



# **College, Career, and Technology Academy (CCTA) 2024-2025**

## ***Mission Statement***

- *PSJA College, Career, and Technology Academy is committed to the success of all students ages 18 through 26 by providing an opportunity to complete a high school diploma as well as providing an opportunity for industry certificates or acquiring 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.

# School Board Members and Superintendent's Cabinet

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**Vice-President - Diana Serna**

**Secretary - Yolanda Castillo**

**Assistant Secretary - Jesus "Jesse" Vela, Jr.**

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**Member - Jesus A. "Jesse" Zambrano**

**Member - Jorge Zambrano**

## District Leadership Team

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### Superintendent's Cabinet

**Ranulfo Marquez, Assistant Superintendent for Academics**

**Rebecca Gonzales, Assistant Superintendent for Finance**

**Dr. Rebeca Garza, Assistant Superintendent for Human Resources**

**Dr. Orlando Noyola, Assistant Superintendent for Student Services**

**Dr. Lauro Davalos, Assistant Superintendent for Technology**

### Senior Staff

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**Dr. Linda Uribe-Treviño, Executive Officer for College & Career Readiness**

**Dr. Iris Guajardo, Executive Officer for Secondary Schools**

**Dr. Nora Rivas-Garza, Executive Officer for Secondary Schools**

**Claudia Gonzalez, Executive Officer for Elementary Schools**

**Virna M. Bazan, Executive Officer for Elementary Schools**

**Dr. Susana Arredondo, Executive Officer for Elementary Schools**

**Yolanda Gomez, Executive Officer for Learning Acceleration**

**Alfredo Carrillo, Executive Officer for Human Resources**

**Rafael Gonzalez, Administrator for Operations**

**Mario Bracamontes, Sustainability Administrator**

*College, Career, and Technology Academy  
2024-2025  
Campus Performance Plan Council Members*

Committee	Name	Position	Signature
Administration-Principal	Rosa Rakay	Member	
Assistant Principal	Lorena Ramos	Member	
Administration-Counselor	Maria Torres	Member	
LIFE Coach	Consuelo De La Rosa	Member	
Classroom Teacher	Victor Cruz	Member	
CTE Teacher	Teshawn Leslie	Member	
Professional		Member	
Community Representative		Member	
Parent		Member	
Student	Dylan Briseno	Member	

# Comprehensive Needs Assessment



## Data Resources Reviewed

1. 2024-2025 STAAR District Summary Report
2. 2024-2025 District Attendance
3. PEIMS Data
4. 2024-2025 TELPAS District Data

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

GOAL	Area Reviewed	Summary of Strengths	Areas of Focus
1	<p>Student Achievement</p> <p>STAAR</p> <p>CCMR</p> <p>Graduation</p> <p>*note addressing the use of quality data to drive instruction</p>	<p>Purposeful planning</p> <p>Intentional Scheduling</p> <p>Cross-Training of Staff</p> <p>Purposeful and Intentional Staff Development</p> <p>Curriculum Writing</p> <p>Student Support</p> <p>P-TECH Designation</p>	<p>The campus is focused on Reading and Writing student achievement through 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</p> <p>Academic Growth</p>	<p>Monitoring of Students</p> <p>Teacher Mentors</p> <p>STC/GPAs</p> <p>Progress/ Report Cards</p> <p>Teachers-College Advising Training from STC</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"> <li>• Disaggregation of data by subgroups</li> <li>• Content data reviews</li> <li>• Academic Interventions</li> </ul>	<ul style="list-style-type: none"> <li>• 120 minutes of reading and writing</li> <li>• 120 minutes of math intervention</li> <li>• The campus serves 100% at-risk population and data analysis is done periodically throughout the school year.</li> </ul>
4	Family and Community Involvement	<ul style="list-style-type: none"> <li>• Parent Liaison</li> <li>• Parent Center located in A building</li> <li>• Serving neighborhood area</li> <li>• Communication in both English and Spanish</li> <li>• Business Partnerships</li> <li>• IHE Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• To increase the number of students are prepared to give back to the community by volunteering and completing internships at with local businesses.</li> </ul>

