

**SAN ELIZARIO HIGH SCHOOL CAMPUS IMPROVEMENT  
PLAN**

**2009-2010**

**San Elizario High School Campus Improvement Plan  
2009-2010**

<i>Campus Representatives</i>	<i>Position</i>	<i>Signatures</i>
<i>Lori Estrada</i>	<i>Teacher – Social Studies</i>	
<i>Cecilia Lucero</i>	<i>Teacher - Spanish</i>	
<i>Bonita Whittington</i>	<i>Teacher - CTE</i>	
<i>Claudia Rodriguez</i>	<i>Teacher - Math</i>	
<i>James Snarr</i>	<i>Teacher - -NJROTC</i>	
<i>Melinda Ramirez</i>	<i>Teacher - SPED</i>	
<i>Jeff Seay</i>	<i>Teacher - English</i>	
<i>Delia Dominguez</i>	<i>Teacher - -Biology</i>	
<i>Christine Jaksch</i>	<i>AP</i>	
<i>Frank Huizar</i>	<i>AP</i>	

Discussed during the September  
SIT meeting. Final approval  
made during October  
Department Head meeting.

## **San Elizario Campus Goals**

- 1. San Elizario High School will provide students with the programming necessary for maximizing their academic performance.**
- 2. San Elizario High School will provide parents opportunities for meaningful involvement in the educational process.**
- 3. San Elizario High School will have a highly qualified and well trained staff.**
- 4. San Elizario High School will maintain a safe and drug free school.**

## **Core Values**

- 1. Integrity**
- 2. Accountability**
- 3. Teamwork**

## **Vision Statement**

SEHS will prepare all students with the necessary skills for success in the post secondary activities of their choice.

## **San Elizario High School Mission Statement**

To provide opportunities.

**FUND SOURCES 2009 - 2010**

<b>Fund Sources</b>	<b>Fund No.</b>	<b>Origin</b>	<b>Loya Primary 102</b>	<b>Sambrano Elementary 103</b>	<b>Alarcon Elementary 101</b>	<b>Borrego Elementary 104</b>	<b>Middle School 041</b>	<b>High School 001</b>	<b>ExCell Academy ALC</b>	<b>District Initiatives</b>
State Compensatory	199	State	X	X	X	X	X	X		
General	199	Local	X	X	X	X	X	X	X	X
Title I, Part A	211	Federal	X	X	X	X	X	X		X
Title I – SIP	211	Federal					X			
Title II, Part A	255	Federal	X	X	X	X				
Title IV, Part A	204	Federal	X	X	X	X	X	X		X
Title V, Part A	269	Federal								X
Title II, Part D	262	Federal								X
SSI	404	State	X	X	X	X	X			
Bilingual	199	State	X	X	X	X	X	X		X
Title III, Part A	263	Federal	X	X	X	X	X	X		X
PEP	394	State								X
Career & Technology	199	State						X		
Carl Perkins	244	Federal						X		
Technology	411	State	X	X	X	X	X	X		
Special Education	199	State	X	X	X	X	X	X		
Special Education IDEA	224	Federal	X	X	X	X	X	X		X
Special Education Preschool	225	Federal	X							X
Title I Stimulus	285	Federal	X	X	X	X	X	X	X	X
Special Education IDEA Stimulus	283	Federal	X	X	X	X	X	X		X
Special Education Preschool Stimulus	284	Federal	X							X
Title XIV SFSF	266	Federal	X	X	X	X	X	X		X
Title II, Part D Stimulus		Federal								X

## PROCESS USED IN DEVELOPING THE SEHS CAMPUS IMPROVEMENT PLAN 2008-2009

In preparation for submitting budget needs for the 2009-2010 school years, the following data was collected and used to determine a campus needs assessment (Title I, #1):

- 2008-2009 TAKS Scores to include analysis of cohort groups, special student populations, longitudinal data, etc.
- Failure Rates per grade level
- Retention rate
- Graduation rate
- Summer school initiatives
- Effective School Survey
- Performance Based Monitoring System (PBMS)
- TELPAS
- Adequate Yearly Progress (AYP)
- Average Daily Attendance (ADA)
- SAT, ACT, ACCUPLACER data
- AP data
- PRS data

Information from district administration, campus administration, counselors, and faculty was collected to formulate recommendations to address academic needs.

**Adequate Yearly Progress (AYP)** results show that SEHS did not meet federal guidelines for the 2007/08 school year. The guidelines were met for 2008/09.

