

San Elizario Independent School District

San Elizario High School

2021-2022 Campus Improvement Plan



Mission Statement

To motivate students to believe in themselves and instill the confidence necessary to reach their post-secondary goals.

Vision

San Elizario High School will prepare students to enter a four-year university or college of their choice by becoming a cutting-edge learning institution focused on advanced academics and college readiness.

Core Beliefs

Dedication to All Students

Commitment to All Students

Caring and Kindness for All Students

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Comprehensive Needs Assessment

Revised/Approved: April 20, 2021

Needs Assessment Overview

With the ongoing pandemic, the air of uncertainty lingers over our future plans. Many have received vaccinations; however, new strains have been detected (COVID). Despite the pandemic, SEHS is determined to continue offering learning opportunities to all students. The athletic teams have made efforts to stay healthy and competitive. The OAP team has also continued to forge ahead. Educators have supported efforts in tutoring, remediation, and attendance recovery. The faculty, staff, and students of SEHS have shown an undying desire to "continue soaring" among the current situation.

Demographics

Demographics Summary

San Elizario Independent School District is a public school district serving students in far west Texas. SEISD encompasses a geographical area of 16 square miles approximately 15 miles southeast of El Paso, Texas. It is bordered on its southern boundary by the Rio Grande River and Mexico. San Elizario High School (SEHS) is one of six campuses in SEISD; it is the district's sole high school and has been since 1972. SEHS serves a population of about 1,030 students in grades 9-12.

SEHS employs close to 75 teachers, four administrators, three counselors, a student activities manager, a CCMR Specialist, and two campus Instructional Specialists. A full custodial staff and cafeteria staff are also employed; five instructional aides are employed to meet the different needs of our students. Certified teachers are employed for the areas in which they teach, to include core subject areas, elective subject areas, and specialty areas such as music and career/technical education. Additionally, many of our teachers are either head coaches or assistant coaches in our athletics program.

School Population:

Total Students--1030

9th Grade--281

10th Grade--287

11th Grade--246

12th Grade--216

Female--483

Male--547

Hispanic--99.9%

Black--0.10%

ESL--28.64%

GT--6.80%

SPED--11.94%

Title I--100%

Dyslexia--1.46%

Economically Disadvantaged--88.25%

Free Meals--63.01%

Reduced Price Meals--0.87%

Other Econ Dis--24.37%

Homeless--2.14%

At-Risk--71.65%

Immigrant--1.17%

Migrant--0.78%

Section 504--5.05%

Military Connected--2.14%

Demographics Strengths

Our student population is homogeneous in nature. The strengths and needs of the greater community are similar for the majority of our residents.

The campus is well-staffed to meet our student population's unique needs, and the presence of this staff helps to make the student population a manageable size.

Since over 88% of the population is economically disadvantaged, the entire student body qualifies for free lunch. We have continued to serve free meals during the pandemic (curbside pick up).

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students miss much of the instruction in preparation for accountability assessments, and struggle with the language barrier e.g. AP, EOC, and/or CTE certifications. **Root Cause:** High Rate of mobility (to surrounding districts and/or to Mexico). Mobility Rate is 10.3% - while this is lower than the state average, many students leave to Mexico and are "unschooled" during their absence.

Student Achievement

Student Achievement Summary

Texas schools were not rated for the 2020 Accountability system due to a "Declared State of Disaster." SEHS received the state accountability rating "Met Standard" for 2018-2019 performance; the TEA report card designated SEHS with a "B" rating.

2018-2019 was a year that was seen as a success in many areas. The campus received some distinctions in areas that are noteworthy. While EOC English I and English II had greater than 60% of first-time testers passing for the first time, only 36% of English Language Learners and 24% of students receiving special education services were successful on the EOC English I and II assessments.

In the 2019-2020 academic year, EOC results are not congruent to traditional results due to the COVID 19 pandemic. Interim assessments were administered, but participation was below 50% in most areas. For the purposes of this CIP, the data from 2019 and the interim assessments 2020 data will be referenced. SEISD is in the **"Needs Assistance" Status for Special Education.**

Due to the COVID-19 situation, all State assessments were cancelled.

The last official EOC data was:

2018-2019 EOC Results for All Students	English I	English II	Algebra I	Biology	U.S. History
Total Students	278	228	265	297	237
Raw Score	41	45	35	29	47
Scale Score	3887	3991	4151	3992	4199
Percent Score	59.75%	66.89%	65.23%	57.95%	68.38%
Approaches	69.06%	81.58%	89.81%	87.21%	94.94%
Meets	41.73%	46.93%	65.28%	50.17%	69.20%
					30.38%
Masters	5.04%	2.19%	35.47%	11.78%	

Therefore, the data below is from benchmarks administered throughout the Spring of 2020.

Spring 2020 EOC Benchmarks

	Total Students	Approaches Grade Level	Meets Grade Level	Masters Grade Level
English I	239	44.35%	30.96%	2.51%
Biology	236	77.54%	43.64%	9.32%
U.S. History	233	93.13%	60.52%	16.74%

2019-2020 Algebra I Benchmarks

	Total Students	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Fall 2019	208	77.88%	40.87%	19.23%
Spring 2020	206	75.73%	41.75%	10.68%

2019-2020 English II Benchmarks

	Total Students	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Fall 2019	245	43.27%	28.16%	1.63%
Spring 2020	246	53.25%	34.55%	2.03%

Student Achievement Strengths

Algebra, Biology and U.S. History continue to be at or above state average.

Campus rated by TEA with a "B" for meeting the academic needs of students and providing various CCMR opportunities (CTE, AP, Dual Credit).

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): EL and SPED students continue to have low rates of Approaches, Meets or Masters in EOC testing; district rated as "Needs Assistance" for Special Education. **Root Cause:** Teachers need additional support in teaching test-taking strategies, using sheltered instruction strategies, and embedding critical thinking skills into daily lessons.

Problem Statement 2 (Prioritized): AP scores continue to be below 40% of students scoring 3+ **Root Cause:** Teachers need more exposure to the content and testing for AP credit.

School Culture and Climate

School Culture and Climate Summary

The campus suffered some unexpected changes due to the Worldwide Pandemic.

The fear of possible contamination caused many parents to choose 100% virtual learning for students; due to connectivity issues, many of those students struggle to complete assignments. Instructional packets are sent home; however, the instruction is not accessible for some via online platforms (no internet, despite the issuance of a hotspot device.) Teachers also hesitated to return to campus for face-to-face instruction. The faculty members were placed on a track schedule to limit the number of employees on campus at one time. The revised schedule will begin in March, 2021. Many safety measures have been taken to ensure the health and well-being of everyone coming on campus.

District initiatives are followed for curriculum and instruction at San Elizario High School. The principal, three assistant principals, a CCMR Specialist, and two campus instructional coaches provide instructional leadership and modeling for teachers throughout the campus. We are aware that EOC English I and II continue to be in need of improvement, and that advanced placement results in core classes need to improve, but it is also important to note that an English language learner population of 29% gears much of the instructional need toward performance increases by that population; this percentage makes up almost 250 students and is large for a high school. Furthermore, our special education population is a priority due to a higher than average number of students receiving services, most in a general education setting with support.

The school culture at SEHS is changing due to the implementation and use of PBIS and other approaches by support staff members. The PBIS tenets are used in all facets of the campus, to alleviate the number of students placed in disciplinary alternative education programs (DAEP). While expectations for behavior certainly exist, a more positive approach toward the teaching of desired behaviors has paid dividends.

SEHS continues to be a student-centered campus where great achievements in all areas of a comprehensive high school are celebrated. Programs include athletic teams, competitive events in academic UIL, CTE programs, AP course, Dual Credit Courses, club options, etc. The opportunities for students to graduate with a well-rounded experience are present, and the campus is the flagship and beacon of the community.

SEHS will open up the first cohort in the Fall 2021 for the San Elizario Early College High School.

School Culture and Climate Strengths

Athletic teams have achieved multiple championships in the past years. SEHS continues to use social media to promote recognition of students with sports, PBIS, academic achievement, etc.

Administrators make an effort to meet with teachers through PLCs and faculty meetings on a regular basis; the revised schedule for purposes of virtual learning allows for 30 minutes in the morning to meet virtually. Walkthroughs by administrators have become more frequent and consistent. The TEKS Resource System is beneficial, particularly for our newer teachers.

The campus will continue to provide advanced academic courses to students in order for them to be better prepared for college.

The 1:1 student to device ratio has been reached; the next step is accelerating the fluidity of using various online platforms/applications by both teachers and students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): There is a low percentage of students participating on campus with tutoring and/or classes; and small numbers of students participating in athletic teams. **Root Cause:** Due to the pandemic, parents hesitate to send students back to the campus; parents are not aware of the safety measures set up at SEHS.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teacher except one are highly qualified in the core subject areas; only one lab guest teacher (long-term) is not certified in math. This position will not be filled; thus, next year it will be eliminated. There are also 6 teachers that are credentialed through EPCC to teach Dual Credit on-site courses. Twelve teachers will be attending the UTEP AP Summer Institute 2021 to better serve students during the next academic year. 19.3% of teachers hold a Masters degree or higher. 27.3% of teachers have less than 5 years experience. The Principal has an average of 8 years experience; the Assistant Principals have an average of 2.3 years of experience.

Staff Quality, Recruitment, and Retention Strengths

Steps have been taken to provide a safe and welcoming environment on the campus e.g. hand sanitizing stations, auto temperature scanners, marking of floors to ensure desks are maintained at a distance from each other, etc. Extra masks, hand sanitizer, and disinfectant spray are available in various areas throughout the campus. Professional development sessions and PLCs are strategically scheduled to allow for teachers to have their complete conference period available for grading and/or planning. Teachers have some time on Friday where they can provide additional support to students, or they can use some of the time to verify attendance. Teachers are recognized for various things on campus - teacher & employee of the month; outstanding department representative, etc.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Teachers have high absentee rates since the pandemic. **Root Cause:** Teachers fear coming on campus due to the possibility of contamination.

Problem Statement 2 (Prioritized): Teachers are challenged with the implementation of best practices and adapting to a virtual world at the same time. **Root Cause:** 27.3% of teachers have less than 5 years of experience teaching at a public high school.

Problem Statement 3 (Prioritized): Para-professionals can better support student learning by supporting teachers. **Root Cause:** Instructional aides can serve small groups and help monitor progress with more PD.

Problem Statement 4 (Prioritized): Administrators, Counselors, Teachers, and Support Staff need more training on how to handle the current pandemic and the stress/issues it brings to our students and faculty. **Root Cause:** The pandemic has brought on new challenges for educators and students - both the academic progress and the social emotional health of students must be addressed.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

An honest effort has been made to properly align curricular expectations, instructional delivery, and assessment practices. These areas are monitored through evaluation of classroom teaching and lesson plan documents.

AP & Dual Credit courses will continue to be offered.

Technology has made many gains in instructional programming at SEHS. All classrooms have Promethean boards with mounted projectors, and each teacher is issued an updated laptop. Currently there is a 1:1 ration of students to devices.

Curriculum, Instruction, and Assessment Strengths

Our district utilizes the online TEKS Resource System to establish appropriate timelines for instructional content. Teachers are well-versed in the system and consistency is evident.

Technology is at 1:1 ratio. A new wing will be set up for the Early College High School scheduled to begin in the fall of 2021.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): EL and SPED students continue to show little success on EOC assessments. **Root Cause:** Teachers need additional training and guidance in strategies for test-taking, engaging EL and SPED students, Task Analysis, etc.

Problem Statement 2 (Prioritized): Overall AP scores show less than an average of 40% of tested students score 3+. **Root Cause:** Students require additional support for preparation in the subject area.

Parent and Community Engagement

Parent and Community Engagement Summary

The Community/Parent involvement rating for San Elizario High School was recognized. Our level of parental involvement and organized activities is high when compared to other high schools in our area.

The parent meetings have had low participation during the pandemic; however, the efforts have continued with monthly literacy events, CCMR meetings, and ECHS recruitment efforts.

SEISD has also continued with the district-wide Progressing Together meetings.

