

San Elizario Independent School District

San Elizario High School

2023-2024 Campus Improvement Plan

Accountability Rating: C

Distinction Designations:

Academic Achievement in Mathematics



Mission Statement

At San Elizario High School, our mission is to motivate students by supporting their academic, emotional, and social growth to ensure they reach their maximum potential and attain their post-secondary goals.

Vision

San Elizario High School:

Preparing Students for Post-Secondary Success

Core Beliefs

All Students Deserve High Quality Education

All Students May Participate in Extra-Curricular Activity

All Students will be Provided a Safe & Supportive Learning Environment

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

With the ongoing pandemic, the air of uncertainty lingers over our future plans. 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. 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. It was decided during the spring semester to "let go" of the idea of recovering lost learning; and to focus on the well-being of staff and students (health, mental wellness, etc.)

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 1033 students in grades 9-12.

SEHS employs 69 teachers, four administrators, three counselors, an at-risk math/science interventionist, a CCMR specialist, a librarian, and two campus Instructional Specialists. Additional ESSER positions for leadership include an SEL Counselor, a School Improvement Coordinator, and an RLA/SS interventionist. A full custodial staff and cafeteria staff are employed; thirteen instructional aide positions help 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. During the 22-23 school year, four long-term guest teachers (permanent subs) were also employed, due to the shortage of certified educators.

School Population: Student Total

9th grade - 271

10th grade - 336

11th grade - 233

12th grade - 189

Student Demographics

Gender

Female - 488

Male - 541

Ethnicity

Hispanic-Latino - 1026 (99.71%)

Black-African American - 2 (0.19%)

Student by Program

Emergent Bilingual - 543 (52.77%)

English as a Second Language - 432 (41.98%)

Gifted and Talented - 81(7.87%)

Special Education - 114 (11.08%)

Title 1 Participation -1029 (100%)

Dyslexia 18 (1.75 %)

Economic Disadvantage Total 941 (91.45%)

Free Meals 693 (67.35%)

Reduced Price Meals 28 (2.72%)

Other ECD 220(21.38%)

Homeless Total 11 (1.07%)

Doubled Up 11

Unsheltered 0

Hotel/Motel 0

Other Student Information

At Risk 789 (76.68%)

Immigrant 19 (1.85%)

Migrant 4 (0.39%)

Military Connected 19 (1.85%)

Section 504 71 (6.90%)

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. Teachers who have chosen to stay in the profession, and have remained at SEHS, are educators that have a passion for education AND are willing to do 'whatever it takes' to promote student success. As a participant of Title 1 at 100%, the entire student body qualifies for free breakfast, lunch, and dinner - when served.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance rates are below 96% and many students have loss of credit due to attendance. **Root Cause:** Students are not motivated to come to school for various reasons, to include mental health issues.

Student Achievement

Student Achievement Summary

2022-2023 Results earned us an Overall Accountability Rating of "C"

2021 English I	Approaches	Meets	Masters
SEHS	53%	30%	3%

2022 English I	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	43%	26%	4%	-10%	-4%	1%

2021 English II	Approaches	Meets	Masters
SEHS	52%	38%	3%

2022 English II	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	53%	36%	1%	1%	-2%	-2%

2021 English I + II	Approaches	Meets	Masters
SEHS	53%	34%	3%

2022 English I + II	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	53%	36%	3%	0%	2%	0%

2021 Algebra I	Approaches	Meets	Masters
SEHS	62%	17%	3%
GEMS	97%	69%	28%

2022 Algebra I	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	47%	13%	5%	-15%	-4%	2%
GEMS	100%	90%	79%	3%	21%	51%

2021 U.S. History	Approaches	Meets	Masters
SEHS	83%	48%	21%

2022 U.S. History	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	80%	51%	22%	-3%	3%	1%

2021 Biology	Approaches	Meets	Masters
SEHS	64%	24%	2%

2022 Biology	Approaches	Meets	Masters	Approaches GL Gain or Loss	Meets GL Gain or Loss	Masters GL Gain or Loss
SEHS	64%	30%	5%	0%	6%	3%

SEHS continues on RDA for SPED in all tested areas.

Student Achievement Strengths

Students continue to enroll in Advanced Placement Courses, Dual Credit Courses, and earn CTE certifications.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Student achievement on English EOC exam is below state standards and is the area of need for the campus. **Root Cause:** Students reading and writing levels are below grade level due to lack of vocabulary development, texting vs writing and not enough practice on standard writing conventions.

Problem Statement 2 (Prioritized): Students are offered before/after school and Saturday tutoring, however, students are not readily taking advantage of the remediation opportunities. **Root Cause:** Students are not motivated to attend because incentives are minimal or not based on their interest.

Problem Statement 3 (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 their daily lessons (first teach).

School Culture and Climate

School Culture and Climate Summary

The campus is still adjusting after suffering some unexpected changes due to the Worldwide Pandemic.

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. Both our Special Education population and Emergent Bilingual students are a priority.

The school culture at SEHS is changing due to the implementation and use of MTSS and other approaches of support by the Eagle Success Team made up of staff members. The Eagle Success Team 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, Early College High School, CTE programs, AP courses, Dual Credit Courses, club options, etc. The EMT certification is a new program in collaboration with EPCC. The opportunities for students to graduate with a well-rounded experience are present.

SEHS looks forward to continuation of the Early College High School with the third cohort. Students are also provided the opportunity to take advancement courses during summer school. New MOUs with different organizations will help provide mental health services and/or supports for all of our students (Child guidance center

School Culture and Climate Strengths

Athletic teams have achieved multiple championships in past years; this, in turn, helps raise the level of school pride and student confidence. SEHS continue to use social media to promote recognition of students with sports, ESI team, academic achievement, etc.

Administrators make an effort to meet with teachers through PLCs and faculty meetings on a regular basis; walkthroughs by administrators have become more frequent and consistent. The TEKS Resource System is beneficial, particularly for our newer teachers and long-term guest teachers.

The campus will continue to provide advanced academic courses to students in order for them to better prepare 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 an increase of students, faculty, and staff members experiencing high levels of mental challenges such as anxiety, depression, post-traumatic stress, social displacement, social issues, and academic stress. **Root Cause:** Students do not have the coping skills to manage stressful environments and may not know where to seek help.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Currently we have uncertified and non-degreed adults running some of the classes. There are 5 teachers that are credentialed through EPCC to teach Dual Credit on-site courses. 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 10 years experience; the Assistant Principals have an average of 3.1 years of experience.

Staff Quality, Recruitment, and Retention Strengths

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 are recognized for various things on campus - teacher & employee of the month; individual or organizational accomplishments, etc. Wellness activities for all staff were also coordinated.

A four day week will be implemented and teachers will be given a PLC period in addition to their conference.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): SEHS has 19.3 percent of teachers that hold a master's degree, but we only have 5 teachers teaching dual credit courses. **Root Cause:** Teachers are not interested in teaching dual credit due to the amount of responsibilities it entails and not enough incentives.

Problem Statement 2 (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

Problem Statement 3 (Prioritized): Retention of educators has been challenging; turnover has increased since COVID and Administrator turn-over. **Root Cause:** Inconclusive data

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Documented efforts have been made to properly align curricular expectations, instructional delivery, and assessment practices. The TNTP program under GEAR UP has also facilitated vertical alignment meetings with middle school teachers and administrators. These areas are monitored through evaluation of classroom teaching and lesson plan documents.

AP and Dual Credit courses will continue to be offered.

Technology has made many gains in instructional programming at SEHS. Each teacher is issued a laptop and a document reader. Active panels have been installed in all classrooms. Currently there is a 1:1 ratio 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. Primary instructional resources will be aligned and teachers will receive proper professional development or refreshers to ensure usage consistency.

Technology is at a 1:1 ratio.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): The instructional resources for core content areas are not uniformed and/or not used with fidelity. **Root Cause:** Teachers have access to many resources and sometimes lack the professional development to maximize instructional materials.

Problem Statement 2 (Prioritized): Overall AP scores show less than an average of 40% of tested students score 3+ **Root Cause:** Teachers need additional support to prepare students for the AP exam (content and test types).

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 efforts have continued with monthly literacy events, CCMR meetings, and ECHS recruitment efforts. Our Parent/Teacher Conference surpassed the expected number of parents who participated >200.

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).

The parent liason has built relationships with parents and she continues her efforts to increase parent involvement in their student's learning.

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:** Parents do not feel the information is communicated effectively and meetings sometimes conflict with their work schedule.

School Context and Organization

School Context and Organization Summary

SEHS has positions as follows: approximately 69 teachers, 2 intervention/at-risk teachers, 2 instructional Specialists, one SEL Counselor, and one Coordinator of School Improvement.

The high school has four grade levels and three administrators and three 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.)

Reassignments were necessary for some of the instructional team to ensure all programs promote student achievement. In the spring of 2023; reassignment of students in the counseling department resulted in one counselor monitoring all off the seniors and ECHS and DCA students. The goal is to have the two counselors divide the remaining alphabet by two, and have more time to monitor scheduling and pathways, to avoid errors.

School Context and Organization Strengths

The already-established areas of success: CTE, Dual Credit, AP courses, and athletics continue; and the Early College High School with two cohorts 2025 and 2026. The core classes are held in the North 200 & 300 hallways.