The campus continues to address NCLB Performance Goals and Objectives that are specifically aimed at closing the gaps in reading, math and minimize the drop out rate to less than 1%.

*San Elizario High School*  
*School Wide Components Check List*

1. A comprehensive needs assessment of the entire campus that is based on information which includes the achievement of students in relation to the State academic content standards and the State student academic achievement standards; refer to page 5.
2. Schoolwide reform strategies that (refer to Goal 1):
  - a) provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement;
  - b) use effective methods and instructional strategies that are based on scientifically based research that;
    - Strengthen the core academic program in the school;
    - Increase the amount and quality of learning time, such as providing an extended school year, before – and after – school programs and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
    - Include strategies for meeting the educational needs of historically underserved populations
  - c) include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program; and
  - d) address how the school will determine if such needs have been met; and
  - e) are consistent with, and are designed to implement, the State and local improvements plans, if any.
3. Instruction by highly qualified professional teachers; refer to Goal 3
4. In accordance with section 1119 and section 1114 (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children at the campus to meet the State’s student academic achievement standards; refer to Goal 3.
5. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services; refer to Goal 2
6. Plans for assisting preschool children in transition to elementary school; not applicable.
7. Strategies to attract high-quality highly qualified teachers to high need schools; refer to Goal 3.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111 (b) (3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program; refer to Goal 1.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 11111 ( b) (1) must be provided with effective, timely additional assistance which shall include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance; refer to Goal 1
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training; refer to Goal 4. [P.L. 107-1110, Section 11114 (b) (1)]

# AYP Targets



- Academic Performance

School Year	2002-03 2003-04	2004-05 2005-06	2006-07 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
R/LA	46.8%	53.5%	60.1%	66.8%	73.4%	80.1%	86.7%	93.4%	100%
Math	33.4%	41.7%	50.0%	58.3%	66.6%	74.9%	83.2%	91.5%	100%

- 95% participation in state assessments
- Other Indicator
  - 70% Graduation Rate
  - 90% Attendance Rate



*AYP basically has three elements with targets for performance for each.*

- (1) Campuses must measure the progress of LEA and schools based on academic assessments, including separate annual objectives for continuous and substantial improvement for all students and all student groups;*
- (2) have 95% participation in state assessment system; and*
- (3) have an additional indicator which is **graduation rate for high schools** and **attendance rate for middle schools and elementary.***

Indicators	2006-2007	2007-2008	2008/09
<b>Academic Performance</b>			% pass-w/TPM
Reading	73%	77%	85%-95%
Math	49%	52%	67%-82%
<b>Participation</b>	>99%	>99%	99%
<b>Other</b>			
Graduation Rate	75.0%	*67.1%	74.1%
Attendance	96%	95.86	96.16

**Completion rate: \*Class of 2007 - \*\*Class of 2008**

**San Elizario High School Campus Improvement Plan  
2009-2010**

**District Goal: 1**

**Campus Goal: 1** San Elizario High School will provide students with the programming necessary for maximizing their academic performance.

**Campus Obj: 1.1** Increase the number of students mastering the TAKS and other state mandated tests through a rigorous course of study. TAKS will increase as follows for the 2009-2010 school years (Title I, #2); AYP will be met for 2009/10:

**Targeted TAKS Academic Improvements for 2006 - 2009**

Grade	Test	07-08 Targeted	07-08 Actual	08-09 Targeted	08-09 Actual	09/10 Targeted	09/10 Actual
9th	Reading	80%	80%	85%	82% (+2)	85%	
	Math	65%	50%	75%	52%(+2)	80%	
10th	ELA	80%	80%	85%	88%(+8)	90%	
	Math	65%	56%	75%	70%(+14)	80%	
	Science	70%	44%	75%	60%(+16)	80%	
	Social Studies	80%	77%	82%	83%(+6)	90%	
11 <sup>th</sup>	ELA	90%	86%	91%	81%(-5)	90%	
	Math	90%	70%	75%	72%(+2)	80%	
	Science	85%	75%	80%	77%(+2)	80%	
	Social Studies	95%	89%	94%	90%(+1)	92%	

**AYP Targeted Academic Improvements for 2007 - 2010**

	07-08 Target	07-08 Actual	08/09 Target	08/09 Actual-w/TPM	09/10 Target w/out TPM	09/10 Actual
Reading	75%	77%	80%	85%-95%	90%	
Math	55%	52%	58%	67%-74.1%	70%	
Graduation Rate	80%	*67.1 Class of 07	80%	*71.4 Class of 08		
Attendance	98%	96.94%	97%	96.16		