Parent and Community Engagement Strengths

The close-knit community of San Elizario is made up of parents who are extremely supportive in the educational endeavors of the students. Parental participation at other events is traditionally high also (e.g. athletic events).

However, the worldwide pandemic has not allowed for parental participation physically; parents are encouraged to log in virtually and/or to follow the live streams of athletic events and board meetings.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Less than 10% of parents participate in monthly parent meetings. Approximately 50% of parents participate in the Parent/Teacher Conferences held once each semester. **Root Cause:** Surveys will be sent to determine the root cause.

Problem Statement 2 (Prioritized): Volunteers on campus are minimal - mostly supporting extra-curricular events. **Root Cause:** During the pandemic, volunteers were scarce at all campuses.

School Context and Organization

School Context and Organization Summary

The high school has four grade levels and the administrators and counselors are assigned to students by alpha (three groups). The purpose is bi-fold:

1. Administrators and counselors have the opportunity to establish relationships with both the students and the parents over the course of 4 years.
2. Counselors and administrators become well-versed in all areas of the high school education experience (PGPs, testing, graduation requirements, discipline, etc.)

School Context and Organization Strengths

The already-established areas of success: CTE, Dual Credit, AP course and athletics... will now be enhanced with the addition of an Early College High School (school within a school). This will require changes in room and office assignments so that all SEECHS classrooms are in one wing of the building (pending TEA designation). The campus is large enough to allow for these adjustments without having to displace teachers and/or employees.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): The school will experience a big transition into an Early College High School with the first cohort beginning Fall of 2021; this will require changes in the buildings and facilities. Resistance to change may take time to settle. **Root Cause:** Change is necessary, but sometimes, difficult for educators individually; as an entire organization, many adjustments will have to be accommodated.

Technology

Technology Summary

All classrooms have Promethean boards with mounted projectors to enhance instructional delivery. All teachers are issued a laptop. All students have access to a portable device (some have MACs, others Chromebooks, others laptops); many students have also been issued hot spots for remote learning. Presently, various devices are being reviewed for the possibility of hybrid instruction to continue.

Technology Strengths

The district provides top-quality support and service to the campus. Bandwidth capability is strong, and CPUs and other technological devices are upgraded as needed.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Virtual Learning has shown that many students and teachers still struggle in the use of various platforms. A small percentage of teacher use multiple applications in daily lessons. Approximately 7 of 10 walk throughs show only the use of Google Classroom, Meets, and/or Slides. Many do not include Jamboard, Kami, Videos, Flipgrid, etc. on daily lessons. **Root Cause:** We were hit with the pandemic unexpectedly; we continue to play "catch up" with some areas of technology.

Priority Problem Statements

Problem Statement 1: EL and SPED students continue to have low rates of Approaches, Meets or Masters in EOC testing; district rated as "Needs Assistance" for Special Education.

Root Cause 1: Teachers need additional support in teaching test-taking strategies, using sheltered instruction strategies, and embedding critical thinking skills into daily lessons.

Problem Statement 1 Areas: Student Achievement

Problem Statement 3: There is a low percentage of students participating on campus with tutoring and/or classes; and small numbers of students participating in athletic teams.

Root Cause 3: Due to the pandemic, parents hesitate to send students back to the campus; parents are not aware of the safety measures set up at SEHS.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Teachers have high absentee rates since the pandemic.

Root Cause 4: Teachers fear coming on campus due to the possibility of contamination.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: EL and SPED students continue to show little success on EOC assessments.

Root Cause 6: Teachers need additional training and guidance in strategies for test-taking, engaging EL and SPED students, Task Analysis, etc.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Less than 10% of parents participate in monthly parent meetings. Approximately 50% of parents participate in the Parent/Teacher Conferences held once each semester.

Root Cause 8: Surveys will be sent to determine the root cause.

Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 10: The school will experience a big transition into an Early College High School with the first cohort beginning Fall of 2021; this will require changes in the buildings and facilities. Resistance to change may take time to settle.

Root Cause 10: Change is necessary, but sometimes, difficult for educators individually; as an entire organization, many adjustments will have to be accommodated.

Problem Statement 10 Areas: School Context and Organization

Problem Statement 11: Virtual Learning has shown that many students and teachers still struggle in the use of various platforms. A small percentage of teacher use multiple applications in daily lessons. Approximately 7 of 10 walk throughs show only the use of Google Classroom, Meets, and/or Slides. Many do not include Jamboard, Kami, Videos, Flipgrid, etc. on daily lessons.

Root Cause 11: We were hit with the pandemic unexpectedly; we continue to play "catch up" with some areas of technology.

Problem Statement 11 Areas: Technology

Problem Statement 2: AP scores continue to be below 40% of students scoring 3+

Root Cause 2: Teachers need more exposure to the content and testing for AP credit.

Problem Statement 2 Areas: Student Achievement

Problem Statement 5: Teachers are challenged with the implementation of best practices and adapting to a virtual world at the same time.

Root Cause 5: 27.3% of teachers have less than 5 years of experience teaching at a public high school.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Overall AP scores show less than an average of 40% of tested students score 3+.

Root Cause 7: Students require additional support for preparation in the subject area.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: Volunteers on campus are minimal - mostly supporting extra-curricular events.

Root Cause 9: During the pandemic, volunteers were scarce at all campuses.

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 12: Para-professionals can better support student learning by supporting teachers.

Root Cause 12: Instructional aides can serve small groups and help monitor progress with more PD.

Problem Statement 12 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 13: Administrators, Counselors, Teachers, and Support Staff need more training on how to handle the current pandemic and the stress/issues it brings to our students and faculty.

Root Cause 13: The pandemic has brought on new challenges for educators and students - both the academic progress and the social emotional health of students must be addressed.

Problem Statement 13 Areas: Staff Quality, Recruitment, and Retention

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: April 20, 2021

Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 1: Faculty will receive professional development addressing priority student need areas e.g. SPED & EL students.

Targeted or ESF High Priority





HB3 Goal

Evaluation Data Sources: Certificates for attendance, agendas, sign-in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in training sessions via virtual platforms, on-site PLCs, online thru EduHero, or with Region 19 ESC, to effectively implement best practices, sheltered instruction strategies, Lead4ward strategies; SPED modifications & accommodations, and virtual lessons in the following areas: EOC/State Assessments, Gifted and Talented, AP and Dual Credit Courses, PBIS, SPED Updates, CTE, Attendance Recovery, like IXL, Study Island, etc. Technology, TEKS Resource System, STEMScopes, Literacy (creating a campus-wide culture of literacy); RDA (Results Driven Accountability); using Lead4Ward reports; Interactive Word Walls in content areas, TRTW for elective and CTE classes, T-TESS & SLO training, etc. (Each semester)</p> <p>Strategy's Expected Result/Impact: Effective instruction will result in higher rates of learning, which in turn produce increased scores with EOC, AP, and other assessments.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Specialists Department Chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2</p> <p>Funding Sources: Refreshments/Food - 199: General, Basic - 199.13.6499.00.001.99 - \$586.91</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus support staff, including administrators, instructional specialists, counselors, administrative/office staff members, para-educators, and instructional aides will participate in professional development development in: ESF, Coaching, CTE, PBIS, CCMR, district initiatives, technology & platforms, administrative and para-professional conferences, book studies that are offered at the campus (on-site), Region 19 and/or other credentialed organizations. (Monthly)</p> <p>Strategy's Expected Result/Impact: Support staff will be better prepared to support teachers and students in the overall learning process.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Specialists PBIS Team Leader</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 3 - Technology 1</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional specialists will have access to laptops, printers, supplies, books, and other materials. These items will be used to provide professional development in various areas, to guide teachers in standards-based lesson planning, to support teachers in the use of the task analyses, to model lessons in classrooms, monitor Results Driven Accountability, and to facilitate PLCs. (Daily)</p> <p>Strategy's Expected Result/Impact: The instructional specialist will have the necessary tools and materials to train staff in best practices, including best practices for a virtual setting. Teachers will be supported in lesson planning and lesson implementations.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Results Driven Accountability</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 2</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
<p>Strategy 4: Campus Instructional Specialists will work with classroom teachers to support student learning, and to carry out district initiatives in all content areas via provision of professional development and modeling of best-practice instruction. The Campus Instructional Specialists are responsible for improvement of teaching and learning at the campus (2 FTEs). (Daily)</p> <p>Strategy's Expected Result/Impact: Lesson plans will be directly aligned with the academic goals of the campus and will be reflective of best practices. Teachers will have increased scores in unit and interim assessments.</p> <p>Staff Responsible for Monitoring: Campus Administration Coordinator of Instructional Programs Planning and Instruction - Instructional Officers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1, 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2</p> <p>Funding Sources: Campus Instructional Specialist - (2 FTE's) Estimated Salary & Benefits - 211: Title I, Part A Improving Basic Programs - 211.13.6119.00.001.30 - \$169,581</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers identified as needing additional assistance will participate in learning walks; campus leaders will participate in instructional rounds. (Once a semester)</p> <p>Strategy's Expected Result/Impact: Teachers will learn and grow professionally by learning from colleagues and feedback on Problems of Practice</p> <p>Staff Responsible for Monitoring: Campus Administrators P&I Director Instructional Officers Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Results Driven Accountability</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 2</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 6 Details	Reviews			
<p>Strategy 6: Campus counselors and the CCMR specialist will remain current on financial aid, graduation requirements, higher education opportunities and testing requirements, and other topics pertinent to their duties by attending monthly meetings, participating in sessions with EPCC, Region 19 ESC and/or UTEP or others that are specifically for secondary education. (Monthly)</p> <p>Strategy's Expected Result/Impact: Counselors will assist students in completing financial aid information, preparing for ACT/SAT, completing college applications, meeting graduation requirements, and earning college credit thru Dual Credit courses, AP classes, and/or Early College High School.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Career & Tech Coordinator P & I Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 2</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: EL and SPED students continue to have low rates of Approaches, Meets or Masters in EOC testing; district rated as "Needs Assistance" for Special Education. Root Cause: Teachers need additional support in teaching test-taking strategies, using sheltered instruction strategies, and embedding critical thinking skills into daily lessons.</p>
<p>Problem Statement 2: AP scores continue to be below 40% of students scoring 3+ Root Cause: Teachers need more exposure to the content and testing for AP credit.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 2: Teachers are challenged with the implementation of best practices and adapting to a virtual world at the same time. Root Cause: 27.3% of teachers have less than 5 years of experience teaching at a public high school.</p>
<p>Problem Statement 3: Para-professionals can better support student learning by supporting teachers. Root Cause: Instructional aides can serve small groups and help monitor progress with more PD.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: EL and SPED students continue to show little success on EOC assessments. Root Cause: Teachers need additional training and guidance in strategies for test-taking, engaging EL and SPED students, Task Analysis, etc.</p>
<p>Problem Statement 2: Overall AP scores show less than an average of 40% of tested students score 3+. Root Cause: Students require additional support for preparation in the subject area.</p>

Technology





Problem Statement 1: Virtual Learning has shown that many students and teachers still struggle in the use of various platforms. A small percentage of teacher use multiple applications in daily lessons. Approximately 7 of 10 walk throughs show only the use of Google Classroom, Meets, and/or Slides. Many do not include Jamboard, Kami, Videos, Flipgrid, etc. on daily lessons. **Root Cause:** We were hit with the pandemic unexpectedly; we continue to play "catch up" with some areas of technology.

Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 2: The campus will implement recruitment strategies to attract, hire, and retain quality teaching staff and support personnel, ensuring that all students have an opportunity to receive the highest quality of academic instruction and learning experience.

Targeted or ESF High Priority

Evaluation Data Sources: Retention rate, average years' of experience for teachers.

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrative staff will attend the annual recruitment fair at UTEP and assist the Human Resources department by providing information needed to seek out potentially qualified applicants needed for employment positions and anticipated openings throughout the year. (Yearly)</p> <p>Strategy's Expected Result/Impact: Percentage of open positions filled by quality, certified applicants will increase.</p> <p>Staff Responsible for Monitoring: Human Resources Director Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will actively recruit quality, certified teachers for the secondary level; encourage teachers to become credentialed with EPCC; and support the approval/implementation of the Teacher Incentive Allotment at SEISD . Teachers in hard to staff disciplines (math, science, SPED, ESL, Dual Credit Teacher Leaders) will receive a stipend. (Each semester)</p> <p>Strategy's Expected Result/Impact: All teachers will meet the highly qualified standards.</p> <p>Staff Responsible for Monitoring: Administrators/Human Resources</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: To foster well-trained human capital in order to support student success and achievement.