Efforts have been made to not only maintain the facilities, but to upgrade and improve the "look." New murals were added to the back outside wall of the auxiliary gym, and to the west wall of the cafeteria.

Chairs and tables were purchased to replace the ones in the MPR; chairs were purchased for the "Black Box" - theatre room. Other upgrades to our theatre have allowed for SEHS to hold UIL competitions for the first time in many years.

New students desks were place in all classrooms, except the DAEP classroom. Teachers were provided with a new desk.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): The recurring problem since the start of COVID pandemic continues to be the need for certified teachers in the areas of STEM - currently we have two continued vacancies in the department, and one for engineering. **Root Cause:** Shortage of teachers is statewide.

Technology

Technology Summary

All classrooms have active panesI to enhance instructional delivery. All teachers are issued a laptop and a document reader. All students have access to a portable device (some have MACs, others Chromebooks, others laptops); Chromebooks are being phased out so all high school students are issued a laptop and students in specialized programs will be issued MAC books.

Technology Strengths

The district provides tech 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): Updates and maintenance of devices - many students will show up missing the charger, broken screens, etc. **Root Cause:** Inconsistency on the classroom responsibility for accountability; lack of parental support.

Problem Statement 2: Two employees currently assist with issuing devices and submitting work tickets for devices that need maintenance which takes away from their job duties. In addition, students are left without their device while it is being worked on. **Root Cause:** SEHS is a 1:1 campus and the current system to maintain devices (laptops, active panels, wifi issues) is not sufficient.

Priority Problem Statements

Problem Statement 1: Student attendance rates are below 96% and many students have loss of credit due to attendance.

Root Cause 1: Students are not motivated to come to school for various reasons, to include mental health issues.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student achievement on English EOC exam is below state standards and is the area of need for the campus.

Root Cause 2: Students reading and writing levels are below grade level due to lack of vocabulary development, texting vs writing and not enough practice on standard writing conventions.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Students are offered before/after school and Saturday tutoring, however, students are not readily taking advantage of the remediation opportunities.

Root Cause 3: Students are not motivated to attend because incentives are minimal or not based on their interest.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: 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 4: Teachers need additional support in teaching test-taking strategies, using sheltered instruction strategies, and embedding critical thinking skills into their daily lessons (first teach).

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: There is an increase of students, faculty, and staff members experiencing high levels of mental challenges such as anxiety, depression, post-traumatic stress, social displacement, social issues, and academic stress.

Root Cause 5: Students do not have the coping skills to manage stressful environments and may not know where to seek help.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: SEHS has 19.3 percent of teachers that hold a master's degree, but we only have 5 teachers teaching dual credit courses.

Root Cause 6: Teachers are not interested in teaching dual credit due to the amount of responsibilities it entails and not enough incentives.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: 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 7: 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 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: The instructional resources for core content areas are not uniformed and/or not used with fidelity.

Root Cause 8: Teachers have access to many resources and sometimes lack the professional development to maximize instructional materials.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: Overall AP scores show less than an average of 40% of tested students score 3+

Root Cause 9: Teachers need additional support to prepare students for the AP exam (content and test types).

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: 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 10: Parents do not feel the information is communicated effectively and meetings sometimes conflict with their work schedule.

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: The recurring problem since the start of COVID pandemic continues to be the need for certified teachers in the areas of STEM - currently we have two continued vacancies in the department, and one for engineering.

Root Cause 11: Shortage of teachers is statewide.

Problem Statement 11 Areas: School Context and Organization

Problem Statement 12: Updates and maintenance of devices - many students will show up missing the charger, broken screens, etc.

Root Cause 12: Inconsistency on the classroom responsibility for accountability; lack of parental support.

Problem Statement 12 Areas: Technology

Problem Statement 13: Retention of educators has been challenging; turnover has increased since COVID and Administrator turn-over.

Root Cause 13: Inconclusive data

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

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
- 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

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.

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 (for EB students) Lead4ward strategies, SPED modifications & accommodations, and virtual lessons in the following areas:</p> <p>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.</p> <p>(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: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: - 199: General, Basic - \$2,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus support staff, including administrators, instructional specialists, counselors, coordinators, office staff members, para-educators, and instructional aides will participate in professional development development in:</p> <p>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.</p> <p>(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>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 3 - Staff Quality, Recruitment, and Retention 2</p> <p>Funding Sources: - 199: General, Basic - \$2,500</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
<p>Strategy 3: 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>TEA Priorities: Recruit, support, retain teachers and principals - - Results Driven Accountability</p> <p>Funding Sources: Estimated Salary & Benefits - 211: Title I, Part A Improving Basic Programs - 211.13.6119.00.001.30 - \$174,205</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
<p>Strategy 4: 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>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: Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: - 199: General, State Compensatory Education</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 5 Details		Reviews			
Strategy 5: The RLA instructional specialist, ESL/English 1 teachers, and ESL/English 2 teachers will participate in face-to-face conferences; virtual and physical professional development sessions; Region 19 ESC units, and other training that will help us better prepare Emergent Bilingual Students for End-of-Course assessments. Weekly Strategy's Expected Result/Impact: ESL students will make academic progress in the area of English Language Arts. Staff Responsible for Monitoring: Administrators RLA Instructional Specialist TEA Priorities: Recruit, support, retain teachers and principals - - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1, 3 Funding Sources: - 199: General, Bilingual Education, - 263: Title III, Part A English Language Acq.		Formative			Summative
		Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:





Student Achievement
Problem Statement 1: Student achievement on English EOC exam is below state standards and is the area of need for the campus. Root Cause: Students reading and writing levels are below grade level due to lack of vocabulary development, texting vs writing and not enough practice on standard writing conventions. Problem Statement 3: 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 their daily lessons (first teach).
Staff Quality, Recruitment, and Retention
Problem Statement 2: 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
Problem Statement 2: Overall AP scores show less than an average of 40% of tested students score 3+ Root Cause: Teachers need additional support to prepare students for the AP exam (content and test types).

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.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Administrative staff will attend the annual recruitment fair at UTEP, participate in SEISD hiring fair, 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) Strategy's Expected Result/Impact: Percentage of open positions filled by quality, certified applicants will increase. Staff Responsible for Monitoring: Human Resources Director Campus Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Context and Organization 1	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
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) Strategy's Expected Result/Impact: All teachers will meet the highly qualified standards. Staff Responsible for Monitoring: Administrators Human Resources TEA Priorities: Recruit, support, retain teachers and principals - Problem Statements: School Context and Organization 1	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

School Context and Organization

Problem Statement 1: The recurring problem since the start of COVID pandemic continues to be the need for certified teachers in the areas of STEM - currently we have two continued vacancies in the department, and one for engineering. **Root Cause:** Shortage of teachers is statewide.

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.

High Priority

HB3 Goal

Evaluation Data Sources: Retention Rates

Strategy 1 Details	Reviews			
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 - Problem Statements: School Culture and Climate 1 Funding Sources: - 199: General, Basic	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
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 Administration Instructional Specialists Counselors Librarian. TEA Priorities: Recruit, support, retain teachers and principals - Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 3 Funding Sources: - 199: General, Basic - \$1,800	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details		Reviews			
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, planning half days, 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 TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 199: General, Basic - \$20,000, - 199: General, Special Education - \$5,000		Formative			Summative
		Sept	Nov	Jan	Mar
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: There is an increase of students, faculty, and staff members experiencing high levels of mental challenges such as anxiety, depression, post-traumatic stress, social displacement, social issues, and academic stress. Root Cause: Students do not have the coping skills to manage stressful environments and may not know where to seek help.
Staff Quality, Recruitment, and Retention
Problem Statement 3: Retention of educators has been challenging; turnover has increased since COVID and Administrator turn-over. Root Cause: Inconclusive data

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

Performance Objective 1: ENGLISH I

The percentage of students that score at the approaches level on the English I EOC will increase from 49% in June 2022 to 75% by June 2028.

Annual Increments:

2022	2023	2024	2025	2026	2027	2028
49%	53%	57%	61%	66%	70%	75%

Students in grade 9 will increase the percent meeting their MOY reading growth projection from 46% in May 2023 to 75 % by June 2024 as measured by MAP reading assessments.

ENGLISH II

The percentage of students that score at the approaches level on the English II EOC will increase from 60% in June 2022 to 80% by June 2028.

Annual Increments:

2022	2023	2024	2025	2026	2027	2028
60%	64%	68%	72%	76%	79%	80%

Students in grade 10 will increase the percent meeting their MOY reading growth projection from 41% in May 2023 to 80% by June 2024 as measured by MAP reading assessments.

ALGEBRA I

The percentage of 9th grade students that score at the approaches level on STAAR EOC Algebra will increase from 75% in June 2022 to 90% by June 2028.

Annual Increments:

2022	2023	2024	2025	2026	2027	2028
75%	76%	77%	80%	85%	88%	90%

Students in grade 9 will increase the percent meeting their MOY mathematics growth projection from 36% in May 2023 to 75% by June 2024 as measured by MAP mathematics assessments.

BIOLOGY

The percentage of 9th grade students that score at the approaches level on STAAR EOC Biology will increase from 69% in June 2022 to 80% by June 2028.

