

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



SONIA M. SOTOMAYOR



EARLY COLLEGE HIGH SCHOOL

Sonia M. Sotomayor Early College High School Improvement Plan 2018-2019

Board Approved:

Campus Name

Mission Statement

- *PSJA Sonia M. Sotomayor Early College High School is committed to the success of teen mothers by providing an opportunity to acquire a high school diploma, industry certificates, as well as a college hours. We are prepared to help students reach their fullest potential by supporting an effective, educational and collegiate environment.*

What We Believe In

Guiding Principles

- Commitment to Greatness
- Passion For our Work
- Live the Golden Rule
- No Excuses
- Accountability

What We Want to Accomplish

Every student will graduate bi-literate, college ready, college connected, and college complete.

*Sonia M. Sotomayor Early College High School
2018-2019*

Campus Performance Plan Council Members

Committee	Name	Position	Signature
Administration-Principal	Rosa Rakay	Member	
Administration-Counselor	Cynthia Martinez	Member	
Collaborative Learning Leader	Ana Satterfield	Member	
Classroom Teacher	Lisa Marie Gonzalez	Member	
Classroom Teacher	Amy Molina	Member	
Classroom Teacher	Jo Anna Escalante	Member	
Non-classroom Professional	Villa Nieves	Member	
Community Representative	Dora Gonzalez	Member	
Parent	Ms. Varela	Member	
Student	Klarissa Varela	Member	

Accountability Summary 2018

	Domain I Student Achievement	Domain III Closing the Gaps	Overall Rating
Sonia M. Sotomayor Early College High School	82	70	Met Alternative Standard

Comprehensive Needs Assessment



COLLEGE
READY. COMPLETED. COMPLETE. ³

Data Resources Reviewed

1. 2017-2018 STAAR Campus Summary Report
2. 2017-2018 Attendance
3. PEIMS
4. TELPAS

Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Areas of Focus
1	<p>Student Achievement STAAR CCMR Graduation</p> <p>* note addressing the use of quality data to drive instruction</p>	<p>Purposeful planning Intentional Scheduling Cross-Training of Staff Purposeful and Intentional Staff Development Curriculum Writing Student Support</p>	<p>The campus is focused on Reading and Writing student achievement and scheduling. The intentional planning and scheduling. The staff is involved in curriculum writing and are participants in the sharing of best practices.</p>
2	<p>School Progress Academic Growth Relative Performance</p>	<p>Monitoring of Students Teacher Mentors STC/GPAs Progress/ Report Cards</p>	<p>The campus is focused on student growth academically and college readiness.</p>

Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Areas of Focus
3	Closing the Achievement Gaps	<ul style="list-style-type: none"> • Disaggregation of data by subgroups • Content data reviews • Academic Interventions 	<ul style="list-style-type: none"> • 90 minute blocks of reading and writing • 90 minute blocks of math intervention • The campus serves 100% at-risk population and data analysis is done periodically throughout the school year.
4	Family and Community Involvement	<ul style="list-style-type: none"> • Parent Liaison • Parent Center located in A building • Serving neighborhood area • Communication in both English and Spanish • Business Partnerships • IHE Partnerships 	<ul style="list-style-type: none"> • To increase the number of students are prepared to give back to the community by volunteering and completing internships at with local businesses.

Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Areas of Focus
5	Increased Learning time	<ul style="list-style-type: none"> • 90 minute blocks of reading and writing • 90 minute blocks of math intervention 	<ul style="list-style-type: none"> • Intentional scheduling with intentional student grouping to provide academic intervention. • CLC will be provided to meet the needs of our staff and students in effort to increase student achievement.
6	Technology	Limited availability of technology resources for students and teachers, and staff.	Acquire new technology to replace old and obsolete technologies. Increase the availability and access to technology for students and staff.
7	School Culture and Climate	Excellent Customer Service College for All Culture Collaborative Learning Communities with common planning periods. Special Purpose Campus to address the needs of at-risk students.	<ul style="list-style-type: none"> • The campus culture and climate had transformed to a college going environment. The goal is to further enhance this college going environment by increasing the number of students enrolled in college.
8	Teacher Quality	Campus turn-over rate is minimal. Highly Qualified Staff New Teacher Academy McRel Evaluation Tool Teacher Performance Pay Teacher Incentives	<ul style="list-style-type: none"> • The campus staff are cross trained to help out students and colleagues. • The focus is always the student and their needs as well as monitoring of academic progress. Teachers are given tools through staff development to do their job and how to help at risk students.

Target Goals

Domain I					
STAAR Performance					
	ELA I & II	Algebra	Biology	U.S. History	
Approaches	41	33	73	90	
Meets	10	7	0	43	
Masters	0	0	0	5	
2019 Goals					
Approaches	51	43	83	100	
Meets	20	17	10	53	
Masters	10	10	10	15	

Target Goals

Academic Achievement (Percentage at MEETS Grade Level or Above)

	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	ELs (Current and M4)	Special Ed (Former)	Cont. Enrolled	Non-Continuous Enrolled	Total Met	Total Eval.
ELA/Reading	10		10			0	10	3		10	11		
Targets	44		37 (44)			19	33 (44)	29		46	42		
2019 Goals													
Math	7		7			-	7	0		13	0		
Targets	46		40 (46)			23	36 (46)	40		47	45		
2019 Goals	20		20			10	20	13		20	21		

Target Goals

Graduation Rate													
	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv. <small>RECORDED</small>	ELs (Current and M4)	Special Ed (Former)	Cont. Enrolled	Non-Continuous Enrolled	Total Met	Total Eval. <small>RECORDED</small>
Grad. Rate	85.7		85.7			82.6	85.5		100				
Targets	90		90			90	90		90				
2019 Goals	90		90			90	90		100				