Performance Objective 3: SEHS will take steps to retain teachers by offering continued support and recognition, and by creating a safe and welcoming environment.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Retention Rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will have a place to keep, refrigerate, and heat food for meal times. (Daily) Strategy's Expected Result/Impact: Teachers will feel comfortable in the working environment. Staff Responsible for Monitoring: Administrators Instructional Specialists Counselors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Faculty and staff members will be recognized throughout the academic year for efforts in improving student learning and creating a positive climate at SEHS. (Daily) Strategy's Expected Result/Impact: Employees will feel appreciated and stay with SEISD (increased retention rate.) Staff Responsible for Monitoring: Campus Leaders: Instructional Specialists, Counselors, Administrators, and librarian. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be provided a guest teacher (substitute) to carry out classes during an absence; if class combining is not available. Absences for PD sessions, ARD participation, on-site testing, etc.(Daily) Strategy's Expected Result/Impact: Students will have an adult to continue instruction on days that the teacher is absent. Staff Responsible for Monitoring: Administrators Instructional Specialists Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: Teachers have high absentee rates since the pandemic. **Root Cause:** Teachers fear coming on campus due to the possibility of contamination.

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 1: Students will increase performance as measured by the 2021-2022 EOC Exams with the goals listed below:

English I:
Approaches--
Meets--
Masters--

English II:
Approaches--
Meets--
Masters--

Algebra I:
Approaches--
Meets--
Masters--

Biology:
Approaches--
Meets--
Masters--

U.S. History:
Approaches--
Meets--
Masters--

Targeted or ESF High Priority

Evaluation Data Sources: EOC Assessment Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase a variety of book titles classroom & office libraries and the campus library to promote a culture of literacy, provide educational opportunities, expand post-secondary awareness, and increase student literacy levels. Titles should include fiction and non-fiction books, magazines, Ebooks, Educational DVDs, reference books, and audio books. Professional titles will be available for teachers and staff. Continue issuance of a free book to each High School student to promote literacy. Daily</p> <p>Strategy's Expected Result/Impact: Students and community members will have a variety of resources available.</p> <p>Staff Responsible for Monitoring: Librarian Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p> <p>Funding Sources: Books - 211: Title I, Part A Improving Basic Programs - 211.11.6329.00.001.30 - \$250, E-Books - 211: Title I, Part A Improving Basic Programs - 211.12.6329.00.001.30 - \$5,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: SEHS Educators will create culturally responsive classrooms that promote mindfulness and decrease anxiety by integrating Social Emotional Learning into weekly lessons and by embedding appropriate interventions into daily lessons.</p> <p>Strategy's Expected Result/Impact: Students will learn and perform to their potential.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselors Instructional Specialists Teachers and Para-Educators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Use EOC results, IA data, Eduphoria reports (CBA), AP pre-assessments, and all available student data to adjust instructional strategies. Data-driven lessons will include EOC study skills, re-tester computer labs, updating technology equipment, software, onsite licenses, student workbooks, intervention kits, AP workbooks, and supplies for student study guides (note taking) for 9th, 10th, 11th and 12th grade students, to ensure success on EOC, AP, and other summative assessments. Each 9 weeks</p> <p>Strategy's Expected Result/Impact: Data will be part of the decision making when purchasing supplies and materials.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1, 2</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
<p>Strategy 4: Continue with the nomination and assessment of students for the GT program. Each semester</p> <p>Strategy's Expected Result/Impact: Identified students will enter the GT program after going through the nomination process.</p> <p>Staff Responsible for Monitoring: GT Administrator GT Campus Coordinator GT Campus Teacher</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p>Strategy 5: GT students will be clustered with a designated GT teacher and their academic needs will be addressed through differentiated instruction in their identified area of academic strength within the four core curricular areas. Materials needed to effectively implement differentiated instruction include advanced reading materials, consumables for project-based learning (PBL), biographies, consumables for differentiated lessons (paper, color paper, post-its etc.) GT students will participate in off-campus events and field trips. Daily</p> <p>Strategy's Expected Result/Impact: Students will have a display of accomplishments at the end of each semester.</p> <p>Staff Responsible for Monitoring: GT Teacher GT Campus Coordinator Student Activities Manager</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide students with disabilities the necessary supports and assistive devices to accommodate instruction e.g. weighted pencils, pencil grips, raised lined paper, visual, organizational, and note taking strategies to facilitate the learning process. Daily</p> <p>Strategy's Expected Result/Impact: Student with special needs will have the same access to learnings as all general ed students; thus providing equitable education at SEHS.</p> <p>Staff Responsible for Monitoring: Campus Administrators SPED Directors SPED Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 7 Details	Reviews			
<p>Strategy 7: Increase English language development in all four domains: Listening, Speaking, Reading and Writing skills through implementation of Dictado, Flipgrid, Rosetta Stone, Babbel, Sheltered instruction and TRTW. TEKS & ELPS will be included in all lesson plans to address English language development. Daily</p> <p>Strategy's Expected Result/Impact: EL students will show progress in TELPAS results; students will exit LEP status.</p> <p>Staff Responsible for Monitoring: Instructional Specialists Bilingual Instructional Officer</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8 Details	Reviews			
<p>Strategy 8: The TEKS Resource System (TRS) and task analyses tool will be used in curriculum planning and lesson plan design. Instructional Focus Document, Year-at-a-Glance, TEKS verification, and the Vertical Alignment Document will be used to ensure student success. Supplies and technology necessary to effectively implement scope and sequence such as laptops, projectors, iPads (and replacements as needed), ring binders, paper, markers, pencils and notebooks will also be provided. Planning time will be used for review of TEKS Resource System alignment. Weekly</p> <p>Strategy's Expected Result/Impact: Teachers will be equipped with the necessary tools to deliver quality instruction.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Specialists Department Chairs</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9 Details	Reviews			
<p>Strategy 9: Reorganization of newcomer course offerings will be monitored to foster improved learning and delivery of targeted instructional strategies for ELs and newcomer students. Strategies to be used to ensure success include Sentence Frames, Dictado, flip grid, Sheltered instruction, Pathway to Proficiency. Each 9 weeks</p> <p>Strategy's Expected Result/Impact: Newcomer students will be academically successful in all classrooms.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Specialists ESL Teacher</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 10 Details	Reviews			
<p>Strategy 10: Implement a variety of reading strategies across the content area to improve all students' performance in English I & II EOC; (Comprehension Constructors, Daily Calendar, SQ3, Annotation of Text, Reading With a Purpose in Mind (non fiction), Exploring and Expanding Literacy Instruction, Secondary Reading Institute, DOK Questioning Strategies, End of the year Novel Project. Support reading strategies by providing the necessary instructional reading materials; textbooks, dictionaries and supplies to include dictionaries, copy paper, manila folders, Elmos, highlighters, Post-it notes, and markers. Daily</p> <p>Strategy's Expected Result/Impact: Increase in EOC English I and II STAAR Performance</p> <p>Staff Responsible for Monitoring: Administrators RLA Instructional Officer RLA Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Other Operating Expenses - 199: General, State Compensatory Education - 199.11.6499.09.001.30 - \$1,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11 Details	Reviews			
<p>Strategy 11: Provide after-school and evening tutoring, Saturday School, internal tutorials, intercession remediation and prep, and summer school sessions to support 9th, 10th, 11th and 12th grade students that are in danger of being retained, losing credit, or not meeting the standards on EOC and/or AP assessments; by using all available resources to include A+ or Edgenuity, IXL, credit recovery, workbooks, tutoring mobile stations, updated study materials that address EOC for all content areas. Tutoring to be given by teachers and monitored by para-educators. Weekly</p> <p>Strategy's Expected Result/Impact: Retention and/or reclassification rates will decrease; students will be success on EOC, AP, and other assessments with increasing rates.</p> <p>Staff Responsible for Monitoring: Administrators At-Risk Teacher Tutoring Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Software - 199: General, State Compensatory Education - 199.11.6396.00.001.30 - \$11,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 12 Details	Reviews			
<p>Strategy 12: Provide students with visual and hands-on strategies to facilitate the learning process in science classrooms. Students will have access to laboratory materials and tools to include dissection kits, motion detectors, chemicals, clipboards and other instructional supplies to complete lab/lab recordings. Provide resources to facilitate science instruction: STEMScopes print bundle. Daily</p> <p>Strategy's Expected Result/Impact: Students will have access to all materials needed to effectively master the science content standards.</p> <p>Staff Responsible for Monitoring: Campus Administrators P & I Science Instructional Officer Science Instructional Specialist Science Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 13 Details	Reviews			
<p>Strategy 13: Promote the use of technology to enhance student learning and increase student achievement. Technology use by teachers and students (both devices and software/data bases) to include Promethean Boards, Surface Pros, chromebooks, ELMOs, laptop PCs, projectors, Livescribe Pens, iPods and iPads, calculators, graphing calculators (TI84, SE, batteries and replacements), DVD players, cameras, video cameras, photo smart printers, Flash drives, surge protectors, digital recorders, electronic dictionaries, portable speakers and Earphones/Ear buds. Edpuzzle, Nearpod, News2You, KAMI, and Google Suite, etc. Daily</p> <p>Strategy's Expected Result/Impact: Lessons enhance through the use of technology will result in increased student learning.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Specialists Webmasters</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Technology 1</p> <p>Funding Sources: Software- Licenses - 211: Title I, Part A Improving Basic Programs - 211.11.6396.00.001.30 - \$7,000, Software - 199: General, Career & Technology - 199.11.6396.00.001.22 - \$7,000, individual student devices - 211: Title I, Part A Improving Basic Programs - 211.11.6395.00.001.30 - \$25,000, Software - 199: General, State Compensatory Education - 199.11.6396.00.001.30 - \$10,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 14 Details	Reviews			
<p>Strategy 14: Provide band students with the necessary equipment and transportation to complete their band course and travel to competition and performances. Each semester</p> <p>Strategy's Expected Result/Impact: Band students will have access to all materials needed to be successful.</p> <p>Staff Responsible for Monitoring: Campus Administration, Teacher</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 15 Details	Reviews			
<p>Strategy 15: Students will participate in instructional field trips to enhance their coursework. Each semester</p> <p>Strategy's Expected Result/Impact: Students will travel to various places and master the TEKS.</p> <p>Staff Responsible for Monitoring: Administrators Student Activities Manager Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 16 Details	Reviews			
<p>Strategy 16: Provide supplies, contracted services, and transportation for students to participate and compete in non-athletic extracurricular activities. This is to include: Cheerleading, NJROTC, Dance, Theater, Student Council, band, OAP, etc. Each semester</p> <p>Strategy's Expected Result/Impact: Students will travel and compete in various activities bringing recognition to the school and district.</p> <p>Staff Responsible for Monitoring: Campus Administrators Student Activities Manager Teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Band Supplies - 199: General, Basic - 199.11.6393.38.001.11 - \$2,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 17 Details	Reviews			
<p>Strategy 17: Provide supplemental State Compensatory Education class size reduction teacher positions to work with at-risk students. (Daily)</p> <p>Strategy's Expected Result/Impact: With smaller class size, students will receive more focused instruction.</p> <p>Staff Responsible for Monitoring: Campus Administration At Risk Teacher</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 18 Details	Reviews			
<p>Strategy 18: Provide a Disciplinary Alternative Education Program (DAEP) on campus (Daily).</p> <p>Strategy's Expected Result/Impact: Enrollment and Successful exits of students placed in DAEP.</p> <p>Staff Responsible for Monitoring: Campus Administration PBIS Team Members Counselors</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 19 Details	Reviews			
<p>Strategy 19: Transportation will be provided for students attending after-school tutoring, Intercession classes, and Saturday School (Weekly).</p> <p>Strategy's Expected Result/Impact: Students will receive remediation, preparation, and opportunities to recover lost credit.</p> <p>Staff Responsible for Monitoring: Campus Administration Support Services Director CCMR Specialist</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1, 2</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 20 Details	Reviews			
<p>Strategy 20: Provide a credit recovery program (A+ or Edgenuity) and Credit by Exam (CBE) for students at risk of not graduating due to lack of required credits. (Daily).</p> <p>Strategy's Expected Result/Impact: Number of Students Obtaining Needed Credits Through A PLUS or Edgenuity, Number of Students Passing End of Course Retests, and Cohort Graduation Rate will increase.</p> <p>Staff Responsible for Monitoring: Campus Administration CCMR Specialist Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p> <p>Funding Sources: Edgenuity - 211: Title I, Part A Improving Basic Programs - 211.11.6396.00.001.30 - \$23,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 21 Details	Reviews			
<p>Strategy 21: Supplies to facilitate and provide supplemental services and instruction to at risk students enrolled in Compensatory Education Home Instruction (CEHI) and pregnancy-related services program through support provided by homebound and/or virtual instruction. (Daily)</p> <p>Strategy's Expected Result/Impact: Documented Hours of homebound Services Provided; credit acquisition by students receiving services</p> <p>Staff Responsible for Monitoring: Campus Administration At-Risk Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 22 Details	Reviews			
<p>Strategy 22: Provide research-based interventions aligned to the TEKS: Scientifically research-based supplemental resources and materials for instruction and interventions (Intervention Kits, workbooks, software e.g. Study Island). (Daily)</p> <p>Strategy's Expected Result/Impact: Students will receive quality instruction with interventions.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Specialists Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Funding Sources: workbooks - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.001.30 - \$25,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 23 Details	Reviews			
<p>Strategy 23: Identify and monitor all at-risk students students and monitor individual students (for Credit Recovery, Passing Grades, Cohort Status, Attendance). Each 9 weeks</p> <p>Strategy's Expected Result/Impact: At Risk folders will reflect the interventions and student progress .</p> <p>Staff Responsible for Monitoring: Administrators At Risk/PRS Teacher A Plus Teacher</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 24 Details	Reviews			
<p>Strategy 24: The campus leadership team will meet twice a month to discuss campus issues (academic, culture, status, future endeavors, etc.) Monthly</p> <p>Strategy's Expected Result/Impact: Campus Leadership will work as a team to address campus issues and hold each other accountable.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 25 Details	Reviews			
<p>Strategy 25: Meet with Site Based Decision Making Team (SBDM) once a month to review campus needs. Monthly</p> <p>Strategy's Expected Result/Impact: Committee will review Campus Improvement Plan and review alignment of calendar events with the goals.</p> <p>Staff Responsible for Monitoring: Principal SBDM Members</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p>	Formative			Summative
	Sept	Nov	Jan	Mar





