San Elizario Independent School District

San Elizario High School

2019-2020 Campus Improvement Plan

Mission Statement

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

Vision

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

Core Beliefs

Dedication to All Students

Commitment to All Students

Caring and Kindness for All Students

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Comprehensive Needs Assessment

Revised/Approved: June 21, 2019

Demographics

Demographics Summary

San Elizario Independent School District is a public school district serving over 3,800 students in far west Texas. SEISD encompasses a geographical area of 16 square miles approximately 15 miles southeast of El Paso,Texas. It is bordered on its southern boundary by the Rio Grande River and Mexico. San Elizario High School (SEHS) is one of six campuses in SEISD; it is the district's sole high school and has been since 1972. SEHS serves a population of about 1,040 students in grades 9-12. The student population is 99% Hispanic, 91% economically disadvantaged, 66% at- risk, and 27% limited English proficient. The student mobility rate for the campus is 12.7%, and the attendance rate for students is 92.8%.

SEHS employs close to 80 teachers, four administrators, three counselors, a student activities manager, and two campus Instructional Specialists. A full custodial staff and cafeteria staff are also employed, and several instructional aides are also employed to meet 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. 80% of SEHS' teachers are Hispanic, and 87% of SEHS' total workforce is Hispanic.

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.

-Our student attendance rate is respectable when one takes into account the age of our students. This indicates that students receive necessary instruction on a consistent and regular basis. Our grades 9-12 dropout rate is 1.9%, meaning that over a four-year period, almost all students have remained in school and either graduated or continued in high school for the sixth year.

-The ethnicity of SEHS' workforce approaches that of the student population (teachers: 80% Hispanic, total workforce: 87% Hispanic).

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

a manageable size.

-Since over 90% of the population is economically disadvantaged, the entire student body qualifies for free lunch. We serve 3 meals out of our cafeteria. Healthy eating makes for better students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 91% of all SEHS students are economically disadvantaged. **Root Cause**: The rural location and tax base is one of the poorest in the state of Texas. At one time SEISD was rated the poorest district in Texas.

Problem Statement 2: 66% of all SEHS students are identified as being at risk of dropping out of school. **Root Cause**: Students are often held back in elementary school, can't pass the STAAR, or are coded LEP.

Problem Statement 3: 27% of all SEHS students are identified as having limited proficiency in English. **Root Cause**: The proximity to Mexico makes the home language Spanish.

Student Achievement

Student Achievement Summary

SEHS received the state accountability rating "Met Standard" for 2017-2018 performance, marking the sixth consecutive year that SEHS has met the state accountability standards on all four indices.

2018-2019 was a year that was seen as a success in many areas and a year where it was shown that more focus has to be on other areas added to traditional state accountability, such as career/technical coherent sequence, dual credit, advanced placement testing, and college entrance examinations. While EOC English I and English II had greater than 60% of first-time testers passing for the first time, only 36% of English Language Learners and 24% of students receiving special education services were successful on the EOC English I and II assessments.

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

Student Achievement Strengths

The results of the 2018-2019 Spring Administration of EOC's are as follows:

Spring 2019	Algebra I Approaches %	English I + II Approaches %	Biology Approaches %	U.S. History Approaches %
All Students	87%	49%	84%	84%
Gifted and Talented	100%	100%	100%	100%
LEP	84%	21%	75%	85%
Special Education	66%	22%	45%	46%

Source: TAMS (Pending final accountability ratings from TEA)

Our strengths include significant gains in U.S. History at all 3 performance levels, as well as gains at the meets and masters level for Algebra I. Our English I students increased by 2% at the masters level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Must increase achievement in English EOC tests. **Root Cause**: 1/3 of the student population is Limited English Proficient.

Problem Statement 2: Must increase the number of retesters that pass the EOC exams. **Root Cause**: Students may get discouraged from re-trying the exams after they fail it once.

School Culture and Climate

School Culture and Climate Summary

The campus has transformed into a student-centered organization through tremendous changes over the last six years.

SEHS has added a number of new teachers in the last several years, with 37% of the faculty having between zero and five years of teaching experience. Compared to that, 30% of the faculty have six to 10 years of teaching experience. A handful of new teachers are in place once again this year, with a few in the core areas and some in the new specialty areas that are now offered as part of the expansion of our career and technical education program.

District initiatives are followed for curriculum and instruction at San Elizario High School. Our principal, three assistant principals, and two campus instructional coaches provide instructional leadership and modeling for teachers throughout the campus. We are aware that EOC English I and II continue to be in need of improvement and that advanced placement results in core classes need to improve, but it is also important to note that an English language learner population of 24% gears much of the instructional need toward performance increases by that population; this percentage makes up almost 250 students and is large for a high school. Furthermore, our special education population is a priority due to a higher than average number of students receiving services, most in a general education setting with support.

The school culture at SEHS has improved due to the implementation and use of PBIS and other "SMART" discipline approaches at the 9th grade Academy that emphasize the teaching of appropriate behaviors. The PBIS tenets are used in all facets of the campus, to include our disciplinary alternative education placement program. While expectations for behavior certainly exist, a more positive approach toward the teaching of desired behaviors has paid dividends. Office referrals and DAEP placements have dropped in recent years, and that equates to more time for classroom instruction. Students also have the ability to not only be a part of traditional activities such as athletics and music, but also have choices to join an ever-expanding list of club options.

After six years of the current administration, SEHS has enjoyed a transformation to a student-centered campus where great achievements in all areas of a comprehensive high school have been witnessed. Graduation rates have climbed, End-of-Course passing rates have continued to increase, and our athletics, band, and fine arts teams and organizations have brought home district titles, regional titles, and even state titles. The campus continues to grow with a new career/technical education building (STEM focus) and a new athletic field house, to go along with the new football field. The opportunities for students to graduate with a well-rounded experience are present, and the campus is the flagship and beacon of the community.

School Culture and Climate Strengths

The campus has earned 6 UIL state championships in soccer, track & cross country. This promotes student achievement and motivation

among the student body. In addition, the campus has a strong social media presence through twitter. It is used to promote students and their achievements.

The discipline referral rate has steadily decreased, as have the number of DAEP placements. This allows for an increased focus on academic learning.

A high number of teachers still have less than five years of experience, several are getting closer and have stayed on since our principal took over in the fall of 2012; the current gap (7 percentage points) between teachers with zero to five years of experience and those with six to 10 years of experience has narrowed.

Administrators make an effort to meet with teachers through PLCs and department meetings on a regular basis; the morning preparation period allows much discourse to occur and communication to be at a reasonable level. Walkthroughs by administrators have become more frequent and consistent. The TEKS Resource System is beneficial, particularly for our newer teachers.

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

Technology continues to advance at San Elizario High School. In addition to the universal Promethean boards, projectors, and teacher laptops, the library and several more labs are equipped with upgraded computers so that students have maximum access to computers and the Internet. The district's efforts to increase bandwidth capability are evident at SEHS when it is considered that hundreds of students could be using the internet at one time on certain days. The issuance of iPads, Microsoft Surface Tablets, and Chromebooks continues to grow as we move forward toward the goal of the 1:1 ratio for device per student.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 37% of our faculty has between zero and five years of teaching experience; 30% of our faculty has six to 10 years of teaching experience. **Root Cause**: Sometimes it is inevitable to hire teachers with no experience because the hiring "pool" is limited.

Problem Statement 2: Recruitment and retention efforts should be intensified for specialty teaching areas, to include specific career/technical education programs. **Root Cause**: Competition among the larger districts. Also, the distance from the city to our school is 45 minutes.

Problem Statement 3: The mentoring efforts at the campus should be consistent and comprehensive due to several new teachers being present on the campus. **Root Cause**: Training the mentor teachers is a challenge. There is limited time for mentees and mentors to meet.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

100% of the teachers are highly qualified. We are able to select qualified applicants from a competitive pool. Teachers are offered high levels of administrative and instructional support. The campus has 10 CTE teachers that are all experts in their field. This includes cosmetology, law enforcement, audio visual, computer maintenance, culinary etc. There are also 6 teachers that are accredited to teach Dual Credit onsite courses.

Staff Quality, Recruitment, and Retention Strengths

69.8% of the teaching force has a bachelor's degree and 28.8% has a master's degree. The San Elizario High School teachers are prepared to build relationships with their students as 75.2% are Hispanic and 32.7% of the teachers have between 6 to 20 years of experience.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Hiring and maintaining a highly qualified staff. **Root Cause**: The distance away from the city. Competition against bigger districts.

Problem Statement 2: Advertising and promoting vacancies for our School & District. **Root Cause**: Bigger districts in the city have large public relations departments. More resources to promote vacancies.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

AP courses will continue to be offered. Dual Credit courses are being expanded throughout the campus. Computer labs will be established to support Dual Credit instruction. Textbooks will also be purchased for student success.

Technology has made many gains in instructional programming at SEHS. All classrooms have Promethean boards with mounted projectors, and each teacher is issued an updated laptop.

Curriculum, Instruction, and Assessment Strengths

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

Technology is almost at 1:1 ratio. A new dual credit lab was added in 2018-2019.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teacher technology skills need to be improved. **Root Cause**: Technology devices and programs change on a yearly basis.

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.

Parental involvement at SEHS is strong when routine activities such as parent conferences are taking place, and specific celebrations and activities also enjoy a reasonably good level of participation as do athletic events. More involvement by parents on the academic side is a priority. The district has adopted "progressing together" meetings that parents are now attending. Engagement and participation from parents has increased at athletic events, banquets, fundraisers etc. A new effort with the "Latino Literacy" program has been made by the district to encourage reading at home.

Parent and Community Engagement Strengths

The close-knit community of San Elizario is made up of parents with traditional morals who enjoy attending school/community events such as parent-teacher conferences, registration, homecoming parade & fireworks, Winter Extravaganza, the Spring Fiesta, the Annual Lower Valley Health Fair, and support for their children in extracurricular activities.

Parent/teacher conferences, yearly events like the Winter Extravaganza, the Spring Fiesta, the Lower Valley health fair, and extracurricular activities are examples of parent involvement strengths.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parental involvement needs to increase and become more consistent beyond annual events and routine events at the campus. **Root Cause**: Parents don't have transportation or daycare. Feel intimidated because of the language.

Problem Statement 2: Parent Involvement decreases as students get older and into high school. **Root Cause**: Students begin to drive and become independent.

