

South San Antonio Independent School District

South San Antonio High School

2018-2019 Campus Improvement Plan



Mission Statement

Our mission is to inspire, empower and educate students through mutual respect to foster ingenuity and compassion within a rigorous, comfortable and safe learning environment.

Vision

Our vision is to ensure that all students graduate with the knowledge and skills necessary for college and career readiness to attain a successful future.

Core Beliefs

- We believe in the academic freedom to pursue issues close to the student's heart.
- We believe in a positive work ethic across all areas of academic life for the continued success of our students.
- We believe that treating students with respect will result in respectful students.
- We believe encouraging student through high expectations will result in students realizing their full potential.
- We believe in providing an environment that supports safety, security and a sense of belonging.
- We believe that all students genuinely want to learn, excel and succeed in life.
- We believe in professional development to improve teaching quality of the school.
- We believe communication of all stakeholders, parents, student and community is imperative to student achievement.
- We believe that innovative and challenging experiences produce successful learners.
- We believe in a strong support system and effective leadership is essential to build a culture of high expectations.

Lone Star Governance Student Outcome Goals

Goal 1

The percentage of graduates who will qualify for community college/university, military, or industry certification will increase annually 4.5 percentage points from 67.5% to 90% by 2022. (Graduating class of 2022).

Goal 2

The percent of students who perform at the Masters Grade Level standard for all grades in state mathematics exams will increase 2.2 percentage points each year from 9% to 20% by 2022.

Goal 3

The percent of students who perform at the Masters Grade Level standard for all grades in state reading exams will increase 2.4 percentage points each year from 8% to 20% by 2022.

System of Great Schools

South San Antonio ISD was selected to participate in a System of Great Schools Technical Support Network in the spring of 2017. As a System of Great Schools, South San Antonio ISD is committed to increasing the number and percent of students in high performing schools while reducing the number and percent of students in low performing schools.

South San Antonio ISD in a System of Great Schools will:

- Set clear performance expectations for schools and regularly report progress with all stakeholders
- Empower school leaders with supports and resources to achieve performance expectations
- Execute strategic school actions to increase the number of successful schools by providing intensive support for low performing campuses
- Expand access to high quality schools and programs for all families regardless home address

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Comprehensive Needs Assessment

Demographics

Demographics Summary

District Demographics

South San Antonio Independent School District is located in the southwest quadrant of the city of San Antonio, Texas. The demographics in our community have changed over the past 30 years. Whereas our population was once a socioeconomic mixture of white and blue collar middle class and lower middle class families, with a blend of White, Hispanic and Black families, the families we serve are now predominantly a mix of socioeconomically low and lower middle class Hispanic families.

According to Texas Academic Performance Report 2016-2017, SSAHS ethnic distribution is as follows: 96.8% Hispanic, 1.4% White, 1.4% African American, 0.1% American Indian, 0.2% Asian, and 0.2% Two or More Races. Our student is 90.3% Economically Disadvantaged; in addition, 7.6% are ELL, and 56% are At Risk. The 2016 Annual Dropout Rate for our high school (grades 9-12) is 10.1%.

Demographics Strengths

Over the last three years, the student population has shown growth in academics. They have also shown a 200+% increase in scholarships and awards as well as an increase in the number of students taking dual credit courses. Enrollment continues to go up.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Graduation and attendance rates are slowly diminishing. **Root Cause:** Students need an alternative academic setting in order to accommodate need.