## 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"> <li>• 120 minutes of reading and writing</li> <li>• 120 minutes of math intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Intentional scheduling with intentional student grouping to provide academic intervention.</li> <li>• CLC will be provided to meet the needs of our staff and students in effort to increase student achievement.</li> </ul>
6	Technology	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"> <li>• 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.</li> </ul>
8	Teacher Quality	Campus turn-over rate is minimal. Highly Qualified Staff New Teacher Academy TTESS Evaluation Tool Teacher Performance Pay Teacher Incentives	<ul style="list-style-type: none"> <li>• The campus staff are cross trained to advise students and colleagues.</li> <li>• 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.</li> </ul>



## 2024-2025 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
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	Sept. 2024-Aug. 2025	Formative and Summative Assessments	CBAs, Benchmark scores, student achievement gains	BM's, 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	Sept. 2024-Aug. 2025	Agendas and sign-in sheets, Data Analysis Documents, CBAs/Benchmark Response, CLC planning	CBAs, Benchmark scores, student achievement gains	Mini assessments, BM's, 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	Sept. 2024-Aug. 2025	Agendas and sign-in sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, BM's, 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	Sept. 2024-Aug. 2025	Agendas and sign-in sheets	Benchmark scores, student achievement gains	Mini assessments, BM's, 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	Sept. 2024-Aug. 2025	Agendas and sign-in sheets	Benchmark scores, student achievement gains	Mini assessments, BM's, 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
Review information provided by STAAR DMAC 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, SCE & Title 1 Funds	Sept. 2024-Aug. 2025	Agendas and sign-in sheets, Data Analysis Documents Tutoring Supplies	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, SCE & Title 1 Funds	Sept. 2024-Aug. 2025	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,SCE & Title 1 Funds	Sept. 2024-Aug. 2025	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. Homebound services will be offered to students that meet PRS requirements.	Principal, Asst. Principal and Teachers	Local Funds, SCE & Title 1 Funds, State Comp	Sept. 2024-Aug. 2025	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 2: Assessments** aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2023-2024.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Data Rooms will be utilized at each campus for data analysis and monitoring student progress immediately following each District Assessment.	Campus leadership team Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds	Sept. 2024-Aug. 2025	Data Reports	Student achievement gains	BM's, STAAR, TELPAS	Title 1 - #2, 8
Campus level monitoring of the progress of migrant, ELL, Special Education students will be done immediately following each CBA and BM	Principal, Asst. Principal and Teachers	Title I, SCE, Migrant Funds, SpEd 162, State Bilingual	Sept. 2024-Aug. 2025	Agendas and Sign-in Sheets	student achievement gains, closing achievement gaps	BM's, STAAR, TELPAS	Title 1 - #1, 2
Academic vocabulary will be intentionally taught throughout the contents by utilizing best practices.	Teachers	Local Funds, Title 1 Funds	Sept. 2024-Aug. 2025	Walkthrough Documentation	Student achievement gains	BM's, STAAR, TELPAS	Title 1 - #1, 2

