

2009 - 2010

MISSION STATEMENT

Hidalgo Early College High School is committed to prepare our students in an exemplary manner for participation and immersion in world challenges as determined by emerging trends and technologies.

VISION STATEMENT

The staff of Hidalgo Early College High School envisions a dynamic and nurturing educational culture that:

- seizes the maximum power to motivate, enrich, and inspire students,
- sets and facilitates high standards of achievement in academics,
- provides challenging and interesting options for students,
- addresses and meets the educational needs of **All** students in partnership with parents and community, and
- promotes respect of self, family, others, and institutions.

Hidalgo Early College High School

“Preparing Tomorrow’s Future, Today”

2009 - 2010



Hidalgo Early College High School Administration

Mr. Jose Rangel, Principal

Mrs. Brenda De Hoyos, Assistant Principal

Mrs. Judith Dimas, Assistant Principal

Mrs. Hedy Leochico, Assistant Principal

Mrs. Benigna Carcano, Dean of Instruction

Ms. Marielena Aguirre, GEAR-UP Facilitator

Campus Advisory Council

Ms. Sandy Garza, ELA

Mr. Arnulfo Niñal, Math

Mr. Domingo Ganno, Social Studies

Mr. Cris Gonzalez, Science

Mr. Dan Cantu, CATE

Ms. Diane Sands, Librarian

Mr. Jose Rangel, Principal

Mrs. Brenda De Hoyos, Assistant Principal

Mrs. Judith Dimas, Assistant Principal

Mrs. Hedy Leochico, Assistant Principal

Mrs. Benigna Carcano, Dean of Instruction

Ms. Marielena Aguirre, GEAR-UP Facilitator

Comprehensive Needs Assessment

2009 - 2010

<p>Data Sources:</p> <p>Spring 2008 – 2009 AEIS/2008-2009 Campus Accountability Data</p> <ul style="list-style-type: none"> • Panel Recommendation • Demographic Performance • Subject –Area Performance • Completion Rate • Attendance Rate • Dropout Rate • Pass / Fail Rate <p>2008-2009 PBMAS</p> <ul style="list-style-type: none"> • Bilingual / ESL • CATE • Special Education • NCLB <ul style="list-style-type: none"> ○ Migrant ○ Highly Qualified Teachers ○ At-Risk 	<p>2008-2009 Adequate Yearly Progress</p> <ul style="list-style-type: none"> • Performance – Math/Reading • Participation – Math/Reading • Completion Rate • Dropout Rate <p>PEIMS</p> <ul style="list-style-type: none"> • Program Performance/Compliance • Disciplinary Reports • Demographics <p>ACT, SAT, PSAT, THEA, AP Test Data</p>
<p>Areas of Strength:</p> <ul style="list-style-type: none"> • Gold Performance Acknowledgements: Recommended High School Plan, Advanced Courses, Commended in Social Studies • Increased TAKS scores in all core areas • ELA and Social Studies are the two highest performing subjects • Met adequately yearly progress • Low drop-out rate • Significantly high completion rate for all students and demographic groups • Number of students enrolled in Pre A.P. and A. P. courses • Number of students enrolled under the DAP graduation plan • Strong professional development committed to the instructional needs of teachers • High levels of cross-communication between district/campus staff & parents • Technology Infrastructure for networking is in place • Increased student participation in ACT, SAT, PSAT, THEA, AP 	<p>Areas in need of Enhancement:</p> <ul style="list-style-type: none"> ○ Increase academic performance of ALL students on state assessments by 5%; especially in the areas of Math & Science ○ Provide additional opportunities for Sp. Ed. Students to meet academic success in all core areas ○ Improve college-entrance-placement results through summer institutes for students, parental awareness sessions and professional development training for ALL teachers ○ Ensure the that the delivery of instruction uses technology daily ○ Strengthen the parent involvement component as a vital academic partner to the school ○ Continuously close the achievement gap between all students and sub-Groups ○ Special Education assessment results need improvement

Campus Improvement Plan

2009- 2010

Goal 1

Hidalgo Early College High School Campus Plan for Excellence 2009 – 2010		Status of Strategies					
		First Six Weeks		Mid Year		End of Year	
		Addressed: Yes No	Reinforce: Yes No	Addressed: Yes No	Reinforce: Yes No	Addressed: Yes No	Reinforce: Yes No
Campus Long Range Goal 1:	Hidalgo Early College High School will encourage and challenge students to meet their full educational potential by maintaining high expectations for all students.						
Annual Performance Objective 1: <i>(Measurable)</i>	Improve the academic outcomes of students' State Assessments by 5% in special populations: LEP, G/T, Special Education & At-Risk, by implementing curriculum that is designed to meet their educational needs.						
School Wide Components <input type="checkbox"/> Transition <input type="checkbox"/> Assistance for Mastery <input type="checkbox"/> Comprehensive Assessment <input checked="" type="checkbox"/> Coordination/Integration of Programs <input type="checkbox"/> Highly Qualified <input type="checkbox"/> Parental Involvement <input type="checkbox"/> Employment/Recruitment Strategies <input checked="" type="checkbox"/> Teacher Involvement in Assessment Decision <input checked="" type="checkbox"/> Reform Strategies <input checked="" type="checkbox"/> Staff Development							
Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation <i>(Monitored Periodically)</i>	Summative Evaluation	
Utilize EXCell strategies to build comprehension	LEP/Sp. Ed	Daily	Local Funds	Dept. Heads Sp. Ed.	Lesson Plans	TAKS	
Expand upon and build Academic Vocabulary	Sp. Ed.	Daily	Local Funds	Teachers	Lesson Plans	TAKS	
Provide high interest instructional materials correlated to TAKS-Special Education populations	Sp. Ed	Daily	Local Funds	Sp. Ed. Teachers	Lesson Plans	TAKS	
Provide special education students with enrichment activities.	Sp. Ed	Daily	Local Funds Sp. Ed. Funds	Sp. Ed. Teachers	Lesson Plans	TAKS	
HECHS will assign a peer tutor to academically challenged students.	Sp. Ed	Daily	HECHS Students	Language Arts Teachers	Weekly Grades Sign – In Sheets	TAKS Results Six Weeks Grades Semester Grades	
All teachers will be GT certified.	All Students	Weekly	GT Funds GT Coordinator	Asst. Principal	Teacher completion certificates	100% certified	
Campus academic groups, core area & elective teachers will monitor student progress using classroom observations, progress reports and benchmark results through the DMAC system.	All Students	Fall 09 – Spring 09	Classroom observation reports Progress Reports	Faculty District Staff	Reports	TAKS results College Entrance Exams	
Improve reading skills and vocabulary development by implementing summer programs and designating classes to help students improve their reading and vocabulary.	LEP	Daily/Summer	Title I Local Funds	Summer School Coordinator Summer School Principal	Summer School Lesson Plans	TELPAS TAKS	

Hidalgo Early College High School Campus Plan for Excellence 2009 – 2010		Status of Strategies				
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Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation <i>(Monitored Periodically)</i>	Summative Evaluation
Provide Training on the participation criteria for TAKS-M to required Members of campus ARD Committees	ARD Committee Members	July 09- Jun 10	Federal IDEA Part B, State Funds	Director of Sp. Ed., Sp. Ed. Personnel, Administrators	Agendas, Sign-In Sheets	Training Evaluations, AEIS Reports
Provide support to teachers to ensure all needed testing accommodations are routinely incorporated into the students' regular instruction.	All Sub Groups	Aug 09 – May 10	Federal IDEA Part B, State Funds	Sp. Ed. Staff, Administrators	Classroom Observations, Agendas, Review paperwork.	PADAS, Training Evaluations
Participate in core area trainings and meetings to discuss Topic Maps/Timelines, common assessments, Benchmarks and curriculum progress.	All Sub-Groups	July 09- Jun 10	Federal IDEA Part B, State Funds	Administrators, Teachers	Agendas, Sign-In Sheets, Review Paperwork, Classroom Evaluations	Training Evaluations, AEIS.
Create a Departmentalized 6 weeks exam written by departments to ensure adequate level of teaching and	Teachers	Aug 09 – May 10	None Needed	Department Chairs, Teachers	Assessments	TAKS results, EOCE, AEIS
Training Teachers on selecting appropriate predetermined criteria for special education students	All Sub-Groups	July 09- Jun 10	Federal IDEA Part B, State Funds	Sp. Ed. Staff, Administration	Sign-In Sheets, Review Paperwork	State Assessment Results
Provide support to teachers to ensure students are taught appropriate TEKS Objectives	All Sub-Groups	July 09- Jun 10	Special Education Staff, Administration	Sp Ed Staff, Administration	Sign-In Sheets, Teacher Feedback from Training	TAKS-ALT documentation

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Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation <i>(Monitored Periodically)</i>	Summative Evaluation	
Provide support and direction to teachers to ensure district timelines for the TAKS ALT process are adhered to.	All-Sub Groups	July 09- Jun 10	Federal IDEA Part B, State Funds	Sp. Ed. Staff, Administration	Training Sing-In Sheets, Classroom Observations	TAKS-ALT documentation	
Train teacher on At-Risk criteria and the At-Risk Management System (ARMS).	At-Risk Students	July 09- Jun 10	Compensatory Funds, Local Funds	Campus At-risk Coordinator	Sing-in sheets, acknowledgement letters, update profile reports.	Sign-in sheets, acknowledgement letters, update profile reports	
Increase teacher awareness of At-Risk criteria and ensure interventions are provided through At-Risk Management Systems (ARMS)	At-Risk Students	July 09- Jun 10	Compensatory Funds, Local Funds	Administrator	Campus Sign-in sheets, updated profile reports	Campus sign-in sheets, updated profile reports	
Train teachers on working with At-Risk students.	At-Risk Students	July 09- Jun 10	Compensatory Funds, Local Funds	Campus At-Risk Coordinators	Sign-in sheets, weekly logs	Decrease percent of at-risk students	
Offer Optional Extended year services for students who fail core subject area.	At-Risk Students	Aug 09 – May 10	Compensatory Funds, Optional Extended Year Program Funds	Administration	Number of credits recovered	OEYP compliance reports, decrease in number of students retained	
Identify Migrant students who have lost credit	Migrant Student	July 09- Jun 10	Title 1, Part C, Migrant Education Program	District Service Administration	At-Risk Management System	At-Risk Management System	

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		Reinforce: Yes	No	Reinforce: Yes	No	Reinforce: Yes	No
Campus Long Range Goal 1:	Hidalgo Early College High School will encourage and challenge students to meet their full educational potential by maintaining high expectations for all students.						
Annual Performance Objective 2: <i>(Measurable)</i>	Increase student participation by 10% in the CATE program.						
School Wide Components <input type="checkbox"/> Transition <input checked="" type="checkbox"/> Assistance for Mastery <input type="checkbox"/> Comprehensive Assessment <input checked="" type="checkbox"/> Coordination/Integration of Programs <input type="checkbox"/> Highly Qualified <input type="checkbox"/> Parental Involvement <input type="checkbox"/> Employment/Recruitment Strategies <input type="checkbox"/> Teacher Involvement in Assessment Decision <input type="checkbox"/> Reform Strategies <input type="checkbox"/> Staff Development							
Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation <i>(Monitored Periodically)</i>	Summative Evaluation	

Increase faculty awareness of technology resources and classes.	All Students	Aug. 09 - May 10	Counseling Time	Adm./ Career & Tech Dept Head	Career and Technology Class Rosters	PEIMS Report on Career & Technology
Market Career and Technology to all students so they are aware of Career and Technology Education Program.	<ul style="list-style-type: none"> ▪ LEP ▪ GT ▪ Sp. Ed 	Feb. 09- Aug. 10	Pamphlets Local Funds DARS TX Workforce	Administration Counselors	Increased Student Enrollment	Carl Perkins Report for Career & Tech
Encourage students from grades 8-12th to enroll in CATE courses during pre-registration.	All Students	Fall 09 - Spring 10	Brochures Local Funds	Counselors	Schedule Requests Forms Pre-registration Forms	Increased enrollment in CATE
Inform students of college credit earned through CATE (articulated) and Tech-Prep.	All Students	Fall 09 - Spring 10	CATE Funds	Counselors	Review Transcripts of hours earned	College hours earned evident through transcript