## San Elizario High School Campus Improvement Plan

Math	07/08	08/09	Reading	07/08	08/09
<b>All</b>	<b>52%</b>	<b>67%</b>	<b>All</b>	77%	85%
<b>Hispanic</b>	<b>52%</b>	<b>67%</b>	<b>Hispanic</b>	77%	85%
<b>Econ Dis</b>	<b>51%</b>	<b>67%</b>	<b>Econ Dis</b>	77%	85%
<b>LEP</b>	<b>19%</b>	<b>47%</b>	<b>LEP</b>	41%	49%
<b>SPED</b>	<b>not rated</b>	<b>42%</b>	<b>SPED</b>	not rated	53%

**2009-2010**

### District Goal 1

**Campus Goal 1:** San Elizario High School will provide students with the programming necessary for maximizing their academic performance.

**Campus Obj 1.1:** Increase the number of students mastering the TAKS to the Recognized level through a rigorous course of study (Title I, #2).

Strategies/Activities (w/Timelines for Monitoring)	Person(s) Responsible	Resources Fund      Amt.	Formative Assessment <input type="checkbox"/> January 16 2010 <input type="checkbox"/> July 30, 2010/Evaluation
<ol style="list-style-type: none"> <li>1. Utilize TAKS objectives / data to identify instructional needs per content area (English Language Arts (ELA), Science, Math, Social Studies) in Professional Learning Teams</li> <li>2. Promote use of technology to include Promethean Boards, Elmos, etc.</li> <li>3. Provide after school and internal tutorials to support students that are in danger of failing TAKS to include using the personalized study guide for grade 11, Computer Education Institute (CEI) and Read 180, TAKS camp, A+ (Title I, #9).</li> <li>4. Maintain personnel to support reading across the content area and to support Math / Science with TAKS Labs (Title I, #9).</li> <li>5. Implement a variety of reading strategies across the content area to improve student performance (Title I, #9):               <ol style="list-style-type: none"> <li>a. Comprehension constructors</li> <li>b. Daily calendar</li> <li>c. Survey Question Read Recite Review (SQ3r)</li> </ol> </li> <li>6. Meet with Dept. Heads to discuss instructional strategies and to review curriculum priorities (Title I, #8).</li> </ol>			

<p>7. Meet with campus administration weekly to discuss instructional issues.</p> <p>8. Continue Rosetta Stone, Creative Education Institute (CEI) and Read 180 programs to increase reading levels of all students and on the Woodcock Munoz Language Survey by a minimum of one grade level (Title I, #9).</p> <p>9. Provide ongoing analysis of the effectiveness of CEI / Read 180 programs in meeting SEHS student needs</p> <p>10. Implement a daily TAKS based instructional focus (Title I, #9)..</p> <p>11. Identify students in need of summer school assistance and provide transportation and teacher stipend (Title I, #9)..</p> <p>12. Identify and monitor all at risk students to include all sub populations, to include A+ Credit Recovery Program (Title I, #9).</p> <p>13. Provide access to teachers to students' special population codes as permitted by TEAMS. Special populations' lists will be provided to teachers.</p> <p>14. Establish vertical and horizontal alignment processes to include Middle School Personnel (Title I, #8).</p> <p>15. Continue training of laptop use and training of technology equipment and services to improve the quality of planning and instructional delivery.</p> <p>16. Increase effective use of instructional computer labs for Accuplacer testing and credit recovery.</p> <p>17. Increase technology use in library to support student, staff and community needs</p> <p>18. CSCAPE will be used in curriculum planning and lesson plan design. PLT time will be used for review of CSCAPE alignment.</p> <p>19. Reorganization of Newcomer course offerings will be monitored to foster improved learning and delivery of targeted instructional strategies for newcomer students. Review pertinent TAKS data to make adjustments.</p>			<p>10. Walk-throughs</p> <p>11. Rosters</p> <p>12. At risk documentation and counselors audit cards</p> <p>13. Teachers access</p> <p>14. Agenda</p> <p>15. Training agendas</p> <p>16. Usage data</p> <p>17. Library data</p> <p>18. Walk-throughs</p> <p>19. lesson plans and C-Scope reports</p> <p>20. Master Schedule</p> <p>21. Mock TAKS schedule</p> <p>22. Data analysis and students schedules</p> <p>23. PRS data</p> <p>23. Librarian</p>
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<p>20. Administer Mock TAKS in the fall to determine areas of concern.</p> <p>21. Use Mock TAKS results to adjust instructional strategies, especially for 10<sup>th</sup> grade AYP and EXIT Level students.</p> <p>22. Teen parents will be encouraged to continue their education at SEHS with the opportunity for home bound services as needed.</p> <p>23. Implement Reading is Fundamental (RIF) program to promote literacy.</p> <p>24. Maintain an updated collection of library books.</p> <p>25. Continue with the nomination and assessment of students for the GT program. Support GT students' participation in the Team Quest competition.</p>			
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### District Goal 1

**Campus Goal 1:** San Elizario High School will provide students with the programming necessary for maximizing their academic performance (**Title I, #2**).