Annual Increments:

2022 2023 2024 2025 2026 2027 2028
69% 70% 72% 74% 76% 78% 80%

Students enrolled in Biology will increase the percent meeting the approaches level from 70% in May 2023 to 72% by June 2024 as measured by the average of TRS District Common Assessments for Biology.

U.S. HISTORY

The percentage of students that score at the approaches level on the U.S. History EOC will increase from 85% in June 2022 to 95% by June 2028.

Annual Increments:

2022 2023 2024 2025 2026 2027 2028
85% 87% 89% 91% 92% 93% 95%

Students enrolled in U.S. History will increase the percent meeting the approaches level from 85% in May 2023 to 89% by June 2024 as measured by the average of TRS District Common Assessments for U.S. History.

High Priority

Evaluation Data Sources: Campus Report Card; TAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase a variety of book titles for classroom, campus, & office libraries to promote a culture of literacy, provide educational opportunities, address mental health issues, expand post-secondary awareness, and increase student literacy levels. Titles should include fiction and non-fiction books, magazines, Ebooks, TexQuest, Educational DVDs, reference books, and audio books. Professional titles will be available for teachers and staff. Continue issuance of free books to High School students 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 RLA, ESL, EOC Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1, 3</p> <p>Funding Sources: Books - 211: Title I, Part A Improving Basic Programs - \$12,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 2 Details	Reviews			
<p>Strategy 2: Promote the use of technology to enhance student learning and increase student achievement. Technology used by faculty and students (both devices and software/data bases) throughout campus (library, MPR, classrooms, etc.) to include Promethean Boards, Active Panels, Surface Pros, chromebooks, ELMOs/Document Readers, 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, charging towers, charging stations, 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>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: - 289:Title IV, Part A Subpart 1 - \$7,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide credit recovery programs (A+ or Edgenuity), access to Remediation (IXL), 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>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Software/Site Licenses - 199: General, State Compensatory Education - \$35,000</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 4 Details		Reviews			
Strategy 4: Identify and monitor all at-risk students; and provide remediation and academic support to ensure academic progress. Each 9 weeks Strategy's Expected Result/Impact: At-Risk folders will reflect the interventions and student progress ; interventions will happen in the at-risk/intervention classrooms. Staff Responsible for Monitoring: Administrators Coordinator for School Improvement At Risk/PRS Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability		Formative			Summative
		Sept	Nov	Jan	Mar
Strategy 5 Details		Reviews			
Strategy 5: Transportation will be provided for students attending after-school tutoring, Intersession classes, and Saturday School (Weekly). Strategy's Expected Result/Impact: Students will receive remediation, preparation, and opportunities to recover lost credit. Staff Responsible for Monitoring: Principal Coordinator for School Improvement Support Services Director TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 2 Funding Sources: - 199: General, State Compensatory Education - \$15,000		Formative			Summative
		Sept	Nov	Jan	Mar

Strategy 6 Details	Reviews			
<p>Strategy 6: Use EOC results, MAP 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, supplemental supplies, 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 Coordinator for School Improvement Instructional Specialists EOC Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1, 3</p> <p>Funding Sources: - 199: General, State Compensatory Education</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>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 8 Details		Reviews			
Strategy 8: SEHS Educators (counselors, administrators, support members, etc.) 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. Daily Strategy's Expected Result/Impact: Students will learn and perform to their potential. Staff Responsible for Monitoring: Campus Administrators Counselors Instructional Specialists Teachers and Para-Educators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 3 Funding Sources: - 199: General, Bilingual Education - \$1,200, - 263: Title III, Part A English Language Acq. - \$1,200		Formative			Summative
		Sept	Nov	Jan	Mar
Strategy 9 Details		Reviews			
Strategy 9: Continue with the nomination and assessment of students for the GT program. Each semester Strategy's Expected Result/Impact: Identified students will enter the GT program after going through the nomination process. Staff Responsible for Monitoring: GT Administrator GT Campus Coordinator GT Campus Teacher ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199: General, Gifted & Talented - \$1,000		Formative			Summative
		Sept	Nov	Jan	Mar

Strategy 10 Details	Reviews			
<p>Strategy 10: 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>TEA Priorities: Improve low-performing schools -</p> <p>Funding Sources: - 199: General, Gifted & Talented</p>	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11 Details	Reviews			
<p>Strategy 11: 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>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: - 199: General, Special Education - \$1,200</p>	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 12 Details		Reviews			
Strategy 12: The TEKS Resource System (TRS) and task analysis 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 Strategy's Expected Result/Impact: Teachers will be equipped with the necessary tools to deliver quality instruction. Staff Responsible for Monitoring: Administrators Instructional Specialists Department Chairs TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: - District Level Funding		Formative			Summative
		Sept	Nov	Jan	Mar
Strategy 13 Details		Reviews			
Strategy 13: Reorganization of newcomer course offerings will be monitored to foster improved learning and delivery of targeted instructional strategies for EBs and newcomer students. Strategies & materials will be used to ensure success include Sentence Frames, Dictado, flip grid, Sheltered instruction, Pathway to Proficiency, intervention kits, and other resources. Each 9 weeks Strategy's Expected Result/Impact: Newcomer students will be academically successful in all classrooms. Staff Responsible for Monitoring: Administrators Instructional Specialists ESL Teacher TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 3 Funding Sources: - 199: General, Bilingual Education, - 263: Title III, Part A English Language Acq.		Formative			Summative
		Sept	Nov	Jan	Mar

Strategy 14 Details		Reviews			
Strategy 14: 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 Strategy's Expected Result/Impact: Increase in EOC English I and II STAAR Performance Staff Responsible for Monitoring: Administrators RLA Instructional Officer RLA Instructional Specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 1, 3 Funding Sources: - 199: General, State Compensatory Education		Formative			Summative
		Sept	Nov	Jan	Mar
Strategy 15 Details		Reviews			
Strategy 15: 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 Strategy's Expected Result/Impact: Retention and/or reclassification rates will decrease; students will be successful on EOC, AP, and other assessments with increasing rates. Staff Responsible for Monitoring: Administrators At-Risk Teacher Tutoring Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 1, 2, 3 Funding Sources: - 199: General, State Compensatory Education		Formative			Summative
		Sept	Nov	Jan	Mar

Strategy 16 Details		Reviews			
Strategy 16: 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 Strategy's Expected Result/Impact: Students will have access to all materials needed to effectively master the science content standards. Staff Responsible for Monitoring: Campus Administrators P & I Science Instructional Officer Science Instructional Specialist Science Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211: Title I, Part A Improving Basic Programs		Formative			Summative
		Sept	Nov	Jan	Mar
Strategy 17 Details		Reviews			
Strategy 17: 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 Strategy's Expected Result/Impact: Students will travel and compete in various activities bringing recognition to the school and district. Staff Responsible for Monitoring: Campus Administrators Student Activities Manager Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199: General, Basic		Formative			Summative
		Sept	Nov	Jan	Mar

Strategy 18 Details	Reviews			
Strategy 18: Provide a Disciplinary Alternative Education Program (DAEP) on campus (Daily). Strategy's Expected Result/Impact: Enrollment and Successful exits of students placed in DAEP. Staff Responsible for Monitoring: Campus Administration PBIS Team Members Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199: General, State Compensatory Education	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 19 Details	Reviews			
Strategy 19: 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) Strategy's Expected Result/Impact: Documented Hours of homebound Services Provided; credit acquisition by students receiving services Staff Responsible for Monitoring: Campus Administration At-Risk Teacher TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: - 199: General, State Compensatory Education	Formative			Summative
	Sept	Nov	Jan	Mar





Strategy 20 Details	Reviews			
Strategy 20: Provide research-based interventions aligned to the TEKS and reviewed by the multi-tiered support system team, specifically RtI: Scientifically research-based supplemental resources and materials for instruction and interventions (Intervention Kits, workbooks, software e.g. Study Island, Frontline, etc). (Daily) Strategy's Expected Result/Impact: Students will receive quality instruction with interventions. Staff Responsible for Monitoring: Campus Administration Instructional Specialists Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 1, 3 Funding Sources: - 211: Title I, Part A Improving Basic Programs, - 199: General, State Compensatory Education	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 21 Details	Reviews			
Strategy 21: The campus leadership team will meet minimum of twice a month to discuss campus issues (academic, culture, status, future endeavors, etc.) Monthly Strategy's Expected Result/Impact: Campus Leadership will work as a team to address campus issues and hold each other accountable. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 22 Details	Reviews			
Strategy 22: Meet with Site Based Decision Making Team (SBDM) once a month to review campus needs. Monthly Strategy's Expected Result/Impact: Committee will review Campus Improvement Plan and review alignment of calendar events with the goals. Staff Responsible for Monitoring: Principal SBDM Members TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 23 Details	Reviews			
Strategy 23: Meet with Campus Instructional Leaders bi- monthly to discuss to review curriculum priorities. Quarterly Strategy's Expected Result/Impact: Committee will keep instructional activities current Staff Responsible for Monitoring: Principal Instructional specialists Assistant Principals TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 24 Details	Reviews			
Strategy 24: 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. Strategy's Expected Result/Impact: Instructional Rounds will assist staff in aligning instruction. Staff Responsible for Monitoring: Instructional Specialists P & I TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 25 Details	Reviews			
Strategy 25: 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 Strategy's Expected Result/Impact: Teachers will be knowledgeable of students. Staff Responsible for Monitoring: PEIMS Coordinator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 26 Details	Reviews			
Strategy 26: 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 Strategy's Expected Result/Impact: Student parents will succeed in earning credit via non-traditional methods. Staff Responsible for Monitoring: Administrators Instructional Specialists At-Risk Teacher TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 27 Details	Reviews			
Strategy 27: 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 Strategy's Expected Result/Impact: Special needs students will receive access to general ed curriculum and support via the assigned SPED teacher. Staff Responsible for Monitoring: Administrators Co-Teaching partnering teachers SPED Director TEA Priorities: Improve low-performing schools - Results Driven Accountability Funding Sources: - District Level Funding	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 28 Details		Reviews			
Strategy 28: Monitor and evaluate the effectiveness of student intervention plans, personal graduation plans, and accelerated instructional plans. Each semester Strategy's Expected Result/Impact: Counselors & RtI team members will monitor students to make sure they are on track for graduation. Staff Responsible for Monitoring: Counselors RtI Teachers At-risk Teacher TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability		Formative			Summative
		Sept	Nov	Jan	Mar
Strategy 29 Details		Reviews			
Strategy 29: Continue to utilize TRS and implement task analysis tools to drive instruction at all grade levels through Professional Learning Communities during PLC periods. Weekly Strategy's Expected Result/Impact: Effective instruction will follow the curriculum that will be aligned to state standards. Staff Responsible for Monitoring: Administrators Instructional Specialists Instructional Officers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability		Formative			Summative
		Sept	Nov	Jan	Mar