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		Addressed: Yes	No	Addressed: Yes	No	Addressed: Yes	No
		Reinforce: Yes	No	Reinforce: Yes	No	Reinforce: Yes	No
Campus Long Range Goal 1:	Hidalgo Early College High School will encourage and challenge students to meet their full educational potential by maintaining high expectations for all students.						
Annual Performance Objective 3: (Measurable)	Maximize students' literacy by providing students opportunities to read on or above grade level.						
School Wide Components							
<input type="checkbox"/> Transition		<input checked="" type="checkbox"/> Assistance for Mastery		<input checked="" type="checkbox"/> Comprehensive Assessment		<input checked="" type="checkbox"/> Coordination/Integration of Programs	
<input type="checkbox"/> Highly Qualified		<input type="checkbox"/> Parental Involvement		<input type="checkbox"/> Employment/Recruitment Strategies		<input checked="" type="checkbox"/> Teacher Involvement in Assessment Decision	
<input checked="" type="checkbox"/> Reform Strategies		<input type="checkbox"/> Staff Development					
Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation (Monitored Periodically)	Summative Evaluation	

Develop academic vocabulary in all core subjects	All Student Populations	Every Six weeks	Planning Time Academic Vocabulary Builder	Dean of Instruction to assist teachers in planning lessons, Dept. Chairs	Review of teacher's lesson plans Periodic walk-throughs	TAKS Results
Assign student research projects utilizing library resources, and internet data bases.	<ul style="list-style-type: none"> ▪ LEP ▪ GT ▪ At-Risk ▪ Sp. Ed 	Fall & Spring Sem. Every Six weeks	United Streaming & District Approved Online Sites Title I part A Title IV	Librarian Classroom Teachers	Completed projects	Classroom Presentation & Grades
Identify students in need of increasing their reading skills and provide additional Reading classes.	All Students	Fall & Spring Sem.	Reading Materials Local Funds	Dept. Chairpersons	Lesson Plans Periodic Walk-Throughs	TAKS & TELPAS Results
Work in conjunction with ESL teachers to incorporate EXCell strategies	All Students	Fall 09 – Spring 10	Departmental Planning time	Asst. Principals Teachers	Lesson Plans Periodic Walk-Throughs	TAKS Results
Use of interactive Journals in content areas.	All Students	Fall 09 – Spring 10	Interactive Journals	Asst. Principals Teachers	Lesson Plans Periodic Walk-Throughs	Grades & Presentation of Journals for Review

Hidalgo Early College High School Campus Plan for Excellence 2009 – 2010	Status of Strategies					
	First Six Weeks		Mid Year		End of Year	
	Addressed: Yes No Reinforce: Yes No		Addressed: Yes No Reinforce: Yes No		Addressed: Yes No Reinforce: Yes No	

Campus Long Range Goal 1:	Hidalgo Early College High School will encourage and challenge students to meet their full educational potential by maintaining high expectations for all students.
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Annual Performance Objective 4: <i>(Measurable)</i>	Close the achievement gap between all students and special population students by raising expectations of their performance (accelerate their academic growth to close the achievement gap).
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School Wide Components			
<input checked="" type="checkbox"/> Transition	<input type="checkbox"/> Assistance for Mastery	<input type="checkbox"/> Comprehensive Assessment	<input checked="" type="checkbox"/> Coordination/Integration of Programs
<input type="checkbox"/> Highly Qualified	<input type="checkbox"/> Parental Involvement	<input type="checkbox"/> Employment/Recruitment Strategies	<input type="checkbox"/> Teacher Involvement in Assessment Decision
<input checked="" type="checkbox"/> Reform Strategies	<input type="checkbox"/> Staff Development		

Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation <i>(Monitored Periodically)</i>	Summative Evaluation
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Provide all students more opportunities to receive credits through various services provided on campus (ie: Odyssey, Nova Net, PRS, Saturday School, Homebound Services)	All students who need to retrieve credits. ▪ Sp. Ed ▪ At-Risk ▪ LEP ▪ GT	Aug. – May	Local Funds for Odyssey, Nova Net, Homebound Services and PRS Funds SCE (5,000)	Counselors PRS and Homebound Teachers Campus Adm., Nurse	Student enrollment numbers Attendance Rates Odyssey , Nova Net Sign In sheets Homebound Teacher Documentation	Number of credits earned by students Number of service hours provided
Increase parent awareness of school expectations through phone calls, flyers school website, and parent meetings.	All Students	Aug. – May	Planning Time Conference Time Title I part A Parental Funds	Counselors Admin. Faculty	Parental contact documentation Telephone Logs	Parental survey results
Provide during, after, and Saturday tutorial for students who are struggling academically and provide daily tutoring.	All Students who have been identified as at risk	Sept. – Apr.	Tutoring materials	Dean of Inst. Asst. Principals Federal Programs Coordinator	Student enrollment numbers Six – Weeks Grades Semester Grades	AEIS TELPAS Results Credits Earned AYP
Utilize ATREVETE on campus to help students succeed academically.	At-Risk Students	Aug. – May	Scheduling Time Title IV Funds Title I part A	Counselor(s) ATREVETE Instructor	Bi-monthly meetings Six – Weeks Grades Semester Grades	Credits Earned No shows decreased Decrease in Counselor Referrals

Hidalgo Early College High School Campus Plan for Excellence 2009 – 2010	Status of Strategies					
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Campus Long Range Goal 1:	Hidalgo Early College High School will encourage and challenge students to meet their full educational potential by maintaining high expectations for all students.
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Annual Performance Objective 4: (Measurable) (Continued)	Close the achievement gap between all students and special population students by raising expectations of their performance (accelerate their academic growth to close the achievement gap).
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School Wide Components			
<input checked="" type="checkbox"/> Transition	<input type="checkbox"/> Assistance for Mastery	<input type="checkbox"/> Comprehensive Assessment	<input checked="" type="checkbox"/> Coordination/Integration of Programs
<input type="checkbox"/> Highly Qualified	<input type="checkbox"/> Parental Involvement	<input type="checkbox"/> Employment/Recruitment Strategies	<input type="checkbox"/> Teacher Involvement in Assessment Decision
<input checked="" type="checkbox"/> Reform Strategies	<input type="checkbox"/> Staff Development		

Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation (Monitored Periodically)	Summative Evaluation
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Provide students with information about college through: <ul style="list-style-type: none"> • Talent Search • GEAR-UP • Go Center • Early College • Tech Prep • Teacher Information • Counselor Provide TAKS enrichment classes for students struggling with TAKS objectives.	At-Risk Students At-Risk Students LEP Students	Aug. – May Aug. - May	UTPA Scheduling time Scheduling SCE FTE Title I part A Funds Title III Funds	Admin Faculty Counselors Campus Adm.	Monthly meeting Six – Weeks Grades Semester Grad Benchmark Results Six – Weeks Grades Semester Grades	College Applications Completed AEIS AYP TAKS Results
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<p style="text-align: center;">Hidalgo Early College High School Campus Plan for Excellence 2009 – 2010</p>	Status of Strategies		
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	Addressed: Yes No Reinforce: Yes No	Addressed: Yes No Reinforce: Yes No	Addressed: Yes No Reinforce: Yes No

Campus Long Range Goal 1:	Hidalgo Early College High School will encourage and challenge students to meet their full educational potential by maintaining high expectations for all students.
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Annual Performance Objective 5: (Measurable)	Increase student achievement to help students gain advanced proficiency level on TELPAS as well as in their academic performance.
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School Wide Components			
<input type="checkbox"/> Transition <input type="checkbox"/> Highly Qualified <input checked="" type="checkbox"/> Reform Strategies	<input checked="" type="checkbox"/> Assistance for Mastery <input type="checkbox"/> Parental Involvement <input type="checkbox"/> Staff Development	<input type="checkbox"/> Comprehensive Assessment <input type="checkbox"/> Employment/Recruitment Strategies	<input type="checkbox"/> Coordination/Integration of Programs <input checked="" type="checkbox"/> Teacher Involvement in Assessment Decision

Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation (<i>Monitored Periodically</i>)	Summative Evaluation
Identify our LEP Population: 1st year, 2 nd year, Long Term, Sp. Ed, M1, & M2.	English Language Learners	Aug- May	PEIMS & DMAC	ELL Teachers Counselors PEIMS Clerk District Admin. & Faculty and Staff	Documentation: Lists, LPAC minutes	TELPAS & TAKS Scores
Increase students' awareness of the importance of TELPAS.	English Language Learners	Weekly Classroom Reminders	District Coordinators Campus Admin. Teachers Counselors	Campus Admin Counselors Teachers	Presentations	TELPAS Scores
Incorporate writing into all curriculum	English Language Learners	Aug. – March	Benchmark Exams Title III	Dean of Instruction Teachers	Benchmark Results	Increase in TELPAS Scores
Benchmark more accurately for TELPAS.	LEP Students	Aug. - May	Planning Time	Dean of Instruction Teachers	Periodic Walk-throughs ELP Integration	Lesson Plans (ELPS) Disaggregated Data to compare to previous year
Encourage students to practice their English language skills during the instructional day and at home to assist in their acquisition of the English language.	All Students	Aug. - May	Teachers	Teachers Campus Admin.	Periodic Walk- throughs Review of Lesson Plans	TELPAS Scores Walk-Throughs
Increase vocabulary development through discussion/defining matching, using dictionaries, use in sentences, etc through collaborative learning activities and assignments	All Students	Aug. - May	Teachers Planning Time ELPS Training ELL Strategies	Campus Admin.	Periodic Walk-throughs ELP Integration	TELPAS Scores TAKS Results
Monitor Recent Immigrants and exited LEP students more closely.	LEP Students	Aug. - May	LPAC Folders Title III Funds FTE & OLD T	Counselors Asst. Principals	LPAC Folders	TELPAS Scores TAKS Results

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Campus Long Range Goal 1:	Hidalgo Early College High School will encourage and challenge students to meet their full educational potential by maintaining high expectations for all students.
Annual Performance Objective 6: (<i>Measurable</i>)	Increase daily student attendance to attain a minimum of 96.2%.

School Wide Components

- Transition
- Highly Qualified
- Reform Strategies

- Assistance for Mastery
- Parental Involvement
- Staff Development

- Comprehensive Assessment
- Employment/Recruitment Strategies

- Coordination/Integration of Programs
- Teacher Involvement in Assessment Decision

Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation <i>(Monitored Periodically)</i>	Summative Evaluation
Counseling students about the importance of daily attendance.	All students	Aug. 09 - May 10	Planning time to schedule meetings with parents	Counselors	Counselor's student sign-in-sheets	Attendance Report AEIS Report
Disseminate attendance Flyers home.	All students	Aug. 09 - May 10	Available phones, Time To call	Asst. Principals Att. Clerk	Documentation of mailed letters/flyers	Attendance Report
Increase teacher – parent communication about student attendance by providing teacher with an alphabetical list of student names and phone numbers to effectively communicate with parents after student's third absence.	All students	Aug. 09 - May 10	Letters, time to type, postage Local Funds	Asst. Principals Att. Clerk PEIMS Clerk	Teacher Documentation of calls	Increase in parent – teacher conferences
Mail compulsory attendance letter to parents after student's third absence.	All students	Aug. 09 - May 10		Asst. Principals Att. Clerk	Documentation of mailed notices	Attendance Report

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Annual Performance Objective 7: (Measurable)	Maintain a dropout rate of less than 1% and increase HHS completion rate.
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School Wide Components			
<input checked="" type="checkbox"/> Transition <input type="checkbox"/> Highly Qualified <input checked="" type="checkbox"/> Reform Strategies	<input checked="" type="checkbox"/> Assistance for Mastery <input checked="" type="checkbox"/> Parental Involvement <input type="checkbox"/> Staff Development	<input type="checkbox"/> Comprehensive Assessment <input type="checkbox"/> Employment/Recruitment Strategies	<input checked="" type="checkbox"/> Coordination/Integration of Programs <input type="checkbox"/> Teacher Involvement in Assessment Decision

Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation (Monitored Periodically)	Summative Evaluation
Increase parental contact. Monitor student's academic achievement by coordinating with teachers.	All Students	Aug. - May	Asst. Principals Counselors Clerk	Asst. Principals District and Campus Parent Facilitator Dean of Inst.	Phone Logs	Increased Parental Conference logs
Increase tutorial sessions to ensure students are academically successful.		Aug. - May	SCE Funds Tutoring Materials Leaver Reports	Asst. Principals Clerks	Attendance on tutorials	Increased Graduation Rates
Locate leavers and encourage them to return to school.	At-Risk	Sept. - Dec.		Drop Out Prevention Facilitator	Drop Out Prevention Facilitator Report	Students returning to complete school
Encourage active participation in CATE courses that can certify student's employability skills.	LEP At-Risk	Aug. - May	Pamphlets Brochures Local Funds	Counselors Career Connections Teachers School Admin.	Reports on students recovered to complete school	Number of students certification graduating college hours certified to work. Number of students graduating with college credit.
Increase parent and student awareness of college and certification programs through college and parent's night.	All students	Fall and Spring Meetings	Planning Time College Recruiters			