Strategy 26 Details	Reviews			
<p>Strategy 26: Meet with Campus Instructional Leaders weekly monthly to discuss to review curriculum priorities, . Quarterly</p> <p>Strategy's Expected Result/Impact: Committee will keep instructional activities current</p> <p>Staff Responsible for Monitoring: Assistant Principal for Guidance and Instruction</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 27 Details	Reviews			
<p>Strategy 27: Establish vertical and horizontal alignment processes to include middle school personnel. The instructional coaches will visit the middle school to assist teachers there. Middle school instructional specialists will visit the high school. Each Semester.</p> <p>Strategy's Expected Result/Impact: Instructional Rounds will assist staff in aligning instruction.</p> <p>Staff Responsible for Monitoring: Instructional Specialists P & I</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 28 Details	Reviews			
<p>Strategy 28: Provide teachers access to students' special population codes as permitted by TEAMS. Special population lists will be provided to teachers electronically or with hard copies. Monthly</p> <p>Strategy's Expected Result/Impact: Teachers will be knowledgeable of students.</p> <p>Staff Responsible for Monitoring: PEIMS Coordinator</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1 - Technology 1</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 29 Details	Reviews			
<p>Strategy 29: Teen parents will be encouraged to continue their education at SEHS with the opportunity for Compensatory Education homebound Instruction (CEHI) services as needed. The At-risk teacher will give guidance to teen parents about staying in school. Monthly</p> <p>Strategy's Expected Result/Impact: Student parents will succeed in earning credit via non-traditional methods.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Specialists At-Risk Teacher</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 30 Details	Reviews			
<p>Strategy 30: Continue co-teaching model in courses that require students to take an End-of-Course Exam in order to ensure positive passing rates for our students with disabilities. Each 9 weeks</p> <p>Strategy's Expected Result/Impact: Special needs students will receive access to general ed curriculum and support via the assigned SPED teacher.</p> <p>Staff Responsible for Monitoring: Administrators Co-Teaching partnering teachers SPED Director</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 31 Details	Reviews			
<p>Strategy 31: Monitor and evaluate the effectiveness of student intervention plans , personal graduation plans, and accelerated instructional plans. Each semester</p> <p>Strategy's Expected Result/Impact: Counselors & RtI team members will monitor students to make sure they are on track for graduation.</p> <p>Staff Responsible for Monitoring: Counselors RtI Teachers At-risk Teacher</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 32 Details	Reviews			
<p>Strategy 32: Continue to utilize TRS and implement task analyses tools to drive instruction at all grade levels through Professional Learning Communities. Monthly</p> <p>Strategy's Expected Result/Impact: Effective instruction will follow the curriculum that will be aligned to state standards.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Specialists Instructional Officers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 33 Details	Reviews			
<p>Strategy 33: Identify students in need of summer school assistance; and provide student transportation; have extra duty pay for teachers and support staff. Identify students based on AIPs (8th to 9th grade); entry into SEECHS (Summer Bridge Program); TSIA2 scores; EOC scores and grade reports. Second semester</p> <p>Strategy's Expected Result/Impact: Students will recover credits and close learning gaps during the summer.</p> <p>Staff Responsible for Monitoring: Administrators Counselors</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 34 Details	Reviews			
<p>Strategy 34: Increase effective use of instructional computer labs for Texas Success Initiative Assessment 2 (TSIA) testing and for credit recovery (A+ or Edgenuity). Each semester</p> <p>Strategy's Expected Result/Impact: More students will have succeed on the TSIA2 test and the credit recovery programs.</p> <p>Staff Responsible for Monitoring: Teachers Counselors</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 35 Details	Reviews			
<p>Strategy 35: Utilize EOC data for 9th-12th grade testers to identify instructional needs per content area (English Language Arts (ELA), Science, Math, Social Studies). Each semester</p> <p>Strategy's Expected Result/Impact: Departments will discuss assessment data to plan the best instructional strategies.</p> <p>Staff Responsible for Monitoring: Instructional Specialists Department Chairs</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1, 2</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 36 Details	Reviews			
<p>Strategy 36: Utilize AWARE in order to analyze student assessment data and familiarize themselves with pertinent student data. Each 9 weeks</p> <p>Strategy's Expected Result/Impact: Departments will discuss assessment data to plan the best instructional strategies.</p> <p>Staff Responsible for Monitoring: Campus Administration Faculty</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 37 Details	Reviews			
<p>Strategy 37: Teachers strategically use programs/concepts to build students in various areas such as Transition to Algebra, Gizmo. Daily</p> <p>Strategy's Expected Result/Impact: Students will get reinforcement in Algebra.</p> <p>Staff Responsible for Monitoring: Algebra Teachers, Campus Administration, P & I</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 38 Details	Reviews			
<p>Strategy 38: Provide supplies to the P.E. department in order to promote student achievement. Daily</p> <p>Strategy's Expected Result/Impact: Student fitness</p> <p>Staff Responsible for Monitoring: P.E. Teacher, Administration</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 39 Details	Reviews			
<p>Strategy 39: A Campus College, Career, Military Readiness Sepcialist will provide guidance and assist students with the overall administration and campus level operations of college readiness programs. (1 FTE) (Daily)</p> <p>Strategy's Expected Result/Impact: Coordinate and increase the number of students in the dual credit programs, AP placement/testing, in early college high school, that are successful with TSIA2, prepare for SAT/ACT.</p> <p>Maintain a standard of conduct that is supportive of the college, career, and military readiness program.</p> <p>Staff Responsible for Monitoring: Campus Administration Counselors</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 40 Details	Reviews			
<p>Strategy 40: Provide supplies to students in art classes to ensure success and promote creativity. (Daily)</p> <p>Strategy's Expected Result/Impact: Student art work displayed during a showcase.</p> <p>Staff Responsible for Monitoring: Campus Administration Teacher</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 41 Details	Reviews			
<p>Strategy 41: Provide students in the Theater Arts program supplies necessary to complete their shows and have supplies necessary. (Daily)</p> <p>Strategy's Expected Result/Impact: Plays will be attended by a wide audience.</p> <p>Students will be successful in One Act Play.</p> <p>Staff Responsible for Monitoring: Campus Administration Teacher</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 42 Details	Reviews			
<p>Strategy 42: Provide students with supplies needed to compete in UIL activities. (Daily)</p> <p>Strategy's Expected Result/Impact: Students will compete in UIL activities</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 43 Details	Reviews			
<p>Strategy 43: Provide ROTC students with the supplies needed to make them successful in the program. (Daily)</p> <p>Strategy's Expected Result/Impact: ROTC students will achieve and excellent rating.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Instructors</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 44 Details	Reviews			
<p>Strategy 44: Provide supplies needed for Student Council to help expand the program and recruit new members. (Daily)</p> <p>Strategy's Expected Result/Impact: Student Council will receive recognition in their district.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Student Council Advisor</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Membership Fees - 199: General, Basic - 199.36.6495.00.001.99 - \$85</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 45 Details	Reviews			
<p>Strategy 45: ESL teachers and aides will use the LAS assessment for newly enrolled students from another country or state & /or to review proficiency level. To have available resources to implement test such as, CD player, individual student folders and testing materials. Monthly</p> <p>Strategy's Expected Result/Impact: Students will be placed in the correct placement determined by the LPAC committee and LAS results.</p> <p>Staff Responsible for Monitoring: LPAC clerk LPAC teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 46 Details	Reviews			
<p>Strategy 46: Students in ESL/RLA classrooms will have access to books with classroom libraries that provide reference materials and grade-appropriate reading materials. Daily</p> <p>Strategy's Expected Result/Impact: Increase in literacy skills as evidenced in TELPAS and EOC scores.</p> <p>Staff Responsible for Monitoring: RLA Instructional Specialist & RLA/ESL Teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Results Driven Accountability</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 47 Details	Reviews			
<p>Strategy 47: Special Ed Units will have general supplies necessary to implement daily lessons in life skills and ASC and resource. Daily</p> <p>Strategy's Expected Result/Impact: Students will learn as per IEP</p> <p>Staff Responsible for Monitoring: SPED Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Level 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Leveled Books - 199: General, Special Education - 199.11.6329.00.001.23 - \$860</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 48 Details	Reviews			
<p>Strategy 48: Provide supplies needed for National Honor Society to help expand the program and recruit new members. (Daily)</p> <p>Strategy's Expected Result/Impact: National Honor Society will receive recognition in their district.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>National Honor Society Advisor</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Membership - 199: General, Basic - 199.36.6495.00.001.99 - \$385</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Students miss much of the instruction in preparation for accountability assessments, and struggle with the language barrier e.g. AP, EOC, and/or CTE certifications. Root Cause: High Rate of mobility (to surrounding districts and/or to Mexico). Mobility Rate is 10.3% - while this is lower than the state average, many students leave to Mexico and are "unschooled" during their absence.</p>

Student Achievement

Problem Statement 1: EL and SPED students continue to have low rates of Approaches, Meets or Masters in EOC testing; district rated as "Needs Assistance" for Special Education. **Root Cause:** Teachers need additional support in teaching test-taking strategies, using sheltered instruction strategies, and embedding critical thinking skills into daily lessons.

Problem Statement 2: AP scores continue to be below 40% of students scoring 3+ **Root Cause:** Teachers need more exposure to the content and testing for AP credit.