School Context and Organization

School Context and Organization Summary

The high school is divided into four distinct learning communities, which are the 9th Grade Academy, the 10th Grade Nest, University Avenue (Gr. 11-12) and the Dual Credit Academy. Each community has its own administrator who is responsible for supervision of assigned students and staff. This year we have added a 4th learning community: The Dual Credit Academy. By breaking up the school into 4 SLC's, faculty and staff can have a more specific focus on students.

School Context and Organization Strengths

The small and targeted learning communities create a familial atmosphere with respect to holistic participation in meeting student needs. With that, those student needs are specifically recognized. The Freshmen center keeps all the 9th graders in one location under one roof. This focuses them on academics their 1st year in high school. This also helps the school decrease discipline problems. University Avenue focuses our upper classmen in CTE, AP, Dual Credit and Advanced Academics. They also have proximity to the GO center, counseling center and computer labs.

Our new Dual Credit Academy offers students 43 college credit hours. A variety of online and onsite courses are offered through El Paso Community College.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: To increase numbers in our Dual Credit Academy. **Root Cause**: Students can't pass the TSI and therefore can't get into dual credit classes.

Technology

Technology Summary

All classrooms have Promethean boards with mounted projectors to enhance instructional delivery. All teachers are issued a laptop. The amount of equipment used on campus has easily tripled in the last three years. Due to our remote location, students have limited access to internet services which requires the campus to assist with hot spots or internet cards for students to use at home.

Technology Strengths

The district provides top-quality support and service to the campus. Bandwidth capability is strong, and CPUs and other technological devices are upgraded as needed. Students have maximum access to computers and the Internet through the library, and mobile devices. All teacher laptops have been replaced in May 2019 with the most current technology available. A new dual credit lab has been created with new desktops for student use. All computers in the GO center have been updated for student use as well.

Problem Statements Identifying Technology Needs

Problem Statement 1: Devices need to be used for more academic purposes. **Root Cause**: Teachers need more training on technology

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Student Data: Student Groups

- STEM/STEAM data
- Section 504 data
- Homeless 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

- Professional learning communities (PLC) 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 surveys and/or other feedback
- 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
- Study of best practices

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 by attending, participating in, and implementing research-based strategies.

Evaluation Data Source(s) 1: Certificates for attendance, agendas, sign-in sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
1) Attend best practices / improvement strategy trainings: EOC/State Assessments and their purposes, Gifted and Talented, AP and Dual Credit to support Higher Education, Classroom management, Motivational speaker trainings, UBD Training, TEKS Resource system training, and updates. NCLB National Conference, ELAR Training provided by Lead4ward and Region XIX; Interactive Word Walls for ELs, Administrative Professionals Conference for Campus support staff. T-TESS training, 38 Learning Strategies. Each semester	2.4, 2.5	Administrators Faculty	More focus of instruction to aid in the increase of EOC scores. **Funding Sources**: 199: General, Gifted & Talented - 3340.00, 199: General, Special Education - 1500.00, 199: General, Bilingual Education - 500.00, 199: General, Basic - 9000.00, 211: Title I, Part A Improving Basic Programs - 500.00				

Comprehensive Support Strategy Targeted Support Strategy	2.4, 2.5	Administrators Faculty	Improved knowledge of district initiatives to continue alignment of instruction.				
2) All faculty, to include CTE, Fine Arts, and Athletics, must attend training and conferences for professional development updates on technology and other topics to facilitate district staff development initiatives: iPad/App Training by Technology Director; Thinking Maps/Pathway to Proficiency; Sheltered Instruction Observation Protocol (SIOP); Secondary Reading Institute; Station training; AP Institutes at UTEP; Technology - Participate in Star Survey; Kagan Cooperative Learning Staff Development; Culture Of Poverty; Performance Based Academic Coaching Teams (PACT); Campus Administrator Academy; Gifted and Talented (30 hours/6 hour update); Differentiated Instruction for Struggling Learners; Inclusion training; Instructional strategies classes for students with disabilities; Various Region 19 PD to include TEKS Resource System training and TSI Boot Camp and STAAR But There's No Time. CAST 2018 in Houston, TX; November 2018, STAAR EOC training and CSI Cast. Admin and teachers will attend 2018 National Title I Conference in Houston, TX, TCEA in Austin, TX and NABE 2018 Conference in Dallas, TX in Feb 2019, and Inquire by Design in April 2019.TX ASCD's ignite 2017 and CAMT in Houston, TX in June 2018. Selective ADMIN and teachers will attend PBIS Team Training at Region XIX in the Spring. (Training done yearly)	**Funding Sources**: 263: Title III, Part A English Language Acq. - 0.00, 199: General, Gifted & Talented - 4000.00, 199: General, Bilingual Education - 5000.00, 199: General, Career & Technology - 5000.00, 211: Title I, Part A Improving Basic Programs - 1000.00, 199: General, Special Education - 1000.00, 199: General, Basic - 6500.00						
3) Administrators and Instructional Specialists will attend content-based training on instructional coaching model, Instructional Coaching Institute and No Excuses TurnAround Schools: Creating Cultures of Universal Achievement and Bringing Together Cultures of Universal Achievement and Exceptional Systems Staff Development and Texas ASCD Annual Conference. Each semester	2.4, 2.5	Administrators	Administration and Instructional Specialists will be better equipped to coach teachers on best practices.				
	Funding Sources: 199: General, Basic - 9500.00						

Comprehensive Support Strategy **Targeted Support Strategy**	2.4, 2.5	Administrators and Faculty	More focus of instruction to aid in the increase of EOC scores.				
4) Attend the following campus staff development in: Professional Learning Teams, Talk Read Talk Write, Hug your customers, Right Motives; Wrong Methods, A+ Credit Recovery, SureScore, Academic language development English in a Flash, SIOP ,ISN implementation, 5 E Lesson Plan Model and ELs In TX: What TEACHERS need to know. Each semester		**Funding Sources**: 211: Title I, Part A Improving Basic Programs - 0.00					
5) Provide laptops, iPads, and a color laser printer to the Instructional Specialist to provide professional development and training to teachers. Reading Materials will also be provided to facilitate instructional training. Daily	2.4, 2.5	Principal Director of Instructional Programs	The instructional specialist will have the necessary tools and materials to train staff in best practices.				
	Funding Sources: 199: General, Basic - 500.00						
6) 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)	2.4, 2.5, 2.6	Campus Administration Director of Instructional Programs Planning and Instruction Staff	The instructional specialist will have the necessary tools and materials to train staff in best practices.				
	Funding Sources: 211: Title I, Part A Improving Basic Programs - 0.00						
7) Faculty will take learning walks to improve instructional strategies in other content areas. Every 9 weeks	2.4, 2.5	Faculty	Teachers will improve their own learning by watching colleagues.				
	Funding Sources: None Needed - 0.00						
8) All counselors will remain current on financial aid, higher education, and other topics pertinent to their duties. Monthly	2.5, 2.6	Assistant Principle for Guidance and Instruction	Counselors will assist students in completing financial aid information, college applications so all students have the correct information.				
	Funding Sources: None Needed - 0.00						
9) Teachers will be provided training on parent involvement. Each semester	2.5	Faculty	Teachers will welcome parents in to their classrooms and the communication lines will grow. Teachers and parents will become partners.				
	Funding Sources: None Needed - 0.00						
10) Provide professional development on Planning from the IFD and the TEKS by contracting Region 19 and Lead4ward Training consultants. Monthly and Semester.	2.4, 2.5	Principal	Teachers will be better prepared to used the TEKS Resource System to plan lessons with in depth information.				
	Funding Sources: None Needed - 0.00						
11) Provide professional development to teachers in the area of high school science using STEMScopes contracted trainers. (Semester)	2.4, 2.5	Planning and Instruction	STEMScopes will be integrated into the Science classrooms for student use during instruction.				
	Funding Sources: None Needed - 0.00						

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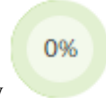
12) ADMIN will attend a various of Region XIX Professional Development sessions throughout the year (Monthly)	2.4, 2.5	Principal	Administrators will receive training to keep current on various aspects concerning high school.				
	Funding Sources: None Needed - 0.00						
13) Librarian will attend the TX Library Association Annual Conference in Austin, TX. (Semester Scheduled)	2.5	Administrators	Librarian will receive updates on library policies and new ideas on making the library more accessible.				
	Funding Sources: None Needed - 0.00						

	100% = Accomplished	➡ = Continue/Modify	0% = No Progress	✗ = Discontinue

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 student have an opportunity to receive the highest quality of academic instruction.

Evaluation Data Source(s) 2: Percentage Rate of Teachers with 1-5 years of experience continuing employment with SEISD, overall retention rate for all employed teachers in SEISD

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
1) Administrative staff will attend the annual recruitment fair at the UTEP and assist Human Resources department by providing information needed to seek out potentially qualified applicants needed for employment positions and anticipated openings throughout the year. (Yearly)		Campus Administration	Percentage of open positions filled by quality, certified applicants				
	Funding Sources: None Needed - 0.00						
2) The campus will recruit quality, certified teachers for the secondary level. Teachers in hard to staff disciplines (math, science, SPED, ESL, Dual Credit Teacher Leaders) will receive a stipend. Each semester		Administrators/Human Resources	All teachers will meet the highly qualified standards.				
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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

Performance Objective 1: Students will increase performance as measured by the 2018-2019 End of Course Examination percentage at "Approaches Grade Level": English I/II: 55% to 75% (System Safeguard), English I/II English Language Learners: at least 60% (System Safeguard), English I/II Special Education: at least 60% (System Safeguard). All students will increase performance from 34% to 44% at the English I/II "Meets Grade Level" standard, and 2% to 10% at the English I/II "Masters Grade Level" Standard. Algebra I: 92% to 95% at Approaches Grade Level, 61% to 66% at Meets Grade Level, 36% to 40% at Masters Grade Level. Biology: 89% to 94% at Approaches Grade Level, 59% to 64% at Meets Grade Level, 15% to 25% at Masters Grade Level. Biology, Special Education: at least 60% at Approaches Level (System Safeguard),. U.S. History: 90% to 95% at Approaches Grade Level, 63% to 68% at Meets Grade Level, 22% to 32% at Masters Grade Level. TELPAS Composite Rating, English Language Learners: __ to __ of students increasing a minimum of one level on composite score. (Pending TELPAS Results)