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Campus Long Range Goal 1:	Hidalgo Early College High School will encourage and challenge students to meet their full educational potential by maintaining high expectations for all students.
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Annual Performance Objective 8: <i>(Measurable)</i>	Improve the quality of instruction at alternative education settings by maximizing teacher visits.
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- School Wide Components**
- | | | | |
|-------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------|
| <input type="checkbox"/> Transition | <input type="checkbox"/> Assistance for Mastery | <input type="checkbox"/> Comprehensive Assessment | <input type="checkbox"/> Coordination/Integration of Programs |
| <input type="checkbox"/> Highly Qualified | <input checked="" type="checkbox"/> Parental Involvement | <input type="checkbox"/> Employment/Recruitment Strategies | <input type="checkbox"/> Teacher Involvement in Assessment Decision |
| <input checked="" type="checkbox"/> Reform Strategies | <input type="checkbox"/> Staff Development | | |

Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation <i>(Monitored Periodically)</i>	Summative Evaluation
Provide immediate notification of student placement in ALC to teachers and parents.	All Students placed in ALC	Daily	Telephone calls Mailed notices	Assistant Principals	Recorded documentation of notices.	Notices
Monitor distribution and collection of assignments to ALC.	All students placed in ALC	Daily	Local Funds	ALC Teacher Asst. Principal Attendance Clerk	Review ALC instructor's documentation of assignments and visits.	Number of students receiving services.
Monitor attendance at DAEP.	All students placed at DAEP	Daily	Attendance Clerk	Asst. Principal	Weekly and six weeks grades.	Semester credit
Monitor weekly teacher visitations to DAEP and to ALC.	Students placed at DAEP	Weekly	Asst. Principal	ALC Instructor Dean of Instruction Asst. Principal	Progress Reports	Six Week Grades Semester Grades
Create TAKS packets for core-courses to be utilized in ALC and DEAP.	All Students placed in ALC	Weekly	Conference Time Local Funds	Classroom Teacher	Progress Reports	TAKS Packets

Hidalgo Early College High School	Status of Strategies		
	First Six Weeks	Mid Year	End of Year

Campus Plan for Excellence 2009 - 2010	Addressed: Yes No Reinforce: Yes No	Addressed: Yes No Reinforce: Yes No	Addressed: Yes No Reinforce: Yes No
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Campus Long Range Goal 1:	Hidalgo Early College High School will encourage and challenge students to meet their full educational potential by maintaining high expectations for all students.
Annual Performance Objective 9: (Measurable)	Strengthen vertical alignment in core areas to strengthen Advanced Placement and concurrent enrollment classes and improve on the number of students passing Advanced Placement Exams.

School Wide Components			
<input checked="" type="checkbox"/> Transition	<input checked="" type="checkbox"/> Assistance for Mastery	<input checked="" type="checkbox"/> Comprehensive Assessment	<input checked="" type="checkbox"/> Coordination/Integration of Programs
<input type="checkbox"/> Highly Qualified	<input checked="" type="checkbox"/> Parental Involvement	<input type="checkbox"/> Employment/Recruitment Strategies	<input type="checkbox"/> Teacher Involvement in Assessment Decision
<input type="checkbox"/> Reform Strategies	<input checked="" type="checkbox"/> Staff Development		

Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation (Monitored Periodically)	Summative Evaluation
Provide time and opportunities for coordination time between AP teachers to improve Vertical Alignment to scaffold skills.	GT students	Weekly	Planning Time	GT Coordinator	Incremental AP Exams	AP Scores
Provide teachers with training in AP methodology.	All Students	June - July	Funds to pay for AP training	Asst. Principal	Scores	TAKS Scores
Focus on increased reading in diversified areas.	All Students	On-going	AP Incentive Funds	Principal	Formative AP Exams	ACT/SAT/THEA Scores
Draft AP syllabus to allow transition from one grade to next.	All students	April – May 10	GT Funds	Teachers	Lesson Plans	Number of students qualifying for scholarships College Hours Earned
Increase parent and student awareness of college credit and scholarship opportunities when students pass AP Exams.	AP students	Fall and Spring Semesters	AP Brochures UTPA Pamphlets on Scholars Program	Counselors AP Teachers School Administration UTPA Representative	Parent sign-in sheets	AP Exam Scores
Utilize released Advanced Placement Exams to benchmark AP students.	AP students	September December March	Released Exams AP Incentive Funds Timers	Dean of Instruction AP Teachers School Administration	Benchmark Results	AP Credit for counselors
Complete AP Syllabus Audit to comply with College Board requirements.	AP students	Jan. 09– May 10	Coordinator for Advanced Academic Instruction	Asst. Principal AP Coordinator	AP Syllabus for Audited Courses	AP Credit for counselors

Hidalgo Early College High School Campus Plan for Excellence 2009 - 2010		Status of Strategies					
		First Six Weeks		Mid Year		End of Year	
		Addressed: Yes No	Reinforce: Yes No	Addressed: Yes No	Reinforce: Yes No	Addressed: Yes No	Reinforce: Yes No
Campus Long Range Goal 1:	Hidalgo Early College High School will encourage and challenge students to meet their full educational potential by maintaining high expectations for all students.						
Annual Performance Objective 9: <i>(Measurable)</i>	Strengthen vertical alignment in core areas to strengthen Advanced Placement and concurrent enrollment classes and improve on the number of students passing Advanced Placement Exams.						
School Wide Components <input checked="" type="checkbox"/> Transition <input checked="" type="checkbox"/> Assistance for Mastery <input checked="" type="checkbox"/> Comprehensive Assessment <input type="checkbox"/> Coordination/Integration of Programs <input type="checkbox"/> Highly Qualified <input type="checkbox"/> Parental Involvement <input type="checkbox"/> Employment/Recruitment Strategies <input type="checkbox"/> Teacher Involvement in Assessment Decision <input checked="" type="checkbox"/> Reform Strategies <input checked="" type="checkbox"/> Staff Development							
Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation <i>(Monitored Periodically)</i>	Summative Evaluation	
Create vertical teams in core areas to align instruction.	All Students	Aug 09 – May 10	Local Funds; Title 1	Department Chair	Vertical alignment of student expectations	Completed alignment of core areas.	
Rewrite topic maps and timelines in grades 9 th – 12 th for each core area in order to ensure vertical & horizontal alignment.	All Students	Jul 09 – Jun 10	Local Funds; Title 1	Campus Representatives, Campus Instructional Leadership Teams, 9 th -12 th grade Teachers	Inclusion of additional vocabulary and resources	Complete 9 th -12 th Pacing Guides	
Monitor Teacher usage to grade level curriculum and follow timelines to align instructional content for low incidence populations.	All Students	Aug 09 – May 10	Local Funds, Title 1	Department Chairs, Administrators	Common Assessments data	Annual State assessment results	
Integrate TEKS objectives at all grade levels and align with TAKS Objectives	All Students	Aug 09 – May 10	Local Funds, Title 1	C & I Staff, Administrators, Teachers	Improve Teacher performance	Increase TAKS scores.	
Follow the revised topic maps in grades 9 th – 12 th in order to ensure vertical & horizontal alignment	All Students	Aug 09 – May 10	Local Funds, Title 1	Campus Instructional Leadership Teams, 9 th – 12 th teachers	Inclusion of additional vocabulary & resources	Completed 9 th –12 th topic maps.	

Hidalgo Early College High School Campus Plan for Excellence 2009 - 2010		Status of Strategies					
		First Six Weeks		Mid Year		End of Year	
		Addressed: Yes No	Reinforce: Yes No	Addressed: Yes No	Reinforce: Yes No	Addressed: Yes No	Reinforce: Yes No
Campus Long Range Goal 1:	Hidalgo Early College High School will encourage and challenge students to meet their full educational potential by maintaining high expectations for all students.						
Annual Performance Objective 9: (Measurable)	Strengthen vertical alignment in core areas to strengthen Advanced Placement and concurrent enrollment classes and improve on the number of students passing Advanced Placement Exams.						
School Wide Components <input checked="" type="checkbox"/> Transition <input checked="" type="checkbox"/> Assistance for Mastery <input checked="" type="checkbox"/> Comprehensive Assessment <input type="checkbox"/> Coordination/Integration of Programs <input type="checkbox"/> Highly Qualified <input type="checkbox"/> Parental Involvement <input type="checkbox"/> Employment/Recruitment Strategies <input type="checkbox"/> Teacher Involvement in Assessment Decision <input checked="" type="checkbox"/> Reform Strategies <input checked="" type="checkbox"/> Staff Development							
Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation (Monitored Periodically)	Summative Evaluation	
Develop and provide resources listings of standardized instructional materials/references for each core area <ul style="list-style-type: none"> Teacher Recommendations Needs Assessment Curriculum Writing Projects Computer Assisted Instruction Multi Media 	All Students	Jul 09 – Jun 10	Local Funds; Title 1	C&I Staff, Campus Administrators, Teachers, Librarian	Inclusion of additional vocabulary & resources	District Standardized Instructional Resources List.	
Continue specific grade level and department staff development targeting and integrating Power TEKS and test taking strategies through effective teaching strategies – Best Teaching Practices.	All Students	Jul 09 – Jun 10	Local Funds; Title 1	C&I Staff, Campus Administrators, Teachers	Staff Development agendas, lesson plans, walkthroughs, Best Teaching Practices	District Staff Development schedules, TAKS test results April/May 2009	
Implement and monitor vertical and horizontal area alignment teams from 9 th 12 th .	All Students	Aug 09 – May 10	Local Funds, Title 1	C&I Staff, Campus Administrators, Teachers	District And Campus Vertical Team Meetings, Schedules And Agendas, Campus Horizontal Team Meetings	Align Curriculum	
Develop and create syllabus for all Pre AP/AP classes align to college readiness standards.	All Students	Aug 09 – May 10	None Needed	Dean of Instruction; Department Chairs; Teachers	Syllabus	AP Test Results	

Hidalgo Early College High School Campus Plan for Excellence 2009 - 2010		Status of Strategies					
		First Six Weeks		Mid Year		End of Year	
		Addressed: Yes No	Reinforce: Yes No	Addressed: Yes No	Reinforce: Yes No	Addressed: Yes No	Reinforce: Yes No
Campus Long Range Goal 1:	Hidalgo Early College High School will encourage and challenge students to meet their full educational potential by maintaining high expectations for all students.						
Annual Performance Objective 10: <i>(Measurable)</i>	Implement a tutoring program that will assist students to increase their ACT and SAT scores to at least meet the state average. a. increase the number of students taking college entrance exams.						
School Wide Components <input checked="" type="checkbox"/> Transition <input checked="" type="checkbox"/> Assistance for Mastery <input type="checkbox"/> Comprehensive Assessment <input type="checkbox"/> Coordination/Integration of Programs <input type="checkbox"/> Highly Qualified <input type="checkbox"/> Parental Involvement <input type="checkbox"/> Employment/Recruitment Strategies <input type="checkbox"/> Teacher Involvement in Assessment Decision <input checked="" type="checkbox"/> Reform Strategies <input type="checkbox"/> Staff Development							
Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation <i>(Monitored Periodically)</i>	Summative Evaluation	
Encourage more underclassmen to take ACT/SAT/THEA.	9th, 10th, 11th. 12th grade students	Aug. – May	GT Funding	Counselors & Faculty	Number of Registration Forms picked up	Increased number of students taking ACT, SAT Exams.	
Integrate/Implement ACT/SAT/THEA into the core curriculum	All students	Aug. – May	ACT/SAT Workbooks GT Funds	High School Adm.		Improved scores	
Provide ACT/SAT/THEA Academies.	10th and 11th grade students	Summer	ACT/SAT Materials	Dean of Inst. Faculty, Counselors, Faculty	Number of Students participating	Improved scores	
Provide students more opportunities to take timed tests to simulate real test scenarios.	All students	Aug. – May	Timers AP Incentive Funds Planning time and materials JFF	High School Adm. GT Coord. Dean of Inst. Counselors			
Provide summer camps for ACT/SAT/THEA.	10th grade students 10th, 11th. 12th grade students	June	Pamphlets Brochures Registration Forms	Teachers, Counselors	Registration Forms Counselors Documentation	Number of registration forms completed and mailed Student attendance	
Increase classroom visits to inform students of ACT/SAT/THEA applications and deadlines.	All 10th grade students	Sept. – April	Title I GT Funds Local Funds	Teachers, Counselors, Dean & Admin.	Number of registration forms picked up Sign-in sheets		
Encourage 10th grade students to take PSAT in preparation for SAT/ACT/THEA	All students	Sept. – March	EC Funds	Counselors	Student Participation	PSAT Results	
Increase/Encourage Saturday tutoring for students to practice PSAT, Plan, SAT, ACT, THEA.	9th – 11th grade students	Aug. – May			Student Participation		
Administer PSAT		June 09- May 10					
Test all 9th and 10th graders in THEA							