Target Goals

College, Career, Military Readiness

	All	African Amer.	Hispanic	White	Asian	Special Ed (Current)	Econ. Disadv.	ELs (Current and M4)	Special Ed (Former)	Cont. Enrolled	Non-Continuous Enrolled	Total Met	Total Eval.
CCMR	N		N				N			N	N		
Targets	47		41				39			50	31		
2019 Goals	10		10				10			10	10		

Target Goals

English Language Proficiency											
										ELs Current	
TELPAS											
Targets										42	
2019 Goals										Pending	

2018-2019 Campus Goals

- Focus Area 1 - Student Achievement, STAAR, CCMR, Graduation
- Focus Area 2 - Student Progress, Academic Growth, Relative Performance
- Focus Area 3 - Closing the Achievement Gaps
- Focus Area 4 – Family and Community Involvement
- Focus Area 5 – Increased Learning Time
- Focus Area 6 – Technology
- Focus Area 7- School Culture and Climate
- Focus Area 8 - Staff Quality, Recruitment, and Retention

SMSECHS Focus Area 1: Student Achievement, CCMR, Graduation Rate

Objective 1: Increase the percentage of all student groupings passing the STAAR State Exams.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Review information provided by STAAR DIMAC reports to identify and address areas of weakness and students in need of remediation. Assessment results will drive instruction.	Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds	September 2018- August 2019	Agendas and sign-in sheets, Data Analysis Documents	CBAs, Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-IV -#8
All students will become better readers and improve comprehension skills through the incorporation of reading strategies.	Teachers	Local Funds, Title 1 Funds	September 2018- August 2019	Formative and Summative Assessments	CBAs, Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-IV -#8
Teachers will teach test taking strategies to ensure students are properly prepared for success on the STAAR test.	Teachers	Local Funds, Title 1 Funds	September 2018- August 2019	Formative and Summative Assessments	CBAs, Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-IV -#8
Teachers will schedule at-risk students into tutorial/academies sessions before and after school, and on weekends to reinforce critical skills to support student areas of need based on data.	Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds	September 2018- August 2019	Formative and Summative Assessments	CBAs, Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-IV -#8

SMSECHS Focus Area 1: Student Achievement, CCMR, Graduation Rate

Objective 1: Increase the percentage of all student groupings passing the STAAR State Exams.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Assessments will be written and aligned to the curriculum to monitor the effectiveness of teaching and learning.	Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds	September 2018- August 2019	Formative and Summative Assessments	CBAs, Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-IV -#8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark	Principals, assistant principals	Local Funds, Title 1 Funds	September 2018- August 2019	Agendas and sign-in sheets, Data Analysis Documents, CBAs/Benchmark Response, CLC planning	CBAs, Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2, 4, 8
Continue the emphasis of reading and writing programs, such as Clever, Imagine Language, STAR reader, Accelerated Reader, ETS Criterion.	Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds	September 2018- August 2019	Agendas and sign-in sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#2, 4, 8
Curriculum will be written and aligned to meet the needs of the students that are needed acceleration or remediation.	Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds	September 2018- August 2019	Agendas and sign-in sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2, 4, 8
Professional development training will be provided for teachers, administrators and program related staff in all standards and subjects	Principal, Asst. Principal and Teachers	Title 1 Funds, Title II, Title III, State Bilingual, SpEd 162, Migrant Funds	September 2018- August 2019	Agendas and sign-in sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4

SMSECHS Focus Area 1: Student Achievement, CCMR, Graduation Rate

Objective 1: Increase the percentage of all student groupings passing the STAAR State Exams.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide hands-on learning and exposure to Science, Technology, Engineering, ROBOTICS, and Mathematics and support the use of field-based or service learning to enhance the students' understanding of STEM subjects.	Principal, Asst. Principal and Teachers	Local Funds, Title I, III, IV, Migrant Funds	September 2018- August 2019	Master Schedule, Summer Schedules, Enrichment Program Schedules	Student Achievement Gains, Closing Achievement Gaps	CBAs, Benchmarks, STAAR, TELPAS	Title 1#: 1, 2
Foreign language and environmental education instruction	Principal, Asst. Principal and Teachers	State Bilingual, Title IV	September 2018- August 2019	Schedules	Student Achievement Gains, Closing Achievement Gaps	CBAs, Benchmarks, STAAR, TELPAS	Title: 2
Purchase manipulatives, supplemental aides, and instructional resources to support student learning.	Principal, Asst. Principal and Teachers	Local Funds 199, Title I, IV Funds, Bilingual Funds, SPED Funds, SCE	September 2018- August 2019	Walkthrough Documentation	Closing the Gap	CBAs, Benchmarks, STAAR, TELPAS	Title 1 2, 9
Ensure Program Principals, Asst. Principal, Counselor, and Teachers have the resources to effectively carry out program objectives (ex: purchasing items, copiers, supplies ,materials. etc.)	Principal, Asst. Principal and Teachers	Local Funds 199, Title I, IV Funds, Bilingual Funds, SPED Funds, SCE	September 2018- August 2019	Purchase Orders	Program Checklist	Program Evaluation	Title 1- #10