Student Achievement

Student Achievement Summary

**Texas
Education
Agency
2018
STAAR
Performance
Data Table
SOUTH SAN
ANTONIO HS
(015908001)
- SOUTH
SAN
ANTONIO
ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled
All Subjects															
Percent of Tests															
% at Approaches GL Standard or Above	69%	*	69%	83%	*	*	*	-	68%	42%	52%	40%	*	71%	62%
% at Meets GL Standard or Above	38%	*	38%	60%	*	*	*	-	36%	11%	21%	22%	*	40%	30%
% at Masters GL Standard	8%	*	8%	23%	*	*	*	-	7%	3%	5%	10%	*	8%	7%
Number of Tests															
# at Approaches GL Standard or Above	2,679	*	2,579	43	*	*	*	-	2,076	229	379	114	*	2,085	594
# at Meets GL Standard or Above	1,471	*	1,417	31	*	*	*	-	1,110	62	152	63	*	1,181	290
# at Masters GL Standard	299	*	284	12	*	*	*	-	216	16	35	28	*	235	64
Total Tests	3,887	*	3,764	52	*	*	*	-	3,072	540	732	287	*	2,924	963
ELA/Reading															
Percent of Tests															
% at Approaches GL Standard or Above	56%	*	55%	71%	*	-	*	-	54%	*	36%	27%	*	59%	47%
% at Meets GL Standard or Above	34%	*	34%	57%	*	-	*	-	32%	*	14%	20%	*	36%	26%
% at Masters GL Standard	4%	*	4%	18%	*	-	*	-	3%	*	2%	10%	*	4%	4%
Number of Tests															
# at Approaches GL Standard or Above	1,029	*	989	20	*	-	*	-	794	*	127	36	*	822	207
# at Meets GL Standard or Above	626	*	602	16	*	-	*	-	474	*	50	27	*	509	117
# at Masters GL Standard	69	*	63	5	*	-	*	-	50	*	8	14	*	53	16
Total Tests	1,847	*	1,792	28	*	-	*	-	1,470	*	357	135	*	1,402	445
Mathematics															
Percent of Tests															
% at Approaches GL Standard or Above	70%	*	69%	*	*	-	*	-	71%	*	65%	37%	*	72%	65%
% at Meets GL Standard or Above	32%	*	31%	*	*	-	*	-	31%	*	24%	18%	*	33%	27%
% at Masters GL Standard	10%	*	9%	*	*	-	*	-	9%	*	6%	10%	*	11%	6%
Number of Tests															
# at Approaches GL Standard or Above	479	*	461	*	*	-	*	-	389	*	91	25	*	358	121
# at Meets GL Standard or Above	216	*	209	*	*	-	*	-	170	*	33	12	*	166	50

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
# at Masters GL Standard or Above	% at Masters GL Standard or Above	8%	*	8%	*	*	-	*	-	8%	*	5%	9%	*	9%	7%
Writing																
# at Masters GL Standard or Above	% at Masters GL Standard or Above	604	*	581	*	*	-	*	-	483	*	93	34	*	450	154
# at Meets GL Standard or Above	% at Meets GL Standard or Above	286	*	272	*	*	-	*	-	220	*	37	15	*	229	57
# at Masters GL Standard or Above	% at Masters GL Standard or Above	63	*	60	*	*	-	*	-	49	*	7	5	*	49	14
Total Tests		751	*	726	*	*	-	*	-	609	*	154	57	*	541	210
Social Studies																
# at Masters GL Standard or Above	% at Masters GL Standard or Above	94%	*	94%	*	-	*	*	-	93%	82%	84%	*	*	94%	92%
# at Meets GL Standard or Above	% at Meets GL Standard or Above	57%	*	57%	*	-	*	*	-	56%	29%	40%	*	*	57%	54%
# at Masters GL Standard or Above	% at Masters GL Standard or Above	17%	*	17%	*	-	*	*	-	15%	12%	15%	*	*	16%	19%
Science																
# at Masters GL Standard or Above	% at Masters GL Standard or Above	567	*	548	*	-	*	*	-	410	53	68	*	*	455	112
# at Meets GL Standard or Above	% at Meets GL Standard or Above	343	*	334	*	-	*	*	-	246	19	32	*	*	277	66
# at Masters GL Standard or Above	% at Masters GL Standard or Above	102	*	99	*	-	*	*	-	67	8	12	*	*	79	23
Total Tests		605	*	582	*	-	*	*	-	443	65	81	*	*	483	122

Student Achievement Strengths

We have seen an increase in EOC scores in all but one content area. We notice as the students get into the higher grade levels, there is a significant increase in scores especially at the Meets and Masters levels.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: There are significant academic gaps as students transition into the 9th grade. **Root Cause:** Need of stronger alignment through all grade levels.

School Culture and Climate

School Culture and Climate Summary

Based on surveys, most students feel safe and are satisfied with school programs and activities. Administrators and teachers are working closely with students and parents to make learning optimal for students in the classroom, while affording multiple extra curricular opportunities outside the school day. The Learning Community is proud of the great strides made in the area of school culture and climate.

School Culture and Climate Strengths

We are extremely proactive with safety, running numerous drills throughout the year.

All teachers go through empathy, ethics, and sensitivity training.

Leadership works collaboratively with teachers regarding effective communication.

Offer multiple student organizations that meets the needs of various students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Increase student enrollment in extracurricular activities. **Root Cause:** Promote and have more campus-wide events, as well as recognitions.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Since 2015, faculty turnover has decreased from 21% to 11% in 2018.

All teachers are certified and meet the highly qualified requirements.

Staff Quality, Recruitment, and Retention Strengths

We have increased the number of teachers who teach Dual Credit courses.

We have increased capacity and roles for lead teachers.