Evaluation Data Source(s) 1: EOC Assessment Results (All Students, English Language Learners, Special Education); TELPAS Results (English Language Learners)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
1) Purchase a variety of book titles in our library to promote educational opportunities and increase student literacy levels. Titles should include fiction and non-fiction books, magazines, Ebooks, Educational DVDs, and Audio Books. Professional titles will be used for teachers and staff. Continue issuance of a free book to each High School student to promote literacy. Daily	2.5, 2.6	Librarian	Students and community will have a variety of resources available.				
	Funding Sources: 199: General, Basic - 500.00, 211: Title I, Part A Improving Basic Programs - 3000.00						
2) Continue to implement and support district initiatives to include ISNs, Thinking Maps, TEKS Resource System and Independent Reading. Provide the supplemental instructional materials to successfully implement these initiatives. Daily	2.5, 2.6	Administration, Faculty	Instructional strategies will be aligned throughout district.				
	Funding Sources: 211: Title I, Part A Improving Basic Programs - 1641.00, 263: Title III, Part A English Language Acq. - 0.00, 199: General, Bilingual Education - 0.00, 199: General, Basic - 13325.00						

Comprehensive Support Strategy **Targeted Support Strategy**	2.5, 2.6	Administration, Faculty	Data will be part of the decision making when purchasing supplies and materials.
3) Use EOC results and all available student data to adjust instructional strategies including EOC study skills, English retester computer labs, purchasing technology equipment, student workbooks and supplies for student study guides (note taking) for 9th, 10th, 11th and 12th grade students, to ensure success on EOC testing. Each 9 weeks	**Funding Sources**: 211: Title I, Part A Improving Basic Programs - 0.00, 289:Title IV, Part A Subpart 1 - 34952.00, 199: General, Basic - 16662.50		
4) Continue with the nomination and assessment of students for the GT program. Support GT students' participation in out of school opportunities such as Team Quest competition. Each semester	2.5, 2.6	Faculty, GT coordinator	Students will enter the GT program after going through the nomination process.
	Funding Sources: 199: General, Gifted & Talented - 1500.00		
5) GT students will be clustered with a designated GT teacher and their academic needs will be addressed through differentiated instruction in their identified area of academic strength within the four core curricular areas. Materials needed to effectively implement differentiated instruction include advanced reading materials, consumables for project based learning (PBL), consumables for differentiated lessons (paper, color paper, post-its etc.) Daily	2.5, 2.6	Administration, GT teachers	Students will compete in a STEM Expo at the end of the year.
	Funding Sources: 199: General, Gifted & Talented - 8500.00		
Comprehensive Support Strategy 6) Provide students with disabilities visual, organizational, and note taking strategies to facilitate the learning process. Daily	2.5, 2.6	Administration Faculty	Student with special needs will have the same access to supplies and materials as all general ed students.
	Funding Sources: 199: General, Special Education - 4527.00		
Comprehensive Support Strategy **Targeted Support Strategy**	2.5, 2.6	Faculty	Students will score higher on TELPAS and be able to exit ESL program.
7) Increase language development; reading and writing skills through implementation of iLit and ELPS TEKS with targeted instructional strategies using best practices and Secondary Reading Institute. Daily	**Funding Sources**: 199: General, Bilingual Education - 3000.00, 263: Title III, Part A English Language Acq. - 10826.00		

	2.5, 2.6	Administration	Teachers will be equipped will the necessary tools to deliver quality instruction.				
8) The TEKS Resource System (TRS) 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 and seen as non negotiable resources 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. PLC time will be used for review of TEKS Resource System alignment. Weekly	**Funding Sources**: 199: General, Basic - 6662.50, 211: Title I, Part A Improving Basic Programs - 1642.00						
Comprehensive Support Strategy **Targeted Support Strategy**	2.5, 2.6	Administration	Newcomer students will be academically successful in the classroom.				
9) Reorganization of Newcomer course offerings will be monitored to foster improved learning and delivery of targeted instructional strategies for ELs and newcomer students. Strategies to be used to ensure success include Sentence Frames, SIOP, Pathway to Proficiency. Each 9 weeks	**Funding Sources**: 199: General, Bilingual Education - 2000.00						
Comprehensive Support Strategy **Targeted Support Strategy**	2.5, 2.6	Administration Faculty	Increase in EOC English I and II STAAR Performance				
10) Implement a variety of reading strategies across the content area to improve all students' performance in English I &II EOC; (Comprehension Constructors, Daily Calendar, SQ3, Annotation of Text, Reading With a Purpose in Mind (non fiction), Exploring and Expanding Literacy Instruction, Secondary Reading Institute, DOK Questioning Strategies. End of the year; Novel Project. Support reading strategies by providing the necessary instructional reading materials; textbooks, dictionaries and supplies to include dictionaries, copy paper, manila folders, Elmos, highlighters, Post-it notes, and markers. Daily	**Funding Sources**: 199: General, Basic - 6662.50, 211: Title I, Part A Improving Basic Programs - 1642.00						
Comprehensive Support Strategy **Targeted Support Strategy**	2.5, 2.6	Administration, Faculty, Title I Instructional Aide	Students will be successful on tests after extra tutoring.				
11) Provide after school, Saturday, internal tutorials and summer school sessions to support 9th, 10th, 11th and 12th grade students that are in danger of failing EOC assessments by using all available resources to include A+, credit recovery, tutoring mobile stations, updated study materials that address EOC for all content areas. Weekly	**Funding Sources**: 211: Title I, Part A Improving Basic Programs - 1642.00, 199: General, State Compensatory Education - 72197.00						

|							
12) GT students will be provided opportunities to develop projects of interest. Materials and equipment to include laptop computers, iPads, iPods, movie cameras, calculators, projectors, GPS devices will be made available to them. GT students will use these materials to enhance their annual projects and be in compliance with State Plan for GT students. Daily	2.5, 2.6	GT teachers, GT coordinator	GT students will have access to all materials needed to be successful.				
	Funding Sources: 199: General, Basic - 6662.50						
13) Provide students with visual and hands-on strategies to facilitate the learning process. Students will receive laboratory materials and tools to include dissection kits, motion detectors, chemicals, clip boards and other instructional supplies to complete lab/lab recordings. Provide resources to facilitate science instruction: STEMScopes print bundle. Daily	2.5, 2.6	Administration, Faculty	Students will have access to all materials needed to be successful.				
	Funding Sources: 199: General, Basic - 6662.50, 211: Title I, Part A Improving Basic Programs - 1642.00						
14) Promote student school life and learning by displaying their work throughout the campus. This will require the purchase of materials (gorilla tape, hooks, etc.) in order to keep the items posted in the hallways. Daily	2.5, 2.6	Administration, Faculty	Campus culture will be one of positivity and success.				
	Funding Sources: 199: General, Basic - 6662.50, 211: Title I, Part A Improving Basic Programs - 1642.00						
15) Promote use of technology to include Promethean Boards, surface pros, chrome books, ELMOs, laptop PCs, projectors, Livescribe Pens, IPods and IPads, calculators, graphing calculators (TI84, SE, batteries and replacements), DVD players, cameras, video cameras, photo smart printers, Flash drives, digital recorders, electronic dictionaries, portable speakers and Earphones/Ear buds. Thinking Maps software, Nearpod, and Maps101.com. Daily	2.5, 2.6	Administration, Faculty	Students will have access to all materials needed to be successful.				
	Funding Sources: 199: General, Bilingual Education - 8175.00, 199: General, Basic - 5300.00, 211: Title I, Part A Improving Basic Programs - 49942.00, 263: Title III, Part A English Language Acq. - 0.00						
16) Provide band students with the necessary equipment and transportation to complete their band course and travel to competition and performances. Each semester	2.5, 2.5, 2.6	Campus Administration, Teacher	Band students will have access to all materials needed to be successful.				
	Funding Sources: 199: General, Basic - 9500.00						
17) Provide piano and guitar students with the necessary supplies and equipment to complete their course. Each semester	2.5, 2.6	Campus Administration Faculty	Piano and guitar students will have access to all materials needed to be successful.				
	Funding Sources: 199: General, Basic - 1500.00						
18) Provide transportation to students in order for them to attend instructional field trips to enhance their coursework. Each semester	2.5, 2.6	Campus administration, Teachers	Students will travel to various places within the area.				
	Funding Sources: 199: General, Basic - 2000.00, 211: Title I, Part A Improving Basic Programs - 1642.00						
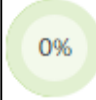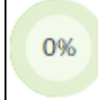
19) Provide supplies, contracted services and transportation for students to participate and compete in non-athletic extracurricular activities. This is to include: Cheerleading, NJROTC, Dance, Theater, Student Council, band. Each semester	2.5, 2.6	Campus Administration, Teachers	Students will travel and compete in various activities bringing recognition to the school and district.				
	Funding Sources: 199: General, Basic - 31500.00						
Comprehensive Support Strategy **Targeted Support Strategy** 20) Provide supplemental State Compensatory Education class size reduction teacher positions to work with at-risk students. (Daily)	2.5, 2.6	Campus Administration	With smaller class size, students will receive more focused instruction.				
	Funding Sources: 199: General, State Compensatory Education - 0.00						
21) Provide a Disciplinary Alternative Education Program (DAEP) on campus (Daily).	2.5, 2.6	Campus Administration	Enrollment and Successful exits of students placed in DAEP.				
	Funding Sources: 199: General, State Compensatory Education - 0.00						
Comprehensive Support Strategy **Targeted Support Strategy** 22) Transportation will be provided for students attending after-school and Saturday school tutoring (Weekly).	2.5, 2.6	Campus Administration	Students will be able to attend tutoring.				
	Funding Sources: 199: General, State Compensatory Education - 0.00						
Comprehensive Support Strategy **Targeted Support Strategy** 23) Provide a credit recovery program (A PLUS) and Credit by Exam (CBE) for students at risk of not graduating due to lack of required credits, and provide Study Skills labs and supplies to assist students with meeting end of course testing graduation requirements (Daily)	2.4, 2.5, 2.6	Campus Administration	Number of Students Obtaining Needed Credits Through A PLUS, Number of Students Passing End of Course Retests, and Cohort Graduation Rate will increase.				
	Funding Sources: 199: General, State Compensatory Education - 0.00, 199: General, Basic - 2000.00, 211: Title I, Part A Improving Basic Programs - 1642.00						
24) Provide supplemental services to students enrolled in Compensatory Education Home Instruction (CEHI) and pregnancy-related services program through support provided by homebound instruction. (Daily)	2.4, 2.5, 2.6	Campus Administration	Documented Hours of homebound Services Provided; credit acquisition by students receiving services				
	Funding Sources: 199: General, State Compensatory Education - 99803.00						
Comprehensive Support Strategy **Targeted Support Strategy** 25) Provide research-based interventions aligned to the TEKS: Scientifically research-based supplemental resources and materials for instruction and interventions (Intervention Kits). (Daily)	2.5, 2.6	Campus Administration	Students will receive quality instruction during interventions.				
	Funding Sources: 199: General, State Compensatory Education - 0.00						

