

Socorro Independent School District
Americas High School
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Americas' mission is to engage all students and motivate them to be productive problem-solving members of society.

Vision

Americas' vision is to creat a safe, supportive, interactive, and fun learning environment for all students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Americas High School is one of 48 campuses in Socorro Independent School District. Americas High School opened its doors in 1996 and serves 2,355 students in grades 9 to 12. A year ago, 2306 students were served by the campus, which is an increase of 2.1 % in student population.

The student population is 2.29 % African-American, 2.72% White, 0.42% Asian, 94.18 % Hispanic, 51.47% male and 48.53% female with a low socioeconomic status of 60.08%.

The campus mobility rate is 18.36% and the ADA (Average Daily Attendance) for the 2015-16 is 95.42%. There was a total of 628 discipline referrals this year, which is a decrease of 2.1% from the year before.

Americas High School serves 176 English Language Learner students, 236 students in the Gifted and Talented program, 79 in section 504, and 190 students served through special education services.

Student Demographics (2015 - 2016 Fall PEIMS file loaded 06/18/2016) Count Percent

Gender

Female	1,143	48.53%
Male	1,212	51.47%

Ethnicity

Hispanic-Latino	2,218	94.18%
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Race

American Indian - Alaskan Native	1	0.04%
Asian	10	0.42%
Black - African American	54	2.29%
Native Hawaiian - Pacific Islander	3	0.13%
White	64	2.72%

Two-or-More

5

0.21%

School Population (2015 - 2016 Fall PEIMS file loaded 06/18/2016)	Count	Percent
Student Total	<u>2,355</u>	100%
9th Grade	<u>575</u>	24.42%
10th Grade	<u>622</u>	26.41%
11th Grade	<u>592</u>	25.14%
12th Grade	<u>566</u>	24.03%

Demographics Strengths

- Americas HS is open to providing a high level education to students in diverse populations.

Student Achievement

Student Achievement Summary

	2015 Percent Met	2015 Percent Advanced	2016 Percent Met	2016 Percent Advanced	Percent Change Met	Percent Change Advanced
Algebra I	76.90%	6.30%	77.60%	11.70%	0.70%	5.40%
Biology	91.90%	15.40%	90.10%	12.00%	-1.8%	-3.4%
English I	65.30%	5.70%	63.50%	6.00%	-1.8%	0.40%
English II	74.40%	4.30%	68.40%	5.90%	-5.9%	1.60%
US History	92.00%	25.20%	94.50%	34.00%	2.50%	8.80%

Student Achievement Strengths

The following were gains from 2014-15 to 2015-16 in End-of-Course Comparison:

- Algebra I EOC students meeting passing standards increased 0.70% and also increased 5.40% in students meeting advanced standards
- English I EOC students meeting advanced standards increased 0.40%
- English II EOC students meeting advanced standards increased 1.60%
- US History EOC students meeting passing standards increased 2.50% and also increased 8.80% in students meeting advanced standards

Student Achievement Needs

The following were areas where data showed decreases from 2014-15 to 2015-16 in End-of-Course Comparison:

- Biology EOC students meeting passing standards decreased 1.8% and also decreased 3.4% in students meeting advanced standards
- English I EOC students meeting passing standards decreased 1.8%
- English II EOC students meeting passing standards decreased 5.9%
- LEP students meeting passing standards in English and Algebra I EOC decreased

School Culture and Climate

School Culture and Climate Summary

AHS vision is to create a safe, supportive, interactive, and fun learning environment for all students. Our mission is to engage all students and motivate them to be productive problem solving members of society.

School Culture and Climate Strengths

- We will create a teacher mentoring program
- AHS will use multiple strategies to teach content in all areas to include GT. For example: Kagan cooperative learning strategies, technology, team teaching, AVID, SIOP, hands on activities, Cornell Notes, student presentations, PowerPoints, project based learning, library usage
- Communities in Schools Coordinators will work to ensure that all parents of students who attend Americas High School are afforded various opportunities (Drive-by Breakfast, Trailblazer 101, Awards Ceremonies, Parent-Teacher Conference Nights, Community Service, Parenting workshops, Re-classified Parent Nights, etc...) to participate in the collaborative educational involvement and events to promote teamwork and unity.