Department chairs have become a part of the instructional support.

An increase in teachers interested in leadership roles.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher morale is not consistent **Root Cause:** Limited funding to purchase teacher incentives and rewards

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Targeted planning and supports utilizing DOL, CFA, Eukolos, and CA data.

PLCs for each tested core content area.

Teacher lead Learning Walks.

Hess's CRM as a foundation for instruction and planning.

Curriculum, Instruction, and Assessment Strengths

Teachers collaborate with admin to design and develop curriculum.

Lesson plan and instructional feedback is more timely and specific.

Higher levels of rigor in all areas.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students enter 9th grade with significant gaps. **Root Cause:** Increased partnerships with the middle schools to improve curriculum alignment and identify actions to enhance transition to high school.

Parent and Community Engagement

Parent and Community Engagement Summary

South San High Schools continues to include opportunities including Festivals, Tailgates, Family nights, Transition Nights, Senior Night Monthly coffee with the principal, and Monthly Parent Booster Club meetings coupled with grade level performances. Other events included meet the teacher held right before the school year begins and open house. The CILT discussed the efforts and while most were well attended, there is still a lack of involving the parents to support academic achievement.

In addition, South San High School now includes positive communication in the community through the use of Twitter, Facebook, and school messenger automated system and Remind 101. Highlights and reminders for events will be messaged out on at least a weekly basis.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent involvement has been limited over the years. **Root Cause:** There is a need to increase engagement opportunities for parents to become actively involved in their child's education.

School Context and Organization

School Context and Organization Summary

South San HS is on a block schedule to allow time for experiments and/or hands-on activities to provide real-world experiences for students.

South San HS implements Positive Behavior Intervention System (PBIS) to promote a positive school climate in classrooms and on campus.

Duty rosters and administration schedules are in place to ensure a safe school climate.

School Context and Organization Strengths

Block scheduling has been very successful. Our academic scores have increased over the last three years.

Technology

Technology Summary

CILT has conducted a comprehensive needs assessment of technology resources afforded to students and staff. The following conclusions were made based on the assessment:

- Upgrade technology at all campuses to include laptops, digital tablets and wireless access points
- Determine a technology standard for teachers, students, administrators and classrooms
- Evaluate and monitor software programs for usage and efficacy
- Incorporate the use of technology in all classrooms to enhance and supplement instruction

Technology Strengths

1:1 device initiative Instructional

Technology Coach Google

Campus

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology equipment in the teachers' classrooms is in need of upgrading. **Root Cause:** Budget constraints have impacted the amount of technological resources that are available in the classrooms.

Strategies

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 1: Establish a communication system that creates a strong brand that is disseminated across the city and state.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 2: Implement school community feedback tools.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy 1: We will engage all school community members through transparency and effective communication to promote a positive perception and create a strong brand.

Specific Result 3: Expand parent engagement programs that utilize staff, students, and community members.

Evaluation Data Source(s) 3:

Summative Evaluation 3:







Strategy 2: We will establish a system of extraordinary customer service to attract and retain members of our community.

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 1: Implement a collaborative instructional model that integrates technology and hands-on experiences.

Evaluation Data Source(s) 1:

Summative Evaluation 1:







Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Critical Success Factors CSF 6</p> <p>Expand CTE options in the areas of computer technology, engineering, and health science</p>	2.4, 2.5, 2.6	CTE Coordinator, HS Administrators, and HS Counselors	increased student certifications increased enrollment in CTE programs				
<p>Critical Success Factors CSF 1</p> <p>2) Critical Success Factors CSF 1</p> <p>Provide appropriate equipment (iPads, calculators, laptops, chromebooks), supplies, software (Imagine Learning), and online resources to enhance the effectiveness of instructional technology integration. PadCaster Ultimate Studio</p>	2.4, 2.5, 2.6	ECA Director Executive Principal Instructional Technology & Media Services Coordinator	Inventory/Tracking System Classroom walk throughs End of Course Assessment College Readiness Indicator				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 2: Establish a system that provides consistent and ongoing feedback in support of all instructional initiatives.