## 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, 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	Sept. 2024-Aug. 2025	Master Schedule, Summer Schedules, Enrichment Program Schedules	Student Achievement Gains, Closing Achievement Gaps	Benchmarks, STAAR, TELPAS	Title 1#: 1, 2
Foreign language and environmental education instruction	Principal, Asst. Principal and Teachers	State Bilingual, Title IV	Sept. 2024-Aug. 2025	Schedules	Student Achievement Gains, Closing Achievement Gaps	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, Migrant Funds, SPED Funds, SCE	Sept. 2024-Aug. 2025	Walkthrough Documentation	Closing the Gap	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, copy paper, supplies ,materials. etc.)	Principal, Asst. Principal and Teachers	Local Funds 199, Title I, IV Funds, Bilingual Funds, Migrant Funds, SPED Funds, SCE	Sept. 2024-Aug. 2025	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 2023-2024 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	Sept. 2024-Aug. 2025	District and Campus Goals for 2023-2024	Student achievement gains, closing achievement gaps	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	Sept. 2024-Aug. 2025	Student Progress Profiles, DMAC Reports, Campus Data Reports	Student achievement gains, closing achievement gaps	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	Sept. 2024-Aug. 2025	Special Populations' Data Templates Individual Learning Profiles	Student achievement gains, closing achievement gaps	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	Lead4ward, Regional Reports, Comparison, Title I, II Funds	Sept. 2024-Aug. 2025	Agendas and Sign-in Sheets, Powerpoint	Student achievement gains, closing achievement gaps	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	Sept. 2024-Aug. 2025	Agendas and Sign-in Sheets	Student achievement gains, closing achievement gaps	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	Sept. 2024-Aug. 2025	Agendas and Sign-in Sheets	Student achievement gains, closing achievement gaps	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	Sept. 2024-Aug. 2025	Walk-throughs, Master Schedule Unpacking of the TEKS document	Benchmark scores, student achievement gains, closing achievement gaps	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	Sept. 2024-Aug. 2025	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	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	Sept. 2024-Aug. 2025	Agendas and Sign-in Sheets, Class Rosters	Student achievement gains, closing achievement gaps	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	Sept. 2024-Aug. 2025	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	Sept. 2024-Aug. 2025	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	Sept. 2024-Aug. 2025	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	Sept. 2024-Aug. 2025	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 ).**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
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	Sept. 2024-Aug. 2025	Agendas and Sign-in Sheets,	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	BM's, 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	Sept. 2024-Aug. 2025	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	BM's, 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	Sept. 2024-Aug. 2025	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	BM's, STAAR, TELPAS	Title 1 - #2,4,8
Weekly assessments will be administered.	Principal, Asst. Principal and Teachers	Local Funds, Title 1 Funds	Sept. 2024-Aug. 2025	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, increased number of students scoring at the Meets Grade Level, tracking forms	BM's, 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	Sept. 2024-Aug. 2025	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
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	Sept. 2024-Aug. 2025	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
GT teachers will attend the 6hr minimum GT training and provide guidance and direct support to complete the required yearly GT project.	Principal, Asst. Principal and Teachers	District GT trainings and staff development plan.	Sept. 2024-Aug. 2025	Teacher lesson plans	GT presentations to staff.	Number of GT students who successfully complete the presentation	Title 1

## 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
TSIA2 class instruction will be provided to prepare students for the assessment	College Readiness, Principal, Asst. Principal and Teachers	Local Funds - (199)	Sept. 2024-Aug. 2025	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 TSIA2 assessment.	Title 1: #9
TSIA2 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)	Sept. 2024-Aug. 2025	Tutorial Sign-in sheets, TSIA2 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 TSIA2 assessment.	Title 1: #9
TSIA2 Summer Bridge Program will be available for preparation of students who have not mastered TSIA2 assessment	College Readiness, Principal, Asst. Principal and Teachers	Local Funds - (199)	Sept. 2024-Aug. 2025	Tutorial sign-in sheets, TSIA2 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 TSIA2 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**