School Culture and Climate Needs

- AHS needs to up to date parent and emergency contact telephone and email addresses to ensure effective communication is broadcast to as many stakeholders as possible
- AHS still needs to increase the number of workshops and parent meetings based off of parental interests and needs.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff population is 3.6 % African-American, 19.5 % White, 76.3% Hispanic, 40.5 % male and 59.5 % female. The average years of experience for our teachers is 12.6.

The campus teacher ADA for 2015-16 is 95.77%. Fifty four percent of AHS teachers have over 10 years of teaching experience.

Staff Quality, Recruitment, and Retention Strengths

- All teachers at Americas HS are fully qualified
- Over half of AHS teachers have over 10 years of teaching experience
- Teachers are in the top half for ADA as compared to the other district high schools
- Interview committees are formed with appropriate members to hire the best applicant

Staff Quality, Recruitment, and Retention Needs

- A teacher mentoring program is needed (AHS will implement one for 2015-16) for all new teachers

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Americas strives to increase the level of instructional rigor across all areas which will lead to student success. Curriculum and Instruction meetings are held weekly to discuss and provide follow up support with the emphasis on student weaknesses to drive instruction. Campus and district common assessments were used to provide data to determine areas of student support. Professional Learning Communities (PLC's) meet twice a week to plan and break down data. Faculty meetings are scheduled into the calendar to disseminate both campus and curriculum information and/or concerns.

Curriculum, Instruction, and Assessment Strengths

- Curriculum and Instruction meetings meet weekly and include: two SCEI Coaches, each department head, head counselor, librarian, and all administrators
- Departments meet with their PLC's twice a week to discuss planning, curriculum, common assessment data, and best practices
- Administrators complete 10 teacher walkthroughs a week to offer feedback on instruction
- Admin, department instructional coaches and SCEI coaches together completed several instructional rounds and debriefed after to discuss strengths and areas for growth
- The campus assessment data drives the instruction and is used to determine professional development for AHS teachers
- New teachers attended SIOP training
- More teachers have attended AVID training during the Summer Institute

Curriculum, Instruction, and Assessment Needs

- More teachers need to attend SIOP training (District front-loaded all training in the Fall)
- Targeted emphasis on student sub-populations such as ELL's, SPED, and at-risk
- Consistent implementation and follow-through of intervention calendars

Family and Community Involvement

Family and Community Involvement Summary

Americas High School believes it is essential to build relationships with student's families and the community. By forming these important relationships, a sense of trust has formed and created a bond where collaborative educational involvement has evolved. To establish initial trust with their community, AHS begins every new school year with Trailblazer 101 for incoming freshman and students new to AHS. This provides an opportunity for faculty and staff to share their programs and content areas with the community. Open house invitations are sent to the community to illicate increased relationship building with our school twice a year.

Family and Community Involvement Strengths

- Americas HS assisted parents in need and provided additional support as needed
- Communities in School Coordinators and the Parent Liaison provided the following community opportunities to promote teamwork and unity: Drive-by Breakfast, Trailblazer 101, Awards Ceremonies, Parent-Teacher Conference Nights, Community Service, Parenting workshops, monthly topic presentations in awareness, and Re-classified Parent Nights
- AHS Principal invites the community periodically to Breakfast with the Principal so that parents and the community have an opportunity to communicate with the Principal
- Community and parents are invited to be part of the following committees: SIT, LPAC, Campus Staff Interviews, etc...
- AHS works with parents to help them with access to the Parent Portal so they can stay updated with theri child's school progress

Family and Community Involvement Needs

- Improve parent and communtiy participation in school meetings and trainings
- Provide better communication among all stakeholders including dates in a timely manner
- Increase the number of workshops and parent meetings based off of parental interests and needs

School Context and Organization

School Context and Organization Summary

Americas High School first opened in September of 1996. It began with 7th, 8th, and 9th graders and had its first graduation in 2000. Americas was the third high school built in Socorro ISD and is categorized as a 6A school. Three elementaries and two K-8 schools feed into AHS.

The Americas High School Libertas Academy is one of the Advanced Academic Programs offered by Socorro ISD and is geared towards students who wish to pursue a career in government and public administration or law. AHS also offers a variety of dual credit courses as college prep and readiness advancement. CATE and vocational programs such as culinary arts, automotive and cosmetology are available as additional pathways to career prep.