#### College Readiness

AP Scores																
Year	Number students tested	Biology	Cal	Chem	Ec-Mic	Eng Comp	Eng Lit	Govt	PhysB	Psych	Sp Lang	US Hist	Total Grades	%	# pass	% pass
2006/07	80	7	19	13		22		7	5	1	23	8	105	100	24	23%
2007/08	88	4	15	9	15	20	7	12	11		21	36	150	100	21	17%
2008/09	107	12		9	25	32		18			32	29	157	100	38	24%

ACCUPLACER Class of 2008	Students Tested	Students CR Writing	Students CR Reading	Students CR Math
Class of 2008	231,206, 208	130-56.3%	38-18.4%	1-<1%
Class of 2009	201	130-65%	53-26%	9-4.5%

Admissions Tests	Number tested - %	Critical Reading	Math	Writing		total	

<b>SAT-2007/08</b>	80 – 38.5%	384	415	390		1189	
<b>SAT-2008/09</b>							
<b>ACT</b>	Number Tested	English	Mathematics	Reading	Science	Composite	
<b>2006/07</b>	65	13.4	17.3	14.3	15.2	15.1	
<b>2007/08</b>	<b>71</b>	<b>14.4</b>	<b>17.3</b>	<b>15.7</b>	<b>16.8</b>	<b>16.3</b>	
<b>2008/09</b>	<b>79</b>	<b>15.0</b>	<b>17.8</b>	<b>15.5</b>	<b>17.0</b>	<b>16.4</b>	

**Campus Obj. 1.2: Address the College Readiness of graduates by offering courses designed to prepare them for post-secondary school. Increase ACT scores by 2 points each; SAT scores by 20 points each; AP scores by 5%; ACCUPLACER scores by 20%.**

Strategies/Activities (w/Timelines for Monitoring)	Person(s) Responsible	Resources		Formative Assessment	
		Fund	Amt.	<input type="checkbox"/> January 16, 2010	<input type="checkbox"/> July 30, 2010/Evaluation
1. Increase ACT, SAT, AP, and ACCUPLACER participation 2. Increase student participation in advanced courses through an evaluation process that identifies academic strengths. 3. Provide opportunities for college credits through articulation, AP, and Dual Credit. Dual Credit course enrollment will be increased. 4. Increase the percent of AP students earning 3s, 4s, and 5s on AP exams by ensuring that teachers have a College Board approved AP syllabus and are able to cover the content. 5. Provide AP and Dual Credit teachers with the necessary supplies to properly teach these courses. 6. Accuplacer testing will target sophomores and juniors in an effort to increase Dual Credit enrollment. 7. Test Juniors and Seniors on the Accuplacer to determine college readiness. 8. Develop College Readiness course to address ACT, SAT, and Accuplacer for juniors 9. Ensure four-year graduation rate monitoring.	Administration Counselors AP Teachers CTE Teacher Junior and Senior teachers	TIARRA Title 1 GT	1.32	132,698	1. Data from the testing companies 2. Master schedule and archived data 3. EPCC Dual Credit Data 4. AP data 5. POs to support AP courses 6. Testing schedules 7. Testing schedules 8. Master schedule 9. Graduation Data 10. Graduation data 11. Calendar of events promoting college awareness 12. College Fair information

10. The Recommended and DAP graduation plans will be promoted.			
11. Counselors will promote awareness in financial aid and post secondary education.			
12. College fairs will be organized and implemented.			

**District Goal 1**

**Campus Goal 1:** San Elizario High School will provide students with the programming necessary for maximizing their academic performance.

**Campus Obj. 1.3:** To maximize the school’s completion rate by minimizing the number of dropouts and improper leavers. Decrease the number of dropouts by .1%.