Hidalgo Early College High School Campus Plan for Excellence 2009 - 2010		Status of Strategies					
		First Six Weeks		Mid Year		End of Year	
		Addressed: Yes	No	Addressed: Yes	No	Addressed: Yes	No
		Reinforce: Yes	No	Reinforce: Yes	No	Reinforce: Yes	No
Campus Long Range Goal 1:	Hidalgo Early College High School will encourage and challenge students to meet their full educational potential by maintaining high expectations for all students.						
Annual Performance Objective 11: <i>(Measurable)</i>	Continue to analyze and improve the response to intervention (RTI) program that has been developed by TEA for special education. a. Decrease the number of referrals to special education through the use of RTI. b. Increase the number of special education students taking TAKS where appropriate.						
School Wide Components <input type="checkbox"/> Transition <input checked="" type="checkbox"/> Assistance for Mastery <input type="checkbox"/> Comprehensive Assessment <input checked="" type="checkbox"/> Coordination/Integration of Programs <input type="checkbox"/> Highly Qualified <input type="checkbox"/> Parental Involvement <input type="checkbox"/> Employment/Recruitment Strategies <input checked="" type="checkbox"/> Teacher Involvement in Assessment Decision <input checked="" type="checkbox"/> Reform Strategies <input type="checkbox"/> Staff Development							
Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation <i>(Monitored Periodically)</i>	Summative Evaluation	

Promote and Practice reading across the curriculum.	All Students	Aug - May	Reading Selections	Special Education Director, Special Education Dept. Head	Coordination Meetings Reading Assignments	PBMAS AEIS AYP
Offer Saturday tutoring for Special Education students in TAKS.	Sp. Ed. Students	Weekly	Sp. Ed. Funds IDEA	Dean & Sp. Ed Teachers	Tutorial List of Students	TAKS Results
Monitor student benchmarks to help students improve.	All Students	Aug - May	Counseling Time Teachers			Increase number of Sp. Ed. students taking TAKS
Inform staff members on specific areas which include special education, and dyslexia, limited language acquisition and differentiated instruction.	Special Education students	Aug - May	Sp. Ed. Funds	Special Education Director Department Chair Special Education Teachers		Six Weeks Grades Semester Grades

Hidalgo Early College High School Campus Plan for Excellence 2009 - 2010	Status of Strategies					
	First Six Weeks		Mid Year		End of Year	
	Addressed: Yes No Reinforce: Yes No		Addressed: Yes No Reinforce: Yes No		Addressed: Yes No Reinforce: Yes No	

Campus Long Range Goal 1:	Hidalgo Early College High School will encourage and challenge students to meet their full educational potential by maintaining high expectations for all students.
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Annual Performance Objective 12: (Measurable)	Improve the academic outcomes of migrant students through credit retrieval and improved graduation rate.
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School Wide Components			
<input checked="" type="checkbox"/> Transition	<input checked="" type="checkbox"/> Assistance for Mastery	<input type="checkbox"/> Comprehensive Assessment	<input checked="" type="checkbox"/> Coordination/Integration of Programs
<input type="checkbox"/> Highly Qualified	<input checked="" type="checkbox"/> Parental Involvement	<input type="checkbox"/> Employment/Recruitment Strategies	<input checked="" type="checkbox"/> Teacher Involvement in Assessment Decision
<input checked="" type="checkbox"/> Reform Strategies	<input checked="" type="checkbox"/> Staff Development		

Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation (Monitored Periodically)	Summative Evaluation
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Offer Odyssey and Nova Net after school for credit retrieval.	Migrant students	Aug. - May	Title I Part C	Migrant department	Odyssey, Nova Net and API grades	Number of credits earned
Notify teachers of entry and departure dates for identified migrant students.	Migrant students	Aug. – May	Nova Net Assignments	All Teachers Migrant Counselors	Folder Documentation	Number of completed modules in Odyssey and Nova Net
Teachers maintain folder with all assignments done so students can complete when enrolled.	At-risk	Aug. – March	Folders Title I Part C	Teachers School Adm.	Curriculum Review Grade Forms brought by students	Transcript Checks to verify credits awarded
Align classes with those taken at other schools.	Migrant Students	August	Curriculum Dept. Counselors Migrant Coordinator	Curriculum Dept. Counselors	Parent Request for Services	Credits earned
Provide enrichment activities for (priority for services) students. Inform parents during registration of student opportunities to get credit: <ul style="list-style-type: none"> ▪ PFS (Priority for Services) ▪ College Awareness ▪ Opportunity to participate in Pre AP – AP classes, college courses, CATE ▪ Individual Instructional Packages 	Migrant Students At-Risk Students	Aug. – May	Scheduling Time Registration Migrant PAC Meetings	Counselors School Administration District Admin.	Parental Meetings. Flyers, Student Parent Compact	Decrease in number of PFS Students
Identify Migrant Students who have lost credit	Migrant Students	Aug 09 – May -10	Title 1, Part C, Migrant Education Program	District Service Administration	At-Risk Management System	At-Risk Management System
Track progress of Migrant students to ensure academic success and use this information to direct students to counselor	Migrant Students	Aug 09 – May -10	Title 1, Part C, Migrant Education Program	Director of Special Programs, New Generation System Migrant Recruiter Specialist, Administration	At-Risk Management System, progress reports, report cards	At-Risk Management System, progress reports, reports cards.

Hidalgo Early College High School Campus Plan for Excellence 2009 - 2010	Status of Strategies					
	First Six Weeks		Mid Year		End of Year	
	Addressed: Yes No Reinforce: Yes No		Addressed: Yes No Reinforce: Yes No		Addressed: Yes No Reinforce: Yes No	

Campus Long Range Goal 1:	Hidalgo Early College High School will encourage and challenge students to meet their full educational potential by maintaining high expectations for all students.
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Annual Performance Objective 13: (Measurable)	Implement an effective plan to reduce the 9 th grade retention rate at a percentage below the regional average.
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School Wide Components			
<input type="checkbox"/> Transition	<input checked="" type="checkbox"/> Assistance for Mastery	<input type="checkbox"/> Comprehensive Assessment	<input checked="" type="checkbox"/> Coordination/Integration of Programs
<input type="checkbox"/> Highly Qualified	<input checked="" type="checkbox"/> Parental Involvement	<input type="checkbox"/> Employment/Recruitment Strategies	<input checked="" type="checkbox"/> Teacher Involvement in Assessment Decision
<input checked="" type="checkbox"/> Reform Strategies	<input type="checkbox"/> Staff Development		

Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation (Monitored Periodically)	Summative Evaluation
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Require (mandatory) tutoring for students who have fallen behind.	At-Risk 9 th grade	Aug. - May	Planning Time SCE Funds	Teachers School Administration	Periodic check of sign-in sheets	Semester Grades
Require students to take a class that teaches basic study skills, note taking, organization and outlining, such as college classes.	All incoming 9 th grade students	Fall and Spring Semester	Faculty Local Funds	School Administration Counselors ELA Chairpersons Faculty	College Readiness	Increase in AP/College Courses
Provide summer school academics that target retained student needs.	All 9 th grade students	Summer August	Local Funds	Counselors Dean of Instruction	Sign-in sheets	Credits Retrieved Transcripts
Provide students the opportunity to retrieve credit through Odyssey & Nova Net.	All 9 th grade students	Aug. - May	Odyssey Nova Net	Counselors Administration	Odyssey and Nova Net lessons completed	Final Grades and credit retrieved Transcripts
Target 9 th grade students with failure/prevention/intervention strategies.	At-risk-students	Aug. - May	Title I, State Compensatory Funds	Campus Staff Attendance Officers	Decrease 9 th grade failures	Increase in students promoted to 10 th grade

Hidalgo Early College High School Campus Plan for Excellence 2009 - 2010	Status of Strategies		
	First Six Weeks	Mid Year	End of Year
	Addressed: Yes No Reinforce: Yes No	Addressed: Yes No Reinforce: Yes No	Addressed: Yes No Reinforce: Yes No

Campus Long Range Goal 1:	Hidalgo Early College High School will encourage and challenge students to meet their full educational potential by maintaining high expectations for all students.
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Annual Performance Objective 14: (Measurable)	Implement an effective plan to reduce the retention rate at a percentage below the regional average.
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School Wide Components			
<input type="checkbox"/> Transition	<input type="checkbox"/> Assistance for Mastery	<input type="checkbox"/> Comprehensive Assessment	<input checked="" type="checkbox"/> Coordination/Integration of Programs
<input type="checkbox"/> Highly Qualified	<input checked="" type="checkbox"/> Parental Involvement	<input type="checkbox"/> Employment/Recruitment Strategies	<input checked="" type="checkbox"/> Teacher Involvement in Assessment Decision
<input checked="" type="checkbox"/> Reform Strategies	<input type="checkbox"/> Staff Development		

Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation <i>(Monitored Periodically)</i>	Summative Evaluation
Mandatory tutoring once per week including Saturdays.	All Students	Weekly	SCE Funds (\$15,000)	Counseling Dept. School Adm. Dean of Inst. Faculty	Six Weeks Grades Progress Reports Call Logs	TAKS Results
Notify parents (phone calls, newsletters, letters, home visits) of importance of tutoring	All Students	Weekly	Phone calls	Campus Adm.	Six Weeks Grades Progress Reports	TAKS Results
Provide incentives for Saturday tutoring.	All Students	Sept. 08 – Apr. 09	Mailing of Information Local Funds Local Funds	Dean of Inst.	Benchmark Results Teacher sign-in sheets	Disaggregated Data TAKS Results
Administer Benchmarks to monitor student progress.	All Students	Three Times a year	Resources to photocopy tests Schedule in services Local Funds	School Adm. Teachers	Lesson plans Benchmark results to determine students needs to specific tutoring	TAKS Results
Provide English teachers with staff development to improve short answer writing responses based on literary and expository prompt.	All Students	Aug. 08	Planning time	Title II-A Math Dept Chair Math Teachers	Tutorial List	TAKS Results
Provide challenging hands-on TEKS/TAKS instruction in math for all students and science.	All Students	Aug. 08 – May 09	Planning time	Dean of Inst. Faculty Dept. Chairpersons	Tutorial List	TAKS Results
Schedule students, who need acceleration, into tutorials after school, Saturdays and into power sessions.	All Students	Sept. 08 – April 09	Planning Time		Tutorial List	TAKS Results

Hidalgo Early College High School Campus Plan for Excellence 2009 - 2010		Status of Strategies					
		First Six Weeks		Mid Year		End of Year	
		Addressed: Yes No	Reinforce: Yes No	Addressed: Yes No	Reinforce: Yes No	Addressed: Yes No	Reinforce: Yes No
Campus Long Range Goal 1:	Hidalgo Early College High School will encourage and challenge students to meet their full educational potential by maintaining high expectations for all students.						
Annual Performance Objective 14: (Measurable)	Implement an effective plan to reduce the retention rate at a percentage below the regional average.						
School Wide Components							
<input type="checkbox"/> Transition <input type="checkbox"/> Assistance for Mastery <input type="checkbox"/> Comprehensive Assessment <input checked="" type="checkbox"/> Coordination/Integration of Programs <input type="checkbox"/> Highly Qualified <input checked="" type="checkbox"/> Parental Involvement <input type="checkbox"/> Employment/Recruitment Strategies <input checked="" type="checkbox"/> Teacher Involvement in Assessment Decision <input checked="" type="checkbox"/> Reform Strategies <input type="checkbox"/> Staff Development							
Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation (Monitored Periodically)	Summative Evaluation	
Monitor failure rates at each 3 weeks	All student	Aug.09 – May 10	Local Funds	C&I Staff, Campus Administrators and staff	Campus Failures	Campus Failure Rate data	
Contact parents through weekly parental meetings, phone calls, newsletters or home visits.	All Students	Aug.09 – May 10	Local Funds, State Compensatory Funds	Campus Staff, Attendance Office	Number of parental contacts	Decrease in failure rates	
Maintain credit recovery programs	At-Risk-Students	Aug.09 – May 10	Title 1, State Compensatory Funds	Campus Principal	Number of enrolled students	Number of recovered students.	
Provide intervention counseling for failing at-risk-students.	At-Risk-Students.	Aug.09 – May 10	Local Funds, State Compensatory Funds	Counselors and Teachers	Failure Reports; Parent Conference sign-in-sheets	AEIS Report	
Hold Parent Conferences of failing at-risk students.	At-Risk-Students	Aug.09 – May 10 Aug.09 – May 10	Local Funds, State Compensatory Funds	Campus Administrators, Counselors, Teacher	Failure Reports; Parent conference sign-in sheets.	AEIS Report	