School Context and Organization Strengths

- A variety of options are available to students of AHS to refine their areas of interest
- Dual credit courses allow students to gain college credit while attending high school

School Context and Organization Needs

- AHS need more certified dual credit teachers so more courses can be offered
- More corresponding resources need to be acquired for advanced classes

Technology

Technology Summary

Americas High School works with it's students and staff to implement technology to improve student success. Staff is sent to trainings to stay up-to-date with the latest technology. The freshman students coming in this next school year will receive new laptops through the district initiative.

Technology Strengths

- AHS staff attended district technology conference in January where there were breakout sessions including Flipping the Classroom and Edmodo
- Several staff members visited a technology-based school in Albuquerque to gain knowledge and ideas for technology implementation of DNA
- Students at AHS are allowed by their teachers to use their phones and laptops for research when needed
- AHS and the district are entering the second year of on-line registration
- ELL's are supplied with individual ipads containing programs for comprehension and translation
- All classrooms are equipped with interactive white boards
- All math classrooms have a classroom set of Ti-Inspire calculators with chargers

Technology Needs

- The campus and district server needs to be updated to be faster and be able to handle all the usage
- Teacher and staff computers need to be replaced as they are out-dated and have trouble with the newer software
- More cows are needed to allow classroom sets of laptops during instruction

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 1: For the 2016-2017 school year, Americas High School will develop and implement a plan of action to ensure that 100% of stakeholders feel safe at school and school events.

Evaluation Data Source(s) 1: Stakeholders will feel safe 100% of the time.

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Committees will be created to support the campus (examples are safety, parental involvement, military involvement, culture, discipline, attendance, campus policy, and student involvement). Teachers will be required to serve in a minimum of two committees.</p>	1, 2, 4, 6, 9	Campus administration, committee chairs, teachers	Meeting Agendas, Meeting minutes, sign in sheets			
<p>Critical Success Factors CSF 6</p> <p>2) Security, counselors, and administration will be highly visible before school, during transitions, during lunch, and after school. Teachers will also stand outside their doors before school</p>	1, 2, 4, 9	Campus administration, counselors, teaches, campus security	Number of campus incident reports, number discipline referrals			
<p>Critical Success Factors CSF 6</p> <p>3) AHS will install more cameras inside the building to monitor common areas and some by the athletic fields.</p>	1	Administration and Campus Security	Decrease number or misbehavior, discipline referrals, and bullying incidents.			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 2: For the 2016-2017 school year, Americas High School will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 2: AHS will fulfill 100% of the safety audits and safety drills.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6</p> <p>1) Emergency Operations Plan will be presented to all campus faculty and staff at the beginning of the year so everyone will be aware of procedures to follow in the case of a crisis.</p>	1, 2, 4, 9	Campus administration, safety committee members, faculty, staff	Safety exercise and fire drill documentation will be submitted to the district	✓	✓	✓
<p>Critical Success Factors CSF 6</p> <p>2) Safety committee members will delegate teachers from different areas in the school and assign task specific responsibilities during safety exercises. During school safety exercises, safety committee members will debrief and annotate what was effective and plans for improvement.</p>	1, 2, 3, 4, 8, 9	Assistant Principal, safety committee chair, teachers	Reduced time to conduct effective safety exercise and fire drills.	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 3: For the 2016-2017 school year, the number of bullying-related incidents reported at Americas High School will decrease 33 to less than 10.

Evaluation Data Source(s) 3: Bullying related incidents will decrease to 0.

Summative Evaluation 3:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 6</p> <p>1) Provide materials to support campuses implementing the Olweus Bullying Prevention Program and guide them through the program timeline.</p>	4, 6, 10	Counselors, CIS	Olweus Bullying Prevention Program Questionnaire, PEIMS incidents, K-12 Alerts			
<p>Critical Success Factors CSF 6</p> <p>2) The Department of Guidance and Counseling will provide guidance lessons through monthly rotational presentations to students addressing student competencies and character education training utilizing outside community resources.</p>	2, 6, 10	Counselors, CIS	Number of lessons, number of campus referrals			
<p>Critical Success Factors CSF 6</p> <p>3) Weekly Olweus classes for students to voice concerns or issues having to do with bullying, ideas on prevention, and advocating and providing support for victims during school and school events. This will include lessons on sexting, dating violence (No Means No Program), and the potential negative effects of social media.</p>	3, 9	All School Stakeholders	Decrease number of bullying incidents in school and community.			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 4: For the 2016-2017 school year, the attendance rate for all students at Americas High School will increase by 2% over the attendance rate of the previous year.