Evaluation Data Source(s) 2:

Summative Evaluation 2:







Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Critical Success Factors CSF 1</p> <p>Administer common assessments through EOC tested core content areas and data will be disaggregated every 4 weeks in Common Planning groups to evaluate student progress</p>	2.4, 2.5, 2.6	Department Chairs Content Area Teachers	Local Common Assessments Data Reports Department Action Plans				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 3: Create programs that inform and support parental involvement in district initiatives.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Critical Success Factors CSF 1</p> <p>Host 2 parent meetings for Early College Academy per semester</p>	3.2	ECA Director Executive Executive Principal	Sign in sheets				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 4: Create strategic professional learning aligned to district initiatives and campus needs based on student outcomes.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Provide mental health issues and safety professional development to staff.</p>		Campus administration					
<p>2) Critical Success Factors CSF 1</p> <p>Train 100% of the faculty in the Hess's Cognitive Rigor Matrix and Depth of Knowledge (DOK) utilizing high-order questioning and classroom discussions.</p>		High School Campus Administration Department Chairs	PD Sign Sheets Classroom Walkthroughs				
<p>3) Critical Success Factors CSF 1</p> <p>Teachers will participate in PD on how to write effective lesson plans and spiraled-scaffolded questions guiding high quality instruction.</p>		Campus Administration Team Department Chairs CILT	PD Sign-In Sheets Classroom Walkthrough Forms				
<p>4) Critical Success Factors CSF 1</p> <p>Provide Professional Development on Early College Model, Gifted and Talented Services and Advanced Placement Programs to improve instructional practices.</p>		Campus Administration	Implementation of the components of the ECHS Model				

<p>5) Critical Success Factors CSF 1</p> <p>Professional development opportunities for teachers and administrators to acquire resources and strategies on effective instruction, different types of student behaviors and their impact on classroom culture, retention strategies, using data to assess goals and guide instructional delivery goals, and college readiness.</p>		<p>Campus Administration</p>	<p>Implementation of the strategies.</p>				
<p>6) Critical Success Factors CSF 1, CSF 3</p> <p>Membership fees for administrators for TASSP for professional development opportunities for administrators to acquire resources and strategies on effective instruction, different types of student behaviors and their impact on classroom culture, retention strategies, using data to assess goals and guide instructional delivery goals, and college readiness.</p>							
<p>7) Professional development opportunities for CTE teachers and coordinator to acquire new trainer certifications, learn innovative instructional strategies, and increase student engagement within CTE courses.</p>		<p>Campus administration, Director of STEM, CTE Coordinator</p>	<p>increased teacher certifications, increased student certifications, student retention in CTE pathways</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 5: Create and foster Instructional Leadership Teams at all levels of the district and school community.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) Critical Success Factors CSF 1, CSF 3, CSF 4, CSF 7</p> <p>Conduct 5 walk-throughs per week and provide face-to-face feedback focusing on T-TESS Domains 2 and 3</p>		High School Campus Administration	T-TESS Rubric & Walkthrough Form Assessments				
<p>2) Critical Success Factors CSF 1, CSF 2</p> <p>Meet with leadership team & departments to disaggregate data and develop action plans</p>		High School Campus Administration Department Chairs	Department Actions Plans Common Assessments				
<p>3) Critical Success Factors CSF 1</p> <p>Instructional Coaches to support content area instruction and the 1:1 technology initiative</p>		Executive Principal CILT Leadership Team	EOC Data Professional Development Sign In Sheets Walkthrough Data				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Critical Success Factors CSF 1</p> <p>Department Chairs will perform at least 2 learning walks per grading cycle on the alignment of LOs and DOLs to high quality instructional practices</p>		Campus Administration Team Department Chairs CILT	Walkthrough Checklists EOC Data Common Assessment Data				


<p>5) Critical Success Factors CSF 1, CSF 2</p> <p>Utilize CILT to manage campus budgets to ensure that funds are allocated and spent according to student/campus needs and district guidelines.</p>		<p>Campus Leadership Team CILT</p>					
<p>6) Utilize the Campus Leadership to develop a campus needs budget to ensure that funds are allocated/expended according to student/campus needs</p>		<p>Campus Administration CILT</p>	<p>Allocation of Campus Budget, Requisitions/POs</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 6: Provide accelerated instruction for struggling and at-risk students.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Critical Success Factors CSF 1</p> <p>Department Chairs will perform at least 2 "learning walks" per grading cycle focusing on CIF and DOK</p>	2.4, 2.5, 2.6	Campus Administration Team Instructional Coach Department Chairs CILT	Walkthrough Checklists EOC Data Common Assessment Data				
2) Provide innovative STEM focused learning experiences for all students, including Federal sub groups.							
3) Provide students opportunities to attend after school tutorials to supplement regular class instruction.							
4) Critical Success Factors CSF 1		Teachers and VP					
Purchase testing workbooks for students to be used in the classroom.							
5) Critical Success Factors CSF 1, CSF 4							
Hire tutors to work with ELL students to assist in all core content areas in order to attain high achievement.							
							

