

**Lockhart Independent School District**  
**Pride High School**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

The mission of Pride High School is to provide all students an opportunity to graduate through an alternative means with a non-traditional setting through a self-paced, accelerated curriculum that is differentiated for students as needed as well as prepare them for post-secondary education.

## Vision

Pride High School prepares students to become life-long learners and contributing members of our global society and the local community by providing a nurturing, challenging learning environment in which students can feel connected and successful while developing a strong sense of personal responsibility for their choices and actions.

## Core Beliefs

All students can and should earn a high school diploma.

All students come with a unique set of strengths and weaknesses and can learn to enhance their strengths and find useful and constructive strategies to cope with their weaknesses.

Learning is a result of teacher and student choices.

Choices determine outcomes. If you choose a behavior, you inherently choose the outcome that is consequential to that behavior; therefore, you are responsible for your outcomes.

PRIDE stands for Personal Responsibility in Daily Effort.



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

- Pride High School (PHS) is LISD's Academic High School of Choice. PHS focuses on individualized learning through self-paced online curriculum blended with student-centered instruction. PHS exists to serve students with many different stories who, for one reason or another, may not have found success in a more traditional setting. PHS is the ideal choice for students who wish to accelerate their learning because they are seeking to graduate early, those who are seeking to recover credits, or students who are simply seeking a smaller high school community.
- PHS was established in 1991
- Students that attend Lockhart High School (LHS) may be referred to PHS by their Counselor. Students may also contact PHS directly for application information or access the application online. Each student must complete the application and interview process.
- Potential PHS students must ...
  - Be in grades 9-12
  - Have a strong sense of self-motivation and need to succeed
  - Be able to work independently and in groups with more limited direct instruction than in a traditional setting.
- Potential PHS students may also ...
  - Be seeking early graduation
  - Have been retained at least one grade level
  - Have failed to earn credit in 2 or more courses required for graduation
- PHS enrollment numbers fluctuate throughout the year as students earn credits toward graduation. Students earn a diploma and graduate as they complete all credits and end of course exam requirements. In 2017-18, 75 individual students were served at one time or another at PHS.
- PIEMS Snapshot Date Enrollment by Year:
  - 2013-14: 23
  - 2014-15: 24
  - 2015-16: 15
  - 2016-17: 22
  - 2017-18: 47
- Attendance and tardies have only been recorded once per day for ADA purposes and not period-by-period.
- Average Daily Attendance Rates by Year:
  - 2013-14: 91.60%
  - 2014-15: 87.48%
  - 2015-16: 85.29%

- 2016-17: 81.01%
- 2017-18: 82.82%

2018-19 PHS Demographics Report: 9/19/18

Gr	American Indian		Asian		Black		Nat Hawaiian		White		Hisp/Lat		Multi		Tot	
9	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	5	13.51%	0	0.00%	5	13.51%
10	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	6	16.22%	0	0.00%	6	16.22%
11	1	2.70%	0	0.00%	3	8.11%	0	0.00%	0	0.00%	11	29.73%	0	0.00%	15	40.54%
12	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4	10.81%	6	16.22%	1	2.70%	11	29.73%
Tot	1	2.70%	0	0.00%	3	8.11%	0	0.00%	4	10.81%	28	75.68%	1	2.70%	37	100.00%

Gr	SpEd		LEP		At-Risk		Eco Dis	
9	1	2.70%	0	0.00%	5	13.51%	4	10.81%
10	3	8.11%	1	2.70%	6	16.22%	7	18.92%
11	0	0.00%	2	5.41%	15	40.54%	15	40.54%
12	2	5.41%	1	2.70%	11	29.73%	7	18.92%
Tot	6	16.22%	4	10.81%	37	100.00%	33	<b>89.19%</b>

2018 Graduation Rate Data Table: Alternative Education Accountability Provisions

	All	Black	Hisp/Lat	White	Am Indian	Asian	Pacific Is.	Multi	Eco Dis	ELL	SpEd
4-Year Grad, Cont, and TxCHSE Rate (Gr 9-12): Class of 2017											