Staff Quality, Recruitment, and Retention

Problem Statement 2: Teachers are challenged with the implementation of best practices and adapting to a virtual world at the same time. **Root Cause:** 27.3% of teachers have less than 5 years of experience teaching at a public high school.

Curriculum, Instruction, and Assessment

Problem Statement 1: EL and SPED students continue to show little success on EOC assessments. **Root Cause:** Teachers need additional training and guidance in strategies for test-taking, engaging EL and SPED students, Task Analysis, etc.

Technology

Problem Statement 1: Virtual Learning has shown that many students and teachers still struggle in the use of various platforms. A small percentage of teacher use multiple applications in daily lessons. Approximately 7 of 10 walk throughs show only the use of Google Classroom, Meets, and/or Slides. Many do not include Jamboard, Kami, Videos, Flipgrid, etc. on daily lessons. **Root Cause:** We were hit with the pandemic unexpectedly; we continue to play "catch up" with some areas of technology.

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 2: Students will increase performance as measured by improvements on college entrance and college readiness examinations as follows:

ACT Average Cohort Score: 17.2 to 20.6





SAT Average Cohort Score: 900 to 1027

All Advanced Placement Examinations: 36.42 to 50.6 scoring 3+

The rate of successful Dual Credit Course Completion will increase from 57.5% to 73.0%.

Evaluation Data Sources: ACT, SAT, Advanced Placement Examination Results, Advanced Placement Course Completion, Dual Credit Course Completion

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase ACT, PSAT, SAT, AP, and TSIA participation by testing Freshmen, Sophomores, Juniors, and Seniors to determine Dual Credit placement and include test prep seminar sessions each semester. Provide and facilitate testing process with calculators, recorders, batteries, and other supplies needed for testing. Each semester</p> <p>Strategy's Expected Result/Impact: More students will be enrolled in college level courses.</p> <p>Staff Responsible for Monitoring: Assistant Principals CCMR Specialist Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum - Results Driven Accountability</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Create field trip opportunities for At Risk students to attend UTEP, EPCC, NMSU, Western Tech, and other post secondary institutions. Each semester</p> <p>Strategy's Expected Result/Impact: Students are exposed to college life through field trips to UTEP and NMSU.</p> <p>Staff Responsible for Monitoring: CCMR Specialist Counselors At-Risk Teacher</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - Results Driven Accountability</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: CCMR Specialist and Counselors will promote awareness in financial aid to support higher education goals. This includes scholarships. They will also continue to utilize ApplyTexas.org. Daily</p> <p>Strategy's Expected Result/Impact: Counselors have all current information needed to assist students.</p> <p>Staff Responsible for Monitoring: CCMR Specialist and Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - Results Driven Accountability</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide necessary support and expand student participation through opportunities for college credit with courses such as CBE, Dual Credit, AP, and EOC in order to support college Readiness initiatives. Provide teachers and students with the necessary textbooks, reading materials, supplies/technology equipment to properly conduct courses, i.e.: binders, markers, colored pencils, ISN's, textbooks, computers, laptops, calculators, benchmark booklets, etc. Daily</p> <p>Strategy's Expected Result/Impact: Students will graduate from SEHS with college credit hours.</p> <p>Staff Responsible for Monitoring: CCMR Specialist Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>Funding Sources: Novels, Reference Books - 289:Title IV, Part A Subpart 1 - 289.11.6329.00.001.30 - \$5,000, Technology Equipment - 289:Title IV, Part A Subpart 1 - 289.11.6395.00.001.30 - \$24,238.25, Dual Credit Books - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.001.30 - \$23,380.90, Dual Credit Books - 199: General, State Compensatory Education - 199.11.6321.00.001.30 - \$23,380.90</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p>Strategy 5: Attendance and Leaver Committee will meet every nine weeks to ensure and monitor that all students graduate in four years from high school. The committee will meet as needed to review data on dropouts, no shows, and students who are lacking credits and have not met standard on state-mandated tests. Home visits will be made when necessary to recover improper leavers. Every 9 weeks</p> <p>Strategy's Expected Result/Impact: Student will complete their high school requirements.</p> <p>Staff Responsible for Monitoring: Assistant Principals Registrar Clerk Attendance Clerk</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6 Details	Reviews			
<p>Strategy 6: Research College Readiness programs such as Avid, Princeton Review. Each semester</p> <p>Strategy's Expected Result/Impact: Administration will remain up-to-date on college readiness programs.</p> <p>Staff Responsible for Monitoring: Assistant Principal for Guidance and Instruction (others involved are: High School Counselors)</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.





Performance Objective 3: The four-year (on time) graduation rate will increase from 86.6% to 91.0%, (TEA Performance Report Card)

The five-year (longitudinal) graduation rate will increase from 89.3% to 92.0%.

The grades 9-12 dropout rate will decrease from 3.1% to 1.9%.

Evaluation Data Sources: Increase of current on-time (4-year) and longitudinal (5-year) graduation rates, a decrease in Grades 9-12 current dropout rate (TEASE, or TAPR for 2019)

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students with disabilities appropriate transition services and necessary supplies to provide job training and community skills through special education coursework.</p> <p>ARD committees will review annual progress of students in order to establish an appropriate coursework plan to ensure student graduation needs are being met. Necessary supplies include time clocks, time sheets, textbooks, electric sharpeners, shredder, file cabinets, manila folders, and hanging folders. Daily</p> <p>Strategy's Expected Result/Impact: Increase the number of students graduating within cohort.</p> <p>Staff Responsible for Monitoring: Campus Administration SPED Teachers Transition Coach</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Seniors will be prepared for graduation at the end of the year. (Yearly)</p> <p>Strategy's Expected Result/Impact: Students will meet with counselors and the CCMR Specialist on a regular basis to complete all requirements.</p> <p>Staff Responsible for Monitoring: CCMR Specialist Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Credit recovery programs will be utilized for improper leavers that are lacking minimal credits. The program will be utilized before school, after school and during school. (programs e.g. A+ or Edgenuity) Daily</p> <p>Strategy's Expected Result/Impact: Students will complete missing credits needed for graduation.</p> <p>Staff Responsible for Monitoring: Credit Recovery Facilitator(s) - Teacher & Aide Counselors</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details	Reviews			
<p>Strategy 4: Students identified At-Risk that need additional support to ensure graduation will be provided one-on-one interventions by the at-risk teacher. Daily</p> <p>Strategy's Expected Result/Impact: At -Risk students will graduate.</p> <p>Staff Responsible for Monitoring: Administrator At-Risk Teacher CCMR Specialist</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Interventions Kits & Workbooks - 199: General, State Compensatory Education - 199.11.6399.15.001.30 - \$500</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.





Performance Objective 4: To increase parental and community participation in instructional activities and literacy programs / projects by 10% from the 2020-2021 school year to the 2021-2022 school year.

Evaluation Data Sources: Meeting agendas, sign in sheets, parental feedback, and surveys.

Strategy 1 Details	Reviews			
<p>Strategy 1: Design activities to promote consumer economic, personal financial education and to promote literacy to parents and students. Each semester</p> <p>Strategy's Expected Result/Impact: Parents and students will learn financial and consumer information and participate in building a culture of literacy on campus and at home.</p> <p>Staff Responsible for Monitoring: Administration Counselors</p> <p>Title I Schoolwide Elements: 2.6, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Project supplies for laminating, crafting, etc. - 282 ESSER III - 282.61.6499.01.001.30 - \$2,000, Supplies to create materials needed to support student learning and activities - 211: Title I, Part A Improving Basic Programs - \$1,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase parental involvement and communication through the use of books, newsletter, website, teacher phone calls, letters, home visits, parent portal, a variety of parent informational presentations, bulletin boards, posters, flyers and hands-on activities and monthly meetings. Train parents in various areas; Practical Parent Education and Parental Portal. Use of Listening Tour Group System for translation purposes. Daily</p> <p>Strategy's Expected Result/Impact: Parent attendance at activities will increase.</p> <p>Staff Responsible for Monitoring: Campus Administrators Student Activities Manager Librarian Counselors Instructional Specialists</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Supplies - 199: General, Basic - 199.11.6399.00.001.11 - \$346.97</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
<p>Strategy 3: Host informational meetings to educate parents on how they can assist their children with the transition to high school and/or college; Parents will be provided general information on the different requirements at each grade level that will lead to student success. (Parent materials and refreshments) Each semester</p> <p>Strategy's Expected Result/Impact: Parents will gain knowledge on various topics in order to assist their students.</p> <p>Staff Responsible for Monitoring: Instructional Specialists Counselors CCMR Specialist</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Parent Refreshments - 211: Title I, Part A Improving Basic Programs - 211.61.6499.01.001.30 - \$550, Refreshments for educators who stay for after-hours events - 199: General, Basic</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p>Strategy 4: Parents will be invited to attend appropriate district and regional training; Annual Regional Parental Engagement Conference @ Region XIX. Each semester</p> <p>Strategy's Expected Result/Impact: Parents will gain knowledge on various topics in order to assist their student.</p> <p>Staff Responsible for Monitoring: Administrators Counselors</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p>Strategy 5: SEHS will assist in the development of a family-friendly environment at the campus, by supporting and implementing effective practical, research-based parental involvement practices to improve student academic achievement; to include a "parent center" where parents will have access to supplies to support the daily activities of the campus. (Daily)</p> <p>Strategy's Expected Result/Impact: Parents will be invited to attend and participate in all aspects of school life.</p> <p>Staff Responsible for Monitoring: Campus Administration Federal/Special Programs Coordinator Associate Superintendent</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 2</p> <p>Funding Sources: General Supplies for Parent Center & Volunteers - 211: Title I, Part A Improving Basic Programs - 211.61.6399.01.001.30 - \$1,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 6 Details	Reviews			
<p>Strategy 6: SEHS Staff will attend various Region XIX professional development events. Counselors and Assistant Principals will attend the Annual Regional Parental Engagement Conference @ Region XIX and 2021 Statewide Parental Involvement Conference. (Yearly)</p> <p>Strategy's Expected Result/Impact: Parental involvement numbers will increase based on information learned at conferences.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7 Details	Reviews			
<p>Strategy 7: Conduct sessions for parents to ensure understanding of EOC Graduation requirements, AP vs. Dual Credit opportunities at SEHS, CTE Certification requirements. Each semester</p> <p>Strategy's Expected Result/Impact: Parents will be better prepared to help students make sound decision in terms of graduation and post-secondary plans.</p> <p>Staff Responsible for Monitoring: Counselors CTE Coordinator and Teachers Assistant Principals</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8 Details	Reviews			
<p>Strategy 8: Conduct Title I and school improvement program orientations such as: Parent Right to Know, Parent Compact, Parent notification-school choice, and transition structures and strategies (9th grade only). Involve parents in the development/revision of the district policy and parent compact by conducting annual meetings to inform parents of their child's participation in Title I Part A program requirements and their right to be involved. Each semester</p> <p>Strategy's Expected Result/Impact: Parents will receive the information on the various Title I requirements.</p> <p>Staff Responsible for Monitoring: Principal Counselors</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9 Details	Reviews			
<p>Strategy 9: Train parents to serve in a decision-making capacity such as Language Proficiency Assessment Committee (LPAC), School Improvement and Operational Team (SIOT), Admission Review and Dismissal (ARD) Committees, campus literacy projects. Weekly</p> <p>Strategy's Expected Result/Impact: Parents will be part of the decision making committees for students.</p> <p>Staff Responsible for Monitoring: Administrators SPED Teachers Department Chairs</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 10 Details	Reviews			
<p>Strategy 10: Conduct Free Application for Federal Student Aid (FAFSA) night to guide parents and students through the financial aid process of college entrance. Spring semester</p> <p>Strategy's Expected Result/Impact: Parents will help students complete financial aid packages and prepare for entry to college.</p> <p>Staff Responsible for Monitoring: Assistant Principal for Guidance and Instruction, Counselors</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.2</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11 Details	Reviews			
<p>Strategy 11: Increase parent awareness and involvement with personal graduation plans, college and career readiness, state assessment, GT Family Nights, and other educational topics; Fall and Spring College and Career Readiness Open Houses. Each semester</p> <p>Strategy's Expected Result/Impact: CTE/GT/CCMR nights will provide information on the various programs to parents.</p> <p>Staff Responsible for Monitoring: Counselors CCMR Specialists CTE Coordinator and Teachers</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 12 Details	Reviews			
<p>Strategy 12: Provide streaming services of graduation to account for inclement weather/overflow. (Yearly)</p> <p>Strategy's Expected Result/Impact: Graduation is available to all of the community.</p> <p>Staff Responsible for Monitoring: Technology Department</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 4 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 2: Volunteers on campus are minimal - mostly supporting extra-curricular events. Root Cause: During the pandemic, volunteers were scarce at all campuses.</p>

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 5: The campus will support professionals or paraprofessional working under IDEA B Formula or IDEA B Preschool.