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 7: Implement teaching strategies that promote high levels of student engagement.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide students with textbooks for Dual-Credit classrooms.		Director of Early College					
2) Critical Success Factors CSF 1, CSF 4 Provide innovative instructional resources and materials to augment the curriculum, increase student engagement, and promote critical thinking.		Principal Academic Dean Director of ECHS Department Chairs					
3) Critical Success Factors CSF 1 Provide students multiple opportunities to participate in TSI testing for admission in dual credit courses.		ECA Director College & Financial Aid Specialist	100% participation by Freshmen Class				
4) Purchase supplemental reading materials for ELAR teachers.		ELAR teacher and admin					
5) Critical Success Factors CSF 1 Purchase All in Learning Program and supplemental instructional materials to promote 100% student engagement in all content area courses. Purchase drone kits.		Executive Principal Instructional Coach CLT	Walkthroughs Lesson Plans				

6) Critical Success Factors CSF 1 Purchase Think Through Math to provide supplemental support for the Algebra 1 EOC.		Leadership Team Executive Principal Instructional Coaches CILT	EOC Data Walkthroughs Lesson Plans				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 8: Establish and sustain a comprehensive Early College Model.

Evaluation Data Source(s) 8:

Summative Evaluation 8:


Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide dual-challenge courses to students.		Director of Early College					
2) Critical Success Factors CSF 1, CSF 4 Provide college credit earning opportunities to increase student cognitive skills and college and career preparation through dual credit, advanced placement, and early college high school enrollment.		Executive Principal ECA Director High School Administration Counselors	College credit attainment				
3) Critical Success Factors CSF 1, CSF 4 Provide students opportunities to participate in SAT/PSAT Testing at no cost.		ECA Director College & Financial Aid Specialist	100% participation by Sophomore Class Increase participation in SAT testing				
4) Critical Success Factors CSF 1 Purchase college textbooks for dual credit for students in the Early College pathways and the dual credit courses		ECA Director and College & Financial Aid Specialist					
							

Strategy 3: We will develop a strong support system which will provide meaningful and innovative instruction that promotes critical thinking and problem solving.

Specific Result 9: Immerse students in meaningful learning experiences by relating projects and lesson to real-world applications through project-based learning.

Evaluation Data Source(s) 9:

Summative Evaluation 9:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Critical Success Factors CSF 1, CSF 6 Provide students with opportunities to participate in field trips that connect what they are learning in class to the real world.		Campus Administration, Department Chairs					
2) Increase CTSO memberships and student competition opportunities		CTE Coordinator, Director of STEM, CTE teachers	increased student certifications increased student employability				
3) Career & Technical Education will expose students to new and emerging careers and technology practices and equipment in preparation for relevant careers in local markets as indicated by regional industry trends.		Executive Principal CTE Coordinator	Industry Certifications EOC outcomes Retention Rate Graduation Rate				
4) Provide enrichment learning resources to CTE courses to enhance students' hands-on-learning		CTE Coordinator, HS CTE Teachers and Perkins Grant	Increased student employability upon graduation				
5) Purchase a distance learning package for Cosmetology students to earn up to 250 TDLR hours outside of the classroom.		Director of STEM, CTE Coordinator, Executive Principal, Cosmetology teacher	increased enrollment for Cosmetology State License test increased employability for Cosmetology students upon graduation				
							

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 1: Establish a volunteer program that utilizes staff, student and community membership.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Family Services Association YAGA							

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 2: Implement mentor programs and Internship that offer student leadership.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 3: Implement mentor programs and Internship that offer student leadership.

Evaluation Data Source(s) 3:


Summative Evaluation 3:

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 4: Create recognition programs that celebrate student and district success.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Key Action Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) increase attendance by providing incentives		Principal, Grant director, PBIS team	increase in attendance to minimum 96%				
							

Strategy 4: We will build partnerships with businesses and the community to promote parental involvement, support opportunities for student success, and increase student attendance and enrollment.

Specific Result 5: We will grow reciprocal business partnerships that offers the school community real world experiences.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 1: Create and implement safety standards that promote safe facilities and equipment across the district.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 2: Develop a wellness program to encourage participation from all members of the school community in healthy pursuits.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 3: Implement a structured program to connect and involve the home within the school setting.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 4: Establish systemic plans and procedures that ensure a safe learning environment for all.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 5: Implement and strengthen a new teacher and principal mentor program to provide comprehensive support.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy 5: We will promote and ensure a safe and secure learning environment for all students.

Specific Result 6: Create clear policies and procedures for student conduct, incorporating Positive Behavior Intervention Supports (PBIS)

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy 6: We will provide targeted support to campuses rated **Improvement Required** to ensure improved student outcome.