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title 1 Schoolwide Components</b>
Students will be provided support with a college transition plan	College Transition Specialists, Financial Aid Officers, IHE's, Counselors, Principal, Asst. Principal and Teachers	Local Funds, Title I funds	Sept. 2024-Aug. 2025	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	Local Funds, Title I funds	Sept. 2024-Aug. 2025	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. In addition, staff will be trained to become College Advisors.	College Transition Specialists, Financial Aid Officers, Principal, Asst. Principal and Teachers STC Staff	Local funds, CTE funds, Title I funds	Sept. 2024-Aug. 2025	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 ,CIF teaching strategies, and Fundamental 5 Revisited	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199 Fundamental 5 book	Sept. 2024-Aug. 2025	Completed Curriculum Documents CLC Sign in	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	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,	Sept. 2024-Aug. 2025	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	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,	Sept. 2024-Aug. 2025	Completed DOK questions in the curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	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	Sept. 2024-Aug. 2025	Completed Close Reading Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	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
Writing across the contents	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	Sept. 2024-Aug. 2025	Lesson Plans, exit tickets, short answer responses	Increased Student Progress in literacy across the content	BM's, 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	Sept. 2024-Aug. 2025	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BM's, STAAR, TELPAS	BM's, 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	Sept. 2024-Aug. 2025	Walk-throughs, DMAC data reports, Data Rooms	Increased Student Progress for all students to include sub population as measured on CBAs, BM's, STAAR, TELPAS	BM's, 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	Sept. 2024-Aug. 2025	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, BM's, STAAR, TELPAS	BM's, STAAR, TELAS	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	Sept. 2024-Aug. 2025	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, BM's, STAAR, TELPAS	BM's, 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	Sept. 2024-Aug. 2025	Completed Curriculum Documents	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	BMs, STAAR, TELPAS	Title I - #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	Sept. 2024-Aug. 2025	Agendas and Sign-in Sheets	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	BMs, STAAR, TELPAS	Title I - #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	Sept. 2024-Aug. 2025	Walk-throughs, DMAC data reports, Data Rooms	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	BMs, STAAR, TELPAS	Title I - #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	Sept. 2024-Aug. 2025	CLC agendas and sign-in sheets	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	BMs, STAAR, TELPAS	Title I - #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 developed/ revised as spiraled activities in STAAR format	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199	Sept. 2024-Aug. 2025	Walk-throughs, lesson plans	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	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	Sept. 2024-Aug. 2025	Agendas and Sign-in Sheets	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	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	Sept. 2024-Aug. 2025	Agendas and sign-in sheets	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	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	Sept. 2024-Aug. 2025	CLC agendas and sign-in sheets	Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	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"> <li>•Accommodations</li> <li>•Nonlinguistic Representation Activities</li> <li>•Interactive Word Walls <ul style="list-style-type: none"> <li>• Thinking Maps/Graphic Organizers</li> </ul> </li> <li>*iStation</li> <li>*Imagine Learning</li> </ul> <ul style="list-style-type: none"> <li>•SIOP Model</li> <li>•Close Reading strategies</li> <li>•Differentiated instruction</li> <li>•Technology Devices &amp; equipment and software</li> <li>•Collaborative Learning Community</li> <li>•RtI Plans</li> <li>•Strategic Plans</li> <li>•ELPS</li> <li>•Summit K12</li> <li>•Personal Graduation Plans</li> <li>•Corrective Reading</li> </ul>	Principal, Asst. Principal and Teachers	Title 1 211, Local Funds 199 State Bilingual, Special Ed 162, Migrant Funds 212 State Comp 166	Sept. 2024-Aug. 2025	<p>-Strategies embedded in the district curriculum guides.</p> <p>-Lesson plans,</p> <p>-walkthroughs,</p> <p>-Intervention plans,</p> <p>-Progress Monitoring</p> <p>-Learning walks</p>	Closing the achievement gap among all student populations.	Weekly assessments, BMs, STAAR, EOC, TELPAS, PBMAS,	Title 1: #2,3,4,9