Strategy 30 Details	Reviews			
Strategy 30: 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 Strategy's Expected Result/Impact: Students will recover credits and close learning gaps during the summer. Staff Responsible for Monitoring: Administrators Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 31 Details	Reviews			
Strategy 31: A Campus College, Career, Military Readiness Specialist will provide guidance and assist students with the overall administration and campus level operations of college readiness programs. (1 FTE) (Daily) 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. Maintain a standard of conduct that is supportive of the college, career, and military readiness program. Staff Responsible for Monitoring: Campus Administration Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 32 Details	Reviews			
Strategy 32: Provide supplies to students in fine arts classes to ensure success and promote creativity to ensure a well-rounded education. (Daily) Strategy's Expected Result/Impact: Student art work displayed during a showcase. Staff Responsible for Monitoring: Campus Administration Teacher Funding Sources: - 289:Title IV, Part A Subpart 1	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 33 Details	Reviews			
Strategy 33: Provide students with supplies needed to compete in UIL activities. (Daily) Strategy's Expected Result/Impact: Students will compete in UIL activities Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 34 Details	Reviews			
Strategy 34: Provide NJROTC students with the supplies needed to make them successful in the program. (Daily) Strategy's Expected Result/Impact: NJROTC students will achieve and excellent rating. Staff Responsible for Monitoring: Campus Administration Instructors	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 35 Details	Reviews			
Strategy 35: Provide supplies needed for Student Council and National Honor Society to help expand the program and recruit new members. (Daily) Strategy's Expected Result/Impact: Student Council will receive recognition in their district. Staff Responsible for Monitoring: Campus Administration Student Council Advisor	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 36 Details	Reviews			
Strategy 36: 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 Strategy's Expected Result/Impact: Students will be placed in the correct placement determined by the LPAC committee and LAS results. Staff Responsible for Monitoring: LPAC clerk LPAC teacher Results Driven Accountability Problem Statements: Student Achievement 3 Funding Sources: - 199: General, Bilingual Education	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Student achievement on English EOC exam is below state standards and is the area of need for the campus. Root Cause: Students reading and writing levels are below grade level due to lack of vocabulary development, texting vs writing and not enough practice on standard writing conventions.

Student Achievement

Problem Statement 2: Students are offered before/after school and Saturday tutoring, however, students are not readily taking advantage of the remediation opportunities. **Root Cause:** Students are not motivated to attend because incentives are minimal or not based on their interest.

Problem Statement 3: 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 their daily lessons (first teach).

Curriculum, Instruction, and Assessment

Problem Statement 1: The instructional resources for core content areas are not uniformed and/or not used with fidelity. **Root Cause:** Teachers have access to many resources and sometimes lack the professional development to maximize instructional materials.

Technology

Problem Statement 1: Updates and maintenance of devices - many students will show up missing the charger, broken screens, etc. **Root Cause:** Inconsistency on the classroom responsibility for accountability; lack of parental support.

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			
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 Strategy's Expected Result/Impact: More students will be enrolled in college level courses. Staff Responsible for Monitoring: Assistant Principals CCMR Specialist Counselors TEA Priorities: Connect high school to career and college - - Results Driven Accountability Problem Statements: Curriculum, Instruction, and Assessment 2		Formative			Summative
		Sept	Nov	Jan	Mar
Strategy 2 Details		Reviews			
Strategy 2: Create field trip opportunities for At Risk students to attend UTEP, EPCC, NMSU, Western Tech, and other post secondary institutions. Each semester Strategy's Expected Result/Impact: Students are exposed to college life through field trips to UTEP and NMSU. Staff Responsible for Monitoring: CCMR Specialist Counselors At-Risk Teacher TEA Priorities: Connect high school to career and college - Results Driven Accountability		Formative			Summative
		Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
Strategy 3: CCMR Specialist and Counselors will promote awareness in financial aid, college prep testing, scholarships, Apply Texas, etc. to support higher education goals. Strategy's Expected Result/Impact: Counselors have all current information needed to assist students. Staff Responsible for Monitoring: CCMR Specialist Counselors TEA Priorities: Connect high school to career and college - Results Driven Accountability	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
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 Strategy's Expected Result/Impact: Students will graduate from SEHS with college credit hours. Staff Responsible for Monitoring: CCMR Specialist Counselors TEA Priorities: Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
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 Strategy's Expected Result/Impact: Student will complete their high school requirements. Staff Responsible for Monitoring: Assistant Principals Registrar Clerk Attendance Clerk TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability	Formative			Summative
	Sept	Nov	Jan	Mar
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 2: Overall AP scores show less than an average of 40% of tested students score 3+ Root Cause: Teachers need additional support to prepare students for the AP exam (content and test types).

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			
Strategy 1: Students identified At-Risk that need additional support to ensure graduation will be provided one-on-one interventions by the at-risk teachers. Daily Strategy's Expected Result/Impact: At -Risk students will graduate within reasonable time frame. Staff Responsible for Monitoring: Coordinator for School Improvement At-Risk Teachers CCMR Specialist TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 1, 2, 3 Funding Sources: - 199: General, State Compensatory Education	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Provide students with disabilities appropriate transition services and necessary supplies to provide job training and community skills through special education coursework. 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 Strategy's Expected Result/Impact: Increase the number of students graduating within cohort. Staff Responsible for Monitoring: Campus Administration SPED Teachers Transition Coach TEA Priorities: Connect high school to career and college	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details		Reviews			
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 Strategy's Expected Result/Impact: Students will complete missing credits needed for graduation. Staff Responsible for Monitoring: Credit Recovery Facilitator(s) - Teacher & Aide Counselors TEA Priorities: Connect high school to career and college Funding Sources: - 199: General, State Compensatory Education		Formative			Summative
		Sept	Nov	Jan	Mar
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: Student achievement on English EOC exam is below state standards and is the area of need for the campus. Root Cause: Students reading and writing levels are below grade level due to lack of vocabulary development, texting vs writing and not enough practice on standard writing conventions.</p> <p>Problem Statement 2: Students are offered before/after school and Saturday tutoring, however, students are not readily taking advantage of the remediation opportunities. Root Cause: Students are not motivated to attend because incentives are minimal or not based on their interest.</p> <p>Problem Statement 3: 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 their daily lessons (first teach).</p>

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 2022-2023 school year to the 2023-2024 school year.