SMSECHS Focus Area 1: Student Achievement, CCMR, Graduation Rate

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2018-2019 STAAR.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus and District Goals specific for each subgroup	Campus leadership team Principal, Asst. Principal and Teachers	SCE, Migrant Funds 212, SpEd 162, State Bilingual, Title I, Local Funds	September 2018- August 2019	District and Campus Goals for 2018-2019	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus administrators will prepare campus level data to develop action plans to target areas of concern	Campus Leadership Team	STAAR Data, DMAC, TAPR Report, Weekly mini-assessments, CBAs, TELPAS, TPRI, Tejas Lee	September 2018- August 2019	Student Progress Profiles, DMAC Reports, Campus Data Reports	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, Weekly-assessment, CBAs, TPRI, Tejas Lee	Title 1 –IV, #2, 8
Special population data will be reviewed following each district-level CBA and Benchmark for progress toward Mastery of Grade Level Performance.	Campus leadership team Principal, Asst. Principal and Teachers	Local Funds 199, Title 1 Funds 211, State Comp 166, State Bilingual, SpEd 162	September 2018- August 2019	Special Populations' Data Templates Individual Learning Profiles	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Professional development training on data analysis will be provided for campus administrators.	Campus leadership team Principal, Asst. Principal and Teachers	LeadAward, Regional Reports, Comparison, Title I, II Funds	September 2018- August 2019	Agendas and Sign-in Sheets, Powerpoint	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, Weekly-mini assessment	Title 1 –IV, #4

SMSECHS Focus Area 1: Student Achievement, CCMR, Graduation Rate

Objective 4: Professional development specific to the state assessed curriculum will be provided for all district stakeholders

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the letter grade is attained.	Principal, Asst. Principal and Teachers	Local Funds 199 Title I, II	September 2018- August 2019	Agendas and Sign-in Sheets	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	Principal, Asst. Principal and Teachers	State Bilingual	September 2018- August 2019	Agendas and Sign-in Sheets	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Collaborative Learning Communities [CLCs] will be scheduled weekly for teacher growth and an increase in student achievement.	Campus Administration, Campus Leadership Team	Title 1 211, Local Funds 199	September 2018- August 2019	Walk-throughs, Master Schedule Unpacking of the TEKS document	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Administrators and teaching staff will be trained on how to use the DMAC Reports to assess progress toward meeting state passing standards on each domain per student/per subpopulation group	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	September 2018- August 2019	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, accommodations, and RTI training will be provided for all staff members to meet the needs of students.	Principal, Asst. Principal and Teachers	Special Ed 162, Title I, Title II	September 2018- August 2019	Agendas and Sign-in Sheets, Class Rosters	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, TPRI/Tejas Lee	Title 1 - IV #4

SMSECHS Focus 1: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.							
Objective 5: Increase the number of students that score meets grade level (Domain 1 and 3).							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide academic interventions for students in danger of not meeting standard.	Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds, State Bilingual	September 2018- August 2019	Agendas and Sign-in Sheets, Class Rosters	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS Mini-Assessments, Six Weeks Exams,	Title 1 - #2, 4
Professional development will be provided for all staff members (principals, teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation.	Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds, State Bilingual, Title II	September 2018- August 2019	Agenda and Sign-in Sheets, Lesson Plans, Walkthroughs	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, Mini-Assessments, Six Weeks Exams,	Title 1 - #4, 8
Professional development will be provided on in-depth study of STAAR released test items to define rigor of the lesson.	Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds, Title II	September 2018- August 2019	Agenda and Sign-in Sheets	Benchmark scores, increased number of students scoring at the Meets Grade Level.	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Focused and targeted tutorials will be provided for all student groups in each phase of accountability to ensure they improve their scores on the meets grade level on the STAAR assessment.	Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds/ SCE Funds, State Bilingual Funds, Migrant Funds	September 2018- August 2019	Tutorial logs (Student Sign-in Sheets & Schedules), Lesson Plans, Walk-Through Documentation, Phone Logs	Benchmark scores, an increase in the number of students that score at the Meets and Masters Grade Level.	CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8

SMSECHS Focus Area 1 : Prepare all students for postsecondary education through a rigorous curriculum and instructional program.

Objective 5: Increase the number of students that score at the meets grade level on STAAR (Domain 1 and 3).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how TEA designates a letter grade.	Principal, Asst. Principal and Teachers	Local Funds 199 Title I Funds	September 2018- August 2019	Agendas and Sign-in Sheets,	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Master's Level on the STAAR assessment.	Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds	September 2018- August 2019	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8, 9
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds	September 2018- August 2019	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Weekly assessments will be administered.	Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds	September 2018- August 2019	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, increased number of students scoring at the Meets Grade Level, tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 -#8

SMSECHS Focus Area 1: Prepare all students for postsecondary education through a rigorous curriculum and instructional program							
Objective 6: Increase the number of students that complete their Core courses, Associates Degree, College Certificate, Post-Secondary Industry Certification Program, and pass Advanced Placement Exams before high school graduation							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Comprehensive advisement will be provided to students and Professional Development will be provided in the area of Student Advisement.	Principal, Asst. Principal and Teachers	High School Allotment Funds STC Course Catalog, CTE Course Catalog	September 2018- August 2019	Degree Plans, Documentation on Student Advisement, CTE Code 2's, STC Degree Works, college/high school schedule, college/high school transcript , Vector	Increase number of students who receive AS degrees, number of students who complete core, certificates of completion, College Certificates, Post Secondary Industry Certification	Number of students who have followed a career pathway.	Title 1 High School Allotment
Academic support services will be provided to increase retention and completion rates of all student groups	Principal, Asst. Principal and Teachers	High School Allotment Funds, STC Course Catalog, CTE Course Catalog	September 2018- August 2019	Student sign-in sheets, Center for Learning Excellence log in	Increased number of students retained in college courses	Number of students who successfully complete their college courses.	Title 1 High School Allotment
Increase Advanced Placement Exam passing rate of 3 or higher	Principal, Asst. Principal and Teachers	Local Funds, Title 1	September 2018- August 2019	Classroom Lesson Plans AP Exam Scores	Increased number of students passing with 3 or higher, college credit awarded by IHE	AP Benchmarks AP Exam Scores	Title 1: #1,2,4, & 10