Hidalgo Early College High School Campus Plan for Excellence 2009 - 2010		Status of Strategies					
		First Six Weeks		Mid Year		End of Year	
		Addressed: Yes No Reinforce: Yes No	Addressed: Yes No Reinforce: Yes No	Addressed: Yes No Reinforce: Yes No	Addressed: Yes No Reinforce: Yes No	Addressed: Yes No Reinforce: Yes No	Addressed: Yes No Reinforce: Yes No
Campus Long Range Goal 1:	Hidalgo Early College High School will encourage and challenge students to meet their full educational potential by maintaining high expectations for all students.						
Annual Performance Objective 15: (Measurable)	Achieve an exemplary rating in the state's TAKS assessment in ELA, math, social studies and science.						
School Wide Components							
<input type="checkbox"/> Transition <input checked="" type="checkbox"/> Assistance for Mastery <input checked="" type="checkbox"/> Comprehensive Assessment <input checked="" type="checkbox"/> Coordination/Integration of Programs <input type="checkbox"/> Highly Qualified <input checked="" type="checkbox"/> Parental Involvement <input type="checkbox"/> Employment/Recruitment Strategies <input checked="" type="checkbox"/> Teacher Involvement in Assessment Decision <input checked="" type="checkbox"/> Reform Strategies <input checked="" type="checkbox"/> Staff Development							
Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation (Monitored Periodically)	Summative Evaluation	
Provide tutorials in Math, Reading, Science and Social Studies after school, Saturday, Power Sessions, and pull outs.	At-risk students	August 09 - May 10	Local Funds, State Compensatory Education, Title 1, Part A, Improving Basic Program	Campus Staff	Sign in Sheet, failure rates	TAKS	
Implement intervention plans for each at-risk student.	All Students	August 09 - May 10	Local Funds, Title II Part A, Teacher & Principal Training & Recruits; Title II, Part D, Enhancing Education through Technology; Other ARI	C&I Staff, Administrators, Teachers	Plans Submitted to C & I department by end of each 9 weeks period with tutoring dates identified; intersession plans	AHS Failure rate data/Graduation completion rates	
Implement TAKS resources support for all tested levels.	All Students	August 09 - May 10	Local Funds, Title II Part A, Teacher & Principal Training & Recruits; Title II, Part D, Enhancing Education through Technology; Title III, Part A LEP, Other AMI	C&I Staff, Administrators, Teachers	Mock TAKS/TAKS	Increase in TAKS scores	
Disaggregate data for all accountability populations to identify performance gaps and meeting annual standards as designated for all state and NCLB federal Programs	All Students	July 2009 – June 2010	Title 1 Part A	C&I Staff, Administrators	Benchmarks	AEIS 2009	
Ensure that all math models manipulative, and equipment listed in TEKS is provided for all students.	All Students	August 09 - May 10	Title 1 Part A	C&I Staff, Administrator	Lesson Plans, Walk-throughs	AEIS 2009 TAKS Results	

Hidalgo Early College High School Campus Plan for Excellence 2009 - 2010		Status of Strategies					
		First Six Weeks		Mid Year		End of Year	
		Addressed: Yes	No	Addressed: Yes	No	Addressed: Yes	No
		Reinforce: Yes	No	Reinforce: Yes	No	Reinforce: Yes	No
Campus Long Range Goal 1:	Hidalgo Early College High School will encourage and challenge students to meet their full educational potential by maintaining high expectations for all students.						
Annual Performance Objective 15: <i>(Measurable)</i>	Achieve an exemplary rating in the state's TAKS assessment in ELA, math, social studies and science.						
School Wide Components <input type="checkbox"/> Transition <input checked="" type="checkbox"/> Assistance for Mastery <input checked="" type="checkbox"/> Comprehensive Assessment <input checked="" type="checkbox"/> Coordination/Integration of Programs <input type="checkbox"/> Highly Qualified <input checked="" type="checkbox"/> Parental Involvement <input type="checkbox"/> Employment/Recruitment Strategies <input checked="" type="checkbox"/> Teacher Involvement in Assessment Decision <input checked="" type="checkbox"/> Reform Strategies <input checked="" type="checkbox"/> Staff Development							
Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation <i>(Monitored Periodically)</i>	Summative Evaluation	

Administer Benchmarks and diagnostic assessments as based on grade level and utilize data.	At-risk students	August 09 - May 10	Title 1 Part A; Local Funds; State Compensatory Funds	C&I Staff, Support Services Staff, Campus Administrators, Teachers	Test Development schedule for fall and spring	Common Assessments, Six Weeks Tests.
Increase student/parental TAKS awareness and accountability of TAKS and instructional focus: <ul style="list-style-type: none"> • Parent – Teacher Conferences • Parent Meetings • Campus Newsletter • Parent required Notification 	All Students	August 09 - May 10	Local Funds, Title 1 Funds, State Compensatory Funds	C&I Staff, Support Services Staff, Campus Administrators, Teachers	Agendas, Parental Evaluations, Newsletters, Schedule of Conferences, Sign-in-sheets	District-wide survey Spring 2010
Provide accelerated language instruction for students identified through the SELP “Still developing	All Students	August 09 - May 10 July 2009 – June 2010	Title I, Part A, Improving Basic Programs; Title II, Part D, Enhancing Education Through Technology; Title III, Part A, LEP; Title III, Part C, Immigrant	ESL Instructional Specialist, Campus ESL Coordinator, LPAC, Administrator	6 weeks report card, bench marks, beginning of the year assessment results, end of the year assessments, quarterly meetings.	Common Assessments, Bilingual ESL Rubric, Quarterly meetings with Administrator.
Utilize teacher-made packets for tutorials, test preparations, TAKS Practice, organizational skills assistance, and materials for class projects	All Students	August 09 - May 10	Title 1 Funds, Local Funds, GT Funds	Administration Teachers	Sign-In Sheets	Projects, Failure Rates, AEIS
Monitor at-risk students attendance and grades. Teachers will make contact every 2 nd , 3 rd , 4 th , 6 th , and 9 th Weeks with parents of students who are failing or not attending class	Students, Parents	August 09 - May 10	Compensatory Funds	Dean of Instruction, Teachers, Administrators	Call Logs, Failure Rates, Attendance Reports	Attendance Reports, Failures Reports, AEIS

Hidalgo Early College High School Campus Plan for Excellence 2009 - 2010	Status of Strategies					
	First Six Weeks		Mid Year		End of Year	
	Addressed: Yes No Reinforce: Yes No		Addressed: Yes No Reinforce: Yes No		Addressed: Yes No Reinforce: Yes No	

Campus Long Range Goal 1:	Hidalgo Early College High School will encourage and challenge students to meet their full educational potential by maintaining high expectations for all students.
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Annual Performance Objective 15: <i>(Measurable)</i>	Achieve an exemplary rating in the state’s TAKS assessment in ELA, math, social studies and science.
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School Wide Components			
<input type="checkbox"/> Transition	<input checked="" type="checkbox"/> Assistance for Mastery	<input checked="" type="checkbox"/> Comprehensive Assessment	<input checked="" type="checkbox"/> Coordination/Integration of Programs
<input type="checkbox"/> Highly Qualified	<input checked="" type="checkbox"/> Parental Involvement	<input type="checkbox"/> Employment/Recruitment Strategies	<input checked="" type="checkbox"/> Teacher Involvement in Assessment Decision
<input checked="" type="checkbox"/> Reform Strategies	<input checked="" type="checkbox"/> Staff Development		

Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation <i>(Monitored Periodically)</i>	Summative Evaluation
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Provide at-risk students alternative teaching methods for student success.	Students	August 09 - May 10	Title 1 Funds, Local Funds, GT Funds	Teachers	Sign-In Sheets	Projects, Failure Rates, AEIS
Will pull out at-risk students to work on TAKS objectives in need of assistance.	Students	August 09 - May 10	Compensatory Funds	Dean of Instruction, Teachers, Department Heads	Sign-in Sheets	AEIS, TAKS Scores
Provide a create a "vocabulary word wall" for all math/science classrooms.	Students	August 09 - May 10	None Needed	Teachers	List of Vocabulary words	AEIS, TAKS Scores
Core area teachers will provide assistance and individual tutorials to seniors who did not pass the exit TAKS.	Students	August 09 - May 10	None Needed	Math Teachers	Sign-in Sheets	TAKS Scores
Provide training/professional development opportunities in all areas of needed for teachers, staff and administrators.	Teachers, Staff, Administrators	August 09 - May 10	General Budget, GT Funds, Bilingual Funds, Technology Funds	Principal	Trip Requests, Sign-in Sheets, Agendas	AEIS Report, Presentation Evaluations
Provide scientific based research planner/agendas for all students	Students	August 09 - May 10	Title 1, General Funds, HAS	Sing-out receipt of agenda	Sign-out receipt of agendas	Teacher Observation
Provide all students research based instructional strategies and resources to facilitate reading, research and analysis for all content areas.	At-risk	August 09 - May 10	FTE's 6 State compensatory allocation 344,404.69	Reading Teachers	6 week report card	Improved TAKS scores

Campus Improvement Plan

2009 - 2010

Goal 2

Hidalgo Early College High School Campus Plan for Excellence 2009 – 2010		Status of Strategies				
		First Six Weeks		Mid Year		End of Year
		Addressed: Yes No Reinforce: Yes No		Addressed: Yes No Reinforce: Yes No		Addressed: Yes No Reinforce: Yes No
Campus Long Range Goal 2:	Hidalgo Early College High School will strive to maintain a positive and a safe environment for all students.					
Annual Performance Objective 1: <i>(Measurable)</i>	Maintain a safe and disciplined environment conducive to student learning and employee effectiveness.					
School Wide Components <input type="checkbox"/> Transition <input type="checkbox"/> Assistance for Mastery <input type="checkbox"/> Comprehensive Assessment <input checked="" type="checkbox"/> Coordination/Integration of Programs <input type="checkbox"/> Highly Qualified <input type="checkbox"/> Parental Involvement <input type="checkbox"/> Employment/Recruitment Strategies <input type="checkbox"/> Teacher Involvement in Assessment Decision <input checked="" type="checkbox"/> Reform Strategies <input type="checkbox"/> Staff Development						
Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation <i>(Monitored Periodically)</i>	Summative Evaluation

In depth review of students parent handbook to be read in first period.	All Students	1 st Week	Student Code of Conduct Book for Every Student Local Funds	Counselors	Parent signatures verifying they have received Student Code of Conduct Phone call documentation	Reduced incidents on campus Sign-in sheets
Verify accuracy of phone numbers and addresses to ensure better teacher and parent communication	All Students	Monthly		Attendance clerk, registrar	Daily Reports	Increased parental contact
Offer staff and student assemblies with guest speakers during Red Ribbon Week.	All Students	1 st Week of October	Title IV Funds	School Adm.	SRO daily reports	Reduced # of drug related referrals
Increase the visibility of SRO through classroom visits.	All Students	Daily	City and District Funds	On-Campus Police Officer	SRO daily reports	Reduced # of discipline referrals
Provide "good choice" options using Project Wisdom which is read in the daily morning announcements.	All Students	All year	Project Wisdom Binders Title IV Funds	Counselors		Reduced discipline referrals
Utilize Crisis Management Plan <ul style="list-style-type: none"> ▪ Practice drills ▪ Office procedures ▪ Classroom procedures 	All Students	Aug. – May <ul style="list-style-type: none"> ▪ Monthly ▪ Daily ▪ Daily 	Parent Student Handbook Evacuation charts Class rules	School Adm. Faculty	Copies of fire-drill reports Discipline referral information Emergency Management Evaluation	PEIMS Reports Annual Fire Drill Reports EME

Hidalgo Early College High School Campus Plan for Excellence 2009 – 2010	Status of Strategies					
	First Six Weeks		Mid Year		End of Year	
	Addressed: Yes No	Reinforce: Yes No	Addressed: Yes No	Reinforce: Yes No	Addressed: Yes No	Reinforce: Yes No

Campus Long Range Goal 2:	Hidalgo Early College High School will strive to maintain a positive and a safe environment for all students.
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Annual Performance Objective 2: (Measurable)	Provide an environment that is conducive to drug prevention and emotional well-being.
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School Wide Components			
<input type="checkbox"/> Transition	<input type="checkbox"/> Assistance for Mastery	<input type="checkbox"/> Comprehensive Assessment	<input type="checkbox"/> Coordination/Integration of Programs
<input type="checkbox"/> Highly Qualified	<input type="checkbox"/> Parental Involvement	<input type="checkbox"/> Employment/Recruitment Strategies	<input type="checkbox"/> Teacher Involvement in Assessment Decision
<input checked="" type="checkbox"/> Reform Strategies	<input type="checkbox"/> Staff Development		

Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation (Monitored Periodically)	Summative Evaluation
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Increase discussions in the classroom about alcohol abuse and its effects on self and family and drug – free life style.	All Students	Monthly	Classroom Visit Time Title IV Pamphlets Brochures	Counselors Faculty	Counselors weekly documentation of classroom visits	Student Participation at assembly
Have assemblies or programs during “Be Drug Free” week to show students long term effects of drug use.	All Students	Fall-Spring Semesters	Planning Time Title IV	Administration Counselors	Information Packets	Speakers Contracted
Utilize campus SRO by scheduling classroom visits.	All Students	Weekly Monthly	SRO Grant City and District Funds Title IV	Administration Counselors	Scheduling sheet	Decreased referrals
Utilize ATREVETE program to inform students about drug prevention.	At-Risk students	Bi-monthly	Title IV	Campus Adm. ATREVETE Instructor	Sign in sheets Six week grades	ATREVETE Report Semester Grades
Introduce discussions and journal topics in the classroom about alcohol abuse and its effects on the self and family	All Students	Monthly	Title IV Classroom Visits	Counselors Faculty	Counselors Monthly documentation of classroom visits	Heightened student awareness of quality health.