Evaluation Data Source(s) 4: The attendance rate will increase by 1%.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Coordinate with AHS's Partners in Education to create an incentive program to encourage students to attend school every day.	1, 2, 3, 4, 6, 8, 9, 10	Administration, CIS, Parent Liaison	Student attendance will show an increase from previous year.			
2) Loss of Credit students will be divided among administration to increase parent contact and LOC contract distribution.	1, 2, 6, 9, 10	Administration, CIS, Parent Liaison	The number of completed LOC contracts will increase from last year.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 5: For the 2016-2017 school year, the total number of disciplinary incidents at Americas High School will decrease by 3% from a combined incidents total of 1068.

Evaluation Data Source(s) 5: Disciplinary incidents will decrease by 5%.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Increase teacher, administration, and security visibility during the instructional day upon transition from class to class.	1, 2, 3, 4, 5, 6, 8, 9, 10	Teachers, Staff, Security, Administration	A reduction in student truancy and/or behavioral incidents as evidenced by attendance reports and lock-out numbers.			
2) Increase number of School Resource Officers from one to two.	1, 2, 9	Administration, police services, human resource department	Decrease in campus incident Reduction in students' behavior incidents			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 1: By the end of the 2016-2017 school year, 100% of Americas High School teachers will be familiar with the requirements of House Bill 5.

Evaluation Data Source(s) 1: 100% of teachers will be familiar with House Bill 5.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 7</p> <p>1) Teachers will be offered staff development on the requirements of House Bill 5.</p>	2, 3, 4, 8, 10	Administrators, Counselors, SCEI Coaches, Department Chairs	Teachers are able to answer questions about House Bill 5.			
<p>Critical Success Factors CSF 7</p> <p>2) Provide communication throughout the school year about informational meetings held or other written information provided about the details on House Bill 5 and academic course options and requirements.</p>	2, 3, 4, 8, 9, 10	Administration, Counselors, SCEI Coaches, Department Chairs	Teachers attend meetings or receive new information provided.			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						


















Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 2: By the end of May 2017, Americas High School will develop and implement opportunity for 98% of students to be college and career ready.

Evaluation Data Source(s) 2: 98% of students to be college and career ready.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 7</p> <p>1) Teachers will be offered professional development on implementing the College and Career Ready Strategic Plan.</p>	1, 2, 8, 9, 10	Administrators, Counselors, SCEI Coaches, Department Heads	Teachers increased knowledge in College and Career Ready Strategic Plan.			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) School Improvement Team will work on the development of a College and Career Ready Strategic Plan.</p>	2, 4, 9, 10	Administration, School Improvement Team	A plan is developed that can be rolled out to the campus.			
<p>3) Provide resources and listings of standardized instructional materials/references for each content area:</p> <ul style="list-style-type: none"> â€¢ Teacher recommendations (SE-aligned), â€¢ Needs Assessment â€¢ Computer Assisted Instruction (Web 2.0 tools) â€¢ Calculators â€¢ Multi-Media â€¢ Curriculum Writing Projects (LDC, Writer's Workshop) *Library resources (shelf and digital) *Laboratory equipment and supplies *Technology, to include but not limited to, Ipads, Ipad security carts for storage, computers, Laptops, IWBs, ELMOs or document cameras. *Special Education materials *Bilingual Education materials *Gifted & Talented materials *Supplemental Teacher materials <p>[AP, QD, LE, TQ]</p>	1, 3, 4, 9, 10	Administrators, Teachers, Content and SCEI Coaches, Library Media Specialists	Improved 3rd, 6th and nine-week grades, increase advanced academic performance/pipeline			