SMSECHS Focus Area 1: Prepare all students for postsecondary education through a rigorous curriculum and instructional program							
Objective 7: Increase the number of students who successfully pass the Texas Success Initiative (TSI) College Readiness assessment.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
TSI class instruction will be provided to prepare students for the assessment	College Readiness, Principal, Asst. Principal and Teachers	H.S. Allotment - (167), Local Funds - (199)	September 2018- August 2019	Attendance Sheets	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	Title 1: #9
TSI tutorial sessions will be provided to prepare students to pass the assessment	College Readiness, Principal, Asst. Principal and Teachers	Title 1- (211), Local Funds- (199)	September 2018- August 2019	Tutorial Sign-in sheets, TSI assessment sign-in sheet	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	Title 1: #9
TSI Summer Bridge Program will be available for preparation of students who have not mastered TSI assessment	College Readiness, Principal, Asst. Principal and Teachers	H.S. Allotment - (167), Local Funds - (199)	September 2018- August 2019	Tutorial sign-in sheets, TSI assessment sign-in sheet	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	Title 1: #9

SMSECHS Focus Area 1: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.

Objective 8: Increase the number of students who transition into a two-year community college or four-year university

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Students will be provided support with a college transition plan	College Transition Specialists, Financial Aid Officers, IHE's, Counselors, Principal, Asst. Principal and Teachers	High School Allotment Funds, Local Funds, Title I funds	September 2018- August 2019	FAFSA applications, College Applications, Class Registration, Degree Plans	The increase in number of students who complete college entrance exams and college applications	The number of students who enroll and transition into a 2-year college or 4-year university.	Title 1: #1, 2, 8, 9
Continuous registration support will be provided through the school year.	College Transition Specialists, Financial Aid Officers, Principal, Asst. Principal and Teachers	High School Allotment Funds, Local Funds, Title I funds	September 2018- August 2019	Advisement Forms, Registration schedule, payment receipt , College Orientation sign in sheet	The number of students who successfully register and attend college	An increased number of students who transition into a 2-year college or a 4-year university.	Title 1: #
College tours will be conducted throughout the school year with various community colleges and four-year university.	College Transition Specialists, Financial Aid Officers, Principal, Asst. Principal and Teachers	Local funds, Title CTE funds, Title I funds	September 2018- August 2019	Training dates, Sign in sheets, Agendas	Increase in the number of students who successfully register and attend college	The number of students who enroll and transition into a 4 year university.	Title 1: #4

SMSECHS Focus Area 2: School Progress, Academic Growth, Relative Performance

Objective 1: Differentiated instruction will be provided to meet the needs of students in danger of not attaining mastery.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Curriculum will be developed/ revised using thematic-based instruction and CIF teaching strategies	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	September 2018- August 2019	Completed Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
ELAR/ SLAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	Principal, Asst. Principal and Teachers	Title 1 211, Title II, Local Funds 199,	September 2018- August 2019	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Depth of Knowledge Questions (DOK) will be updated for each literary selection [all genres] during Collaborative Learning Communities (CLCs)	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199,	September 2018- August 2019	Completed DOK questions in the curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8, 9
Building Rigorous Readers activities will be implemented in all contents	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	September 2018- August 2019	Completed Close Reading Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8

SMSECHS Focus Area 2: School Progress, Academic Growth, Relative Performance

Objective 1: Provide Reading/Writing Instruction that is rigorous and relevant.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
A minimum of 2 compositions per semester will be required at each grade level	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	September 2018- August 2019	Completed composition prompts Lesson Plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
STAAR Connected questions will be developed/ revised for all literary selections (all genres)	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	September 2018- August 2019	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9
One aligned CBA and two district Benchmarks will be administered district-wide	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	September 2018- August 2019	Walk-throughs, DMAC data reports, Data Rooms	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9
CBA & Benchmark Data will be used to inform tutorial lessons and to identify spiraled skills	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	September 2018- August 2019	DMAC reports, CLC agendas and sign-in sheets, action plans, Tutorial Lesson Plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9
CBA and Benchmark data will be used to identify students in need of extended learning opportunities	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	September 2018- August 2019	DMAC reports, CLC Agendas and sign-in sheets, action plans, Tutorial Lesson Plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	CBAs, BMs, STAAR, TELPAS	Title I - #8, 9

SMSECHS Focus Area 2: School Progress, Academic Growth, Relative Performance

Objective 2: Provide Math Instruction that is rigorous and relevant.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
Mathematics curriculum will include CIF strategies	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	September 2018-August 2019	Completed Curriculum Documents	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, Telpas	CBAs, BMs, STAAR, Telpas	Title 1 - #1, 2, 4, 8
Teachers will receive training on unpacking the math TEKS, analyzing data during CLCs	Principal, Asst. Principal and Teachers	Title 1 211, Title II, Local Funds 199	September 2018-August 2019	Agendas and Sign-in Sheets	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, Telpas	CBAs, BMs, STAAR, Telpas	Title 1 - #1, 2, 4, 8
One aligned CBA and two district benchmarks will be administered district-wide	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	September 2018-August 2019	Walk-throughs, DMAC data reports, Data Rooms	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, Telpas	CBAs, BMs, STAAR, Telpas	Title 1 - #1, 2, 4, 8
CBA & Benchmark Data will be used to inform tutorial lessons and to identify spiraled skills	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	September 2018-August 2019	CLC agendas and sign-in sheets	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, Telpas	CBAs, BMs, STAAR, Telpas	Title 1 - #1, 2, 4, 8