% Graduated, Continued, + TxCHSE	77.80%	*	73.30%	88.90%	*	-	-	-	73.30%	*	*
# Graduated, Continued, + TxCHSE	21	*	11	8	*	-	-	-	11	*	*
Total in Class	27	*	15	9	*	-	-	-	15	*	*
5-Year Extended Grad, Cont, and TxCHSE Rate (Gr 9-12): Class of 2016											
% Graduated, Continued, + TxCHSE	96.90%	-	100.00%	92.30%	-	-	-	*	95.00%	*	*
# Graduated, Continued, + TxCHSE	31	-	18	**	-	-	-	*	19	*	*
Total in Class	32	-	18	**	-	-	-	*	20	*	*
6-Year Extended Grad, Cont, and TxCHSE Rate (Gr 9-12): Class of 2015											
% Graduated, Continued, + TxCHSE	84.00%	-	83.30%	84.60%	-	-	-	-	93.30%	*	*
# Graduated, Continued, + TxCHSE	21	-	10	11	-	-	-	-	14	*	*
Total in Class	25	-	12	13	-	-	-	-	15	*	*
Annual Dropout Rate (Gr 9-12): SY 2016-17											
% Dropped Out	6.40%	-	6.10%	7.70%	*	-	-	-	3.10%	-	*
# Dropped Out	3	-	2	**	*	-	-	-	1	-	*
# of Students	47	-	33	**	*	-	-	-	32	-	*

0.00%
2.70%
5.41%
2.70%
<b>10.81%</b>

### Demographics Strengths

The student population largely consists of local high school students who have mostly been educated in Lockhart ISD and surrounding schools such as Hays

ISD, Luling ISD, Prairie Lea ISD and Austin ISD. All students who attend Pride High School chose to apply and were selected to enroll.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Prior to the 2017-18 school year, student enrollment was deliberately limited both in the number of students enrolled and in the types of students for whom the programming was designed. Except for a large increase from 2016-17 to 2017-18, total enrollment at PIEMS Snapshot Date has ranged between 15 and 24 students. **Root Cause:** The scope of the programming has been limited and marketing, recruitment, and enrollment efforts have been insufficient to attract students to PHS.

**Problem Statement 2:** Student attendance has been in general decline for the last five school years. Except for a slight increase from 2016-17 to 2017-18, average daily attendance for the year has decreased each year compared to the previous year. **Root Cause:** All Pride High School students are classified as students at risk of dropping out. Many factors contribute to attendance challenges.



## Student Achievement

### Student Achievement Summary

Pride High School received a “Met Standards” rating (78 out of 100) for overall performance on state accountability. Alternative standards are used to rate PHS. Only the “Student Achievement” domain is rated under this alternative accountability. The “School Progress” and “Closing the Gaps” domains are not rated.

The Student Achievement domain is calculated from three components at the percentages below:

- STAAR Performance 40%
- College, Career, & Military Readiness 40%
- Graduation Rate 20%

In 2018, Pride High School scored at the following levels on each component using alternative accountability standards:

- STAAR Performance 73 out of 100
- College, Career, & Military Readiness 78 out of 100
- Graduation Rate 90 out of 100

### 2018 STAAR EOC Accountability Report

All Students

Percent of Tests	All Students	African American	Hispanic	White	Special Ed	Econ Dis	ELL	Cont. Enrolled	Non-Cont. Enrolled
Approaches	52%	*	48%	67%	36%	47%	38%	52%	50%
Met	18%	*	17%	25%	0%	17%	0%	18%	20%
Masters	2%	*	2%	0%	0%	0%	0%	2%	0%
Number of Tests									
Approaches	31	*	23	8	4	22	3	26	5
Met	11	*	8	3	0	8	0	9	2
Masters	1	*	1	0	0	0	0	1	0
Total Tests	60	*	48	12	11	47	8	50	10

### Reading

Percent of Tests	All Students	African American	Hispanic	White	Special Ed	Econ Dis	ELL	Cont. Enrolled	Non-Cont. Enrolled
Approaches	32%	*	26%	60%	0%	30%	0%	33%	25%
Met	11%	*	4%	40%	0%	4%	0%	12%	0%
Masters	0%	*	0%	0%	0%	0%	0%	0%	0%
Number of Tests									
Approaches	9	*	6	3	0	7	0	8	1
Met	3	*	1	2	0	1	0	3	0
Masters	0	*	0	0	0	0	0	0	0
Total Tests	28	*	23	5	6	23	3	24	4

### Math

Percent of Tests	All Students	African American	Hispanic	White	Special Ed	Econ Dis	ELL	Cont. Enrolled	Non-Cont. Enrolled
Approaches	67%	*	75%	50%	100%	50%	50%	80%	0%
Met	17%	*	25%	0%	0%	25%	0%	20%	0%
Masters	0%	*	0%	0%	0%	0%	0%	0%	0%
Number of Tests									
Approaches	4	*	3	1	1	2	1	4	0
Met	1	*	1	0	0	1	0	1	0
Masters	0	*	0	0	0	0	0	0	0
Total Tests	6	*	4	2	1	4	2	5	1