Campus Improvement Plan

2009 - 2010

Goal 3

Hidalgo Early College High School Campus Plan for Excellence 2009 – 2010		Status of Strategies				
		First Six Weeks		Mid Year		End of Year
		Addressed: Yes No Reinforce: Yes No		Addressed: Yes No Reinforce: Yes No		Addressed: Yes No Reinforce: Yes No
Campus Long Range Goal 3:	Hidalgo Early College High School will continuously seek to recruit and retain a highly qualified staff as well as to enhance professional development					
Annual Performance Objective 1: <i>(Measurable)</i>	Hidalgo High School will Identify campus and staff development needs which promote teacher growth.					
School Wide Components <input type="checkbox"/> Transition <input type="checkbox"/> Highly Qualified <input checked="" type="checkbox"/> Reform Strategies	<input type="checkbox"/> Assistance for Mastery <input type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Staff Development	<input type="checkbox"/> Comprehensive Assessment <input type="checkbox"/> Employment/Recruitment Strategies	<input type="checkbox"/> Coordination/Integration of Programs <input type="checkbox"/> Teacher Involvement in Assessment Decision			
Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation <i>(Monitored Periodically)</i>	Summative Evaluation

Provide staff development days in conjunction/correlated with other campuses.	All Students	Aug. – May	Curr. Dept. Region One	Dean of Inst. Campus Adm. Curriculum Department.	Lesson Plans correlated	Sign-in sheets
Focus on professional development that promotes instructional strategies that are clear and focused and include critical thinking and are consistent within and across departments.	All Students	Aug. – May	Curriculum Department Dean of Instruction School Adm.	Dean of Inst. Campus Adm. Curriculum Dept.	Teacher Responses Semester Grades	Staff Development Evaluations
Staff development time can be utilized for departments to plan lessons as a team and focus on horizontal and vertical alignment of TEKS and TAKS.	All Students	Aug. – May	Planning time	Dean of Inst. Campus Adm. Curriculum Dept.	Department meetings held throughout the year to facilitate communication. Walk-Throughs to evaluate use of planning time	TAKS Scores Lesson Plans Curriculum
Utilize in-service days to focus on professional growth using activities that meet varied teacher needs.	All Students	Aug. – May	Federal/State/ Local Funds Curriculum Dept.	Dept. Chairpersons Curriculum Dept. Campus Principal, Dean of Instruction	Agendas, Sign-In Sheets, Contracts	Pass/Fail Rate TAKS Scores AYP

Hidalgo Early College High School Campus Plan for Excellence 2009 – 2010	Status of Strategies		
	First Six Weeks	Mid Year	End of Year
	Addressed: Yes No Reinforce: Yes No	Addressed: Yes No Reinforce: Yes No	Addressed: Yes No Reinforce: Yes No

Campus Long Range Goal 3:	Hidalgo Early College High School will continuously seek to recruit and retain a highly qualified staff as well as to enhance professional development
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Annual Performance Objective 1: <i>(Measurable)</i>	Hidalgo High School will Identify campus and staff development needs which promote teacher growth.
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| School Wide Components | | | |
| <input type="checkbox"/> Transition
<input checked="" type="checkbox"/> Highly Qualified
<input type="checkbox"/> Reform Strategies | <input type="checkbox"/> Assistance for Mastery
<input type="checkbox"/> Parental Involvement
<input checked="" type="checkbox"/> Staff Development | <input type="checkbox"/> Comprehensive Assessment
<input type="checkbox"/> Employment/Recruitment Strategies | <input checked="" type="checkbox"/> Coordination/Integration of Programs
<input type="checkbox"/> Teacher Involvement in Assessment Decision |

Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation <i>(Monitored Periodically)</i>	Summative Evaluation
Provide professional development in specific areas related to teaching the English Language Learner and emphasizing new teacher support. <ul style="list-style-type: none"> • LAT Training • Ginger Tucker • New teacher mentoring • Math and the Language Learner • Reading Shared Inquiry • SIOF • Sheltered Instruction • RTI • ELPs 	All students	Sept. - May	Title I & III	Campus Adm. Dean of Instruction District Director of Special Pops.	Walk-Throughs Training Sessions <ul style="list-style-type: none"> • Agendas • Sign-In Sheets 	TAKS Results for English Language Learners, TELPAS
Hidalgo Early College High School Campus Plan for Excellence 2009 – 2010		Status of Strategies				
		First Six Weeks	Mid Year	End of Year		
		Addressed: Yes No Reinforce: Yes No	Addressed: Yes No Reinforce: Yes No	Addressed: Yes No Reinforce: Yes No		
Campus Long Range Goal 3:	Hidalgo Early College High School will continuously seek to recruit and retain a highly qualified staff as well as to enhance professional development.					
Annual Performance Objective 2: <i>(Measurable)</i>	Ensure that highly qualified staff are hired and retained.					

School Wide Components

- Transition
- Highly Qualified
- Reform Strategies

- Assistance for Mastery
- Parental Involvement
- Staff Development

- Comprehensive Assessment
- Employment/Recruitment Strategies

- Coordination/Integration of Programs
- Teacher Involvement in Assessment Decision

Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation (Monitored Periodically)	Summative Evaluation
Encourage teachers to earn a Master's degree in their teaching field or administrative or leadership field.	All students	Mar. - July	Site Based Committee Meeting Time	Region One, UTPA	Observation meeting pre-set criteria for department	Staff Hired Increased Number of Teachers with Masters Degrees.
Ensure completion of the certification process for all teachers to meet 100% highly qualified on campus.	All students	Aug. - May	HR, Region 1, UTPA, STC	HR, UTPA, STC	SBEC, HR	SBEC Increase Number of Highly Qualified teachers
Implement a strong mentoring program for new and second year teachers and any teacher placed in T.I.N.A.	All students	Aug. - May	Ginger Tucker Program, Campus Adm. Dean, Region 1	Campus Adm. Dean	Require Contact Logs Walk-throughs Constant Comm.	Mentor and Mentee Evaluation Forms
Provide onsite - tutoring sessions for ExCET exams and for PPR test.	All students	Before Testing Sessions as needed	Region 1 Curr. Dept.	Region 1 Curr. Dept., H.R.	Sign-In Logs, Progression Practice Exams	
Promote cyclical pay.	All students	Aug. - June	HR Campus Admin.	HR Campus Admin.	Review HR lists yearly	

Campus Improvement Plan

2009 - 2010

Goal 4

Hidalgo Early College High School Campus Plan for Excellence 2009 – 2010		Status of Strategies					
		First Six Weeks		Mid Year		End of Year	
		Addressed: Yes	No	Addressed: Yes	No	Addressed: Yes	No
		Reinforce: Yes	No	Reinforce: Yes	No	Reinforce: Yes	No
Campus Long Range Goal 4:	Hidalgo Early College High School will increase the number of parents and community members involved in the education process by providing opportunities to become full partners.						
Annual Performance Objective 1: <i>(Measurable)</i>	Expand and refine efforts to communicate with parents and community.						
School Wide Components <input type="checkbox"/> Transition <input type="checkbox"/> Assistance for Mastery <input type="checkbox"/> Comprehensive Assessment <input type="checkbox"/> Coordination/Integration of Programs <input type="checkbox"/> Highly Qualified <input checked="" type="checkbox"/> Parental Involvement <input type="checkbox"/> Employment/Recruitment Strategies <input type="checkbox"/> Teacher Involvement in Assessment Decision <input type="checkbox"/> Reform Strategies <input type="checkbox"/> Staff Development							
Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation <i>(Monitored Periodically)</i>	Summative Evaluation	

Quarterly newsletter developed to better communicate with parents & business community	All Students	Four times a year	Postage Local Funds Title I	Coordinator for Parental Involvement	Response to newsletter	Local Feedback
Provide parents with information about school and college through "class nights".	All Students	Fall and Spring Semesters	Pamphlets Local Funds Title I	Counselors	Sign-In List	College Applications Completed
Utilize parent/community liaison to help communicate with parents and community.	All Students	Aug. – May	Brochures Local Funds Title I	Parental Involvement Mr. A. Guerra	Documentation of phone calls and home visits	Parent Meetings Parental responses to school events
Improve communication of school calendar by sending copies of calendars to parents.	All Students	Monthly	Paper Local Funds Title I	School Admin Parent Center	Parent & student sign- in sheets	Number of parents attending fall and Spring "class nights"

Hidalgo Early College High School Campus Plan for Excellence 2009 – 2010	Status of Strategies					
	First Six Weeks		Mid Year		End of Year	
	Addressed: Yes No Reinforce: Yes No		Addressed: Yes No Reinforce: Yes No		Addressed: Yes No Reinforce: Yes No	

Campus Long Range Goal 4:	Hidalgo Early College High School will increase the number of parents and community members involved in the education process by providing opportunities to become full partners.
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Annual Performance Objective 2: (Measurable)	Involve parent volunteers directly in the campus' mission and vision through their work with students and teachers in the educational process of the school.
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School Wide Components	<input type="checkbox"/> Transition <input type="checkbox"/> Highly Qualified <input type="checkbox"/> Reform Strategies	<input type="checkbox"/> Assistance for Mastery <input checked="" type="checkbox"/> Parental Involvement <input type="checkbox"/> Staff Development	<input type="checkbox"/> Comprehensive Assessment <input type="checkbox"/> Employment/Recruitment Strategies	<input type="checkbox"/> Coordination/Integration of Programs <input type="checkbox"/> Teacher Involvement in Assessment Decision
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Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation <i>(Monitored Periodically)</i>	Summative Evaluation
<p>Invite more parents to help with UIL activities and Booster Club Activities</p> <p>Encourage parents to visit school regularly throughout the week by mailing notices home.</p> <p>Utilize Community/Parent liaison to encourage parents to meet with teachers and attend school meetings.</p>	<p>All Students benefit from increased parental involvement</p> <p>All Students</p>	<p>Aug. – May</p> <p>Aug. – May</p> <p>Aug. – May</p>	<p>Invitations to be sent to parents District Funds</p> <p>Planning Time Title I/ Local Funds</p> <p>Parent Center Liaison District Coordinator for Parental Involvement Parental Liaison</p>	<p>School Administration Booster Club</p> <p>School Admin Parental Liaison</p> <p>District Coordinator for Parental Involvement Parental Liaison Parental District Coordinator</p>	<p>Parental Involvement in school activities</p> <p>Phone contact documentation</p> <p>Liaison contacts made</p>	<p>Sign-in sheets</p> <p>Documentation from liaison about parent contacts Increased Parent Conferences</p>
<p>Hidalgo Early College High School Campus Plan for Excellence 2009 – 2010</p>		Status of Strategies				
		First Six Weeks		Mid Year		End of Year
		Addressed: Yes No	Reinforce: Yes No	Addressed: Yes No	Reinforce: Yes No	Addressed: Yes No
Campus Long Range Goal 4:	Hidalgo Early College High School will increase the number of parents and community members involved in the education process by providing opportunities to become full partners.					
Annual Performance Objective 3: <i>(Measurable)</i>	Increase the number of business and community partnerships by implementing programs that have mutual benefits for both groups.					