Evaluation Data Sources: Financial reports

Strategy 1 Details	Reviews			
<p>Strategy 1: The two special education teachers will provide all the High School students help with their identified needs. (2 FTE's) Daily</p> <p>Strategy's Expected Result/Impact: Continue assisting special education students in their areas of need.</p> <p>Staff Responsible for Monitoring: Special Education Teachers, Administrator and Special Education Director</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Supplies - 199: General, Special Education - 199.11.6399.00.001.23 - \$300</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: The Special Education Instructional Aide will provide additional academic support to the students. Daily</p> <p>Strategy's Expected Result/Impact: To assist the student struggling in different academic areas.</p> <p>Staff Responsible for Monitoring: Special Education Aide, and campus administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 6: The CARE Act ESSER Grant will be used to support the following expenditures: Base pay, misc. contracted services, technology hotspots and devices, software and site licenses, general supplies (nursing, cleaning, maintenance, operations), and utilities for campuses.

Evaluation Data Sources: Data reports and grant deliverables

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will have access to technology as needed to have success in the classroom.</p> <p>Strategy's Expected Result/Impact: Students will use technology devices as prescribed by teachers - even if it's after hours (while at home).</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 266 CARE Act ESSER Grant</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 7: The ARP Act of 2021 is intended to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students. The ESSER III Grant will be used to support the following expenditures: loss of learning, technology integration, professional development, Family/Community Engagement, safe return to work, continuity of services, mental health and behavioral supports, and grant administration.

Evaluation Data Sources: Data reports and grant deliverables





Strategy 1 Details	Reviews			
<p>Strategy 1: At-Risk Service Teacher (1 FTE) Enable at-risk students to receive extra support through a variety of teaching strategies and techniques to include distance or virtual instruction. This includes but is not limited to serving teen parents, ESL students, alternative education placement students, students that have been retained in a particular grade level, students failing two or more courses at any given grading period, students that have failed any portion of the state mandated exams, and any other criteria that would deem a student as at-risk of not graduating from high school. (Daily/Yearly)</p> <p>Strategy's Expected Result/Impact: Help students analyze and improve study methods and habits. Conduct ongoing assessment of student achievement through formal and informal testing. Be a positive role model for students and support the mission and goals of the campus and school district. Provide ongoing feedback of student achievement through formal and informal methods.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Funding Sources: At-Risk Teacher (1 FTE) Estimated Salary & Benefits - 282 ESSER III - 282.11.6119.07.001.30 - \$68,688</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: All students will be provided with general supplies to complete class assignments. Teachers will monitor engagement through various instructional lessons that include activities for accelerated learning.</p> <p>Strategy's Expected Result/Impact: Students will have equitable opportunity to learn, regardless of financial setbacks due to the pandemic..</p> <p>Staff Responsible for Monitoring: Teachers Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: General Supplies -Pencils, composition notebooks, binders, folders, pens, notebook paper, copy paper, etc. - 282 ESSER III - 282.11.6399.09.001.11 - \$56,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
<p>Strategy 3: Intervention resources such as kits and workbooks, will be available for students to use during class instruction, during after-school tutoring, intersession and Saturday School. Resources and materials to enhance student learning will be used to help close the learning gap created by the COVID pandemic.</p> <p>Strategy's Expected Result/Impact: Students will have varied instructional materials to master various concepts.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Level 4: High-Quality Curriculum</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: Supplemental Supplies - 282 ESSER III - 282.11.6399.09.001.30 - \$1,000, Intervention kits, workbooks, flip charts, posters, markers, etc. - 282 ESSER III - 282.11.6399.01.001.30 - \$21,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p>Strategy 4: Reading materials will be accessible to all students throughout the campus; to promote a "Culture of Literacy" that will help students close the loss of learning caused by the COVID pandemic.</p> <p>Strategy's Expected Result/Impact: Students will have easy access to read books and e-books; books that are culturally sensitive and that promote emotional/mental well-being.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Specialists Counselors Administrators</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Level 3: Positive School Culture</p> <p>Problem Statements: Student Achievement 1, 2</p> <p>Funding Sources: Reading Materials-Books - 282 ESSER III - 282.11.6329.01.001.30 - \$800, books, reference materials, novels, etc. - 282 ESSER III - 282.31.6329.06.001.99 - \$21,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
<p>Strategy 5: Students will complete labs 40% of the instructional time allotted to recover for missed in-person instruction during the COVID-19 Pandemic. This will translate to students increasing EOC scores and overall AP scores.</p> <p>Strategy's Expected Result/Impact: Students will have access to lab consumables, kits, and hardware.</p> <p>Staff Responsible for Monitoring: Administrators IS's Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Level 5: Effective Instruction</p> <p>Funding Sources: - 282 ESSER III - \$7,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 6 Details	Reviews			
<p>Strategy 6: Students struggling to acclimate back into classrooms procedures will be provided supports through SEL activities and lessons with the PBIS Core Team and Counselors.</p> <p>Strategy's Expected Result/Impact: Students will transition from hybrid learning back to face-to-face instruction with minimal negative impact.</p> <p>Staff Responsible for Monitoring: Counselors PBIS Core Team Administrators</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: art supplies, paper crafting supplies - 282 ESSER III - 282.31.6499.06.001.99 - \$1,500</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7 Details	Reviews			
<p>Strategy 7: Portable Speaker Systems will be available for teachers & students who choose to wear face masks during COVID pandemic; this will ensure that auditory reception is clear.</p> <p>Strategy's Expected Result/Impact: Understood communication between teacher to students.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: General Supplies - - 282 ESSER III - 282.11.6399.09.001.11 - \$2,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8 Details	Reviews			
<p>Strategy 8: Software programs will be accessible through SEISD tech devices so students can accelerate the learning to recover the learning lost during the COVID pandemic.</p> <p>Strategy's Expected Result/Impact: Students will work online with programs on reading, math, science, & history during the instructional day and outside of the regular school days.</p> <p>Staff Responsible for Monitoring: Instructional Specialists & Teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: IXL, - 282 ESSER III - 282.11.6396.01.001.30 - \$20,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 9 Details	Reviews			
<p>Strategy 9: At-Risk Aide (1 FTE)The primary purpose of this position is to provide targeted instructional support and interventions to at-risk students. Assist the campus with the implementation of the At-Risk Program to include; At-Risk documentation and record keeping. At-Risk committee meetings, credit recovery processes, and procedures to include RTI. (Daily/Yearly)</p> <p>Strategy's Expected Result/Impact: Provide instructional support for At-Risk students in the classroom. Conduct instructional exercises assigned by the teacher; work with individual students or small groups. Responsible for monitoring At-Risk students for credit recovery.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: At-Risk Aide (1 FTE) Estimated Salary & Benefits - 282 ESSER III - 282.11.6129.01.001.30</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10 Details	Reviews			
<p>Strategy 10: Intervention Teacher (2 FTE) Provide students with appropriate learning activities and experiences in instructional environments and in the core academic subject area assigned to help them fulfill their potential for intellectual, emotional, physical, and social growth. Enable students to develop competencies and skills to function successfully in society. (Daily/Yearly)</p> <p>Strategy's Expected Result/Impact: Provide quality accelerated instruction through co-teaching and interventions. Identify appropriate academic student services for at-risk students and ensures that the appropriate services are monitored and delivered.</p> <p>Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal District Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Intervention Teacher (2 FTE) Estimated Salary & Benefits - 282 ESSER III - 282.11.6119.01.001.30</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11 Details	Reviews			
<p>Strategy 11: Aide- Special Ed II</p> <p>Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Special Education Director</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Special Education Aide Supplemental (1 FTE) Estimated Salary & Benefits - 282 ESSER III - 282.11.6129.06.001.30</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 12 Details	Reviews			
<p>Strategy 12: Parents will participate in activities that promote a 'Culture of Literacy' on the campus and at home.</p> <p>Strategy's Expected Result/Impact: Parents will encourage reading with students to help close the gap created by regression in reading skills due to the COVID pandemic.</p> <p>Staff Responsible for Monitoring: Librarian Instructional Specialist Parent Liaison</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Project supplies for crafting and creating artifacts. - 282 ESSER III - 282.61.6499.04.001.30 - \$2,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 13 Details	Reviews			
<p>Strategy 13: The high school will continue upgrading or adding devices for computer labs and assigned devices to the entry-level students' cohort. The computer labs and the students' devices will provide learning support to students' loss of learning due to the impact of COVID-19. (Yearly)</p> <p>Strategy's Expected Result/Impact: Students will have better access to intervention opportunities and the educational interaction between students and teachers. And with the incorporation of an all-inclusive technology environment students' will have better educational opportunities.</p> <p>Staff Responsible for Monitoring: Technology Director Campus Administrators Network Administrators IT Field Specialist</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Funding Sources: Technology Equipment and Devices - 282 ESSER III - 282.11.6395.09.001.11 - \$1,000, Technology Equipment and Devices - 282 ESSER III - 282.11.6395.02.001.30 - \$319,400</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 14 Details	Reviews			
<p>Strategy 14: Students will be offered academic tutoring and remediation; and emotional and behavioral support with activities. Sessions will be held before & after school, and on Saturdays.</p> <p>Strategy's Expected Result/Impact: Students will recover lost learning in closing the gap.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: Extra Duty Pay - 282 ESSER III - \$75,000, supplies and materials for SEL activities (counseling/PBIS) - 282 ESSER III - 282.31.6499.06.001.99 - \$7,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 15 Details	Reviews			
Strategy 15: Provide parent liaison with training opportunities to better inform and assist parents and families in effectively supporting students. (Monthly/ Bi-Monthly) Strategy's Expected Result/Impact: Continue supporting parents and families with tools to assist their children Staff Responsible for Monitoring: Campus Principal Campus Parent Liaison Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Employee Travel - ESSER III (Webinar) - 282 ESSER III - 282.61.6411.04.001.30 - \$1,000	Formative			Summative
	Sept	Nov	Jan	Mar
	0%			
Strategy 16 Details	Reviews			
Strategy 16: Provide Administrators, Counselors, Teachers, and Para Educators with training and resources to better support faculty and student issues that were brought on by the Pandemic, to include academic progress and mental health. Strategy's Expected Result/Impact: Students will have a balance emotional state to better make academic progress. Staff Responsible for Monitoring: Administrators Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 4 Funding Sources: Books for Professional Growth - 282 ESSER III - 282.13.6329.03.001.99 - \$1,000, Staff Development Counselors Training - 282 ESSER III - 282.31.6411.03.001.99 - \$5,500	Formative			Summative
	Sept	Nov	Jan	Mar
	0%			
Strategy 17 Details	Reviews			
Strategy 17: Support staff will be provided with the necessary equipment to perform duties in a safe and efficient manner. (Para-educators, monitors, custodians, etc.) Daily Strategy's Expected Result/Impact: Minimal number of accidents reported by support staff. Staff Responsible for Monitoring: Administrators Support Services (security) supervisors Funding Sources: Safety Supplies - 282 ESSER III - 282.11.6399.09.001.11 - \$315	Formative			Summative
	Sept	Nov	Jan	Mar
	0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 1: EL and SPED students continue to have low rates of Approaches, Meets or Masters in EOC testing; district rated as "Needs Assistance" for Special Education. Root Cause: Teachers need additional support in teaching test-taking strategies, using sheltered instruction strategies, and embedding critical thinking skills into daily lessons.
Problem Statement 2: AP scores continue to be below 40% of students scoring 3+ Root Cause: Teachers need more exposure to the content and testing for AP credit.