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

Strategy 1 Details	Reviews			
Strategy 1: Parents will be invited to attend appropriate campus, district, and regional trainings; e.g. Progressing Together Meetings, Literacy Sessions, and the Annual Regional Parental Engagement Conference @ Region XIX. Each semester Strategy's Expected Result/Impact: Parents will gain knowledge on various topics in order to assist their students. Staff Responsible for Monitoring: Administrators Counselors Title I: 4.1 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Host informational meetings to educate parents on how they can assist their children with the transition to high school and/or college; Sessions to clarify on Dual Credit and Advanced Placement courses, CTE & CCMR & MTSS protocol and issues.; Sessions on Personal Graduation Plans, etc. Parents will be provided general information on the different requirements at each grade level that will lead to student success. Train parents in various areas; Practical Parent Education and Parent Portal. (Parent materials and refreshments). Each semester Strategy's Expected Result/Impact: Parents will gain knowledge on various topics in order to assist their students. Staff Responsible for Monitoring: Instructional Specialists Counselors Parent Liaison CCMR Specialist TEA Priorities: Connect high school to career and college, Improve low-performing schools Funding Sources: - 211: Title I, Part A Improving Basic Programs, - 289:Title IV, Part A Subpart 1	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
Strategy 3: 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. Weekly Strategy's Expected Result/Impact: Parent attendance at activities will increase. Staff Responsible for Monitoring: Campus Administrators Student Activities Manager Librarian Counselors Instructional Specialists Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools Funding Sources: - 211: Title I, Part A Improving Basic Programs, - 289:Title IV, Part A Subpart 1	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
Strategy 4: 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) Strategy's Expected Result/Impact: Parents will be invited to attend and participate in all aspects of school life. Staff Responsible for Monitoring: Campus Administration Federal/Special Programs Coordinator Associate Superintendent TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 5 Details	Reviews			
Strategy 5: Parent liaison will attend various district, Region XIX, and statewide professional development events to promote parental and community involvement; (Yearly) Strategy's Expected Result/Impact: Parental involvement numbers will increase based on information learned at conferences. Staff Responsible for Monitoring: Administrators Counselors Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211: Title I, Part A Improving Basic Programs	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 6 Details	Reviews			
Strategy 6: 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 Strategy's Expected Result/Impact: Parents will receive the information on the various Title I requirements. Staff Responsible for Monitoring: Principal Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211: Title I, Part A Improving Basic Programs	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 7 Details	Reviews			
Strategy 7: 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 Strategy's Expected Result/Impact: Parents will be part of the decision-making committees for students. Staff Responsible for Monitoring: Administrators SPED Teachers Department Chairs TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8 Details	Reviews			
Strategy 8: Conduct Free Application for Federal Student Aid (FAFSA) night to guide parents and students through the financial aid process of college entrance. Spring semester Strategy's Expected Result/Impact: Parents will help students complete financial aid packages and prepare for entry to college. Staff Responsible for Monitoring: Assistant Principal for Guidance and Instruction Counselors	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9 Details	Reviews			
Strategy 9: Provide streaming services of graduation to account for inclement weather/overflow. (Yearly) Strategy's Expected Result/Impact: Graduation is available to all of the community. Staff Responsible for Monitoring: Technology Department ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199: General, Basic - \$7,000	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10 Details	Reviews			
Strategy 10: Provide access to technology devices e.g. desktops, laptops, printers, etc. in the parent center so parents, volunteers, and the parent liaison can navigate the websites needed to monitor and support students achievement. Daily Strategy's Expected Result/Impact: Parent Center will help parents check grades, progress, attendance, and other	Formative			Summative
	Sept	Nov	Jan	Mar

<p>websites used to monitor student progress.</p> <p>Staff Responsible for Monitoring: Parent liaison</p> <p>Funding Sources: - 289:Title IV, Part A Subpart 1</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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			
Strategy 1: The two special education teachers will provide all the High School students help with their identified needs. (2 FTE's) Daily Strategy's Expected Result/Impact: Continue assisting special education students in their areas of need. Staff Responsible for Monitoring: Special Education Teachers Campus Administration Special Education Director TEA Priorities: Improve low-performing schools	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: The Special Education Instructional Aide will provide additional academic support to the students. Daily Strategy's Expected Result/Impact: To assist the student struggling in different academic areas. Staff Responsible for Monitoring: Special Education Aide Campus Administrators TEA Priorities: Improve low-performing schools	Formative			Summative
	Sept	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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			
Strategy 1: Students will have access to technology as needed to have success in the classroom. Daily Strategy's Expected Result/Impact: Students will use technology devices as prescribed by teachers - even if it's after hours (while at home). Staff Responsible for Monitoring: Teachers Funding Sources: - 282 ESSER III	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  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			
	Formative			Summative
	Sept	Nov	Jan	Mar
<p>Strategy 1: Classrooms will offer support in subject areas to help student recover lost learning due to quarantine and COVID Pandemic. 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. Science classes will use consumables to offer labs and demonstrations. Daily</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>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Achievement 1, 2, 3</p> <p>Funding Sources: - 282 ESSER III</p>				





Strategy 2 Details		Reviews			
<p>Strategy 2: The high school will continue upgrading or adding devices for computer labs, theater stations, mobile units, 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 to include any technology replacement items to better serve our students. Software will be considered for updates. (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>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Technology 1</p> <p>Funding Sources: - 282 ESSER III</p>		Formative			Summative
		Sept	Nov	Jan	Mar
Strategy 3 Details		Reviews			
<p>Strategy 3: Provide faculty and staff members with training opportunities to better inform and assist all stakeholders in the learning process. This includes professional development for administrators on coaching and instructional methods; parent liaison on better supporting parents to increase academic achievement, teachers needing additional training, and support staff personnel that may address mental health. (Monthly/ Bi-Monthly)</p> <p>Strategy's Expected Result/Impact: Continue supporting parents and families with tools to assist their children</p> <p>Staff Responsible for Monitoring: Campus Principal Campus Parent Liaison</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 282 ESSER III</p>		Formative			Summative
		Sept	Nov	Jan	Mar

Strategy 4 Details		Reviews			
Strategy 4: Parents will have various opportunities to participate in activities that promote a 'Culture of Literacy' on the campus and at home; attend information meetings, Practical Parenting sessions, and other meetings/workshops designed to promote community and parental involvement. Monthly 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. Staff Responsible for Monitoring: Coordinator of School Improvement Librarian Instructional Specialist Parent Liaison Funding Sources: - 282 ESSER III		Formative			Summative
		Sept	Nov	Jan	Mar
Strategy 5 Details		Reviews			
Strategy 5: Provide all of the necessary supplies or equipment to ensure that the students/staff work in a clean/sanitized environment. Daily Strategy's Expected Result/Impact: Clean learning environment Staff Responsible for Monitoring: Campus Administration Custodial Staff TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: - 282 ESSER III		Formative			Summative
		Sept	Nov	Jan	Mar

Strategy 6 Details		Reviews			
Strategy 6: Students struggling to acclimate back into classrooms procedures will be provided supports through SEL activities, reading materials, supplies, and lessons with the PBIS Core Team and Counselors. SEL Activities will be implemented weekly in the general classrooms. Student Safe Spaces and Calming Corners will be found throughout the campus. (counseling center, admin office, classrooms, etc.) Strategy's Expected Result/Impact: Students will transition from hybrid learning back to face-to-face instruction with minimal negative impact. Staff Responsible for Monitoring: Counselors PBIS Core Team Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 282 ESSER III		Formative			Summative
		Sept	Nov	Jan	Mar
Strategy 7 Details		Reviews			
Strategy 7: 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) 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. Staff Responsible for Monitoring: Campus Principal		Formative			Summative
		Sept	Nov	Jan	Mar
Strategy 8 Details		Reviews			
Strategy 8: Students will be offered academic tutoring and remediation and emotional and behavioral support with activities. Supplies will be provided for the students and sessions will be held before & after school and on Saturdays. Daily Strategy's Expected Result/Impact: Students will recover lost learning in closing the gaps. Staff Responsible for Monitoring: Administrators Instructional Specialists ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3 Funding Sources: - 282 ESSER III		Formative			Summative
		Sept	Nov	Jan	Mar

Strategy 9 Details	Reviews			
Strategy 9: All students will be provided with general supplies to complete class assignments, student activities, fine arts lessons, and other projects. Teachers will monitor engagement through various instructional lessons that include activities for accelerated learning. Daily Strategy's Expected Result/Impact: Students will have equitable opportunity to learn, regardless of financial setbacks due to the pandemic. Staff Responsible for Monitoring: Instructional Specialists Coodinator of School Improvement Teachers Counselors TEA Priorities: Improve low-performing schools -	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10 Details	Reviews			
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) 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. Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal District Administration Funding Sources: - 282 ESSER III	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11 Details	Reviews			
Strategy 11: An Aide-Special Ed II will be employed. Annually Strategy's Expected Result/Impact: Improved instruction for Special Education students. Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal Special Education Director Funding Sources: - 282 ESSER III	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 12 Details		Reviews			
Strategy 12: 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) 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. Staff Responsible for Monitoring: Campus Principal Funding Sources: - 282 ESSER III		Formative			Summative
		Sept	Nov	Jan	Mar
Strategy 13 Details		Reviews			
Strategy 13: 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. Daily 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: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 2 Funding Sources: - 282 ESSER III		Formative			Summative
		Sept	Nov	Jan	Mar
Strategy 14 Details		Reviews			
Strategy 14: Intervention resources such as kits, fine arts materials, instrument parts/pieces, 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. Daily Strategy's Expected Result/Impact: Students will have varied instructional materials to master various concepts. Staff Responsible for Monitoring: Teachers Instructional Specialists TEA Priorities: Improve low-performing schools - Funding Sources: - 282 ESSER III		Formative			Summative
		Sept	Nov	Jan	Mar

Strategy 15 Details	Reviews			
Strategy 15: 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 Strategy's Expected Result/Impact: Efficient reports and data. Staff Responsible for Monitoring: Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - 282 ESSER III	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 16 Details	Reviews			
Strategy 16: Teachers will have the opportunity to order classroom supplies needed to provide effective instruction. Strategy's Expected Result/Impact: Students will have increased academic achievement. Staff Responsible for Monitoring: Teachers Instructional Specialists	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Student attendance rates are below 96% and many students have loss of credit due to attendance. Root Cause: Students are not motivated to come to school for various reasons, to include mental health issues.
Student Achievement
Problem Statement 1: Student achievement on English EOC exam is below state standards and is the area of need for the campus. Root Cause: Students reading and writing levels are below grade level due to lack of vocabulary development, texting vs writing and not enough practice on standard writing conventions. Problem Statement 2: Students are offered before/after school and Saturday tutoring, however, students are not readily taking advantage of the remediation opportunities. Root Cause: Students are not motivated to attend because incentives are minimal or not based on their interest. Problem Statement 3: 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 their daily lessons (first teach).
School Culture and Climate
Problem Statement 1: There is an increase of students, faculty, and staff members experiencing high levels of mental challenges such as anxiety, depression, post-traumatic stress, social displacement, social issues, and academic stress. Root Cause: Students do not have the coping skills to manage stressful environments and may not know where to seek help.