School Wide Components

- Transition
- Highly Qualified
- Reform Strategies

- Assistance for Mastery
- Parental Involvement
- Staff Development

- Comprehensive Assessment
- Employment/Recruitment Strategies

- Coordination/Integration of Programs
- Teacher Involvement in Assessment Decision

Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation <i>(Monitored Periodically)</i>	Summative Evaluation
Invite ALA business partners to attend Career Day.	All Students	Twice a Year	Telephone contact	Counselors	Business and Community leaders response.	Overall response from community
Recognize community businesses that presented for Career Day through recognition ceremony.	All Students	May	Certificates Funds to pay for recognition of career day participants	School Admin.	Number of participants in Career Day presentations	Sign-in sheet of attendees
Invite more local community members to participate in career day.	All Students	Spring Semester	Local Funds Planning Time for Career Day	School Counselors		Career Day Participant Numbers
ESL and Computer classes for all parents and community members.	Parents Community	May	Local Funds Title III	Parental Liaison STC	Sign -In Sheets	Sign -In Sheets Increase Number o Parents Completing ESL Courses

Campus Improvement Plan

2009 - 2010

Goal 5

Hidalgo Early College High School Campus Plan for Excellence 2009 – 2010	Status of Strategies					
	First Six Weeks		Mid Year		End of Year	
	Addressed:	Yes No	Addressed:	Yes No	Addressed:	Yes No
	Reinforce:	Yes No	Reinforce:	Yes No	Reinforce:	Yes No
Campus Long Range Goal 5:	Hidalgo Early College High School will increase the emphasis of the use of technology in the classroom.					

Annual Performance Objective 1: (Measurable)	Increase opportunities for staff and students to use computer based instruction.
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School Wide Components			
<input type="checkbox"/> Transition	<input checked="" type="checkbox"/> Assistance for Mastery	<input type="checkbox"/> Comprehensive Assessment	<input type="checkbox"/> Coordination/Integreation of Programs
<input type="checkbox"/> Highly Qualified	<input type="checkbox"/> Parental Involvement	<input type="checkbox"/> Employment/Recruitment Strategies	<input type="checkbox"/> Teacher Involvement in Assessment Decision
<input checked="" type="checkbox"/> Reform Strategies	<input type="checkbox"/> Staff Development		

Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation (Monitored Periodically)	Summative Evaluation
Establish a Campus Technology Team	All Students	August 09 – Jun 10	Planning Time	Principal	Support Teams	Documentation of Team Response, Logs
Create and integrate web-based lessons which include TEKS-based content, learning activities and resource materials that promote the use of critical thinking, communication and problem solving skills across the curriculum	All Students	August 09 -Jun 10	Planning Time	Principal, Assistant Principal(s), Instructional Coaches, Teachers, Campus Technology Person	Walk throughs, Classroom Observations, Lesson Plans, Cow Check-out Forms	PDAS, Texas Star Chart
Implement curriculum using critical-thinking skills, differentiated instruction, Sheltered instruction, inquiry and instructional technology.	All Students	August 09 -Jun 10	SBDM District Curriculum Dept.	Principal, Assistant Principal(s), Instructional Coaches, Teachers, Campus Technology Person	Walk throughs, Classroom Observations, Lesson Plans, Cow Check-out Forms.	PDAS
Use on-line subscription databases from the library media center for academic research. Databases include encyclopedias, periodicals, biographies, timelines, maps, atlases, almanacs, audio clips, video clips, student and teacher resources.	All Students	August 09 -Jun 10	Local Funds, Planning Time with the Librarian	Principal, Assistant Principal(s), Instructional Coaches, Teachers, Campus Technology Person	Walk- throughs, Classroom Observations, Lesson Plans, Cow Check-out Forms and Libray Sign-in Sheets, Computer Logs, Student Participation.	PDAS, Texas Star Chart
Simultaneous access to online learning with media such as interactive video-conferencing, podcasts, blogs& wiki's, RSS Feeds, animation, video-streaming and applets.	All Students	August 09 -Jun 10	Stimulus Grant	Principal, Assistant Principal(s), Instructional Coaches, Teachers, Campus Technology Person	Walk- throughs, Classroom Observations, Lesson Plans, Cow Check-out Forms and Libray Sign-in Sheets, Computer Logs.	PDAS, Texas Star Chart

Hidalgo Early College High School Campus Plan for Excellence 2009 – 2010	Status of Strategies					
	First Six Weeks		Mid Year		End of Year	
	Addressed: Yes No	Reinforce: Yes No	Addressed: Yes No	Reinforce: Yes No	Addressed: Yes No	Reinforce: Yes No

Campus Long Range Goal 5:		Hidalgo Early College High School will increase the emphasis of the use of technology in the classroom.					
Annual Performance Objective 2: (Measurable)		Increase staff development for all teachers in computer technology and the integration of technology in classroom instruction.					
School Wide Components <input type="checkbox"/> Transition <input type="checkbox"/> Highly Qualified <input checked="" type="checkbox"/> Reform Strategies		<input checked="" type="checkbox"/> Assistance for Mastery <input type="checkbox"/> Parental Involvement <input type="checkbox"/> Staff Development		<input type="checkbox"/> Comprehensive Assessment <input type="checkbox"/> Employment/Recruitment Strategies		<input checked="" type="checkbox"/> Coordination/Integration of Programs <input type="checkbox"/> Teacher Involvement in Assessment Decision	
Strategies		Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation (Monitored Periodically)	Summative Evaluation
Adapt / expand applications of technology to enable teachers to increase student academic achievement including technology literacy, through the use of research-based teaching practices and innovative distance learning.		All Students	August 09 -Jun 10	Stimulus Grant	Principal, Assistant Principal(s), Instructional Coaches, Teachers, Campus Technology Person	Walk- throughs, Classroom Observations, Lesson Plans, Cow Check-out Forms and Libray Sign-in Sheets, Computer Logs.	PDAS
Create / Expand multimedia mobile labs throughout the campus for student use.		All Students	August 09 -Jun 10	Stimulus Grant	Principal, Assistant Principal(s), Instructional Coaches, Teachers, Campus Technology Person	Student Participation, Lab Sign-in Logs, Library Sign-in/out Sheet.	Final Log Reports from Library and other multimedia labs. Texas Star Chart
Increase use of technology by amplifying internet research based projects in core subject areas.		All Students	August 09 -Jun 10	Stimulus Grant	Principal, Assistant Principal(s), Instructional Coaches, Teachers	Student Part, Classroom Walk-throughs, Student Projects	PDAS
Equip classrooms with readily available technology such as (laptop computer, data projector, document camera, interactive whiteboard / promethean, interactivte write pad) to enhance student instruction.		All Students	August 09 -Jun 10	Stimulus Grant	Principal, Assistant Principal(s), Instructional Coaches, Teachers, Campus Technology Person	Walk- throughs, Classroom Observations, Lesson Plans, Cow Check-out Forms and Libray Sign-in Sheets, Computer Logs.	PDAS
Hidalgo Early College High School Campus Plan for Excellence 2009 – 2010			Status of Strategies				
			First Six Weeks		Mid Year		End of Year
			Addressed: Yes No Reinforce: Yes No	Addressed: Yes No Reinforce: Yes No	Addressed: Yes No Reinforce: Yes No		

Campus Long Range Goal 5:		Hidalgo Early College High School will increase the emphasis of the use of technology in the classroom.				
Annual Performance Objective 2: (Measurable)		Increase staff development for all teachers in computer technology and the integration of technology in classroom instruction.				
School Wide Components <input type="checkbox"/> Transition <input type="checkbox"/> Highly Qualified <input checked="" type="checkbox"/> Reform Strategies		<input type="checkbox"/> Assistance for Mastery <input type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Staff Development		<input type="checkbox"/> Comprehensive Assessment <input type="checkbox"/> Employment/Recruitment Strategies		<input type="checkbox"/> Coordination/Integration of Programs <input type="checkbox"/> Teacher Involvement in Assessment Decision
Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation (Monitored Periodically)	Summative Evaluation
Enhance / upgrade existing technologies and acquire new technologies including software applications to support education reforms and improve student achievement.	All Students	August 09 -Jun 10	Stimulus Grant	Principal, Campus Technology Team, District Technology Dept	Walk- throughs, Classroom Observations, Lesson Plans, Cow Check-out Forms and Libray Sign-in Sheets, Computer Logs.	PDAS
Develop educational technology plans (calendar) for the campus which includes technolgy staff development for teachers and staff.	All Students	August 09 -Jun 10	Stimulus Grant	Principal, Campus Technology Team, District Technology Dept Curriculum Department	Walk- throughs, Classroom Observations, Increase use of school technology, Logs	
Acquire connectivity linkages, resources and services to be used by students, teacher, and staff to improve academic achievement and technology literacy.	All Students	August 09 -Jun 10	Stimulus Grant	Principal, Campus Technology Team, District Technology Dept	Documentation of the Campus Technology Team	District Technology Documentation
Use technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts.	All Students	August 09 -Jun 10	Stimulus Grant	Principal, Campus Technology Team, District Technology Dept	Documentation of the Campus Technology Team	District Technology Documentation
Acquire virtualization hardware and software to reduce total cost ownership, implement more network controls and availability, and reduce our cardon foot print.	All Students	August 09 -Jun 10	Stimulus Grant	Principal, Campus Technology Team, District Technology Dept	Documentation of the Campus Technology Team	District Technology Documentation
Hidalgo Early College High School		Status of Strategies				
		First Six Weeks		Mid Year		End of Year

Campus Plan for Excellence 2009 – 2010		Addressed: Yes No Reinforce: Yes No	Addressed: Yes No Reinforce: Yes No	Addressed: Yes No Reinforce: Yes No		
Campus Long Range Goal 5:	Hidalgo Early College High School will increase the emphasis of the use of technology in the classroom.					
Annual Performance Objective 2: (Measurable)	Increase staff development for all teachers in computer technology and the integration of technology in classroom instruction.					
School Wide Components <input type="checkbox"/> Transition <input type="checkbox"/> Highly Qualified <input checked="" type="checkbox"/> Reform Strategies	<input type="checkbox"/> Assistance for Mastery <input type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Staff Development	<input type="checkbox"/> Comprehensive Assessment <input type="checkbox"/> Employment/Recruitment Strategies	<input type="checkbox"/> Coordination/Integration of Programs <input type="checkbox"/> Teacher Involvement in Assessment Decision			
Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation (Monitored Periodically)	Summative Evaluation
Develop & Integrate web-based lessons which include TEKS-based content, learning activities and resource materials that promote the use of critical thinking, communication and problem solving skills across the curriculum.	All Students	August 09 -Jun 10	Planning Time	Principal, Assistant Principal(s), Instructional Coaches, Teachers, Campus Technology Person	Walk-thoughts, Classroom Observations, Lesson Plans, Cow Check-out Forms	PDAS Texas Star Chart
Develop & Use the on-line subscription databases from the library media center in daily and weekly lessons, learning activities and academic research when promoting critical thinking, communication and problem solving skills across the curriculum.	All Students	August 09 -Jun 10	Planning Time	Principal, Assistant Principal(s), Instructional Coaches, Teachers, Campus Technology Person	Walk-thoughts, Classroom Observations, Lesson Plans, Cow Check-out Forms	PDAS Texas Star Chart
Staff development that supports the use of on-line learning and facilitates the use and support of technologies to enhance instructional methods that develop higher-level thinking, decision-making and problem-solving skills.	All Students	August 09 -Jun 10	Planning Time Staff Development Days After School Saturday's depending on funding / buget constraints	Principal, Assistant Principal(s), Instructional Coaches, Teachers, Campus Technology Person	Walk-thoughts, Classroom Observations, Lesson Plans, Cow Check-out Forms	PDAS Texas Star Chart

Campus Improvement Plan

2009 - 2010

Goal 6

Hidalgo Early College High School Campus Plan for Excellence 2009 - 2010		Status of Strategies					
		First Six Weeks		Mid Year		End of Year	
		Addressed: Yes	No	Addressed: Yes	No	Addressed: Yes	No
		Reinforce: Yes	No	Reinforce: Yes	No	Reinforce: Yes	No
Campus Long Range Goal 6:	One hundred percent of all students completing high school will graduate with a high school diploma and up to two years of college credit.						
Annual Performance Objective 1: <i>(Measurable)</i>	HECHS will establish the enabling conditions to prepare students for success in a rigorous, well-structured academic program leading to high school graduation and up to two years of college credit.						
School Wide Components <input checked="" type="checkbox"/> Transition <input type="checkbox"/> Assistance for Mastery <input checked="" type="checkbox"/> Comprehensive Assessment <input type="checkbox"/> Coordination/Integration of Programs <input type="checkbox"/> Highly Qualified <input checked="" type="checkbox"/> Parental Involvement <input type="checkbox"/> Employment/Recruitment Strategies <input type="checkbox"/> Teacher Involvement in Assessment Decision <input checked="" type="checkbox"/> Reform Strategies <input type="checkbox"/> Staff Development							
Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation <i>(Monitored Periodically)</i>	Summative Evaluation	

<p>Meet with postsecondary partners, UTPA, STC, TSTC and key stake holders to design plan to meet attributes of early college high schools:</p> <ul style="list-style-type: none"> High expectations and standards with all students completing a coherent, rigorous course of study Time for teachers/staff to collaborate and for the inclusion of parents and the community in an education partnership. 	All Student Population	Aug. 09- May 10	Common Planning Time Early College High School Grant	School/Adm. UTPA Asst. Superintendent	School and post secondary partner continue to promote a college – going culture through different activities on campus.	High School graduation data
	All Student Population	Aug. 09- May 10	Curriculum Writing Time	Texas High School Project	Assess the campus activities effectiveness.	Transcripts
	All Student Population	Aug. 09- May 10	Planning Time	Teachers Staff	Continually refine activities to ensure an increase in the rate of graduates who enter college.	Number of students who apply and enter post secondary studies.