Strategies/Activities (w/Timelines for Monitoring)	Person(s) Responsible	Resources Fund Amt.	Formative Assessment
			<input type="checkbox"/> January 16, 2010 <input type="checkbox"/> July 30, 2010/Evaluation
<p>1. The leaver committee will meet as needed to review data on dropouts, no shows, and students who are lacking credits and mastery of TAKS tests.</p> <p>2. The A+ program will be utilized for improper leavers that are lacking minimal credits (Title I, #9). The program will be utilized before school, after school. And during school.</p> <p>3. Home visits will be made when necessary to recover improper leavers.</p>	<p>Administrators Counselors Social Worker Registrar PRS Educator</p>		<p>1. Dropout data and meeting data</p> <p>2. Graduation data</p> <p>3. Graduation data</p> <p>4. Home visit documentation</p>

**District Goal 1**

**Campus Goal 1:** San Elizario High School will provide students with the programming necessary for maximizing their academic performance.

**Campus Obj. 1.4:** To use Career and Technical Education to maximize student exposure to technology, leadership, and skills needed for post secondary education and employment.

Strategies/Activities (w/Timelines for Monitoring)	Person(s) Responsible	Resources		Formative Assessment
		Fund	Amt.	<input type="checkbox"/> January 16, 2010 <input type="checkbox"/> July 30, 2010/Evaluation
<ol style="list-style-type: none"> <li>1. Encourage enrollment and competition participation in Career and Technical Student Organizations (CTSOs). Increase this by 10%.</li> <li>2. Students will be prepared to meet industry standards.</li> <li>3. Use Career and Technical Education courses to promote student access to technology.</li> <li>4. Use Career and Technical Education courses to prepare all students to be competitive to enter today’s workforce and/or post-secondary education.</li> <li>5. Career and Technical Education courses will meet industry standards in promoting licensures and/or certifications. These will increase by 10%.</li> </ol>	Administration CTE teachers and coordinator.	T1ARRA Title I CTE	.86 69,715	<ol style="list-style-type: none"> <li>1. Increase in number of students passing certification and licensure exams; 85 % or above student average</li> <li>2. CATE follow –up data</li> <li>3. Rosters</li> <li>4. Star Charts</li> <li>5. Grade distribution reports</li> <li>6.. Licensure reports</li> </ol>

**District Goal 6**

**Campus Goal 2:** San Elizario High School will provide parents opportunities for meaningful involvement in the educational process.

**Campus Objective:** To increase parental and community participation in instructional activities and literacy programs / projects by 10% (Title I, #5).

Strategies/Activities (w/Timelines for Monitoring)	Person(s) Responsible	Resources		Formative Assessment
		Fund	Amt.	<input type="checkbox"/> January 16, 2010 <input type="checkbox"/> July 30, 2010/Evaluation
<ol style="list-style-type: none"> <li>1. Design activities to promote consumer economic, personal financial education and literacy to parents and students (Title I, #5).</li> <li>2. Increase parental communication through the use of newsletters and teacher phone calls, letters and home visits.</li> </ol>	Social Worker Administration Faculty Counseling staff Parent Liaison	T1ARRA SCE Title I	2,521 1.167 58,177	<ol style="list-style-type: none"> <li>1. Program review to identify literacy improvement. Parent feedback.</li> <li>2. Increased number of letters to</li> </ol>

<p>3. Conduct Texas Assessment of Knowledge and Skills (TAKS) / Graduation requirement sessions (Title I, #5).</p> <p>4. Conduct yearly Title I and school improvement program orientations such as (Title I, #5):</p> <ol style="list-style-type: none"> <li>Parent Right to Know</li> <li>Parent Compact</li> <li>Parent notification—school choice</li> </ol> <p>5. Train parents to serve in decision-making capacity such as Language Proficiency Assessment Committee (LPAC), School Improvement Team (SIT), Admission Review and Dismissal (ARD) Committees (Title I, #5).</p> <p>6. Special Education notification sent to all parents.</p> <p>7. Grade level specific Parent Nights will be hosted to provide information on the different requirements at each grade level that will lead to student success (Title I, #5).</p> <p>8. Parents will be provided information on financial aid and post secondary education (Title I, #5).</p>			<p>parents/ teacher phone logs, effective schools survey</p> <p>3. Parental feedback form, increased graduation rates, TAKS passing rate increase.</p> <p>4. Agenda, sign in sheets, parental feedback</p> <p>5. Membership rosters</p> <p>6. Copies of documentation</p> <p>7. Active committee membership</p> <p>8. Meeting calendar</p>
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**District Goals 1, 2, 7**

**Campus Goal 3:** San Elizario High School will have a highly qualified and well trained staff.

**Campus Objective:** Faculty will receive professional development in areas addressing student needs based on best practices (Title I, #3 &4).