	2.5, 2.6	Administrator for At Risk, PRS Teacher, Administrator for A+	Students will be monitored through their at-risk folders.				
Comprehensive Support Strategy **Targeted Support Strategy** 26) Identify and monitor all at-risk students to include all sub-populations, as well as homeless, to include monitoring of the A+ Credit Recovery Program. Each 9 weeks							
	Funding Sources: 199: General, State Compensatory Education - 3500.00						
27) Meet with campus administration weekly to discuss instructional issues. Once a week	2.5, 2.6	Principal	Campus administration will work as a team to address campus issues.				
	Funding Sources: None Needed - 0.00						
28) Meet with School Improvement and Operations Team (SIOT) once a month to review campus needs. Monthly	2.5, 2.6	Administrative Team	Committee will keep the Campus Improvement Plan up to date.				
	Funding Sources: None Needed - 0.00						
29) Meet with Campus Instructional Leadership Team (CILT) monthly to discuss instructional strategies and to review curriculum priorities. Quarterly	2.5, 2.6	Assistant Principal for Guidance and Instruction	Committee will keep instructional activities current				
	Funding Sources: None Needed - 0.00						
30) 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 teachers will visit the high school. Each Semester.	2.5, 2.6	Administrative Team	Instructional Rounds will assist staff in aligning instruction.				
	Funding Sources: None Needed - 0.00						
31) Continue with small learning communities, the 9th Grade Academy, the 10th Grade Nest, and University Avenue to enhance learning opportunities for students and allow the teacher to collaborate on the students in the grade level. Weekly	2.5, 2.6	Administration	Students will be part of a community to control behavior and academics.				
	Funding Sources: None Needed - 0.00						
32) Continue the 9th grade academy to increase graduation rate and post secondary enrollment. All 9th students are to be clustered into one area of the building with a set group of teachers , one assistant principal, one counselor, and a social worker. Students that are failing will be gathered and taken to a specified area to remain for lunch or after school tutoring based on the ICU model. Weekly	2.5, 2.6	Administrator for the 9th Grade Academy	9th grade students will transition to the high school setting with guidance.				
	Funding Sources: None Needed - 0.00						
Comprehensive Support Strategy **Targeted Support Strategy** 33) Hire a Literacy Consultant to assist English Language Arts department with alignment of the curriculum and assessments with End Of Course (EOC) Exams. Each semester	2.5, 2.6	Assistant Principal for Guidance and Instruction	EOC scores will improve.				
	Funding Sources: District Level Funding - 0.00						

	2.5, 2.6	Administration	Appropriate personnel are on staff to deliver instruction.				
Comprehensive Support Strategy **Targeted Support Strategy** 34) Maintain personnel to support reading and math across the curriculum for all grades levels. Each 9 weeks	**Funding Sources**: District Level Funding - 0.00						
35) Provide teachers access to students' special population codes as permitted by TEAMS. Special population lists will be provided to teachers. Daily	2.5, 2.6	PEIMS Coordinator	Teachers will be aware of all the needs of their students.				
	Funding Sources: None Needed - 0.00						
36) Teen parents will be encouraged to continue their education at SEHS with the opportunity for Compensatory Education homebound Instruction (CEHI) services as needed. Daily	2.5, 2.6	Administrator for At Risk, PRS personnel	The At-risk teacher will give guidance to teen parents about staying in school.				
	Funding Sources: District Level Funding - 0.00, 199: General, Basic - 0.00						
Comprehensive Support Strategy **Targeted Support Strategy** 37) 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. Provide instructional manuals and lesson plan books. Each 9 weeks	2.5, 2.6	Administration, Co-teachers	Special needs students will receive access to general ed curriculum.				
	Funding Sources: None Needed - 0.00						
Comprehensive Support Strategy **Targeted Support Strategy** 38) Monitor and evaluate the effectiveness of student intervention plans (Personal Graduation Plans, AIPs, TSTs, etc.) Each semester	2.5, 2.6	Administration, Counselors	Counselors will monitor students to make sure they are on track for graduation.				
	Funding Sources: None Needed - 0.00						
39) Maintain an updated collection of library books. Collection should be assessed on a yearly basis. Each semester	2.5, 2.6	Librarian	Students, staff, and community will have access to the most current literature				
	Funding Sources: None Needed - 0.00						
40) Continue to utilize and implement district scope and sequence to drive instruction at all grade levels through Professional Learning Teams. Weekly	2.5, 2.6	Administration, Faculty	Curriculum will be aligned to state standards.				
	Funding Sources: None Needed - 0.00						
Comprehensive Support Strategy **Targeted Support Strategy** 41) Identify students in need of summer school assistance and provide transportation and teacher stipend. Identify students that also need summer school assistance to accelerate language development from 8th grade to 9th grade and also provide transportation and teacher extra duty pay. Second semester	2.5, 2.6	Administrator for Summer School including Middle School Administration	Students will recover credits due to failure during the summer.				
	Funding Sources: None Needed - 0.00						

Comprehensive Support Strategy 42) Implement Eagle Hunt as an after-school intervention to ensure that all students turn in all assignments. Students that are failing will be gathered during 8th period and taken to a specified area to remain for after school tutoring. Daily	2.5, 2.6	Administration, Faculty	Students will be escorted to tutoring to ensure attendance.				
	Funding Sources: None Needed - 0.00						
Comprehensive Support Strategy 43) Implement an effective tutoring/homework lab. Weekly	2.5, 2.6	Administration, Faculty	Tutoring schedules are posted around campus for student information				
	Funding Sources: None Needed - 0.00						
44) Increase effective use of instructional computer labs for Texas Success Initiative (TSI) testing and credit recovery. Each semester	2.5, 2.6	Faculty	More students will have access to the TSI test and the A+ program.				
	Funding Sources: None Needed - 0.00						
Comprehensive Support Strategy **Targeted Support Strategy** 45) Use all available assessment data to identify areas of student program needs. Every 9 weeks.	2.5, 2.6	Administration, Faculty	Departments will discuss assessment data to plan the best instructional strategies.				
	Funding Sources: None Needed - 0.00						
46) Increase technology use in library to support student needs to include ipads, ipods, digital cameras/camcorders, laptops, LCD projectors, flat Screen TV/monitor, and Nooks. Each semester	2.5, 2.6	Librarian	Technology is available to all staff and students for check out.				
	Funding Sources: None Needed - 0.00						
Comprehensive Support Strategy **Targeted Support Strategy** 47) Utilize EOC data for 9th-12th grade testers to identify instructional needs per content area (English Language Arts (ELA), Science, Math, Social Studies). Each semester	2.5, 2.6	High School Administration, Instructional Coaches	Departments will discuss assessment data to plan the best instructional strategies.				
	Funding Sources: None Needed - 0.00						
Comprehensive Support Strategy **Targeted Support Strategy** 48) Utilize AWARE in order to analyze student assessment data and familiarize themselves with pertinent student data. Each 9 weeks	2.5, 2.6	Campus Administration Faculty	Departments will discuss assessment data to plan the best instructional strategies.				
	Funding Sources: None Needed - 0.00						
Comprehensive Support Strategy **Targeted Support Strategy** 49) Implement a benchmarking system and curriculum-based assessments in order to target specific instructional interventions. Each semester	2.5, 2.6	Administration, Faculty	Students will take benchmark tests to allow teachers to adjust instruction.				
	Funding Sources: None Needed - 0.00						
50) Implement a daily EOC based instructional focus activities (Bell Ringer/sponge activity). Daily	2.5, 2.6	Faculty	Students will start each class with a bell ringer focusing on the EOC for practice.				
	Funding Sources: None Needed - 0.00						

51) Teachers will be able to strategically build students mathematical habits of mind to support more complex concepts by utilizing Transition to Algebra. Daily	2.5, 2.6	Algebra Teachers, Campus Administration, P & I	Students will get reinforcement in Algebra.				
Funding Sources: None Needed - 0.00							
52) Campus will utilize Gizmos by embedding their library of interactive online simulations for math and science education Daily	2.5, 2.6	Math and Science Teachers, Campus Administration, P & I	Various instructional strategies will increase student abilities in math and science.				
Funding Sources: None Needed - 0.00							
53) Faculty and staff will meet the last Thursday of the month to discuss instruction and campus issues. Monthly	2.5, 2.6	Administration	Faculty meetings will be used to disseminate information to staff.				
Funding Sources: None Needed - 0.00							
54) 1) An instructional aide will assist teachers in preparation and management of classroom activities, and will provide direct instruction to students under teacher supervision, with a focus on the areas of mathematics and science (1 FTE) (Daily).	2.5, 2.6	Campus Administration Faculty	Increase in EOC performance, particularly in the areas of mathematics and science.				
Funding Sources: 211: Title I, Part A Improving Basic Programs - 0.00							
55) Provide supplies to the PE department in order to promote student achievement.	2.5, 2.6	PE Teacher, Administration	Student fitness				
Funding Sources: 199: General, Basic - 500.00							
56) A Campus College Readiness Facilitator will provide leadership and assists students with the overall administration and campus level operations of college readiness programs.(1 FTE) (Daily)	2.5, 2.6	Campus Administration Faculty	Coordinate and increase the number of students in the dual credit programs. Maintain a standard of conduct that is supportive of the college readiness program.				
Funding Sources: 211: Title I, Part A Improving Basic Programs - 0.00							
57) Provide supplies to students in Art classes to ensure success and promote creativity. (Daily)	2.5	Campus Administration Teacher	Student art work displayed during a showcase.	0%	0%		
Funding Sources: 199: General, Basic - 2000.00							
58) Provide students in the Theater Arts program supplies necessary to complete their shows and have supplies necessary. (Daily)		Campus Administration Teacher	Plays will be attended by a wide audience. Students will be successful in One Act Play.	0%	0%		
Funding Sources: 199: General, Basic - 2000.00							
59) Provide students with supplies needed to compete in UIL activities. (Daily)	2.5	Campus Administration	Students will compete in UIL activities	0%	0%		
Funding Sources: 199: General, Basic - 1000.00							

60) Provide ROTC students with the supplies needed to make them successful in the program. (Daily)	2.5	Campus Administration Instructors	ROTC students will achieve and excellent rating.	0%	0%		
Funding Sources: 199: General, Basic - 1000.00							
61) Provide supplies needed for Student Council to help expand the program and recruit new members. (Daily)	2.5	Campus Administration Student Council Advisor	Student Council will receive recognition in their district.	0%	0%		
Funding Sources: 199: General, Basic - 2000.00							

100% = Accomplished   = Continue/Modify   0% = No Progress   = Discontinue

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: 15.2 to 17.0; SAT Average Cohort Score: 1119 to 1233; All Advanced Placement Examinations: 14.6 % to 30.0% meeting criterion. The rate of Advanced Placement/Dual Credit Course Completion will increase from 59.5% to 73.0%.