Staff Quality, Recruitment, and Retention
Problem Statement 2: 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
Technology
Problem Statement 1: Updates and maintenance of devices - many students will show up missing the charger, broken screens, etc. Root Cause: Inconsistency on the classroom responsibility for accountability; lack of parental support.

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

Performance Objective 8: Title I, Part A, provides supplemental resources to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards. The plan is to ensure all SEISD students are provided opportunities to meet the State Academic Standards.

Evaluation Data Sources: Announcements, invitations, meeting evaluations, Sing-in-sheets, agendas, power point presentations, progress reports, nine-weeks results, STAAR results

Strategy 1 Details	Reviews			
Strategy 1: SEISD will provide scientific research-based supplemental resources to support students academically in any core academic area. (Reading/English Language Art, Writing, Mathematics, Social Studies, Science, Foreign Language, Computer Aide Instruction, Extended Learning Opportunities, and Instructional Technology Equipment). (Daily) Strategy's Expected Result/Impact: To impact students academic instruction Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, and Instructional Aides Title I: 2.4, 2.5, 2.6 Funding Sources: Technology Equipment - 211: Title I, Part A Improving Basic Programs - 211.11.6395.03.001.30 - \$10,000, Software/Site License - 211: Title I, Part A Improving Basic Programs - 211.11.6396.00.001.30 - \$5,000, General Supplies - 211: Title I, Part A Improving Basic Programs - 211.11.6399.00.001.30 - \$40,171	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: SEISD will provide supplemental library resources and media to support instruction during the school year. (Library Books, E-Books, Technology Equipment). (Daily) Strategy's Expected Result/Impact: To encourage students more reading, work with students to read at grade level and improve reading scores Staff Responsible for Monitoring: Campus Administrator, Administrator Specialist, Teachers, Librarian, Library Aide. Title I: 2.4, 2.5, 2.6 Funding Sources: Reading Materials - Library Books - 211: Title I, Part A Improving Basic Programs - 211.12.6329.00.001.30 - \$11,400, Technology Equipment - Library - 211: Title I, Part A Improving Basic Programs - 211.12.6395.00.001.30 - \$3,380, Software/Site License Library - 211: Title I, Part A Improving Basic Programs - 211.12.6396.00.001.30 - \$220	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
Strategy 3: Campus support staff, instructional specialists, counselors, coordinators, office staff members, para-educators, and instructional aides will participate in professional development. Campus staff will have professional development opportunities and participate in training sessions via virtual platforms, on-site PLCs, online thru EduHero, or with Region 19 ESC to effectively implement best practices. (In-District, Regional, or State) (Monthly) 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. Staff Responsible for Monitoring: Administrators, Instructional Specialists, Teachers, Department Chairs Title I: 2.4, 2.5, 2.6 Funding Sources: Reading Materials - Professional Development - 211: Title I, Part A Improving Basic Programs - 211.13.6329.00.001.30 - \$5,500, Technology Equipment - Professional Development - 211: Title I, Part A Improving Basic Programs - 211.13.6395.00.001.30 - \$2,800, Software/Site Licenses - Professional Development - 211: Title I, Part A Improving Basic Programs - 211.13.6396.00.001.30 - \$10,000	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
Strategy 4: The campus will provide opportunities for administrators to attend professional development training.(In-District Regional or in state) (Monthly/Yearly) Strategy's Expected Result/Impact: Staff Development is predominantly campus-based, related to achieving campus performance objectives and students having better learning outcomes. Staff Responsible for Monitoring: Campus Administrators Title I: 2.5, 2.6 Funding Sources: ESC 19 - 211: Title I, Part A Improving Basic Programs - 211.6239.00.001.30 - \$2,000	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
Strategy 5: Counselors will provide professional support to students with their social and emotional needs and assist students with their professional and educational goals. The campus will provide supplemental supplies, materials, and counselors' equipment to support students. (Daily) Strategy's Expected Result/Impact: To positively impact student behavior and implement PBIS Staff Responsible for Monitoring: Administrators, campus counselor Title I: 2.6	Formative			Summative
	Sept	Nov	Jan	Mar





Strategy 6 Details	Reviews			
Strategy 6: High School will continue supporting parent and family engagement programs to increase parent participation in the following: Meetings, training, committees, Region 19 workshops, FACES conference, Parent-Teacher Conference and Progressing Together Meetings. (Supplies & Materials, equipment, parent refreshments) (Monthly/Yearly) Strategy's Expected Result/Impact: Increase Parent Participation, Staff Responsible for Monitoring: Campus Administrator. Teachers, Counselors, Parent Liaison Title I: 4.2 Funding Sources: ESC R19 - 211: Title I, Part A Improving Basic Programs - 211.61.6239.01.001.30 - \$750, Software/Site License - 211: Title I, Part A Improving Basic Programs - 211.61.6396.01.001.30 - \$59, Employee Travel & Online Training - 211: Title I, Part A Improving Basic Programs - 211.61.6411.01.001.30 - \$2,000, Food Purchase - 211: Title I, Part A Improving Basic Programs - 211.61.6497.01.001.30 - \$3,069	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 7 Details	Reviews			
Strategy 7: The written Parent and Family Engagement Policy, Compact, Title I Annual Meeting, and Title I Evaluation will be developed, reviewed, distributed, and revised jointly with, agreed on with, and distributed to parents and family members of participating children. (Yearly) Strategy's Expected Result/Impact: Our district and campus must have a written parent and family engagement policy in place. Staff Responsible for Monitoring: Campus Administrator, Teachers and Parent Liaison Title I: 4.1	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8 Details	Reviews			
Strategy 8: The high school will employ a Title I Campus Parent Liaison to provide information and assistance to parents. (1 FTE) (Daily/Yearly) Strategy's Expected Result/Impact: To increase parent and family engagement at the campus level Staff Responsible for Monitoring: Administrator, Teachers, Parent Liaison Title I: 4.2 Funding Sources: Estimated Paraprofessional Salary & benefits - 211: Title I, Part A Improving Basic Programs - 211.61.6129.00.001.30 - \$32,840	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 9 Details	Reviews			
Strategy 9: Promote the use of technology to enhance student learning and increase student achievement. Technology used by faculty and students (both devices and software/data bases) throughout campus (library, MPR, classrooms, etc.) to include Promethean Boards, Active Panels, Surface Pros, chromebooks, ELMOs/Document Readers, 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, charging towers, charging stations, and Earphones/Ear buds. Edpuzzle, Nearpod, News2You, KAMI, and Google Suite, etc. Daily Strategy's Expected Result/Impact: Enhance student learning thru the use of technology Staff Responsible for Monitoring: ADministrators and Instructional Specialists Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Technology Devices and Accessories - 211: Title I, Part A Improving Basic Programs - \$3,380	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10 Details	Reviews			
Strategy 10: Classroom Instructional Aide 1 FTE	Formative			Summative
	Sept	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 9: Title III, Part A, provides supplemental resources to districts to help ensure that children who are English learners, including immigrant children and youth, attain English proficiency at high levels in academic subjects and can meet the same challenging State academic standards that all children are expected to meet.

Evaluation Data Sources: Sing-in-sheets, attendance rosters, progress reports





Strategy 1 Details	Reviews			
Strategy 1: Provide reading materials and supplies to students to achieve at high levels in academic subjects for all English learners can meet the same challenging State academic standards that all children are expected to meet. Strategy's Expected Result/Impact: Opportunity to English learners to meet the same challenging academic standards that all children are expected to meet. Staff Responsible for Monitoring: Administration, Teachers, Bilingual Instructional Officer, Instructional Specialist and Bilingual Director. Title I: 2.5, 2.6	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Assist teachers and principals in establishing, implementing, and sustaining effective language instruction programs by providing additional professional support. Strategy's Expected Result/Impact: To develop and enhance their capacity to provide effective instruction Staff Responsible for Monitoring: Campus Administration, Teachers, Instructional Officer, Instructional Specialist, Bilingual Director Title I: 2.4, 2.6	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  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 10: Title IV, Part A, Subpart 1, Student Support and Academic Enrichment (SSAE) grants are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to (1) provide all students with access to a well-rounded education, (2) improve school conditions for student learning, and (3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.