Strategies/Activities (w/Timelines for Monitoring)	Person(s) Responsible	Resources		Formative Assessment
		Fund	Amt.	<input type="checkbox"/> January 16, 2010 <input type="checkbox"/> July 30, 2010/Evaluation
<p>1. Attend and implement the following district staff development initiatives:</p> <ol style="list-style-type: none"> <li>Language development in-service with Kate Kinsella</li> <li>Thinking Maps</li> <li>Sheltered Instruction Observation Protocol (SIOP)</li> <li>Secondary Reading Institute</li> <li>Technology / Participate in Star Survey</li> <li>Kagan Cooperative Learning Staff Development</li> </ol>	<p>Administrators Faculty</p>	<p>Basic Allocation T1ARRA Title I GT ESL SPED Title III SCE</p>	<p>\$32,939 \$173,479      \$4,932</p>	<p>1. Certificates for attendance and agendas.</p>

<p>g. Texas Beginning Educator Support System (TxBESS) h. Gifted and Talented (30 hour awareness / 6 hour update)</p> <p>2. Attend the following campus staff development in:</p> <ul style="list-style-type: none"> <li>a. Professional Learning Teams</li> <li>b. A+ Curriculum</li> <li>c. Rosetta Stone</li> <li>d. Read 180</li> <li>e. Academic Language Development – Kate Kinsella</li> </ul> <p>3. Attend best practices / improvement strategy trainings</p> <p>4. Enhance the quality and number of professional resources in the library book study group.</p> <p>5. Faculty will take learning walks to improve instructional strategies in other content areas.</p> <p>6. Assign a mentor for beginning and second year teachers.</p> <p>7. Identify and train teachers and paraprofessionals to maintain the highest possible percentage of highly qualified standards and utilize sign-on bonuses to promote retention of highly qualified teachers.</p> <p>8. Meet with first year teachers on a regular basis (weekly/monthly) to ensure a smooth transition into the field profession.</p> <p>9. Counselors will remain current on financial aid, post secondary education, and other topics pertinent to their duties</p> <p>10. Teachers will be provided training on parent involvement by the Social Worker/Parent Involvement Specialist.</p> <p>11. The district will provide retention and recruitment incentives for secondary teachers. Teachers in hard to staff disciplines (math, science, SPED, ESL, and math) will received an incentive stipend.</p>			<p>2. Sign in sheets.</p> <p>3. Agendas</p> <p>4. Documentation from Gloria Fogerson</p> <p>5. Schedule of walks</p> <p>6. Mentor documentation</p> <p>7. Data from HR, HQ data</p> <p>8. Job Fair schedule, HQ data</p> <p>9. HB1 budget</p> <p>10. HR documentation, HQ data</p> <p>11. Training documentation</p> <p>12. Agenda</p>
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**District Goal 5, 8**

**Campus Goal 4:** San Elizario High School will maintain a safe and drug free school.

**Campus Objective:** The campus will promote an environment conducive to learning by providing social services and presentations pertinent to social issues (Title I, #10).

<ol style="list-style-type: none"> <li>1. Promote awareness of sexually transmitted diseases and teen parent responsibilities – Paso a Paso (Title I, #10).</li> <li>2. Assist with reduction of absences and tardies through counseling / social worker efforts.</li> <li>3. Provide class presentations: Bullying, harassment, dating violence</li> <li>4. Utilize Social Worker and Title I Nurse to enhance guidance program (Title I, #10).</li> <li>5. The Helen Keller Foundation will provide vision screenings and eyeglasses if needed (Title I, #10).</li> <li>6. The school will provide a nurse and social worker to assist in the procurement of needed of medical services (Title I, #10).</li> <li>7. Pregnancy Related Services will be provided as needed (Title I, #10).</li> <li>8. Home visits will be conducted for: dropout recovery, attendance issues, and social services.</li> </ol>	<p>Counselors Social Worker Nurse SRO PRS Educator Paso a Paso staff</p>	<p>Title I PRS Grant</p>	<ol style="list-style-type: none"> <li>1. Schedule of presentations</li> <li>2. Counselor logs</li> <li>3. Schedule of presentations</li> <li>4. Logs</li> <li>5. Schedule of screenings</li> <li>6. Staffing</li> <li>7. PRS data</li> <li>8. Home visit documentation</li> </ol>
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