Science

Percent of Tests	All Students	African American	Hispanic	White	Special Ed	Econ Dis	ELL	Cont. Enrolled	Non-Cont. Enrolled
Approaches	60%	*	50%	100%	*	33%	50%	60%	*
Met	0%	*	0%	0%	*	0%	0%	0%	*
Masters	0%	*	0%	0%	*	0%	0%	0%	*
Number of Tests									
Approaches	3	*	2 1	1	*	1	1	3	*
Met	0	*	0 0	0	*	0	0	0	*
Masters	0	*	0 0	0	*	0	0	0	*
Total Tests	5	*	4 1	1	*	3	2	5	*

## Social Studies

Percent of Tests	All Students	African American	Hispanic	White	Special Ed	Econ Dis	ELL	Cont. Enrolled	Non-Cont. Enrolled
Approaches	71%	*	71%	75%	67%	71%	100%	69%	80%
Met	33%	*	35%	25%	0%	35%	0%	31%	40%
Masters	5%	*	6%	0%	0%	0%	0%	6%	0%
Number of Tests									
Approaches	15	*	12	3	2	12	1	11	4
Met	7	*	6	1	0	6	0	5	2
Masters	1	*	1	0	0	0	0	1	0
Total Tests	21	*	17	4	3	17	1	16	5

- In 2017-18, 75 individual students were served at one time or another at PHS. These students earned an average of 9.2 half-credits per student. The highest number of credits earned by a student was 26 half-credits. The lowest was zero (four students). A total of 53 students did not make significant progress toward graduation earning 12 half-credits or fewer. These students would be considered as making less than one year's progress and would not be considered as staying on track for graduation.

### Student Achievement Strengths

Pride High School is rated as "Met Alternative Standard" for state accountability ratings for school year 2018.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Pride High School students have earned credit for courses but are not able to perform at satisfactory levels on STAAR EOC. Despite

the overall acceptable rating using alternative accountability standards, students still scored well below the state average for all content areas. **Root Cause:** The rigor of the online Odyssey coursework did not align to the level of rigor represented on STAAR EOC. Tier 1 instruction and Tier 2 interventions were insufficient to prepare students for STAAR EOC.

**Problem Statement 2:** Only 2 of 20 graduates in 2018 earned any points for accomplishing one or more CCMR indicators. **Root Cause:** Elective courses and CTE courses are limited to Edgenuity offerings because no staff are certified in these areas. This limits the opportunities for students to accomplish the CCMR indicators associated with CTE coherent sequences and industry-based certifications. No dual-credit college courses are available at PHS. This limits the opportunity for students to accomplish that CCMR indicator.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Pride High School has offered an accelerated curriculum model relying primarily on an online curriculum delivery platform (Odyssey.) The curriculum is aligned to the TEKS and follows the required state and local standards/assessments for course listings.

Teachers have participated in the district professional development for curriculum and instruction as developed by the TEKS RESOURCE SYSTEM.

District checkpoint assessment for STAAR EOC tested courses were not administered on a consistent basis.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

# Goals

**Goal 1: Pride High School will receive a "B" rating in the Student Achievement Domain for the 2018-19 school year by improving outcomes for STAAR Performance and for College, Career, and Military Readiness (CCMR).**

**Performance Objective 1:** For the 2018-19 school year, Pride High School will earn a STAAR Component score of 30 or higher by improving to targeted levels the percentage of students scoring “Approaches Grade Level”, “Meets Grade Level”, and “Masters Grade Level” for all STAAR tests.







**Evaluation Data Source(s) 1:** Success will be demonstrated when, at the end of the 2018-19 school year, student performance on all STAAR EOCs meet or exceed the targeted levels. Students will demonstrate improved success on district formative checkpoint assessments aligned to course curriculum.

## Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Coursework will blend the use of quality student-centered instruction (using strategies from “Fundamental 5” and structures of gradual release) with self-paced online curriculum delivery.</p>	Principal, Lead Teacher	This model will provide more flexibility for teachers, more support for students, and varied ways for students to engage in and demonstrate their learning. The quality of Tier 1 instruction will improve and students will demonstrate improved performance on assessments				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>2) Teachers and leaders will collaborate to reflect on and improve practice, using informal means as well as in meetings with teams.</p>	Principal, Lead Teacher	The quality of Tier 1 instruction will improve and students will demonstrate improved performance on assessments.				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Leaders will conduct classroom walkthroughs and gather data regarding implementation of the instructional model. Leaders will work with teachers to provide targeted feedback and coaching.</p>	Principal, Lead Teacher	The quality of Tier 1 instruction will improve and students will demonstrate improved performance on assessments.				