### 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	Sept. 2024-Aug. 2025	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, 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	Sept. 2024-Aug. 2025	Walk-throughs, ARDs, Accommodations, Lesson Plans, Monitoring of the IEP	Closing the achievement gap among all student populations.	Weekly Assessments, 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	Sept. 2024-Aug. 2025	504 accommodation plans, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	Weekly assessments, 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	Sept. 2024-Aug. 2025	Dyslexia progress monitoring data, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	Weekly assessments, 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	Sept. 2024-Aug. 2025	School rosters, Credit recovery rosters, tutorial schedules, log in sheets	Students gaining credits, lower failure rates, higher graduation rates	Weekly assessments, 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	Sept. 2024-Aug. 2025	Parent Surveys	Attendance	Increased Parent Attendance STAAR Participation and Performance	Title I- #6
Collaboration amongst parent 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	Sept. 2024-Aug. 2025	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	Sept. 2024-Aug. 2025	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	Sept. 2024-Aug. 2025	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	Sept. 2024-Aug. 2025	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)	Principals, Asst. Principal, Teachers, Campus Instructional Technologists	Title I, SCE 166, Local 199 Accelerated Reader Software, adequate bandwidth, and adequate hardware Read-Write Program	Sept. 2024-Aug. 2025	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	Sept. 2024-Aug. 2025	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 BenchmarkS	Principal, Asst. Principal and Teachers	Local 199, Title I, 211 , State Comp 166, State Bilingual, SpEd 162	Sept. 2024-Aug. 2025	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	Sept. 2024-Aug. 2025	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	Sept. 2024-Aug. 2025	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	Sept. 2024-Aug. 2025	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	Sept. 2024-Aug. 2025	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	Sept. 2024-Aug. 2025	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 T1, SpEd 162, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP, Local Healthcare Providers	Sept. 2024-Aug. 2025	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	Sept. 2024-Aug. 2025	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 determent of bullying/emotional abuse, suicide risk through: bullying/suicide box	Director of Health Services Nursing Staff, Principal, Asst. Principal and Teachers	Behavioral Centers PSJA District Counselor Emergency Procedure manual, Title IV	Sept. 2024-Aug. 2025	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
The campus will ensure the development of each student as a whole person by: -Strengthening personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encouraging the participation rate in extracurricular activities.	Director of Health Services Nursing Staff, Principal, Asst. Principal and Teachers	Athletic Department LPC	Sept. 2024-Aug. 2025	Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.	Clinic visits	Side by side data analysis	Title 1--#10
The campus will reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers. Action Steps: - 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.	-Director of Health Services -Nursing Staff Principal, Asst. Principal and Teachers	-Child nutrition department -Coaching staff -Dietician DHR school based clinic	Sept. 2024-Aug. 2025	Let's get fit initiative  Referrals for abnormal BMI  Continue assessing and referring for Acanthosis Nigricans  Host parent sessions throughout school years	Verbal knowledge of community  Evidence of returned referral of visits to nutritionist, dieticians, and health care providers	Side by side data analysis	Title 1 – #10
Address the needs of the homeless students	Laura Campos , Principals, Counselors, Social Workers,	Title I	Sept. 2024-Aug. 2025	Referrals	Attendance Reports, Report Cards	Increased attendance, higher academic, achievement	Title I- 9 , 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
The campus will provide a school environment free of drugs and violence through: -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.	-Director of Health Services -Nursing Staff  Principal, Asst. Principal and Teachers	-Texas Tropical Behavioral Health -Behavioral Centers -Police Departments	Sept. 2024-Aug. 2025	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1--#10
Training will be provided for all school staff on lockdown procedures, fire drills, and safety procedures	Principal	Local Funds	Sept. 2024-Aug. 2025	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10

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

### Objective 3: 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"> <li>Collaborate with Student Data Center to improve On-line Registration.</li> <li>Implementation of Retention and Recruitment Program to ensure school choice and reduce student mobility.</li> </ul>	<p>Student Services Pupil Accounting Director, Attendance Recovery Personnel School Community Liaisons Recruitment &amp; Retention Personnel Campus Personnel, Principal</p>	Local Funds	Sept. 2024-Aug. 2025	<ul style="list-style-type: none"> <li>-Pre-registration campaign</li> <li>-District Expo</li> <li>-Student Choice Transfers</li> <li>-Student Recovery Initiatives</li> <li>-Pre-Countdown to Zero</li> <li>-PEIMS/Leaver Training</li> <li>-Countdown to Zero</li> <li>-Customer Service Training</li> </ul>	<ul style="list-style-type: none"> <li>-District Dashboard Data</li> <li>-eSchool Cognos Reports</li> <li>-Preliminary Enrollment Counts</li> <li>-Sign-In Sheets</li> <li>Public Relations/PEIMS District Increased Enrollment</li> </ul>	<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"> <li>Parent Notices every year.</li> <li>Utilization of eSchool Messenger</li> <li>Parent/Student Handbook</li> <li>Staff Development</li> <li>Implement and follow-up with attendance improvement timeline.</li> </ul>	<p>Student Services Pupil Accounting Director, Attendance Recovery Personnel Campus Personnel Principal</p>	Local Funds	Sept. 2024-Aug. 2025	<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</p> <p>Decrease in discipline and truancy.</p>	<p>Data Analysis Review</p> <p>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"> <li>Implementation of an Attendance Recovery Program.</li> <li>Campus Attendance Committee</li> <li>District School Attendance Prevention Measures and Truancy Procedures.</li> <li>Dropout strategies to ensure ongoing prevention.</li> <li>Attendance and Dropout Prevention monitoring</li> </ul>	<p>Pupil Accounting Director, Attendance Recovery Personnel School Community Liaison Personnel Campus Personnel Principal</p>	Local Funds	Sept. 2024-Aug. 2025	<p>Correspondence, Emails, District Plan, Annual Report Card</p> <p>Review of attendance, attendance recovery participants, minutes and completion.</p>	<p>Maintain attendance accountability in compliance with State Student Attendance Accounting statutes.</p> <p>Maintain dropout accountability measures in compliance with NCES Federal Accountability</p>	<p>Ongoing Data Validation District Attendance Daily, Six Weeks, Yearly Reports.</p> <p>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 3: 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"> <li>Attendance Recovery Program monitoring weekly.</li> <li>Campus Attendance and Leaver Audits every six weeks.</li> <li>Campus feedback and monitor improvement.</li> <li>Best practices shared for District wide school attendance improvement.</li> </ul>	<p>Student Services Pupil Accounting Director Attendance Recovery/Dropout Personnel Campus Personnel Principal</p>	Local Funds	Sept. 2024-Aug. 2025	<p>Correspondence, Emails, TEA letter,</p> <p>PEIMS update annual training</p>	<p>eSchool Cognos Reports</p> <p>PEIMS end of year report</p> <p>Onpoint data base software</p>	<p>Texas Academic Report Card</p> <p>PBMAS District Improvement</p> <p>DVM Accountability</p>	Title 1--#10
<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"> <li>Develop Student Attendance Behavior Intervention Plans</li> <li>Provide School-Based support services</li> <li>Offer existing MOU's and Community-Based Program services</li> <li>Provide District level attendance recognition banners and incentives to promote student attendance.</li> </ul>	<p>Student Services Pupil Accounting Director Attendance Recovery/Dropout Personnel Principal</p>	Local Funds	Sept. 2024-Aug. 2025	<p>School Community Liaison Program Personnel</p> <p>eSchool Data</p>	<p>Increase in student achieve through EOC</p> <p>Improvement in student attendance and behavior</p> <p>Procedures manual/handbook</p>	<p>Community Resources</p> <p>Collaborative partnerships</p>	Title 1--#10