Evaluation Data Source(s) 2: ACT, SAT, Advanced Placement Examination Results, Advanced Placement Course Completion, Dual Credit Course Completion

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
1) Increase ACT, PSAT, SAT, AP, and TSI participation by testing Freshmen, Sophomores, Juniors, and Seniors to determine Dual Credit placement and include test prep seminar sessions each semester. Make sure to provide and facilitate testing process with calculators, recorders, batteries, and other supplies needed for testing. Each semester	2.4, 2.5, 2.6	Assistant Principal for Guidance and Instruction	More students will be enrolled in college level courses.				
Funding Sources: 199: General, Basic - 0.00, 211: Title I, Part A Improving Basic Programs - 1000.00, 199: General, High School Allotment - 3000.00							
2) Create field trip opportunities for students to attend UTEP, EPCC, NMSU and other post secondary institutions. Each semester	2.5, 2.6	Assistant Principal for Guidance and Instruction(others involved are: High School Counselors)	Students are exposed to college life through filed trips to UTEP and NMSU.				
Funding Sources: 199: General, Basic - 0.00							
3) Counselors will attend training to assist them in graduation requirements for students. Each semester	2.4, 2.5	Assistant Principal for Guidance and Instruction(others involved are: High School Counselors)	Agenda from training				
Funding Sources: 199: General, Basic - 2000.00							
4) Counselors will promote awareness in financial aid to support higher education goals. This includes scholarships. They will also continue to utilize ApplyTexas.org. Daily	2.4, 2.5, 2.6	Assistant Principal of Guidance and Instruction, Counselors	Counselors have all current information needed to assist students.				
Funding Sources: 199: General, Basic - 1500.00							

5) 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 supplies/technology equipment to properly conduct courses, i.e.: binders, markers, colored pencils, ISN's, textbooks, computers, laptops, calculators, benchmark booklets, etc.	2.4, 2.5, 2.6	Assistant Principal for Guidance and Instruction(others involved are: High School Counselors)	Students will be able to graduate from SEHS with over 36 college credit hours.			
	Funding Sources: 211: Title I, Part A Improving Basic Programs - 45000.00, 199: General, High School Allotment - 12000.00					
6) Leaver Committee will meet every nine weeks to ensure and monitor that all students graduate in four years from high school. Every 9 weeks	2.5, 2.6	Assistant Principal and Campus Registrar	Student will complete their high school requirements.			
	Funding Sources: None Needed - 0.00					
7) Research College Readiness programs such as Avid, Princeton Review. Each semester	2.5, 2.6	Assistant Principal for Guidance and Instruction(others involved are: High School Counselors)	Administration will remain up to date on college readiness programs.			
	Funding Sources: None Needed - 0.00					

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

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 86.3% to 91.0%, The five-year (longitudinal) graduation rate will increase from 89.3% to 92.0%. The grades 9-12 dropout rate will decrease from 1.9% to 1.1%.

    Evaluation Data Source(s) 3: Percentage of current on-time (4-year) and longitudinal (5-year) graduation rates, Grades 9-12 current dropout rate (TEASE, or TAPR for 2018)

    Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
1) Provide students with disabilities appropriate transition services and necessary supplies to provide job training and community skills through special education coursework.	2.5, 2.6	Campus Administration Faculty Transition Coach	The BOS classroom provides transition services for students.				
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	**Funding Sources**: 199: General, Special Education - 1000.00						
2) Prepare students for graduation at the end of the year. (June 2018)	2.4, 2.5, 2.6	High School Administration	Students will meet with counselors on a regular basis to complete all requirements.				
	Funding Sources: 199: General, Basic - 5600.00						
3) The leaver 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. Each semester	2.5, 2.6	Leaver committee	Students will be made aware of requirements pending for graduation.				
	Funding Sources: None Needed - 0.00						
4) The A+ 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. Daily	2.5, 2.6	Administrator for A+ Program	Students will complete missing credits needed for graduation.				
	Funding Sources: None Needed - 0.00						
Comprehensive Support Strategy **Targeted Support Strategy** 5) Monitor and evaluate the effectiveness of student intervention plans (Personal Graduation Plans, AIPs, TSTs, etc.). Each semester	2.5	Administrator for Guidance and Instruction, Counselors	Student intervention plans will be updated on a semester basis.				
	Funding Sources: None Needed - 0.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

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 2018-2019 school year to the 2019-2020 school year.

    Evaluation Data Source(s) 4: Meeting agendas, sign in sheets, parental feedback, and surveys.

    Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
1) Design activities to promote consumer economic, personal financial education and literacy to parents and students. Each semester	2.6, 3.2	Administration Counselors	Parents and students will learn financial and consumer information.				
Funding Sources: 211: Title I, Part A Improving Basic Programs - 1000.00							
2) Increase parental involvement and communication through the use of books, newsletter, website, teacher phone calls, letters, home visits, parent portal, a variety of parent informational presentations, bulletin boards, posters, flyers and hands on activities and monthly meetings. Train parents in various areas; Practical Parent Education and Parental Portal. Use of Listening Tour Group System for translation purposes. Daily	3.2	Principal and other staff to include assistant principals, and classroom teachers.	Parent attendance at activities will increase.				
Funding Sources: 211: Title I, Part A Improving Basic Programs - 1200.00, 263: Title III, Part A English Language Acq. - 0.00							
3) Host informational meetings to educate parents on how they can assist their children with the transition to college. Each semester	3.2	Assistant Principal of Guidance and Instruction	Parents will gain knowledge on various topics in order to assist their student.				
Funding Sources: 211: Title I, Part A Improving Basic Programs - 2200.00							
4) Parents will be invited to attend appropriate district and regional training; 19th Annual Regional Parental Engagement Conference @ Region XIX. Each semester	3.2	Assistant Principal Counselor	Parents will gain knowledge on various topics in order to assist their student.				
Funding Sources: 211: Title I, Part A Improving Basic Programs - 500.00							
5) Grade level-specific parent nights will be hosted to provide information on the different requirements at each grade level that will lead to student success. Fall semester	3.2	Administrator and teachers for grade level	Parents will gain knowledge for the grade level their child is enrolled in so they can assist their student.				
Funding Sources: 211: Title I, Part A Improving Basic Programs - 200.00							
6) Parents will be provided information on financial aid and higher education. Each semester	3.2	Assistant Principal for Guidance and Instruction, Counselors	Parents will help students complete financial aid packages and prepare for entry to college.				
Funding Sources: 211: Title I, Part A Improving Basic Programs - 200.00							

7) 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. (Daily)	3.2	Campus Administration Federal/Special Programs Coordinator Associate Superintendent	Parents will be invited to attend and participate in all aspects of school life.				
	Funding Sources: None Needed - 0.00						
8) SEHS Staff will attend various Region XIX PD. Counselor, Asst. Principal will attend the 20th Annual Regional Parental Engagement Conference @ Region XIX and 2017 Statewide Parental Involvement Conference. December 2017	3.2	Assistant Principal, Counselors	A Parental involvement numbers will increase based on information learned at conferences.				
	Funding Sources: 211: Title I, Part A Improving Basic Programs - 0.00						
9) Conduct EOC Graduation requirement sessions for parents. Each semester	3.2	Counselors	Parents will receive information on graduation requirements for their student.				
	Funding Sources: None Needed - 0.00						
10) 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) Each semester	3.2	Assistant Principal Counselor	Parents will receive the information on the various Title I requirements.				
	Funding Sources: None Needed - 0.00						
11) 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	3.2	LPAC Chairperson, SIOT Chairperson, ARD Chairperson	Parents will be part of the decision making committees for students.				
	Funding Sources: None Needed - 0.00						
12) Conduct Free Application for Federal Student Aid (FAFSA) night to guide parents and students through the financial aide process of college entrance. Spring semester	2.5, 2.6, 3.2	Assistant Principal for Guidance and Instruction, Counselors	Parents will help students complete financial aid packages and prepare for entry to college.				
	Funding Sources: 211: Title I, Part A Improving Basic Programs - 200.00						
13) Increase parent awareness and involvement with personal graduation plans, college and career readiness, state assessment, GT Family Nights, and other educational topics; Fall 2018 and Spring 2019 College and Career Readiness Open House. Each semester	3.2	Assistant Principal of Guidance and Instruction, Counselors	CTE nights will provide information on the various programs to parents.				
	Funding Sources: None Needed - 0.00, 199: General, Gifted & Talented - 0.00						
14) Provide streaming services of graduation to account for inclement weather/overflow. June 2019	3.2	Technology Department	Graduation is available to all of the community.				
	Funding Sources: 199: General, Basic - 0.00						

15) 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.	3.1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

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

Performance Objective 1: Enrollment in Career and Technical Education coherent sequence course offerings will increase by 10%. The number of students obtaining certifications and licensures through CTE coherent sequence programs will increase by 5%.