<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>4) Edgenuity will replace Odyssey as the platform for self-paced online curriculum delivery</p>	Principal, Curriculum & Instruction Director	The rigor of the online coursework will align more closely to the level of rigor represented on STAAR EOC.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>5) Students enrolled in courses associated with a STAAR EOC and students that did not meet standard on a previous STAAR EOC will be enrolled in EOC Prep courses for additional support.</p>	Principal, Lead Teacher	Students will receive targeted support based on individual needs. Students will demonstrate improved performance on identified standards.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>6) All students enrolled in courses associated with a STAAR EOC or enrolled in an EOC Prep course will take unit checkpoint assessments aligned to district course scope and sequences. These will be the same assessments as are given at LHS</p>	Principal, Lead Teacher, C&I Director, Instructional Coaches	Formative data will be collected for all students.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>7) PHS teachers and leaders will meet as a PLC to use item analysis and learning target analysis tools on data from checkpoint assessments, formative assessments, and Edgenuity reports.</p>	Principal, Lead Teacher	Teachers will make curricular decisions based on data analysis. Teachers will develop reteach plans for standards on which students demonstrate difficulty. Students will demonstrate improved performance over time.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>8) Based on data analysis, teachers and leaders will make necessary adjustments to curriculum and instruction to more heavily target identified "power standards"</p>	Principal, Lead Teacher	Students will demonstrate improved performance on identified "power standards."				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>9) Based on ongoing data analysis, teachers and leaders will identify individual students in need of additional support</p>	Principal, Lead Teacher	Students not demonstrating mastery will be identified so that they can be connected to a higher tier of support.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>10) Teachers and leaders will meet as a PLC to work through an established problem solving process for a multi-tiered system of supports for identified students</p>	Principal, Lead Teacher	Students will demonstrate improved performance to targeted levels on assessments				

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>11) Teachers and leaders will plan and implement targeted, intensive preparation in the week just prior to each STAAR EOC administration</p>	<p>Principal, Lead Teacher</p>	<p>Students will demonstrate improved performance to targeted levels on assessments</p>				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						







**Goal 1:** Pride High School will receive a "B" rating in the Student Achievement Domain for the 2018-19 school year by improving outcomes for STAAR Performance and for College, Career, and Military Readiness (CCMR).

**Performance Objective 2:** For the 2018-19 school year, Pride High School will earn a CCMR Component score of 15 or higher by improving the percentage of graduates who accomplish at least one of the CCMR indicators from 13% in 2018 to 15% or higher in 2019.

**Evaluation Data Source(s) 2:** Success will be demonstrated when, at the end of the 2018-19 school year, at least 15% of graduates accomplish one or more CCMR indicators as recorded in Skyward. Students will demonstrate success on TSI and ASVAB exams. Students will demonstrate success in enrolling with Gary Job Corps. Skyward reporting will be used to demonstrate appropriate CTE coding.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 1) All PHS anticipated 2019 graduates will participate in an administration of the Texas Success Initiative (TSI) exam	Counselor	Students will be provided another opportunity to meet college readiness standards in both ELA/reading and mathematics				
<b>Critical Success Factors</b> CSF 1 2) All PHS anticipated 2019 graduates will participate in an administration of the ASVAB exam	Counselor	Students will be provided an opportunity to meet military readiness standards				
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 3) Pride High School will start a pilot partnership with Gary Job Corps that allows selected students the opportunity to travel to the GJC campus and participate in industry-based certification programs	Counselor	Students will earn an industry-based certification.				
<b>Critical Success Factors</b> CSF 1 4) A credit audit will be conducted for all PHS anticipated 2019 graduates. Counselor will ensure that students are coded appropriately for CTE coherent sequences.	Counselor	Students will be identified that are potential CTE coherent sequence graduates and have credit for a CTE course aligned with an industry-based certification.				

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







**Goal 2: Pride High School will improve average daily attendance rates for the 2018-19 school year as compared to the 2017-18 school year by refining systems for monitoring and responding to attendance data, by improving interventions for students with poor attendance, and by cultivating a school-wide culture of good attendance.**

**Performance Objective 1:** Pride High School will improve average daily attendance from a rate of 82.82% in 2017-18 to a rate of 88% or higher in 2018-19.