SMSECHS Focus Area 2: School Progress, Academic Growth, Relative Performance

Objective 2: Provide Math Instruction that is rigorous and relevant.

strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Instructional strategies will be developed/ revised as spiraled activities in STAAR format	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	September 2018- August 2019	Walk-throughs, lesson plans	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, Telpas	CBAs, BMs, STAAR, Telpas	Title I - #1, 2, 4, 8
Provide professional development on effective teaching strategies.	Principal, Asst. Principal and Teachers	Title 1 211, Title II, Local Funds 199	September 2018- August 2019	Agendas and Sign-in Sheets	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, Telpas	CBAs, BMs, STAAR, Telpas	Title I - #4
Provide professional development on effective leadership strategies for teachers.	Principal, Asst. Principal and Teachers	Title I, II Funds 211, Local Funds 199	September 2018- August 2019	Agendas and sign-in sheets	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, Telpas	CBAs, BMs, STAAR, Telpas	Title I - #4
DMAC reports will be used to monitor students progress to determine accountability performance levels.	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	September 2018- August 2019	CLC agendas and sign-in sheets	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, Telpas	CBAs, BMs, STAAR, Telpas	Title I - #1, 2, 4, 8

SMSECHS Focus Area 3: Closing the Achievement Gaps.

Objective 1: Decrease the student achievement gap among all subgroups.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>To meet the needs of subgroups, research-based practices/supplemental will be implemented, such as:</p> <ul style="list-style-type: none"> •Accommodations •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls • Thinking Maps/Graphic Organizers *iStation *Imagine Learning **<i>Read 180</i> & • Literacy Strategies •SIOP Model •Close Reading strategies •Differentiated instruction •Technology Devices & equipment and software •Collaborative Learning Community •RtI Plans •Strategic Plans •ELPS •Personal Graduation Plans •Corrective Reading 	<p>Principal, Asst. Principal and Teachers</p>	<p>Title 1 211, Local Funds 199 State Bilingual, Special Ed 162, Migrant Funds 212 State Comp 166</p>	<p>2018-2019</p>	<p>-Strategies embedded in the district curriculum guides. -Lesson plans, -walkthroughs, -Intervention plans, -Progress Monitoring -Learning walks</p>	<p>Closing the achievement gap among all student populations.</p>	<p>Weekly assessments CBAs, BMs, STAAR, EOC, TELPAS, PBMAS,</p>	<p>Title 1: #2,3,4,9</p>

SMSECHS Focus Area 3: Closing the Achievement Gaps.

Objective 1: Decrease the student achievement gap among all subgroups

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The progress of all students will be monitored through district formative assessments and campus-wide initiatives such as: --cold calling questions --Close reading strategies --DOK questions --CIF	Principals, Deans, Directors, Instructional Coaches, District Level Administrators Campus Staff	Title 1 211, Local Funds 199 Special Ed 162	September 2018- August 2019	DMAC data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions .Progress Monitoring Data Reports, Walkthrough Reports	Closing the achievement gap among all student populations.	Weekly Assessments, CBAS, BMS, STAAR/EOC, TELPAS	Title 1: #2, 3,9
Campuses will be monitored for implementation of accommodations, inclusion support and interventions to accelerate student progress.	Principals, Deans, Special Ed Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Special Ed 162	September 2018- August 2019	Walk-throughs, ARDs, Accommodations, Lesson Plans, Monitoring of the IEP	Closing the achievement gap among all student populations.	Weekly Assessments, CBAS, BMS, STAAR/EOC, TELPAS	Title 1: #2,8,9
504 students' performance and progress will be monitored and accommodations and interventions will be provided.	Administrators for C&I, District Content Coordinators, 504 District Coordinator	Title 1 211, Local Funds 199	September 2018- August 2019	504 accommodation plans, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	Weekly assessments, CBAS, BMS, STAAR/ EOC TELPAS	Title 1: #1,2,9
Dyslexia services will be provided (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics.	Principals, Deans, District Dyslexia Coordinator, District Level Administrators, Teacher, Campus Dyslexia Contacts	Title 1 211, Local Funds 199	September 2018- August 2019	Dyslexia progress monitoring data, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	Weekly assessments, CBAS, BMS, STAAR/EOC TELPAS	Title 1: #2,8,10
Extended learning and credit recovery opportunities for students not mastering the curriculum will be provided through summer school, credit recovery, academies, tutorials, and enrichment period.	Campus Administrators, Dual Language Director, Migrant Program Funds	SCE, State Bilingual, Migrant, SpEd 162, Title I, Title III	September 2018- August 2019	School rosters, Credit recovery rosters, tutorial schedules, log in sheets	Students gaining credits, lower failure rates, higher graduation rates	Weekly assessments, CBAS, BMS, STAAR/EOC TELPAS, Graduation rates	Title 1: #6,9