Evaluation Data Source(s) 1: CTE coherent sequence program enrollment percentages, number of obtained certifications and licensures.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
1) Encourage enrollment and competition participation in Career and Technical Student Organizations (CTSOs). Daily		CTE Administrator, CTE Teachers	Students will continue to qualify for state and national competitions in the Spring.				
Funding Sources: 199: General, Career & Technology - 50000.00							
2) Students will be prepared to meet industry standards. Each 9 weeks		CTE Teachers	Students will test in their respective fields to receive certification.				
Funding Sources: 199: General, Career & Technology - 0.00							
3) Use Career and Technical Education courses to promote student access to technology. Daily		CTE Administrator	The CISCO program will train students in computer skills allowing to work within the technology field.				
Funding Sources: 199: General, Career & Technology - 15000.00							
4) Use Career and Technical Education courses to prepare all students to be competitive to enter today's workforce and/or post-secondary education. Daily		CTE Administrator, CTE Teachers, Western Tech	The CTE program will train students in skills allowing them to apply for jobs in their field.				
Funding Sources: 199: General, Career & Technology - 20000.00, 199: General, Basic - 0.00							
5) Career and Technical Education courses will meet industry standards in promoting licensures and/or certifications. Daily		CTE Administrator, CTE Teachers	Students will test in their respective fields to receive certification.				
Funding Sources: 199: General, Career & Technology - 0.00							
6) Monitor implementation of CTE programs of study and revise graduation plans to include CTE credit. Each semester		CTE Administrator, CTE Teachers, Counselors	Graduation plans include the Career Pathways to include CTE courses.				
Funding Sources: 199: General, Career & Technology - 0.00							
7) CISCO program will be used to enhance student knowledge of technology and train them for certification. Daily		CTE Administrator, CTE Teacher	The CISCO program will train students in computer skills allowing to work within the technology field.				
Funding Sources: 199: General, Career & Technology - 0.00							

8) Pay for licensures for students based on their CTE program of study. Each semester	Administration	Students will test in their respective fields to receive certification.				
	Funding Sources: 199: General, Career & Technology - 0.00					

100% = Accomplished   = Continue/Modify   0% = No Progress   = Discontinue

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 by 10%, and by increasing social services contacts and related presentations by 10%.

Evaluation Data Source(s) 1: Discipline reports, documented presentations, documented social services activities/contacts/assistance

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Nov	Jan	Mar
1) The school will provide a nurse to assist students in need of medical services. Daily	2.5, 2.6	Nurse	Students will have access to a medically trained personnel during school hours on a daily basis to assist with any medical needs.				
Funding Sources: 199: General, Basic - 0.00							
2) Teachers will implement the Positive Behavior Intervention and Support System within their classrooms, and these initiatives will be reinforced school-wide. Daily	2.5, 2.6	Administration, Faculty	Students behavior will become more positive decreasing discipline referrals.				
Funding Sources: 211: Title I, Part A Improving Basic Programs - 0.00							
3) Security officers and hall monitors will be on duty during school hours. Security will be on duty for after school functions. Daily	2.5, 2.6	Administrator for Safety, Security, Monitors	Safety of students, staff, and visitors will be monitored creating a safe environment.				
Funding Sources: District Level Funding - 0.00							
4) Safety cameras will be used to monitor movement in high-risk/high-activity areas. Daily	2.5, 2.6	Administrator for Safety, Technology	Security will be at school functions to monitor crowd control.Security will be at school functions to monitor crowd control.				
Funding Sources: District Level Funding - 0.00							
5) EXCELL Academy will be used for students who are not complying with school rules. Relocated to auxiliary gym to facilitate structure for students. It will be monitored for its effectiveness. Daily	2.5, 2.6	Administrator for EXCELL, EXCELL staff	Students who do not comply with school rules will be at Excell and continue to receive instruction.				
Funding Sources: None Needed - 0.00							
6) Campus administrators and teachers will utilize a variety of consequences for students who do not comply with campus rules. Daily	2.5, 2.6	Administration, Teachers	Consequences for behavior will create a change in behavior of students.				
Funding Sources: None Needed - 0.00							

Strategy		Staff Responsible for Monitoring	Formative Reviews			
7) Attendance office will monitor and ensure accurate attendance from teachers through attendance verification sheets, notify parents of excessive absences and tardies, and refer excessive absences to truancy court, with the assistance of counselor/social worker efforts. Daily	2.5, 2.6	Administrator for Attendance, Attendance Clerk	Accurate documentation will be in place for auditors.			
Funding Sources: None Needed - 0.00						
8) The Attendance Committee will address truancy issues through the Truancy Prevention Plan. Monthly	2.5, 2.6	Administrator for Attendance, Attendance Clerk	The Truancy Prevention Plans will be put in place for students as needed. This will be a deterrent to truancy issues.			
9) Incentives and recognition will be provided for students with perfect attendance and good behavior through school wide activities. Monthly	2.5, 2.6	Administrator for Attendance, Attendance Clerk	Students will want to be in school so that they see their recognition posted on the TV's.			
10) Campus personnel will participate in the Health Advisory Council (HAC) Quarterly	2.5, 2.6	Administrator for HAC, Committee members elected to HAC	Activities will center around good health habits and be consistent throughout the district.			
Funding Sources: None Needed - 0.00						
11) Contract with Interquest Canines to monitor the campus for illegal drugs. Monthly	2.5, 2.6	Administrator for Safety	The possession of drugs on campus will decrease.			
Funding Sources: District Level Funding - 0.00						
12) P.E. teachers and coaches will motivate students to improve on their Fitness Gram results. Daily	2.5, 2.6	P.E. Teachers	Fitness Gram report will show an improvement in student health as required by the State.			
13) Promote awareness of sexually transmitted diseases and teen parent responsibilities. Monthly	2.5, 2.6	PRS Educator, Nurse	The at risk teacher will meet with students and give information that will increase awareness of disease.			
14) Utilize Social Worker, At Risk Counselor, and School Nurse to enhance guidance program. Every 9 weeks	2.5, 2.6	Social Worker, Counselors, Nurse	Personnel will work as a team to create the best program for all students.			
Funding Sources: 199: General, State Compensatory Education - 0.00						
15) Pregnancy Related Services such as CEHI instruction, outside agency referrals, monitoring of student academic progress and testing will be provided to At-Risk students as needed. Daily	2.5, 2.6	PRS Educator	The at-risk teacher will meet with students to make referrals as needed. Teacher will monitor academic progress to ensure success.			
Funding Sources: None Needed - 0.00						
16) Home visits will be conducted for: dropout recovery, attendance issues, and social services. Every 9 weeks	2.5, 2.6	PRS Educator, Social Worker, Truant Officer	Home visits will remind families that students need to be in school to be ready to meet graduation requirements.			
Funding Sources: None Needed - 0.00						
17) Homeless services, supplies, and transportation will be provided to students in need of assistance. Monthly	2.5, 2.6	District Homeless Liaison	Students will receive all the necessary assistance to keep them in school despite their situation.			
Funding Sources: District Level Funding - 0.00						

18) Selected faculty and staff will attend trainings and a conference as a part of the PBIS grant funded and coordinated through Region 19. (Semester)	2.5, 2.6	Associate Superintendent Assigned Region 19 Personnel	PBIS Committee will attend the PBIS conference to gain further knowledge of the PBIS process.				
Funding Sources: None Needed - 0.00							
19) NJROTC and others will conduct the following student informational classes: Bullying, Sexual Harassment, and By-Stander Intervention. Monthly/Yearly	2.5, 2.6	NJROTC Teachers Teachers	NJROTC conducts various trainings as required by the program to keep cadets ready to participate in all the ROTC activities.				
Funding Sources: None Needed - 0.00							
20) All Seniors will be provided CPR training to meet graduation requirements. Yearly	2.5, 2.6	Administration, Nurse, Athletic Trainers, NJROTC Staff	Seniors will leave high school having been exposed to the basics of CPR and how to administer.				
21) All students involved in athletic programs will receive information on hazing. (Once a year)	2.5, 2.6	Athletic Coaches, SRO Officer, Administrator in charge of Athletics	Students in athletic programs will know that hazing is prohibited at any time.				
Funding Sources: None Needed - 0.00							

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	All faculty, to include CTE, Fine Arts, and Athletics, must attend training and conferences for professional development updates on technology and other topics to facilitate district staff development initiatives: iPad/App Training by Technology Director; Thinking Maps/Pathway to Proficiency; Sheltered Instruction Observation Protocol (SIOP); Secondary Reading Institute; Station training; AP Institutes at UTEP; Technology - Participate in Star Survey; Kagan Cooperative Learning Staff Development; Culture Of Poverty; Performance Based Academic Coaching Teams (PACT); Campus Administrator Academy; Gifted and Talented (30 hours/6 hour update); Differentiated Instruction for Struggling Learners; Inclusion training; Instructional strategies classes for students with disabilities; Various Region 19 PD to include TEKS Resource System training and TSI Boot Camp and STAAR But There's No Time. CAST 2018 in Houston, TX; November 2018, STAAR EOC training and CSI Cast. Admin and teachers will attend 2018 National Title I Conference in Houston, TX, TCEA in Austin, TX and NABE 2018 Conference in Dallas, TX in Feb 2019, and Inquire by Design in April 2019.TX ASCD's ignite 2017 and CAMT in Houston, TX in June 2018. Selective ADMIN and teachers will attend PBIS Team Training at Region XIX in the Spring. (Training done yearly)
1	1	4	Attend the following campus staff development in: Professional Learning Teams, Talk Read Talk Write, Hug your customers, Right Motives; Wrong Methods, A+ Credit Recovery, SureScore, Academic language development English in a Flash, SIOP ,ISN implementation, 5 E Lesson Plan Model and ELs In TX: What TEACHERS need to know. Each semester
2	1	3	Use EOC results and all available student data to adjust instructional strategies including EOC study skills, English retester computer labs, purchasing technology equipment, student workbooks and supplies for student study guides (note taking) for 9th, 10th, 11th and 12th grade students, to ensure success on EOC testing. Each 9 weeks
2	1	6	Provide students with disabilities visual, organizational, and note taking strategies to facilitate the learning process. Daily
2	1	7	Increase language development; reading and writing skills through implementation of iLit and ELPS TEKS with targeted instructional strategies using best practices and Secondary Reading Institute. Daily
2	1	9	Reorganization of Newcomer course offerings will be monitored to foster improved learning and delivery of targeted instructional strategies for ELs and newcomer students. Strategies to be used to ensure success include Sentence Frames, SIOP, Pathway to Proficiency. Each 9 weeks
2	1	10	Implement a variety of reading strategies across the content area to improve all students' performance in English I &II EOC; (Comprehension Constructors, Daily Calendar, SQ3, Annotation of Text, Reading With a Purpose in Mind (non fiction), Exploring and Expanding Literacy Instruction, Secondary Reading Institute, DOK Questioning Strategies. End of the year; Novel Project. Support reading strategies by providing the necessary instructional reading materials; textbooks, dictionaries and supplies to include dictionaries, copy paper, manila folders, Elmos, highlighters, Post-it notes, and markers. Daily