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"> <li>Teacher performance Base compensation</li> <li>Opportunities for advancement</li> <li>Staff morale survey</li> </ul>	HR, Business office	Local, Fed. Funds, State Comp Funds 166	Sept. 2024-Aug. 2025	<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"> <li>District contribution for employee medical plan</li> <li>Medical Clinic</li> </ul>	Business Office, Human Resource	Local Funds 199, SCE 166	Sept. 2024-Aug. 2025	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> <p>Bilingual/ESL certified</p> <p>Special Education certified</p> <p>Core area certifications</p> <p>Masters degrees</p> <p>CTE certified</p> <p>Advanced placement trained</p>	HRS Admin., Bilingual/Special Education, CTE Directors, Principals	Staffing needs projections	Sept. 2024-Aug. 2025	<p>Staff hired</p> <p>High teacher retention rate</p> <p>Increase number of certified teachers</p>	All classrooms have a highly effective teacher	Screen applicants for best candidates	Title 1 #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	Sept. 2024-Aug. 2025	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	Sept. 2024-Aug. 2025	Sign in sheets coaching logs and schedules	T-TESS 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.	Sept. 2024-Aug. 2025	Mentor Logs	Increase in teacher satisfaction and morale Improvement in student performance	T-TESS 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	Sept. 2024-Aug. 2025	Sign-In Sheets, Coaching logs, Coaching schedules	T-TESS Teacher Evaluation Proficiency level increase to the Effective and High Effective	T-TESS 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 LIFE Coaches	Director Campus LIFE Coaches	Title One Local Funds	Sept. 2024-Aug. 2025	Sign-In Sheets, Coaching logs, Coaching schedules	T-TESS Teacher Evaluation Proficiency level increase to the Effective and Highly Effective	T-TESS Mid-term and summative evaluations SLO obtainment RRR	Title 1 #3 & 5

# 2024-2025 Campus DEMOGRAPHICS



## Addendum

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	M3	M4	MIGRANT	ECD	GT	CTE
Number	61	28	33	4	31	0	0	0	0	2	56	1	25
Percent				6.6%	50.8%					3.3%	91.8%	1.6%	41.0

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	61	100%	0	0	0	0
Percent						