SMSECHS Focus Area 4: Family and Community Involvement

Objective 1: Increase parental engagement at campuses

Strategies and Action Steps	Person(s) Responsible	Funding Resources	Material/ Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Host more than one parent meeting per month.	Principal, Asst. Principal and Teachers , Parental Educators	Local Funds, Title I Funds	Fliers, Sign-In-Sheets	September 2018- August 2019	Parent Surveys	Attendance	Increased Parent Attendance STAAR Participation and Performance	Title I- #6
Collaboration amongst educators and site managers to increase parental engagement participation	Principal, Asst. Principal and Teachers , Parental Educators	Local Funds, Title I Funds	Fliers, Sign-In-Sheets	September 2018- August 2019	Sign-in-Sheets	Monthly Reports	STAAR Participation and Performance	Title I-#6
Maintain parent participation data and create strategies to promote parental engagement.	Principal, Asst. Principal and Teachers , Parental Educators	Local Funds, Title I Funds	Action Plan, Data Charts	September 2018- August 2019	Sign-in Sheets	Monthly Reports	STAAR Participation and Performance	Title I- #6
A college awareness orientation for parents will be held at community centers and all high schools.	Principal, Asst. Principal and Teachers , Parental Educators	Local Funds, Title I Funds	College Presenters from local colleges	September 2018- August 2019	Sign in sheets	Session Attendance	STAAR Participation and Performance	Title I- #6, #10

SMSECHS Focus Area 5 : Technology -The campus will implement and update a comprehensive plan for meeting student learning needs through technology.

Objective 1: Provide on going support for the implementation/integration of technology into the curriculum.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Resources and support will be provided for Campus Instructional Technologists to work directly with campuses to integrate technology into curriculum.	Principals, Asst. Principal, Teachers, Campus Instructional Technologists	Software, hardware, and professional development, Title I Funds, State Comp Funds	September 2018- August 2019	Increased technology training sessions being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).	Increased student scores. More technology projects in core classes.	Instructional Technology Department reviews.	Title I - # 9, 10
Provide technology resources (online Accelerated Reading Software, Read 180, Systems 44, to facilitate reading development for all students.	Principals, Asst. Principal, Teachers, Campus Instructional Technologists	Title I, SCE 166, Local 199 Accelerated Reader Software, adequate bandwidth, and adequate hardware Read-Write Program	September 2018- August 2019	AR reports from schools. Progress Reports from each of the programs	Improved scores in reading	Increase in the participation and scores on the AR program	Title I- # 3, 9, 10
Provide the delivery of online library/research resources (Destiny Online, Office 365) to facilitate the integration of these resources in the classroom. All district users will be trained on MackinVia which will facilitate the location of these online resources. These resources will be available in the classroom and at home for all students.	Principals, Asst. Principal, Teachers, Campus Instructional Technologists	Destiny Software, Library Media COOP Resources, adequate bandwidth, and adequate hardware, Microsoft Office 365	September 2018- August 2019	Usage reports from the Destiny system and Office 365.	Increase in the number of students using the Destiny system.	Review of Destiny Reports	Title I- # 3, 9, 10

SMSECHS Focus Area 6: Increasing Learning Time

Objective 1: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2018-2019 STAAR.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30 minute Academic interventions, afterschool tutorials, and/or Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark	Principal, Asst. Principal and Teachers	Local 199, Title I, 211, State Comp 166, State Bilingual, SpEd 162	September 2018- August 2019	Tutorial Sign-in sheets, Schedules, Targeted Tutorials, Intervention Plans	Student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Communication will be conducted following each campus Benchmark to inform parents of students in the identified subgroups of interventions available.	Principal, Asst. Principal and Teachers	Local 199, Title I 211, State Comp 166, Migrant 212, State Bilingual, SpEd 162	September 2018- August 2019	Phone Logs, Sign-in sheets, Campus Letter, Tutoring permission slip	Student achievement gains, closing achievement gaps, increased student participation in tutorial program	Weekly-mini assessments, Unit assessments CBAs, BMs, STAAR, TELPAS, TPRI, Tejas Lee	Title 1 - #6

SMSECHS Focus Area 7 : School Culture and Climate.

Objective 1: Apply discipline protocols consistently and fairly throughout the campus.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training for campus staff on student behavior interventions, de-escalation, restorative practices, camera security system, etc.	Principal, Asst. Principal and Teachers	Local Funds	September 2018- August 2019	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in Behavior Intervention Forms, ISS, OSS and DAEP (Buell)	Side by side data analysis	Title 1--#10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Principal, Asst. Principal and Teachers	Local Funds	September 2018- August 2019	Sign-In Sheets, Certificates, PEIMS Discipline Data	Decrease in Behavior Intervention Forms, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Provide alternatives to out of school suspensions for all students	Principal, Asst. Principal and Teachers	Local Funds	September 2018- August 2019	PEIMS Discipline Data, Performance-Based Monitoring Analysis System(PBMAS)	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Implementation of schoolwide positive behavior interventions and supports	Principal, Asst. Principal and Teachers	Title I, IV, SpEd 162	September 2018- August 2019	PEIMS Discipline Data, Performance-Based Monitoring Analysis System(PBMAS)	Decrease in discipline referrals, ISS, OSS and DAE	Side by side data analysis	Title 1: #10

SMSECHS Focus Area 7 : School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Students with individual needs will receive assistance (medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services	Director of Health Services Nursing Staff, Principal, Asst. Principal and Teachers	-SCE and TI, SpEd 162, School based clinic NCVd, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP, Local Healthcare Providers	September 2018- August 2019	Assistance provided to students as needed	Health needs met	Side by side data analysis	Title 1--#10
Adolescents' general well-being will be improved through increased knowledge and access to medical and mental health care through the following strategies:	Director of Health Services Nursing Staff Principal, Asst. Principal and Teachers	-School based clinics -Local health care providers -Local hospitals -Title I, SCE 166	September 2018- August 2019	Live monitoring of uninsured students with dashboards by individual campus and student	Decreased percentage of student without a medical home	Side by side data analysis	Title 1--#10
Support services will be provided including deterrent of bullying/emotional abuse, suicide risk through: bullying/suicide box	Director of Health Services Nursing Staff, Principal, Asst. Principal and Teachers	Behavioral Centers PSIA District Counselor Emergency Procedure manual, Title IV	September 2018- August 2019	Training of PSJA employees existing and new	Successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1--#10