Goal	Objective	Strategy	Description
2	1	11	Provide after school, Saturday, internal tutorials and summer school sessions to support 9th, 10th, 11th and 12th grade students that are in danger of failing EOC assessments by using all available resources to include A+, credit recovery, tutoring mobile stations, updated study materials that address EOC for all content areas. Weekly
2	1	20	Provide supplemental State Compensatory Education class size reduction teacher positions to work with at-risk students. (Daily)
2	1	22	Transportation will be provided for students attending after-school and Saturday school tutoring (Weekly).
2	1	23	Provide a credit recovery program (A PLUS) and Credit by Exam (CBE) for students at risk of not graduating due to lack of required credits, and provide Study Skills labs and supplies to assist students with meeting end of course testing graduation requirements (Daily)
2	1	25	Provide research-based interventions aligned to the TEKS: Scientifically research-based supplemental resources and materials for instruction and interventions (Intervention Kits). (Daily)
2	1	26	Identify and monitor all at-risk students to include all sub-populations, as well as homeless, to include monitoring of the A+ Credit Recovery Program. Each 9 weeks
2	1	33	Hire a Literacy Consultant to assist English Language Arts department with alignment of the curriculum and assessments with End Of Course (EOC) Exams. Each semester
2	1	34	Maintain personnel to support reading and math across the curriculum for all grades levels. Each 9 weeks
2	1	37	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. Provide instructional manuals and lesson plan books. Each 9 weeks
2	1	38	Monitor and evaluate the effectiveness of student intervention plans (Personal Graduation Plans, AIPs, TSTs, etc.) Each semester
2	1	41	Identify students in need of summer school assistance and provide transportation and teacher stipend. Identify students that also need summer school assistance to accelerate language development from 8th grade to 9th grade and also provide transportation and teacher extra duty pay. Second semester
2	1	42	Implement Eagle Hunt as an after-school intervention to ensure that all students turn in all assignments. Students that are failing will be gathered during 8th period and taken to a specified area to remain for after school tutoring. Daily
2	1	43	Implement an effective tutoring/homework lab. Weekly
2	1	45	Use all available assessment data to identify areas of student program needs. Every 9 weeks.
2	1	47	Utilize EOC data for 9th-12th grade testers to identify instructional needs per content area (English Language Arts (ELA), Science, Math, Social Studies). Each semester
2	1	48	Utilize AWARE in order to analyze student assessment data and familiarize themselves with pertinent student data. Each 9 weeks

Goal	Objective	Strategy	Description
2	1	49	Implement a benchmarking system and curriculum-based assessments in order to target specific instructional interventions. Each semester
2	3	5	Monitor and evaluate the effectiveness of student intervention plans (Personal Graduation Plans, AIPs, TSTs, etc.). Each semester

Title I Personnel

Name	Position	Program	FTE
Andres Pena	Campus Instructional Specialist	Title I, Part A	1
Julieta Rofas	Campus Career & College Readiness Specia	Title I, Part A	1
William Crews	Aide-Classroom	Title I, Part A	1

School Improvement and Operational Team

Committee Role	Name	Position
Non-classroom Professional	Belinda Munoz	Librarian
Classroom Teacher	India Hoover	English Teacher
Administrator	Maribel Guillen	Principal
Non-classroom Professional	Maria Crews	At-Risk Teacher
Classroom Teacher	Cesar Morales	Math Teacher
Classroom Teacher	David Young	ROTC Teacher
Classroom Teacher	Karla Ruiz	Fine Arts Teacher
Classroom Teacher	Patricia Silva	Science Teacher
Classroom Teacher	Lori Estrada	History Teacher
Non-classroom Professional	Jasmine Lozano	Student Activities
Community Representative	Christina Morales	Community Member
Classroom Teacher	Vanessa Iglesias	SPED Teacher
District-level Professional	Louie Chavez	Central Office HR
Parent	Rosalba Gonzalez	Parent
Student	Angelica Jasso	Student

Campus Funding Summary

199: General, Basic

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Employee travel: coaches, trainers, car rentals	199.13.6411.12.001.99	$3,000.00
1	1	1	Campus Guest Teacher Account	199.11.6112.40.001.11	$4,500.00
1	1	1	Employee Travel	199.11.6411.00.001.11	$1,500.00
1	1	2	Employee Travel	199.11.6411.00.001.11	$1,500.00
1	1	2	R19 ESC	199.23.6239.00.001.99	$500.00
1	1	2	Food Purchases	199.11.6499.20.001.11	$3,000.00
1	1	2	Food Purchases	199.13.6499.20.001.99	$1,500.00
1	1	3	Employee Travel	199.23.6411.00.001.99	$3,000.00
1	1	3		199.23.6239.00.001.99	$0.00
1	1	3	General Supplies	199.23.6399.00.001.99	$3,000.00
1	1	3	R19 ESC	199.13.6239.00.001.99	$500.00
1	1	3	Misc Operating Expense	199.23.6499.00.001.99	$3,000.00
1	1	5		199.23.6329.00.001.99	$500.00
1	1	5		199.23.6499.00.001.99	$0.00
1	1	5		199.11.6329.00.001.11	$0.00
2	1	1		199.12.6399.00.001.99	$500.00
2	1	1		199.12.6499.00.001.99	$0.00
2	1	2		199.23.6399.00.001.99	$0.00
2	1	2	General Supplies	199.11.6399.00.001.11	$13,325.00
2	1	2		199.11.6399.01.001.11	$0.00
2	1	2		199.11.6329.00.001.21	$0.00
2	1	2		199.11.6321.00.001.31	$0.00
2	1	3	General Supplies	199.11.6399.00.001.11	$6,662.50
2	1	3	Computer Equipment	199.11.6395.00.001.11	$10,000.00

2	1	8		199.11.6399.00.001.11	$6,662.50
2	1	10	General Supplies	199.11.6399.00.001.11	$6,662.50
2	1	12	General Supplies	199.11.6399.00.001.11	$6,662.50
2	1	13	General Supplies	199.11.6399.00.001.11	$6,662.50
2	1	14	General Supplies	199.11.6399.00.001.11	$6,662.50
2	1	15	Rentals	199.11.6269.00.001.11	$1,000.00
2	1	15	Misc Contracted Services (TestHound/EduHero)	199.13.6299.00.001.99	$1,300.00
2	1	15	Technology Equipment	199.23.6395.00.001.699	$3,000.00
2	1	16	Misc Operating Expenses	199.11.6499.00.001.11	$3,500.00
2	1	16		199.11.6399.38.001.11	$5,000.00
2	1	16	Membership Dues	199.11.6495.38.001.11	$1,000.00
2	1	17	Piano Supplies	199.11.6399.36.001.00	$1,000.00
2	1	17		199.11.6399.37.001.00	$500.00
2	1	18		199.11.6494.00.001.11	$0.00
2	1	18	Student Transportation	199.11.6412.00.001.11	$2,000.00
2	1	19	Fireworks for Homecoming/Live Streaming	199.36.6299.00.001.99	$9,000.00
2	1	19	General Supplies	199.36.6399.00.001.99	$7,000.00
2	1	19	Student Travel	199.36.6412.00.001.99	$10,000.00
2	1	19		199.36.6412.89.001.99	$0.00
2	1	19	Misc Operating Costs	199.36.6499.00.001.99	$1,500.00
2	1	19	Food Purchases	199.36.6499.20.001.99	$500.00
2	1	19		199.36.6494.00.001.99	$0.00
2	1	19	Dues	199.36.6495.00.001.99	$500.00
2	1	19	Band membership dues	199.11.6495.38.001.11	$0.00
2	1	19	Student Uniforms	199.36.6399.18.001.99	$3,000.00
2	1	23	Testing Materials	199.31.6339.00.001.99	$1,500.00
2	1	23	Misc Operating Expenses	199.31.6499.00.001.99	$500.00
2	1	36		199.11.09.001.30	$0.00

2	1	55	PE Supplies	199.11.6399.27.001.11	$500.00
2	1	57	Art supplies	199.11.6399.28.001.11	$2,000.00
2	1	58	Theater General Supplies	199.11.6399.31.001.11	$2,000.00
2	1	59	UIL supplies	199.11.6399.32.001.00	$1,000.00
2	1	60	ROTC Supplies	199.11.6399.33.001.11	$1,000.00
2	1	61	Student Council Supplies	199.11.6399.35.001.00	$2,000.00
2	2	1		199.11.6339.00.001.11	$0.00
2	2	2		199.11.6499.00.001.11	$0.00
2	2	3	Employee Travel	199.31.6411.00.001.99	$1,500.00
2	2	3		199.31.6411.89.001.99	$0.00
2	2	3		199.31.6239.00.001.99	$500.00
2	2	4	General Supplies Counselors	199.31.6399.00.001.99	$1,500.00
2	3	2	Diplomas	199.11.6399.29.001.11	$3,500.00
2	3	2	Graduation Supplies	199.11.6499.29.001.11	$1,500.00
2	3	2	Graduation security	199.52.6299.29-001-99	$600.00
2	4	14			$0.00
3	1	4		199.11.6249.00.001.22	$0.00
4	1	1		199.33.6399.00.001.99	$0.00
				Sub-Total	$158,700.00

199: General, Gifted & Talented

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	R19 ESC	199.13.6239.00.001.21	$500.00
1	1	1	Misc Contracted Services	199.13.6299.00.001.21	$1,500.00
1	1	1	Reading Materials	199.11.6329.00.001.21	$1,340.00
1	1	2	Employee Travel-Non local	199.13.6411.00.001.21	$4,000.00
2	1	4	Testing Materials	199.11.6339.00.001.21	$500.00
2	1	4	Student Travel	199.11.6412.00.001.21	$1,000.00
2	1	5	General Supplies	199.11.6399.00.001.21	$4,500.00

2	1	5	Misc Operating Cost	199.11.6499.00.001.21	$1,000.00
2	1	5	General Office Supplies	199.13.6399.00.001.21	$2,000.00
2	1	5	Misc Operating Expense	199.13.6499.11.001.21	$1,000.00
2	4	13	Team Quest	199.11.6412.00.001.21	$0.00
				Sub-Total	$17,340.00