Evaluation Data Sources: Attendance rosters, sing-in-sheets, progress reports, PBIS reports,





Strategy 1 Details	Reviews			
Strategy 1: Provide and implement Well-Rounded Education by incorporating STEAM, Robotics, Maker Space, Social and Emotional Learning, and Music and Art. Strategy's Expected Result/Impact: To improve students' academic performance Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists, Teachers, and Counselors Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Support Safe and Healthy Students by promoting programs to educate students on mental health and group counseling services-school Positive Behavior Intervention and Support. Strategy's Expected Result/Impact: Provide early intervention mentoring documentation and discipline behavior reports Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, Social Worker. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 3 Details	Reviews			
Strategy 3: Provide educators and administrators with the tools, devices, and resources for Effective Use of Technology in the classroom. (Esports- electronic sport is a form of competition using video games and Virtual Reality Science) Strategy's Expected Result/Impact: To equip the classroom with the additional technology equipment for better	Formative			Summative
	Sept	Nov	Jan	Mar

<p>classroom instruction.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, and Social Workers.</p> <p>Title I: 2.4, 2.6</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

Performance Objective 11: ARP Homeless I - TEHCY Supplemental grant is to increase capacity to address the unique needs of homeless children and youth due to the impact of the COVID-19 pandemic.





Evaluation Data Sources: Students' progress reports, nine-week reports.

Strategy 1 Details	Reviews			
Strategy 1: High School will provide secondary transition students with summer programs to support learning, tolerance, and prejudice. (Extra-Duty Pay teacher, aide, books and school supplies, educational field trip). Strategy's Expected Result/Impact: To provide students with the additional academic support needed Staff Responsible for Monitoring: Administrators, Teachers ,Counselors and Social Worker Title I: 2.6	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  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 12: ARP II - Homeless Grant Funding is to increase local education agencies' (LEAs) and education service centers (ESCs) capacity to identify, enroll, and provide wraparound services to address the unique needs of homeless children and youth due to the impact of COVID-19 pandemic.





Evaluation Data Sources: Students' progress reports, and nine-weeks reports

Strategy 1 Details	Reviews			
Strategy 1: High School will implement college and career activities, academic field trips, and aligned with grade-appropriate TEKS for students in transition--organized visits to colleges and universities to promote and explore various college and career opportunities. Academic activities focus on science, technology, engineering, and mathematics. Strategy's Expected Result/Impact: To have transition student continuing their college education after graduation. Staff Responsible for Monitoring: Campus Administrator, Teachers, Counselors, Social worker/ Homeless Liaison Title I: 2.6	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  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 13: State Compensatory Education is defined as programs and services designed to supplement the regular education program for students at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students. The SCE program provides a challenging and meaningful instructional program to close the achievement gap between students at risk of dropping out of school and their peers. (Supplemental Intervention Materials, Extra-Duty Pa,)

Evaluation Data Sources: Student Rosters, Student Attendance, Progress Reports, 9-week report cards.

Strategy 1 Details	Reviews			
Strategy 1: San Elizario High School will provide all students with supplemental instruction on core academic subjects materials, intervention materials, and extended days. And professional development designed to provide instructors the knowledge and skills to deliver accelerated instruction to At-Risk students. Strategy's Expected Result/Impact: To assist students in meeting the State academic standards. Staff Responsible for Monitoring: Campus Administration, Teachers, Instructional Specialists, and other instructional support. Title I: 2.4, 2.6	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Supplies to facilitate and provide supplemental services and instruction to at-risk students enrolled in Compensatory Education Home Instruction (CEHI) and pregnancy-related services programs through homebound and virtual instruction support. (Daily) Strategy's Expected Result/Impact: Documented Hours homebound Services Provided; credit acquisition by students receiving services Staff Responsible for Monitoring: Campus Administration At-risk Teacher Title I: 2.4, 2.5, 2.6 Funding Sources: General Supplies - Homebound - 199: General, State Compensatory Education - 199.11.6399.10.001.30 - \$30	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  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 1: Enrollment in coherent sequence of course offerings will increase. The number of students obtaining certifications and licensures through CTE coherently sequenced programs will increase. Other coherent programs include Journalism, Sports Medicine, JROTC, and Fine Arts classes.

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

Strategy 1 Details	Reviews			
Strategy 1: Encourage enrollment and competition participation in Career and Technical Student Organizations (CTSOs). Daily Strategy's Expected Result/Impact: Students will continue to qualify for state and national competitions in the Spring. Staff Responsible for Monitoring: CTE Administrator CTE Teachers TEA Priorities: Connect high school to career and college Funding Sources: - 199: General, Career & Technology	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Students will be prepared to meet standards for industry employment, post-secondary programs e.g. EMT, Sports Medicine, and/or scholarship opportunities e.g. JROTC and Journalism. Each 9 weeks Strategy's Expected Result/Impact: Students will test in their respective fields to receive certification and have the qualifications to adequately compete for scholarships and colleges with programs in journalism or physical therapy. Staff Responsible for Monitoring: Teachers Administrators TEA Priorities: Connect high school to career and college -	Formative			Summative
	Sept	Nov	Jan	Mar





Strategy 3 Details	Reviews			
Strategy 3: Use Career and Technical Education courses to promote student access to technology. 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 Teachers TEA Priorities: Connect high school to career and college	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
Strategy 4: Monitor implementation of CTE programs of study and revise graduation plans to include CTE credit, certifications and completion of pathways. 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 Funding Sources: - 199: General, Career & Technology	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
Strategy 5: 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 6 Details	Reviews			
Strategy 6: 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	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 7 Details	Reviews			
Strategy 7: 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 Strategy's Expected Result/Impact: Increased access to relevant technology. Staff Responsible for Monitoring: CTE Coordinator CTE Teachers (PLTW) TEA Priorities: Connect high school to career and college	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 8 Details	Reviews			
Strategy 8: Students will have the opportunity to participate in competitions, conferences, and workshops that will better prepare them for post-secondary opportunities. Strategy's Expected Result/Impact: Students will learn skills necessary to compete for post-secondary opportunities through experiences. Staff Responsible for Monitoring: Administrators Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199: General, Career & Technology	Formative			Summative
	Sept	Nov	Jan	Mar
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </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 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>  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. Annually

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

Strategy 1 Details	Reviews			
Strategy 1: AP students will be provided with materials, such as textbooks and access to online support and workbooks. Daily Strategy's Expected Result/Impact: The percentage of students earning a 3 or above on AP exams will increase. Staff Responsible for Monitoring: CCMR Specialist Instructional Specialists AP/DC Teachers and Instructional Aides TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199: General, Career & Technology, Workbooks and kits - 289: Title IV, Part A Subpart 1 - \$12,000	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: SEHS Students will be provided textbooks, registration fees, assessment costs, etc. so they all have the opportunity to earn college credit through Dual Credit courses (EPCC). Daily Strategy's Expected Result/Impact: Students will graduate with college credits. Staff Responsible for Monitoring: Administrators Counselors CCMR Specialist Textbook Clerk TEA Priorities: Connect high school to career and college	Formative			Summative
	Sept	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </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 4: Post-secondary enrollment will increase from 37.7% in Fall 2023 to 51% in Fall 2024; for UTEP, EPCC, and other state institutions of higher education.

Evaluation Data Sources: Texas Higher Education Coordinating Board Report will show an increase in the percentage of students enrolling in college in the fall, immediately after graduating from SEHS.

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			
Strategy 1: The offices of campus administrators, coordinators, counselors, librarian, and administrative assistants will have the necessary resources/materials to conduct daily transactions with students, parents, staff, and all stakeholders. Daily Strategy's Expected Result/Impact: Efficiency reports, customer service, and data. Staff Responsible for Monitoring: Administration Librarian Coordinator for School Improvement TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: The school will provide a nurse to assist students in need of medical services. Daily 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. Staff Responsible for Monitoring: Nurse ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 3 Details	Reviews			
Strategy 3: Teachers will implement the Multi-Tiered Support System within their classrooms with academic interventions, monitor discipline data through SWIS reports, implement SEL lessons bi-monthly. The Eagle Success Team will follow through on the initiative and extend it through further RtI, Mental Health, and Restorative practices. Strategy's Expected Result/Impact: Students will learn and transfer the core values to their daily lives. Staff Responsible for Monitoring: Administrators Counselors Eagles Success Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 4 Details	Reviews			
Strategy 4: Security officers and hall monitors will be provided with the necessary equipment to carry out the assigned duties. Security will be on duty for after school functions. Daily Strategy's Expected Result/Impact: Safety of students, staff, and visitors will be monitored creating a safe environment. Staff Responsible for Monitoring: Administrator for Safety Security Monitors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 5 Details	Reviews			
Strategy 5: Safety cameras will be used to monitor movement in high-risk/high-activity areas. Daily Strategy's Expected Result/Impact: Security will be at school functions to monitor crowd control. Staff Responsible for Monitoring: Administrator for Safety Technology ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 6 Details		Reviews			
Strategy 6: Disciplinary Alternative Educational Placement (DAEP) will be used for students who are chronically violating the Student Code of Conduct or who commit serious offenses. DAEP will provide daily restorative circles, weekly meetings with a counselor or MTSS/PBIS representative. Daily/Weekly Strategy's Expected Result/Impact: Students who do not comply with school rules will be placed in DAEP and continue to receive instruction. Staff Responsible for Monitoring: Assistant Principals DAEP Teacher(s) and Aide TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Sept	Nov	Jan	Mar
Strategy 7 Details		Reviews			
Strategy 7: The attendance committee and the 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. Students will follow the Truancy Prevention Plan (contracts) and the Loss Of Credit (LOC) recovery plan. Daily Strategy's Expected Result/Impact: Accurate documentation will be in place for auditors. Staff Responsible for Monitoring: Assistant Principals Attendance Clerk Social Worker Truancy Officer TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Sept	Nov	Jan	Mar