SMSECHS Focus Area 7 : School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The campus will ensure the development of each student as a whole person by:</p> <ul style="list-style-type: none"> -Strengthening personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encouraging the participation rate in extracurricular activities. 	<p>Director of Health Services Nursing Staff, Principal, Asst. Principal and Teachers</p>	<p>Athletic Department LPC</p>	<p>September 2018- August 2019</p>	<p>Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.</p>	<p>Clinic visits</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>The campus will reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. -School Health Advisory Committee (SHAC) along with coaches will improve amount of physical activity in school setting. -Develop policies that support healthy eating and physical activities. -Become a Healthy USA School -Provide public awareness, provide educational materials and appropriate referrals. 	<p>-Director of Health Services -Nursing Staff Principal, Asst. Principal and Teachers</p>	<p>-Child nutrition department -Coaching staff -Dietician DHR school based clinic</p>	<p>September 2018- August 2019</p>	<p>Let's get fit initiative Referrals for abnormal BMI Continue assessing and referring for Acanthosis Nigrigans Host parent sessions throughout school years</p>	<p>Verbal knowledge of community Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<p>Side by side data analysis</p>	<p>Title 1 --#10</p>
<p>Address the needs of the homeless students</p>	<p>Laura Campos, Principals, Counselors, Social Workers,</p>	<p>Title I</p>	<p>September 2018- August 2019</p>	<p>Referrals</p>	<p>Attendance Reports, Report Cards</p>	<p>Increased attendance, higher academic achievement</p>	<p>Title I- 9 , 10</p>

SMSECHS Focus Area 7 : School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The campus will provide a school environment free of drugs and violence through:</p> <ul style="list-style-type: none"> -Develop partnerships with parents to establish the responsibilities of each including resource referrals to programs that deal with pupils at risk -train students on how to develop a positive view of self and learn to use effective interpersonal skills. 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff Principal, Asst. Principal and Teachers 	<ul style="list-style-type: none"> -Texas Tropical Behavioral Health Centers -Police Departments 	<p>September 2018- August 2019</p>	<p>Nurses conduct impairment assessment as needed.</p>	<p>Resource referral issued to every student at risk for drug use or violent behavior.</p>	<p>Side by side data analysis</p>	<p>Title 1-#10</p>
<p>Training will be provided for all school staff on lockdown procedures</p>	<p>Principal</p>	<p>Local Funds</p>	<p>September 2018- August 2019</p>	<p>Minimum two lock downs per campus per school year</p>	<p>Schools are prepared for emergency situations</p>	<p>Side by side data analysis</p>	<p>Title 1-#10</p>

SMSECHS Focus Area 7: Create a Safe School Culture and Climate

Objective 2: Monitor school attendance initiatives to ensure student academic success.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>A consistent admission/enrollment plan will be promoted to ensure student engagement and quality data.</p> <ul style="list-style-type: none"> Collaborate with Student Data Center to improve On-line Registration. Implementation of Retention and Recruitment Program to ensure school choice and reduce student mobility. 	<p>Student Services Pupil Accounting Director, Attendance Recovery Personnel School Community Liaisons Recruitment & Retention Personnel Campus Personnel, Principal</p>	Local Funds	September 2018- August 2019	<ul style="list-style-type: none"> Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training 	<ul style="list-style-type: none"> -District Dashboard Data -School Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS District Increased Enrollment 	<p>Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports</p>	Title 1--#10
<p>Attendance/Non-attendance guidelines and Truancy Prevention Measures will be implemented at all campuses that include:</p> <ul style="list-style-type: none"> Parent Notices every year. Utilization of eSchool Messenger Parent/Student Handbook Staff Development Implement and follow-up with attendance improvement timeline. 	<p>Student Services Pupil Accounting Director, Attendance Recovery Personnel Campus Personnel Principal</p>	Local Funds	September 2018- August 2019	<p>Correspondence, Emails, TEA letter, PEIMS update annual training Implementation of Truancy and Dropout System Application</p>	<p>Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy.</p>	<p>Data Analysis Review Updated through corrective measures.</p>	Title 1--#10
<p>Ensure implementation of Attendance and Dropout Prevention Recovery Strategies that include:</p> <ul style="list-style-type: none"> Implementation of an Attendance Recovery Program. Campus Attendance Committee District School Attendance Prevention Measures and Truancy Procedures. Dropout strategies to ensure ongoing prevention. Attendance and Dropout Prevention monitoring 	<p>Pupil Accounting Director, Attendance Recovery Personnel School Community Liaison Personnel Campus Personnel Principal</p>	Local Funds	September 2018- August 2019	<p>Correspondence, Emails, District Plan, Annual Report Card Review of attendance, attendance recovery participants, minutes and completion.</p>	<p>Maintain attendance accountability in compliance with State Student Attendance Accounting statutes. Maintain dropout accountability measures in compliance with NCES Federal Accountability</p>	<p>Ongoing Data Validation District Attendance Daily, Six Weeks, Yearly Reports, Annual Report Card Ongoing Review and Monitoring of Student leavers and withdrawal compliance</p>	Title 1--#10

SMSECHS Focus Area 7 : School Culture and Climate.