199: General, Career & Technology

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Employee Travel	199.13.6411.00.001.22	$5,000.00
3	1	1		199.11.6399.00.001.22	$0.00
3	1	1	Student Travel	199.11.6412.00.001.22	$35,000.00
3	1	1	Uniforms	199.11.6399.18.001.22	$2,000.00
3	1	1	Student Travel	199.11.6412.22.001.22	$0.00
3	1	1	Reclassified Transportation	199.11.6494.00.001.22	$10,000.00
3	1	1	Membership Dues	199.11.6495.00.001.22	$3,000.00
3	1	1		199.11.6269.00.001.22	$0.00
3	1	1		199.11.6499.00.001.22	$0.00
3	1	1		199.23.6411.00.001.22	$0.00
3	1	1		199.11.6299.00.001.22	$0.00
3	1	2		199.11.6399.00.001.22	$0.00
3	1	2		199.11.6329.00.001.22	$0.00
3	1	2		199.11.6499.00.001.22	$0.00
3	1	3		199.11.6399.00.001.22	$0.00
3	1	3	Software/Site License	199.11.6396.00.001.22	$15,000.00
3	1	3		199.11.6499.00.001.22	$0.00
3	1	4		199.11.6399.00.001.22	$0.00
3	1	4	Tuition Western Tech	199.11.6223.00.001.22	$20,000.00
3	1	4		199.11.6499.00.001.22	$0.00
3	1	4		199.11.6299.00.001.22	$0.00

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5		199.11.6399.00.001.22	$0.00
3	1	5		199.11.6329.00.001.22	$0.00
3	1	5		199.11.6499.00.001.22	$0.00
3	1	6		199.11.6399.00.001.22	$0.00
3	1	6		199.11.6329.00.001.22	$0.00
3	1	6		199.11.6499.00.001.22	$0.00
3	1	7		199.11.6399.00.001.22	$0.00
3	1	7		199.11.6329.00.001.22	$0.00
3	1	7		199.11.6499.00.001.22	$0.00
3	1	8		199.11.6399.00.001.22	$0.00
3	1	8		199.11.6329.00.001.22	$0.00
3	1	8		199.11.6499.00.001.22	$0.00
				Sub-Total	$90,000.00

199: General, Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Region 19	199.13.6239.00.001.23	$1,500.00
1	1	2	Employee Travel - Local	199.13.6411.00.001.22	$1,000.00
2	1	6	General Supplies	199.11.6399.00.001.23	$4,527.00
2	3	1	General Supplies	199.11.6399.23.001.23	$1,000.00
				Sub-Total	$8,027.00

199: General, Bilingual Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	R19 ESC	199.23.6239.00.001.25	$500.00
1	1	2	Employee Travel	199.13.6411.00.001.25	$3,500.00
1	1	2	Employee Travel	199.23.6411.00.001.25	$1,500.00
2	1	2		199.11.6399.00.001.25	$0.00
2	1	7	Reading Materials	199.11.6329.00.001.25	$3,000.00
2	1	7		199.11.6299.00.001.25	$0.00

2	1	9	Testing Materials	199.11.6339.00.001.25	$2,000.00
2	1	15	General Supplies	199.11.6399.00.001.25	$8,175.00
				Sub-Total	$18,675.00

199: General, State Compensatory Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	11	Salaries & Wages-Teachers and Other Personnel	199.11.6117.10.001.30	$72,197.00
2	1	20	Salaries or Wages - Teachers and Other Professional Personnel	199.11.61XX.01.001.30	$0.00
2	1	21	Salaries or Wages- Teachers and Other Professional Personnel	199.11.61xx.00.001.28	$0.00
2	1	22	Transportation	199.11.6494.05.001.30	$0.00
2	1	23	A Plus Supplies	199.11.6249.10.001.30	$0.00
2	1	23	Study Skills/A Plus Salaries	199.11.61xx.03.001.30	$0.00
2	1	24	At Risk Teacher	199.11.6119.10.001.30	$51,333.00
2	1	24	Supplies	199.11.6399.09.001.30	$48,470.00
2	1	24	Employee Travel/At Risk Teacher Mileage	199.11.6411.09.001.30	$0.00
2	1	25			$0.00
2	1	26	A+ Subscription Renewal	199.11.6396.10.001.30	$3,500.00
4	1	14		199.32.6119.00.001.30	$0.00
				Sub-Total	$175,500.00

199: General, High School Allotment

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Textbooks for DC and AP courses	199.11.6321.00.001.31	$0.00
2	2	1	Test materials	199.11.6339.00.001.31	$3,000.00
2	2	5	Tuition EPCC	199.11.6223.00.001.31	$10,000.00
2	2	5	General Supplies Dual Credit	199.11.6399.00.001.31	$2,000.00
				Sub-Total	$15,000.00

211: Title I, Part A Improving Basic Programs

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Region XIX	211.23.6239.00.001.30	$500.00

1	1	2	Region XIX ESC	211.13.6239.00.001.30	$1,000.00
1	1	2		211.13.6411.12.001.30	$0.00
1	1	4		211.13.6329.00.001.30	$0.00
1	1	6	Campus Instructional Specialist (2 FTE's)	211.11.6119.00.001.30	$0.00
2	1	1	Reading Materials	211.12.6329.01.001.30	$3,000.00
2	1	2	General Supplies	211.11.6399.00.001.30	$1,641.00
2	1	3	Technology upgrades	211.11.6399.01.001.30	$0.00
2	1	3	Technology Equipment -15 Keyboard & Mouse, IPADS and Carts	211.11.6399.05.001.30	$0.00
2	1	8	General Supplies	211.11.6399.01.001.30	$1,642.00
2	1	10		211.11.6329.01.001.30	$0.00
2	1	10	General Supplies	211.11.6399.01.001.30	$1,642.00
2	1	11	General Supplies	211.11.6399.01.001.30	$1,642.00
2	1	13	General Supplies	211.11.6399.00.001.30	$1,642.00
2	1	14	General Supplies	211.11.6399.01.001.30	$1,642.00
2	1	15	Supplemental Supplies & Materials	211.11.6399.01.001.30	$1,642.00
2	1	15	Technology Equipment	211.11.6395.00.001.30	$48,300.00
2	1	18	General Supplies	211.11.6399.01.001.30	$1,642.00
2	1	23	General Supplies	211.11.6399.00.001.30	$1,642.00
2	1	54	Instructional aide 1 FTE	211.11.6129.00.001.30	$0.00
2	1	56	College Readiness Facilitator - 1FTE		$0.00
2	2	1	Testing Materials	211.11.6339.00.001.30	$1,000.00
2	2	5	Benchmark Booklets	211.11.6223.00.001.31	$0.00
2	2	5	Dual Credit Textbooks	211.11.6321.00.001.30	$45,000.00
2	4	1	Parent Refreshments	211.61.6399.02.001.30	$1,000.00
2	4	2	Supplies	211.61.6399.02.001.30	$1,000.00
2	4	2	Parent Refreshments	211.61.6499.02.001.30	$200.00
2	4	2		211.61.6396.01.001.30	$0.00
2	4	3	Supplies	211.61.6399.02.001.30	$1,000.00

2	4	3	Reading Material	211.61.6329.02.001.30	$1,000.00
2	4	3	Parent Refreshments	211.61.6499.02.001.30	$200.00
2	4	4	Region XIX	211.61.6239.01.001.30	$500.00
2	4	5	Parent Refreshments	211.61.6499.02.001.30	$200.00
2	4	6	Parent Refreshments	211.61.6499.02.001.30	$200.00
2	4	8		211.13.6411.04.001.30	$0.00
2	4	8	ADMIN-20th Annual Regional Conference	211.23.6239.04.001.30	$0.00
2	4	12	Parent Refreshments	211.61.6499.02.001.30	$200.00
4	1	2		211.11.6399.01.001.30	$0.00
				Sub-Total	$119,077.00

263: Title III, Part A English Language Acq.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	NABE 2017 - Staff	263.13.6411.00.001.25	$0.00
1	1	2	NABE 2017 - Admin	263.23.6411.00.001.25	$0.00
2	1	2		263.11.6399.00.001.25	$0.00
2	1	7		263.11.6395.00.001.25	$10,826.00
2	1	7		263.11.6399.00.001.25	$0.00
2	1	7		263.11.6329.00.001.25	$0.00
2	1	15		263.11.6399.00.001.25	$0.00
2	4	2	Newsletter	263.61.6329.02.001.30	$0.00
				Sub-Total	$10,826.00

289:Title IV, Part A Subpart 1

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Technology Equipment	289.11.6395.00.001.30	$26,952.00
2	1	3		289.11.6399.00.001.30	$4,000.00
2	1	3	Software/Site Licenses	289.11.6396.00.001.30	$4,000.00
				Sub-Total	$34,952.00

District Level Funding

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	33			$0.00
2	1	34			$0.00
2	1	36			$0.00
4	1	3			$0.00
4	1	4			$0.00
4	1	11			$0.00
4	1	17	Services for Transition Students		$0.00
				Sub-Total	$0.00

None Needed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			$0.00
1	1	8			$0.00
1	1	9			$0.00
1	1	10			$0.00
1	1	11			$0.00
1	1	12			$0.00
1	1	13			$0.00
1	2	1			$0.00
2	1	27			$0.00
2	1	28			$0.00
2	1	29			$0.00
2	1	30			$0.00
2	1	31			$0.00
2	1	32			$0.00
2	1	35			$0.00
2	1	37			$0.00
2	1	38			$0.00

2	1	39			$0.00
2	1	40			$0.00
2	1	41			$0.00
2	1	42			$0.00
2	1	43			$0.00
2	1	44			$0.00
2	1	45			$0.00
2	1	46			$0.00
2	1	47			$0.00
2	1	48			$0.00
2	1	49			$0.00
2	1	50			$0.00
2	1	51			$0.00
2	1	52			$0.00
2	1	53			$0.00
2	2	6			$0.00
2	2	7			$0.00
2	3	3			$0.00
2	3	4			$0.00
2	3	5			$0.00
2	4	7			$0.00
2	4	9			$0.00
2	4	10			$0.00
2	4	11			$0.00
2	4	13			$0.00
4	1	5			$0.00
4	1	6			$0.00
4	1	7			$0.00

4	1	10			$0.00
4	1	15			$0.00
4	1	16			$0.00
4	1	18			$0.00
4	1	19			$0.00
4	1	21			$0.00
				Sub-Total	$0.00
				Grand Total	$648,097.00