Hidalgo Early College High School Campus Plan for Excellence 2009 – 2010	Status of Strategies					
	First Six Weeks		Mid Year		End of Year	
	Addressed: Yes No Reinforce: Yes No		Addressed: Yes No Reinforce: Yes No		Addressed: Yes No Reinforce: Yes No	

Campus Long Range Goal 6:	One hundred percent of all students completing high school will graduate with a high school diploma and to accumulate up to two years of college credit.
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Annual Performance Objective 1: <i>(Measurable)</i> <i>(Continued)</i>	HECHS will establish the enabling conditions to prepare students for success in a rigorous, well-structured academic program leading to high school graduation and up to two years of college credit.
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School Wide Components			
<input checked="" type="checkbox"/> Transition	<input type="checkbox"/> Assistance for Mastery	<input checked="" type="checkbox"/> Comprehensive Assessment	<input type="checkbox"/> Coordination/Integration of Programs
<input type="checkbox"/> Highly Qualified	<input checked="" type="checkbox"/> Parental Involvement	<input type="checkbox"/> Employment/Recruitment Strategies	<input type="checkbox"/> Teacher Involvement in Assessment Decision
<input checked="" type="checkbox"/> Reform Strategies	<input type="checkbox"/> Staff Development		

Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation <i>(Monitored Periodically)</i>	Summative Evaluation
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<p>HHS creates a Mission consistent with ECHS (Early College High School) Core Principles and a strategy to establish a shared mission with parents, students, faculty and staff.</p> <p>Use student data, recording strengths and weaknesses, to plan targeted strategies for academic progress.</p>	All Student Population	Aug. 09- May 10	Common Planning Time	School/Adm. Texas High School Project	Revisit plan periodically to ensure effective implementation	Stake holders Model the Mission daily
	All Student Population	Aug. 09- May 10	TAKS Data PSAT THEA AP Exam Results College GPA	School/Adm. UTPA, STC, TSTC Counseling Dept.	Analyze and share data on improved student performance <ul style="list-style-type: none"> ▪ TAKS ▪ ACT ▪ SAT ▪ THEA 	Common planning time for staff to share strategies to improve student weaknesses and build strengths.

Hidalgo Early College High School Campus Plan for Excellence 2009 – 2010	Status of Strategies		
	First Six Weeks	Mid Year	End of Year
	Addressed: Yes No Reinforce: Yes No	Addressed: Yes No Reinforce: Yes No	Addressed: Yes No Reinforce: Yes No

Campus Long Range Goal 6:	One hundred percent of all students completing high school will graduate with a high school diploma and up to two years of college credit.
Annual Performance Objective 2: <i>(Measurable)</i>	Students completing early college high school will graduate with a high school diploma and up to two years of college credit.

School Wide Components			
<input checked="" type="checkbox"/> Transition	<input type="checkbox"/> Assistance for Mastery	<input checked="" type="checkbox"/> Comprehensive Assessment	<input checked="" type="checkbox"/> Coordination/Integration of Programs
<input type="checkbox"/> Highly Qualified	<input checked="" type="checkbox"/> Parental Involvement	<input type="checkbox"/> Employment/Recruitment Strategies	<input type="checkbox"/> Teacher Involvement in Assessment Decision
<input checked="" type="checkbox"/> Reform Strategies	<input type="checkbox"/> Staff Development		

Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation <i>(Monitored Periodically)</i>	Summative Evaluation
Hidalgo Early College High School and its post secondary partners UTPA, STC and TSTC develop a strategy to encourage persistence, for example, parent/family outreach, early intervention strategies, mentoring, tutoring, counseling for academic growth.	All Student Population	Nov. 09- Sep 10	Planning Time Data Information UTPA HHS Administration Planning Time	School Adm. Counselors UTPA	Track and qualify data Team members periodically review data to ensure 90% retention rate	Annual Retention Rate 90% 10% dropout rate
HHS and its post secondary partners UTPA, STC, and TSTC will develop a well-structured plan for all students to complete a course of study that satisfies high school requirements in a timely manner and provides up to two years of transferable college credit.	All Student Population	Aug. 09- May 10	Planning Time UTPA HHS Adm. Faculty Counselors Dean of Instruction	School Adm. Counselors UT System STC TSTC	Continually review and adjust plan to ensure that all students are on schedule to graduate w/up to 2 years of college credit	90% of students graduate with up to two years of college credit or certification program

Hidalgo Early College High School Campus Plan for Excellence 2009 – 2010	Status of Strategies					
	First Six Weeks		Mid Year		End of Year	
	Addressed: Yes No Reinforce: Yes No		Addressed: Yes No Reinforce: Yes No		Addressed: Yes No Reinforce: Yes No	

Campus Long Range Goal 6:	One hundred percent of all students completing high school will graduate with a high school diploma and up to two years of college credit.
Annual Performance Objective 3: <i>(Measurable)</i>	Hidalgo Early College High School provides comprehensive student support system based on students' academic needs.

School Wide Components			
<input checked="" type="checkbox"/> Transition	<input type="checkbox"/> Assistance for Mastery	<input type="checkbox"/> Comprehensive Assessment	<input checked="" type="checkbox"/> Coordination/Integration of Programs
<input type="checkbox"/> Highly Qualified	<input checked="" type="checkbox"/> Parental Involvement	<input type="checkbox"/> Employment/Recruitment Strategies	<input type="checkbox"/> Teacher Involvement in Assessment Decision
<input checked="" type="checkbox"/> Reform Strategies	<input type="checkbox"/> Staff Development		

Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation (<i>Monitored Periodically</i>)	Summative Evaluation
<p>Hidalgo Early College High School, UTPA, STC, and TSTC will develop a plan for a smooth transition from high school to college:</p> <ul style="list-style-type: none"> ▪ Identification of transferable courses, articulation options and requirements to enter public postsecondary institutions. ▪ Methods to assist students and families to complete college applications, early financial aid (FAFSA) ▪ Post Secondary Institutes will provide a list of students who have compiled FAFSA & college App. 	All Student Population	<p>Aug. 09- May 10</p> <p>Jan. 1, 2010 May 1, 2010</p>	<p>Coordinating Time</p> <p>Counselors</p> <p>UTPA Staff</p>	<p>HECHS School Adm. UTPA</p> <p>Counseling Department</p> <p>Counselors Admin.</p>	UTPA and HECHS School Admin. work with high school faculty and guidance counselors, to ensure a smooth transition	School tracks number of students' acceptance to and enrollment in postsecondary institutions.
<p align="center">Hidalgo Early College High School Campus Plan for Excellence 2009 – 2010</p>			Status of Strategies			
			First Six Weeks	Mid Year	End of Year	
			Addressed: Yes No Reinforce: Yes No	Addressed: Yes No Reinforce: Yes No	Addressed: Yes No Reinforce: Yes No	
Campus Long Range Goal 6:	One hundred percent of all students completing high school will graduate with a high school diploma and up to two years of college credit.					
Annual Performance Objective 4: (<i>Measurable</i>)	Hidalgo Early College High School will demonstrate effective instructional practices.					

School Wide Components

- Transition
- Highly Qualified
- Reform Strategies

- Assistance for Mastery
- Parental Involvement
- Staff Development

- Comprehensive Assessment
- Employment/Recruitment Strategies

- Coordination/Integration of Programs
- Teacher Involvement in Assessment Decision

Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation <i>(Monitored Periodically)</i>	Summative Evaluation
HECHS, UTPA, STC, and TSTC understand college expectations, state and district performance standards and will align their curricula to the Texas College and Career Readiness Standards.	All Student	Aug. 09- May 10	Planning Time to align curriculum ACT Data SAT Data TAKS Results PSAT THEA	School Adm. Post Secondary Partners TX High School Project	Assess the alignment of high school and postsecondary curriculum and refine as needed.	Students' transition to college is seamless as evidenced in enrollment data.
HHS will identify effective instructional strategies based on research to meet a wide range of student needs: <ul style="list-style-type: none"> ▪ Differentiated instruction ▪ Six Instructional Strategies ▪ Project-based learning ▪ Technology integration ▪ ELPS ▪ SIOP 	All Student	Aug. 09- May 10	PEIMS AEIS	School Adm. TX High School Project Central Office Staff	Sat. Sign-in sheets for ACT, SAT, THEA Lesson Plans Walk Throughs Sign-in Sheets	POA PEIMS AEIS
HHS will use student data to research and to prepare students for success in a rigorous academic program, including college courses.	All Student	Aug. 09- May 10		School Adm. Counseling Dept.	Six Weeks Grades Semester Grades Credits	

**Hidalgo Early College High School
Campus Plan for Excellence
2009 – 2010**

Status of Strategies					
First Six Weeks		Mid Year		End of Year	
Addressed: Yes No	Reinforce: Yes No	Addressed: Yes No	Reinforce: Yes No	Addressed: Yes No	Reinforce: Yes No

Campus Long Range Goal 6:	One hundred percent of all students completing high school will graduate with a high school diploma and up to two years of college credit.
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Annual Performance Objective 4: <i>(Measurable) (Continued)</i>	Hidalgo Early College High School will demonstrate effective instructional practices.
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School Wide Components <input checked="" type="checkbox"/> Transition <input type="checkbox"/> Highly Qualified <input type="checkbox"/> Reform Strategies	<input type="checkbox"/> Assistance for Mastery <input type="checkbox"/> Parental Involvement <input checked="" type="checkbox"/> Staff Development	<input checked="" type="checkbox"/> Comprehensive Assessment <input type="checkbox"/> Employment/Recruitment Strategies	<input type="checkbox"/> Coordination/Integration of Programs <input checked="" type="checkbox"/> Teacher Involvement in Assessment Decision
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Strategies	Special Populations	Timeline	Resources: Human/ Material/ Fiscal	Person(s) Responsible	Formative Evaluation <i>(Monitored Periodically)</i>	Summative Evaluation
HECHS and post secondary partners will participate and will collaborate in professional development opportunities based on the students and teachers needs. <ul style="list-style-type: none"> ▪ Establishing a common vision ▪ Developing curriculum that aligns high school and college expectations ▪ Identifying a range of student supports ▪ Addressing data analysis ▪ Research based instructional strategies ▪ Classroom management strategies ▪ Developing a common process for cross-classroom visitations. 	All Students All Student	Aug. 09- May 10 Aug. 09- May 10	Needs Assessment Survey Survey Development Time Planning Time Curriculum Post Secondary Partners TX High School Project HECHS Faculty Planning Time	School Adm. Post Secondary Partners Texas High School Project Curriculum Dept. School Adm. UTPA Faculty Curriculum Dept. Dean of Instruction	Sign-In Sheets Agenda Evaluation Sheets Scheduling lists Documented Visits Data Review Department Meetings Staff Meetings	PDAS AEIS PEIMS Secondary and postsecondary observe each other's classrooms: <ul style="list-style-type: none"> ▪ PDAS ▪ AEIS ▪ PEIMS