Objective 2: Monitor school attendance initiatives to ensure student academic success.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Program effectiveness measures will be taken to ensure implementation of accountability measures of attendance improvement and dropout prevention.</p> <ul style="list-style-type: none"> Attendance Recovery Program monitoring weekly. Campus Attendance and Leaver Audits every six weeks. Campus feedback and monitor improvement. Best practices shared for District wide school attendance improvement. 	<p>Student Services Pupil Accounting Director Attendance Recovery/Dropout Personnel Campus Personnel Principal</p>	<p>Local Funds</p>	<p>September 2018- August 2019</p>	<p>Correspondence, Emails, TEA letter, PEIMS update annual training</p>	<p>eSchool Cognos Reports PEIMS end of year report Onpoint data base software</p>	<p>Texas Academic Report Card PBMAS District Improvement DVM Accountability</p>	<p>Title 1--#10</p>
<p>Consistent student support and administrative guidance will be provided through district personnel to ensure student academic success.</p> <ul style="list-style-type: none"> Develop Student Attendance Behavior Intervention Plans Provide School-Based support services Offer existing MOU's and Community-Based Program services Provide District level attendance recognition banners and incentives to promote student attendance. 	<p>Student Services Pupil Accounting Director Attendance Recovery/Dropout Personnel Principal</p>	<p>Local Funds</p>	<p>September 2018- August 2019</p>	<p>School Community Liaison Program Personnel eSchool Data</p>	<p>Increase in student achieve through EOC Improvement in student attendance and behavior Procedures manual/handbook</p>	<p>Community Resources Collaborative partnerships</p>	<p>Title 1--#10</p>

SMSECHS Focus Area 8: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 100% highly effective staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The district will offer competitive salaries for Teachers, and district staff</p> <p>Competitive Stipends for Masters and/or certifications that support district initiatives</p> <ul style="list-style-type: none"> • Teacher performance • Base compensation • Opportunities for advancement • Staff morale survey 	HR, Business office,	Local, Fed. Funds, State Comp Funds 166	September 2018- August 2019	<p>Greater Retention Rate of district staff</p> <p>Employee Loyalty</p>	<p>Improvement in instruction delivery</p> <p>Increase student achievement</p> <p>Increase of Performance Base and compensation</p> <p>Large applicant pool</p>	<p>Staff Retention reports</p> <p>Performance Base and Compensation Report</p>	Title 1 #3 & 5
<ul style="list-style-type: none"> • District will consider unique district incentives and stipends • Paying of Local Days • District contribution for employee medical plan • Medical Clinic 	Business Office, Human Resource	Local Funds 199, SCE 166	September 2018- August 2019	Staff retention	Staff retiring from district	experienced work force	Title 1 #3 & 5
<p>A plan for teacher selection and retention will be implemented:</p> <ul style="list-style-type: none"> • Bilingual/ESL certified • Special Education certified • Core area certifications • Masters degrees • CTE certified • Advanced placement trained 	HRS Admin., Bilingual/Special Education, CTE Directors, Principals	Staffing needs projections	September 2018- August 2019	<p>Staff hired</p> <p>High teacher retention rate</p> <p>Increase number of certified teachers</p>	<p>All classrooms have a highly effective teacher</p>	Screen applicants for best candidates	Title 1 #3 & 5
<p>University Student interns will be hired that have demonstrated excellence in the classroom</p>	Principals recommend to HR students interns that should be offered a contract	UTRGV, Texas A&M Kingsville	September 2018- August 2019	Hiring of Student Interns	Better adjustment for new teacher	Higher retention rate of new teachers	Title #3 & 5

SMSECHS Focus Area 8: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 100% highly effective staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Professional development for new teachers	Director of Instructional coaching, principals, Instructional coaches	Local funds	September 2018- August 2019	Sign in sheets, Coaching logs and schedules	Increase student achievement	CBAs, benchmarks, STAAR, TELPAS, SLO's, Professional Development Goals	Title 1 #3 & 5
Instructional coaching support will be provided for the following; New teachers, other teachers needing support	Department of instructional coaches, Directors, TIF Instr. Coaches	Local funds 199, Title I, II	September 2018- August 2019	Sign in sheets coaching logs and schedules	McRel teacher evaluation	CBAs, benchmarks STAAR, TELPAS	Title 1 #3 & 5
The campus will provide all new teachers with a teacher mentor	Principal, Dept. Head/Grade-level Rep., Asst. Principal	Experience teachers that have been trained as mentors.	September 2018- August 2019	Mentor Logs	Increase in teacher satisfaction and morale Improvement in student performance	McRel Evaluation Student Academic Performance Rigor/Relevance Rubric	Title 1 #3 & 5
Instructional coaching system will be provided with on-going professional development	Instructional coaching department Campus Principals	Title One Local Funds	September 2018- August 2019	Sign-in Sheets, Coaching logs, Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Effective and Highly Effective	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1 #3 & 5
Collaborative Instructional Review, i.e. Instructional Rounds will be provided and led by campus Instructional Coaches	Director Campus Instructional Coaches	Title One Local Funds	September 2018- August 2019	Sign-In Sheets, Coaching logs, Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Effective and Highly Effective	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1 #3 & 5

2018-2019 Campus DEMOGRAPHICS



Addendum

	ALL	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT	CTE
Number		69	1	22	0	0	1	61	1	36
Percent	100%	100%	1.4%	31.9%	0%	0%	1.4%	88.4%	1.4%	52.2%

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	69	69	0	0	0	0
Percent	100%	100%	0	0	0	0