School Culture and Climate

Problem Statement 1: There is a low percentage of students participating on campus with tutoring and/or classes; and small numbers of students participating in athletic teams.
Root Cause: Due to the pandemic, parents hesitate to send students back to the campus; parents are not aware of the safety measures set up at SEHS.





Staff Quality, Recruitment, and Retention

Problem Statement 4: Administrators, Counselors, Teachers, and Support Staff need more training on how to handle the current pandemic and the stress/issues it brings to our students and faculty. **Root Cause:** The pandemic has brought on new challenges for educators and students - both the academic progress and the social emotional health of students must be addressed.

Goal 2: To build, maintain, and improve student academic performance through a collaborative partnership between home, school, and community.

Performance Objective 8: The CRRSA Act of 2021 is intended to prevent, prepare for, and respond to the COVID-19 pandemic, to include any impacts on the social, emotional, mental health, and academic needs of students. The ESSER II Grant will be used to support the following expenditures: Loss of learning, technology integration, safe in-person return, continuity of services, mental health and behavioral supports, and grant administration.

Evaluation Data Sources: Data reports and grant deliverables

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselors will provide and document daily interactions with students.</p> <p>Strategy's Expected Result/Impact: Students will have face-to-face contacts with adults to begin establishing the comfort level needed to successfully reintegrate to in-person learning.</p> <p>Staff Responsible for Monitoring: Assistant Principals Counselors</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: file folders, office supplies, technology, etc. - 281 ESSER II</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 8 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: There is a low percentage of students participating on campus with tutoring and/or classes; and small numbers of students participating in athletic teams.</p> <p>Root Cause: Due to the pandemic, parents hesitate to send students back to the campus; parents are not aware of the safety measures set up at SEHS.</p>





Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 1: Enrollment in Career and Technical Education coherent sequence course offerings will increase and the number of students obtaining certifications and licensures through CTE coherent sequence programs will increase.

Evaluation Data Sources: CTE coherent sequence program enrollment percentages, number of obtained certifications and licensures.

Strategy 1 Details	Reviews			
<p>Strategy 1: Encourage enrollment and competition participation in Career and Technical Student Organizations (CTSOs). Daily</p> <p>Strategy's Expected Result/Impact: Students will continue to qualify for state and national competitions in the Spring.</p> <p>Staff Responsible for Monitoring: CTE Administrator, CTE Teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be prepared to meet industry standards. Each 9 weeks</p> <p>Strategy's Expected Result/Impact: Students will test in their respective fields to receive certification.</p> <p>Staff Responsible for Monitoring: CTE Teachers</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Use Career and Technical Education courses to promote student access to technology. Daily</p> <p>Strategy's Expected Result/Impact: The CISCO program will train students in computer skills allowing to work within the technology field.</p> <p>Staff Responsible for Monitoring: CTE Coordinator and Teachers</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p>Strategy 4: Use Career and Technical Education courses to prepare all students to be competitive to enter today's workforce and/or post-secondary education. Daily</p> <p>Strategy's Expected Result/Impact: The CTE program will train students in skills allowing them to apply for jobs in their field.</p> <p>Staff Responsible for Monitoring: CTE Coordinator, CTE Teachers,</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Jan	Mar





Strategy 5 Details	Reviews			
Strategy 5: Monitor implementation of CTE programs of study and revise graduation plans to include CTE credit. Each semester Strategy's Expected Result/Impact: Graduation plans include the Career Pathways to include CTE courses. Staff Responsible for Monitoring: CTE Coordinator, CTE Teachers, Counselors TEA Priorities: Connect high school to career and college	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6 Details	Reviews			
Strategy 6: CISCO program will be used to enhance student knowledge of technology and train them for certification. Daily Strategy's Expected Result/Impact: The CISCO program will train students in computer skills allowing to work within the technology field. Staff Responsible for Monitoring: CTE Coordinator, CTE Teacher TEA Priorities: Connect high school to career and college	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7 Details	Reviews			
Strategy 7: Pay for licensures for students based on their CTE program of study. Each semester Strategy's Expected Result/Impact: Students will test in their respective fields to receive certification. Staff Responsible for Monitoring: Administration CTE Teachers TEA Priorities: Connect high school to career and college	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8 Details	Reviews			
Strategy 8: Renew the TestHound program on an annual basis for STAAR/EOC tracking of inventory and test session planning. (Yearly) Strategy's Expected Result/Impact: Effective testing sessions and inventory control. Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9 Details	Reviews			
Strategy 9: Student will have access to necessary PPE, consumable supplies, and other materials to partake in quality hands-on instruction, and in PLTW courses. Daily Strategy's Expected Result/Impact: Increase in the number of Industry-Based Certifications Staff Responsible for Monitoring: Instructors TEA Priorities: Connect high school to career and college Funding Sources: - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.001.30 - \$365, - 199: General, Career & Technology - 15000	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 10 Details	Reviews			
<p>Strategy 10: Develop, improve, or expand the use of technology in CTE, to provide CTE students with CTE skills needed (including developing STEM knowledge) that lead to entry into the technology fields. PLTW Participation will allow students to increase use of industry relevant technology in the CTE classrooms. Monthly</p> <p>Strategy's Expected Result/Impact: Increased access to relevant technology.</p> <p>Staff Responsible for Monitoring: CTE Coordinator CTE Teachers (PLTW)</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 2: Students in CTE classes will have access to facilities that will be maintained to meet all guidelines and that exude quality and professional services.





Evaluation Data Sources: Maintenance and facility reports.

Strategy 1 Details	Reviews			
Strategy 1: Contract companies to perform one annual thorough cleaning as needed. Annually Strategy's Expected Result/Impact: Adequate Facilities Staff Responsible for Monitoring: CTE Coordinator CTE Teachers Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Link CTE to post-secondary education and/or the industry. Annually Strategy's Expected Result/Impact: Prepare CTE students for careers and/or professional certifications Staff Responsible for Monitoring: Campus Administration Counselors CTE Coordinator	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Students will work toward industry-based certifications that align with TEA for each program of study; program growth and student achievement by race, ethnicity, and gender. Monthly	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
Strategy 4: Develop and implement annual CTE program evaluations to determine consistency in CTE vertical alignment across campuses and to ensure fidelity implementation. Annually Strategy's Expected Result/Impact: Thorough review of CTE programs of study. Staff Responsible for Monitoring: District CTE Coordinator Principal	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: To prepare our students to connect with the necessary skill sets that will enable them to pursue their postsecondary goals.

Performance Objective 3: Students will have the opportunity to earn college credit through AP courses and Dual Credit courses at SEHS.

Evaluation Data Sources: AP Scores and Dual Credit End-of-Year Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: AP students will be provided with materials, such as textbooks and access to online support and workbooks. Daily</p> <p>Strategy's Expected Result/Impact: The percentage of students earning a 3 or above on AP exams will increase.</p> <p>Staff Responsible for Monitoring: CCMR Specialist Instructional Specialists AP/DC Teachers and Instructional Aides</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Books (AP workbooks) - 199: General, State Compensatory Education - 199.11.6399.15.001.30 - \$1,934.55</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: SEHS Students will have the opportunity to earn college credit through Dual Credit courses (EPCC). Daily</p> <p>Strategy's Expected Result/Impact: Students will graduate with college credits.</p> <p>Staff Responsible for Monitoring: Administrators Counselors CCMR Specialist Textbook Clerk</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will have access to online programs and software that will support college-level learning. Daily</p> <p>Strategy's Expected Result/Impact: Students will satisfactorily complete research and projects in AP classes and Dual Credit Classes.</p> <p>Staff Responsible for Monitoring: Librarian Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 1: The campus will maintain a safe environment conducive to learning by reducing disciplinary incidents, increasing social services contacts and related presentations and by promoting academic achievement.





Evaluation Data Sources: Discipline reports, documented presentations, documented social services activities/contacts/assistance

Strategy 1 Details	Reviews			
<p>Strategy 1: The school will provide a nurse to assist students in need of medical services. Daily</p> <p>Strategy's Expected Result/Impact: Students will have access to a medically trained personnel during school hours on a daily basis to assist with any medical needs.</p> <p>Staff Responsible for Monitoring: Nurse</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement the Positive Behavior Intervention and Support System within their classrooms, and these initiatives will be reinforced school-wide. Daily</p> <p>Strategy's Expected Result/Impact: Students will learn and transfer the core values.</p> <p>Staff Responsible for Monitoring: Administrators Counselors PBIS Core Team</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: PBIS Technology - 199: General, Basic - 199.36.6399.39.001.99 - \$460.95, PBIS Supplies - 199: General, Basic - 199.11.6399.39.001.11 - \$70</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Security officers and hall monitors will be on duty during school hours. Security will be on duty for after school functions. Daily</p> <p>Strategy's Expected Result/Impact: Safety of students, staff, and visitors will be monitored creating a safe environment.</p> <p>Staff Responsible for Monitoring: Administrator for Safety, Security, Monitors</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p>Strategy 4: Safety cameras will be used to monitor movement in high-risk/high-activity areas. Daily</p> <p>Strategy's Expected Result/Impact: Security will be at school functions to monitor crowd control. Security will be at school functions to monitor crowd control.</p> <p>Staff Responsible for Monitoring: Administrator for Safety, Technology</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 5 Details	Reviews			
<p>Strategy 5: DAEP will be used for students who are chronically violating the SCC or who commit serious offenses. DAEP will provide daily restorative circles, weekly meetings with a counselor or PBIS representative. Daily/Weekly</p> <p>Strategy's Expected Result/Impact: Students who do not comply with school rules will be placed in DAEP and continue to receive instruction.</p> <p>Staff Responsible for Monitoring: Assistant Principals DAEP Teacher(s) and Aide</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6 Details	Reviews			
<p>Strategy 6: Campus administrators and teachers will utilize a variety of consequences for students who do not comply with campus rules. Daily</p> <p>Strategy's Expected Result/Impact: Consequences for behavior will create a change in behavior of students.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7 Details	Reviews			
<p>Strategy 7: Attendance clerk will monitor and ensure accurate attendance from teachers through attendance verification sheets, notify parents of excessive absences and tardies, and refer excessive absences to truancy court, with the assistance of counselor/social worker efforts. Daily</p> <p>Strategy's Expected Result/Impact: Accurate documentation will be in place for auditors.</p> <p>Staff Responsible for Monitoring: Assistant Principals Attendance Clerk Social Worker Truancy Officer</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8 Details	Reviews			
<p>Strategy 8: The Attendance Committee will address truancy issues through the Truancy Prevention Plan. Monthly</p> <p>Strategy's Expected Result/Impact: The Truancy Prevention Plans will be put in place for students as needed. This will be a deterrent to truancy issues.</p> <p>Staff Responsible for Monitoring: Administrators Attendance Clerk Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 9 Details	Reviews			
<p>Strategy 9: Incentives and recognition will be provided for students with perfect attendance, honor roll grades, positive behavior, and academic achievement (literacy or STEM or language acquisition), and books to promote a "Culture of Literacy" via school wide activities e.g. assemblies, Tutoring/Remediation Sessions, etc. Monthly</p> <p>Strategy's Expected Result/Impact: Increase in recognition for positive behavior and academic achievement.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Specialists Student Activities Manager PBIS Core Team ESL Teachers (newcomers)</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: books and tangible items - 199: General, State Compensatory Education - 199.11.6499.09.001.330 - \$2,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10 Details	Reviews			
<p>Strategy 10: Campus personnel will participate in the School Health Advisory Council (SHAC). Quarterly</p> <p>Strategy's Expected Result/Impact: Activities will center around good health habits and be consistent throughout the district.</p> <p>Staff Responsible for Monitoring: Administrator for SHAC, Committee members elected to SHAC</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11 Details	Reviews			
<p>Strategy 11: Contract with Interquest Canines to monitor the campus for illegal drugs. Monthly</p> <p>Strategy's Expected Result/Impact: The possession of drugs on campus will decrease.</p> <p>Staff Responsible for Monitoring: Administrator for Safety</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 12 Details	Reviews			
<p>Strategy 12: P.E. teachers and coaches will motivate students to improve on their Fitness Gram results. Daily</p> <p>Strategy's Expected Result/Impact: Fitness Gram report will show an improvement in student health as required by the State.</p> <p>Staff Responsible for Monitoring: P.E. Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 13 Details	Reviews			
<p>Strategy 13: Promote awareness of sexually transmitted diseases and teen parent responsibilities. Monthly</p> <p>Strategy's Expected Result/Impact: The at risk teacher will meet with students and give information that will increase awareness of disease.</p> <p>Staff Responsible for Monitoring: PRS Educator, Nurse</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar





Strategy 14 Details	Reviews			
Strategy 14: Utilize Social Worker, At Risk Counselor, and School Nurse to enhance guidance program. Every 9 weeks Strategy's Expected Result/Impact: Personnel will work as a team to create the best program for all students. Staff Responsible for Monitoring: Social Worker, Counselors, Nurse Title I Schoolwide Elements: 2.5, 2.6	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 15 Details	Reviews			
Strategy 15: Home visits will be conducted for: Dropout recovery, attendance issues, and social services. Every 9 weeks Strategy's Expected Result/Impact: Home visits will remind families that students need to be in school to be ready to meet graduation requirements. Staff Responsible for Monitoring: At Risk Teacher Social Worker Administrators Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 16 Details	Reviews			
Strategy 16: Homeless services, supplies, and transportation will be provided to students in need of assistance. Monthly Strategy's Expected Result/Impact: Students will receive all the necessary assistance to keep them in school despite their situation. Staff Responsible for Monitoring: District Homeless Liaison Title I Schoolwide Elements: 2.5, 2.6	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 17 Details	Reviews			
Strategy 17: Selected faculty and staff will attend trainings and a conference as a part of the PBIS grant funded and coordinated through Region 19. (Semester) Strategy's Expected Result/Impact: PBIS Committee will attend the PBIS conference to gain further knowledge of the PBIS process. Staff Responsible for Monitoring: Associate Superintendent Assigned Region 19 Personnel Title I Schoolwide Elements: 2.5, 2.6	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 18 Details	Reviews			
Strategy 18: NJROTC and others will conduct the following student informational classes: Bullying, Sexual Harassment, and Bystander Intervention. Monthly/Yearly Strategy's Expected Result/Impact: NJROTC conducts various trainings as required by the program to keep cadets ready to participate in all the ROTC activities. Staff Responsible for Monitoring: NJROTC Teachers Teachers Title I Schoolwide Elements: 2.5, 2.6	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 19 Details	Reviews			
<p>Strategy 19: All Seniors will be provided CPR training to meet graduation requirements. Yearly</p> <p>Strategy's Expected Result/Impact: Seniors will leave high school having been exposed to the basics of CPR and how to administer.</p> <p>Staff Responsible for Monitoring: Administration, Nurse, Athletic Trainers, NJROTC Staff</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 20 Details	Reviews			
<p>Strategy 20: All students involved in athletic programs will receive information on hazing. (Once a year)</p> <p>Strategy's Expected Result/Impact: Students in athletic programs will know that hazing is prohibited at any time.</p> <p>Staff Responsible for Monitoring: Athletic Coaches, SRO Officer, Administrator in charge of Athletics</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 21 Details	Reviews			
<p>Strategy 21: Offices of campus administrators, counselors, librarian, and admin assistants will have the necessary resources/materials to conduct daily transactions with students, parents, staff, and all stakeholders. Daily</p> <p>Strategy's Expected Result/Impact: Efficient reports and data.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: TECHNOLOGY - 199: General, Basic - 199.23.6395.00.001.99 - \$1,840, SUPPLIES - 199: General, Basic - 199.23.6399.00.001.99 - \$454.26, SOFTWARE - 199: General, Basic - 199.11.6396.00.001.30 - \$1,000, TONER - 199: General, Basic - 199.23.6399.53.001.99 - \$277</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 22 Details	Reviews			
<p>Strategy 22: Support staff will be provided with the necessary equipment to perform duties in a safe and efficient manner. (Para-educators, monitors, custodians, etc.) Daily</p> <p>Strategy's Expected Result/Impact: Minimal number of accidents reported by support staff.</p> <p>Staff Responsible for Monitoring: Administrators Support Services (security) supervisors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 2: SEHS will offer extra-curricular opportunities to students that will help build self-esteem and leadership skills.





Evaluation Data Sources: Sign in sheets, event flyers

Strategy 1 Details	Reviews			
<p>Strategy 1: Teams e.g. Starlettes will be provided with uniforms and supplies as needed for performances. Semester</p> <p>Strategy's Expected Result/Impact: Students will have uniforms to show cohesiveness as a group.</p> <p>Staff Responsible for Monitoring: Starlettes coach Administration</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: All students will be provided with extra-curricular events that will promote a pride in the school e.g. homecoming, pep rallies, recognition events, etc. Daily</p> <p>Strategy's Expected Result/Impact: Students will respect others, themselves, and the facilities through participation in events that promote school pride/spirit.</p> <p>Staff Responsible for Monitoring: Assistant Principals Organization Sponsors Student Activities Manager</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: The photo rights will be purchased for students to have pictures published in the yearbook. Monthly</p> <p>Strategy's Expected Result/Impact: Campus culture will be positively impacted.</p> <p>Staff Responsible for Monitoring: Student Activities Manager & Journalism Teacher</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: To continue our standard of excellence by ensuring every student is progressing academically, socially, and emotionally.

Performance Objective 3: Students will be offered opportunities in the area of fine arts to include, theater, dance, music, band, piano, and art.

Evaluation Data Sources: Enrollment

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in Project Based Learning that will encourage them to be creative and productive. Weekly</p> <p>Strategy's Expected Result/Impact: Active participation</p> <p>Staff Responsible for Monitoring: Fine Arts Teachers Administrators Counselors</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in performances for the community (non-competitive) twice (one in December, one before spring break).</p> <p>Strategy's Expected Result/Impact: Students will exude confidence in their abilities and talents.</p> <p>Staff Responsible for Monitoring: Fine Arts Teachers Student Activities Manager</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

199: General, Basic					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Refreshments/Food	199.13.6499.00.001.99	\$586.91
2	1	16	Band Supplies	199.11.6393.38.001.11	\$2,000.00
2	1	44	Membership Fees	199.36.6495.00.001.99	\$85.00
2	1	48	Membership	199.36.6495.00.001.99	\$385.00
2	4	2	Supplies	199.11.6399.00.001.11	\$346.97
2	4	3	Refreshments for educators who stay for after-hours events		\$0.00
4	1	2	PBIS Technology	199.36.6399.39.001.99	\$460.95
4	1	2	PBIS Supplies	199.11.6399.39.001.11	\$70.00
4	1	21	TECHNOLOGY	199.23.6395.00.001.99	\$1,840.00
4	1	21	SUPPLIES	199.23.6399.00.001.99	\$454.26
4	1	21	SOFTWARE	199.11.6396.00.001.30	\$1,000.00
4	1	21	TONER	199.23.6399.53.001.99	\$277.00
Sub-Total					\$7,506.09
199: General, Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	13	Software	199.11.6396.00.001.22	\$7,000.00
3	1	9		15000	\$0.00
Sub-Total					\$7,000.00
199: General, Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	47	Leveled Books	199.11.6329.00.001.23	\$860.00
2	5	1	Supplies	199.11.6399.00.001.23	\$300.00
Sub-Total					\$1,160.00
199: General, State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	10	Other Operating Expenses	199.11.6499.09.001.30	\$1,000.00
2	1	11	Software	199.11.6396.00.001.30	\$11,000.00

199: General, State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	13	Software	199.11.6396.00.001.30	\$10,000.00
2	2	4	Dual Credit Books	199.11.6321.00.001.30	\$23,380.90
2	3	4	Interventions Kits & Workbooks	199.11.6399.15.001.30	\$500.00
3	3	1	Books (AP workbooks)	199.11.6399.15.001.30	\$1,934.55
4	1	9	books and tangible items	199.11.6499.09.001.330	\$2,000.00
Sub-Total					\$49,815.45
211: Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Campus Instructional Specialist - (2 FTE's) Estimated Salary & Benefits	211.13.6119.00.001.30	\$169,581.00
2	1	1	Books	211.11.6329.00.001.30	\$250.00
2	1	1	E-Books	211.12.6329.00.001.30	\$5,000.00
2	1	13	Software- Licenses	211.11.6396.00.001.30	\$7,000.00
2	1	13	individual student devices	211.11.6395.00.001.30	\$25,000.00
2	1	20	Edgenuity	211.11.6396.00.001.30	\$23,000.00
2	1	22	workbooks	211.11.6399.00.001.30	\$25,000.00
2	2	4	Dual Credit Books	211.11.6399.00.001.30	\$23,380.90
2	4	1	Supplies to create materials needed to support student learning and activities		\$1,000.00
2	4	3	Parent Refreshments	211.61.6499.01.001.30	\$550.00
2	4	5	General Supplies for Parent Center & Volunteers	211.61.6399.01.001.30	\$1,000.00
3	1	9		211.11.6399.00.001.30	\$365.00
Sub-Total					\$281,126.90
266 CARE Act ESSER Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	1			\$0.00
Sub-Total					\$0.00
289: Title IV, Part A Subpart 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4	Novels, Reference Books	289.11.6329.00.001.30	\$5,000.00
2	2	4	Technology Equipment	289.11.6395.00.001.30	\$24,238.25
Sub-Total					\$29,238.25

281 ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	8	1	file folders, office supplies, technology, etc.		\$0.00
Sub-Total					\$0.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1	Project supplies for laminating, crafting, etc.	282.61.6499.01.001.30	\$2,000.00
2	7	1	At-Risk Teacher (1 FTE) Estimated Salary & Benefits	282.11.6119.07.001.30	\$68,688.00
2	7	2	General Supplies -Pencils, composition notebooks, binders, folders, pens, notebook paper, copy paper, etc.	282.11.6399.09.001.11	\$56,000.00
2	7	3	Supplemental Supplies	282.11.6399.09.001.30	\$1,000.00
2	7	3	Intervention kits, workbooks, flip charts, posters, markers, etc.	282.11.6399.01.001.30	\$21,000.00
2	7	4	Reading Materials-Books	282.11.6329.01.001.30	\$800.00
2	7	4	books, reference materials, novels, etc.	282.31.6329.06.001.99	\$21,000.00
2	7	5			\$7,000.00
2	7	6	art supplies, paper crafting supplies	282.31.6499.06.001.99	\$1,500.00
2	7	7	General Supplies -	282.11.6399.09.001.11	\$2,000.00
2	7	8	IXL,	282.11.6396.01.001.30	\$20,000.00
2	7	9	At-Risk Aide (1 FTE) Estimated Salary & Benefits	282.11.6129.01.001.30	\$0.00
2	7	10	Intervention Teacher (2 FTE) Estimated Salary & Benefits	282.11.6119.01.001.30	\$0.00
2	7	11	Special Education Aide Supplemental (1 FTE) Estimated Salary & Benefits	282.11.6129.06.001.30	\$0.00
2	7	12	Project supplies for crafting and creating artifacts.	282.61.6499.04.001.30	\$2,000.00
2	7	13	Technology Equipment and Devices	282.11.6395.09.001.11	\$1,000.00
2	7	13	Technology Equipment and Devices	282.11.6395.02.001.30	\$319,400.00
2	7	14	Extra Duty Pay		\$75,000.00
2	7	14	supplies and materials for SEL activities (counseling/PBIS)	282.31.6499.06.001.99	\$7,000.00
2	7	15	Employee Travel - ESSER III (Webinar)	282.61.6411.04.001.30	\$1,000.00
2	7	16	Books for Professional Growth	282.13.6329.03.001.99	\$1,000.00
2	7	16	Staff Development Counselors Training	282.31.6411.03.001.99	\$5,500.00
2	7	17	Safety Supplies	282.11.6399.09.001.11	\$315.00
Sub-Total					\$613,203.00
Grand Total					\$989,049.69