Strategy 8 Details	Reviews			
Strategy 8: Incentives and recognition will be provided for students with perfect attendance, honor roll grades, positive behavior, SEL Participation, and academic achievement (literacy or STEM or language acquisition). Books to promote a "Culture of Literacy" will be used via school wide activities, e.g. assemblies, Tutoring/Remediation Sessions, etc. Tier 1 students will be Monthly Strategy's Expected Result/Impact: Increase in recognition for positive behavior and academic achievement. Staff Responsible for Monitoring: Administrators Instructional Specialists Student Activities Manager MTSS Core Team ESL Teachers (newcomers) TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 9 Details	Reviews			
Strategy 9: Campus personnel will participate in the School Health Advisory Council (SHAC). Quarterly Strategy's Expected Result/Impact: Activities will center around good health habits and be consistent throughout the district. Staff Responsible for Monitoring: Administrator for SHAC Committee members elected to SHAC	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 10 Details	Reviews			
Strategy 10: Contract with Interquest Canines to monitor the campus for illegal drugs. Monthly Strategy's Expected Result/Impact: The possession of drugs on campus will decrease. Staff Responsible for Monitoring: Administrator for Safety	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 11 Details	Reviews			
Strategy 11: Physical Education teachers and coaches will motivate students to improve on their Fitness Gram results. Daily Strategy's Expected Result/Impact: Fitness Gram report will show an improvement in student health as required by the State. Staff Responsible for Monitoring: P.E. Teachers	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 12 Details	Reviews			
Strategy 12: Promote awareness of sexually transmitted diseases and teen parent responsibilities. Monthly Strategy's Expected Result/Impact: The at-risk teacher will meet with students and give information that will increase awareness of disease. Staff Responsible for Monitoring: PRS Educator, Nurse	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 13 Details	Reviews			
Strategy 13: 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	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 14 Details	Reviews			
Strategy 14: Home visits will be conducted for: Dropout recovery, attendance issues, leavers, 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 TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 15 Details	Reviews			
Strategy 15: 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	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 16 Details	Reviews			
Strategy 16: 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	Formative			Summative
	Sept	Nov	Jan	Mar





Strategy 17 Details	Reviews			
Strategy 17: The campus facilities will be maintained to provide a safe and organized environment; Facilities and items such as floors, paint, furniture, etc. will be updated/replaced, as appropriate, to offer students an environment that is conducive to learning and that provides an overall positive learning experience. Daily Strategy's Expected Result/Impact: Facilities and maintenance will kept up to have a nice learning environment. Staff Responsible for Monitoring: Administrators Custodians TEA Priorities: Improve low-performing schools	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 18 Details	Reviews			
Strategy 18: All Seniors will be provided CPR training to meet graduation requirements. Yearly Strategy's Expected Result/Impact: Seniors will leave high school having been exposed to the basics of CPR and how to administer. Staff Responsible for Monitoring: Administration Nurse Athletic Trainer NJROTC Staff TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 19 Details	Reviews			
Strategy 19: All students involved in athletic programs will receive information on hazing. (Once a year) Strategy's Expected Result/Impact: Students in athletic programs will know that hazing is prohibited at any time. Staff Responsible for Monitoring: Athletic Coaches, SRO Officer, Administrator in charge of Athletics	Formative			Summative
	Sept	Nov	Jan	Mar

Strategy 20 Details	Reviews			
Strategy 20: 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 ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 21 Details	Reviews			
Strategy 21: In order to ensure a safe environment, teachers will be provided items needed for first response, classrooms will have window coverings, and students will be provided IDs/lanyards and expected to wear items on campus in order to properly identify students when on campus. Strategy's Expected Result/Impact: Maximize student safety by being able to properly identify students Staff Responsible for Monitoring: Administrators Security Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ 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			
Strategy 1: Blazers will be provided as uniforms for groups of students who will perform or participate in off-campus event. Semester Strategy's Expected Result/Impact: Students will have uniforms to show cohesiveness as a group. Staff Responsible for Monitoring: Starlettes coach Administration Title I: 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: 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 Strategy's Expected Result/Impact: Students will respect others, themselves, and the facilities through participation in events that promote school pride/spirit. Staff Responsible for Monitoring: Assistant Principals Organization Sponsors Student Activities Manager ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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			
Strategy 1: Students will participate in Project-Based Learning that will encourage them to be creative and productive. Weekly Strategy's Expected Result/Impact: Active participation Staff Responsible for Monitoring: Fine Arts Teachers Administrators Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 289:Title IV, Part A Subpart 1	Formative			Summative
	Sept	Nov	Jan	Mar
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in performances for the community (non-competitive) twice (one in December, one before spring break). These will include dance, art displays, band concerts, mariachi performances. Bi-annually Strategy's Expected Result/Impact: Students will exude confidence in their abilities and talents. Staff Responsible for Monitoring: Fine Arts Teachers Student Activities Manager Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandra Garcia	Career & Collee Readiness Specialist	Title i, Part A	100%
Erika Morales	Campus Instructional Specialsit	Title i, Part A	100%
Jesusa Portillo	Parent Liaison	Title I, Part A	100%
Veronica Pulido	campus Instructional Specialist	Title I, Part A	100%
William Crews	Aide-Classroom	Title i, Part A	100%

Campus Funding Summary

199: General, Basic					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,000.00
1	1	2			\$2,500.00
1	3	1			\$0.00
1	3	2			\$1,800.00
1	3	3			\$20,000.00
2	1	17			\$0.00
2	4	9			\$7,000.00
Sub-Total					\$33,300.00
199: General, Gifted & Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	9			\$1,000.00
2	1	10			\$0.00
Sub-Total					\$1,000.00
199: General, Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
3	1	4			\$0.00
3	1	8			\$0.00
3	3	1			\$0.00
Sub-Total					\$0.00
199: General, Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$5,000.00
2	1	11			\$1,200.00
Sub-Total					\$6,200.00

199: General, Bilingual Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
2	1	8			\$1,200.00
2	1	13			\$0.00
2	1	36			\$0.00
Sub-Total					\$1,200.00
199: General, State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
2	1	3	Software/Site Licenses		\$35,000.00
2	1	5			\$15,000.00
2	1	6			\$0.00
2	1	14			\$0.00
2	1	15			\$0.00
2	1	18			\$0.00
2	1	19			\$0.00
2	1	20			\$0.00
2	3	1			\$0.00
2	3	3			\$0.00
2	13	2	General Supplies - Homebound	199.11.6399.10.001.30	\$30.00
Sub-Total					\$50,030.00
211: Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Estimated Salary & Benefits	211.13.6119.00.001.30	\$174,205.00
2	1	1	Books		\$12,000.00
2	1	16			\$0.00
2	1	20			\$0.00
2	4	2			\$0.00
2	4	3			\$0.00
2	4	5			\$0.00
2	4	6			\$0.00

211: Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	8	1	General Supplies	211.11.6399.00.001.30	\$40,171.00
2	8	1	Software/Site License	211.11.6396.00.001.30	\$5,000.00
2	8	1	Technology Equipment	211.11.6395.03.001.30	\$10,000.00
2	8	2	Software/Site License Library	211.12.6396.00.001.30	\$220.00
2	8	2	Reading Materials - Library Books	211.12.6329.00.001.30	\$11,400.00
2	8	2	Technology Equipment - Library	211.12.6395.00.001.30	\$3,380.00
2	8	3	Technology Equipment - Professional Development	211.13.6395.00.001.30	\$2,800.00
2	8	3	Reading Materials - Professional Development	211.13.6329.00.001.30	\$5,500.00
2	8	3	Software/Site Licenses - Professional Development	211.13.6396.00.001.30	\$10,000.00
2	8	4	ESC 19	211.6239.00.001.30	\$2,000.00
2	8	6	ESC R19	211.61.6239.01.001.30	\$750.00
2	8	6	Software/Site License	211.61.6396.01.001.30	\$59.00
2	8	6	Employee Travel & Online Training	211.61.6411.01.001.30	\$2,000.00
2	8	6	Food Purchase	211.61.6497.01.001.30	\$3,069.00
2	8	8	Estimated Paraprofessional Salary & benefits	211.61.6129.00.001.30	\$32,840.00
2	8	9	Technology Devices and Accessories		\$3,380.00
Sub-Total					\$318,774.00
263: Title III, Part A English Language Acq.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
2	1	8			\$1,200.00
2	1	13			\$0.00
Sub-Total					\$1,200.00
289: Title IV, Part A Subpart 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$7,000.00
2	1	32			\$0.00
2	4	2			\$0.00
2	4	3			\$0.00
2	4	10			\$0.00

289:Title IV, Part A Subpart 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	Workbooks and kits		\$12,000.00
4	3	1			\$0.00
Sub-Total					\$19,000.00
District Level Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	12			\$0.00
2	1	27			\$0.00
Sub-Total					\$0.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	1			\$0.00
2	7	1			\$0.00
2	7	2			\$0.00
2	7	3			\$0.00
2	7	4			\$0.00
2	7	5			\$0.00
2	7	6			\$0.00
2	7	8			\$0.00
2	7	10			\$0.00
2	7	11			\$0.00
2	7	12			\$0.00
2	7	13			\$0.00
2	7	14			\$0.00
2	7	15			\$0.00
Sub-Total					\$0.00