**Evaluation Data Source(s) 1:** Success will be demonstrated when, at the end of the 2018-19 school year, the average daily attendance meets or exceeds 88% as recorded in Skyward. Monthly reporting will demonstrate improved attendance.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) PHS will offer Optional Flexible School Day Program (OFSDP) to students with demonstrated barriers to full-time attendance.</p>	Principal, Counselor	Students that would accrue more absences under standard daily attendance recording procedures will be able to demonstrate attendance by accruing a minimum number of instructional minutes over the course of the year				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>2) Cultivate a school-wide culture of attendance: Outreach to families.</p> <p>PHS teachers and leaders will use letters, social media, and personal phone calls to communicate the importance of attendance for student achievement.</p>	Principal, Lead Teacher	Families will view Pride High School as a welcoming and engaging school environment that emphasizes building relationships with and stresses the importance of going to class every day.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>3) Cultivate a school-wide culture of attendance: nurture a system of attendance incentives.</p> <p>PHS teachers and leaders will send a clear message that going to school every day is a priority by providing regular recognition and rewards to students and families who have good and improved attendance.</p>	Principal, Lead Teacher	Students will demonstrate improved attendance				

<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>4) PHS teachers and leaders will refine campus procedures to track and respond to unexcused absences, tardiness and other practices to improve attendance. Teachers will record attendance and tardies for every period throughout the day.</p>	Principal, Lead Teacher	Accurate period-by-period attendance and tardy data will be collected.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>5) PHS teachers and leaders will use data reports at defined intervals, to identify students who are missing 10% of days enrolled.</p>	Principal, Lead Teacher	Students at risk of chronic absence will be identified so that they and can be connected to a higher tier of support.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>6) PHS teachers and leaders will meet as a PLC to work through an established problem solving process for a multi-tiered system of supports for identified students</p>	Principal, Lead Teacher	Students will demonstrate improved attendance				
<p>7) PHS teachers and leaders will set monthly goals based on data and monitor progress</p>	Principal, Lead Teacher	PHS teachers and leaders will evaluate the effectiveness of interventions attempted.				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 3: Pride High School will increase enrollment for the 2018-19 school year as compared to the average annual enrollment of the previous five school years by refining the recruitment, application, enrollment and retention processes and strategies.**

**Performance Objective 1:** Pride High School will increase enrollment from an annual average of 26.2 students in 2013 - 2018 to 60 or more students for the 2018-19 school year.

**Evaluation Data Source(s) 1:** Success will be demonstrated when, by the end of the 2018-19 school year, the enrollment meets or exceeds 60 students as recorded in Skyward.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>1) PHS will offer Optional Flexible School Day Program (OFSDP) to students with demonstrated barriers to full-time enrollment.</p>	Principal, Counselor	Students that might not otherwise enroll in PHS or who may have already dropped out will be encouraged to apply to PHS and enroll in the OFSDP				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>2) PHS leaders will develop PHS student profiles that illustrate the types of students that could benefit from enrollment in PHS.</p>	Principal, Counselor	Leaders and Counselors at PHS, LHS, and LJHS will use the profiles to guide the identification of potential new students and use data to develop targeted student recruitment lists based on student profiles.				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>3) PHS leaders will host a Counselors breakfast for the LHS and LJHS Counseling teams</p>	Principal, Counselor	LHS and LJHS Counselors will be more informed regarding PHS programming and application process so that they can better identify and advise potential PHS applicants.				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>4) PHS leaders will conduct recruitment visits and presentations at LHS and LJHS.</p>	Principal, Counselor	Interested LHS students will apply for the 2018-19 school year. Interested LJHS students will apply for the 2019-20 school year.				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>5) The PHS application and enrollment process will be refined to improve communication, transparency and efficiency.</p>	Principal, Counselor	Students and families will more quickly and easily move through the process. LISD staff will be better able to assist students through the process.				

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

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	3	Pride High School will start a pilot partnership with Gary Job Corps that allows selected students the opportunity to travel to the GJC campus and participate in industry-based certification programs



## 2018-2019 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Barry Bacom	Principal
Non-classroom Professional	Sharon Konvicka	Counselor
Paraprofessional	Connie Amaya	Secretary
Classroom Teacher	Greg Foster	Teacher
Business Representative	Keith Hester	General Manager, Hometown Cinemas
Parent	Brenda Wright	Parent
District-level Professional	Stephanie Camarillo	Assistant Superintendent of Curriculum & Instruction
Non-classroom Professional	Tim Marshall	Lead Teacher