4) Use multiple strategies to teach content in all areas to include GT. For example: Kagan cooperative learning strategies, technology, team teaching, AVID, SIOP, hands on activities, Cornell Notes, student presentations, PowerPoints, project based learning, library usage.	1, 3, 8, 9, 10	Administration, AVID Coordinator, GT Coordinator, Teachers	Increases in student grades, decrease failure rates			
5) Provide supplementary teaching materials, supplies, and accommodated equipment for student use.	1, 3, 8, 9, 10	Administration and teachers	Increase in student grades, and decrease in failure rates			
6) Purchase of materials to support AP, Pre-AP, and Dual Credit (study guides, text books, project materials)	1, 3, 8, 9, 10	GT Students, GT Coordinators, AP & Pre-AP and Dual Credit Teachers, GT Admin, AP Admin, Counselors	Graduation rate, college entry, award letters, national merit scholar, college credit, AP results of a score of 3, 4, 5 with possibility of college credit.			
7) Provide AP and GT students with opportunities to enroll and participate in curriculum based field trips, to include transportation.	1, 2, 6, 8, 9, 10	AP Teachers, Admin, GT Coordinator, GT Students, AP Students, Dual Credit Counselor and Teachers, Advise Texas College Advisor	Increase number of AP field trip experiences, increase exposure to college readiness opportunities, increase in hands on projects and activities			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 3: By January 2017, Americas High School shall increase the level of instructional rigor across the core content areas, to indicate an overall improvement in student state assessment scores so that all content areas are above 85%.

Evaluation Data Source(s) 3: All content areas will improve to or above 85%.

Summative Evaluation 3:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide professional development opportunities using research based, data driven, and innovative methodologies and tools through varied providers.	1, 2, 3, 4, 8, 10	Administration, SCEI Coaches, Department Heads	School business forms, walkthroughs, professional development attendance records			
2) Increase number of teachers/administrators/support staff that receive SIOP staff development and provide follow up support with the emphasis on student weaknesses to drive instruction.	1, 2, 3, 4, 8, 9	Administration, SCEI Coaches, Department Heads	Teacher improvement, growth opportunities			
3) Provide targeted assistance, supplemental support, and intervention for all at-risk students to increase student passing rates in all content areas with library aide. CIA will establish students in need of assistance through curriculum and instruction (C&I).	1, 2, 3, 9, 10	Library Aide, Teachers, SCEI Coaches, Administratio, Department Heads	Student improvement			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 4: For the 2016-2017 school year, Americas High School will improve its student state assessment scores in ELAR by increasing from 63.5% passing to 69% passing at phase 2.

Evaluation Data Source(s) 4: ELAR state scores will improve by 5.5%.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide professional development opportunities using research based, data driven, and innovative methodologies and tools through varied providers.	1, 2, 3, 4, 8, 9	Administration, SCEI Coaches, Department Chairs	Teacher improvement, growth opportunities			
2) Increase number of teachers/administrators/support staff that receive SIOP staff development and provide follow up support with the emphasis on student weaknesses to drive instruction.	1, 2, 3, 4, 8, 9	Administration, SCEI Coaches, Department Heads	Teacher improvement, growth opportunities			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 5: For the 2016-2017 school year, Americas High School will improve its student state assessment scores in Algebra I by increasing from 77.6% passing to 83% at Phase in II.

Evaluation Data Source(s) 5: Algebra I state assessment scores will improve by 5.4%.

Summative Evaluation 5:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Increase number of teachers/administrators/support staff that receive SIOP staff development and provide follow up support with the emphasis on student weaknesses to drive instruction.		Administration, SCEI Coaches, Department Chairs	Teacher improvement, growth opportunities			
2) Provide release time and substitutes for teachers to attend professional development, conduct walkthroughs of master teachers, and to meet with mentor teachers.	1, 2, 3, 4, 8, 9	Administration, SCEI Coaches, Department Chairs	Teacher improvement, growth opportunities			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 6: For the 2016-2017 school year, Americas High School will improve its student state assessment scores in Biology to increase from 90.1% to 95% in phase II.

Evaluation Data Source(s) 6: Biology state assessment scores will improve by 4.9%.

Summative Evaluation 6:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide professional development opportunities using research based, data driven, and innovative methodologies and tools through various educational providers to include Blackburn, Seidlitz, and district resource personnel.	1, 2, 3, 4, 8, 9	Administrators, SCEI Coaches, Department Heads	Teacher improvement, growth opportunities			
2) Increase number of teachers/administrators/support staff that receive SIOP staff development and provide follow up support with the emphasis on student weaknesses to drive instruction.	1, 2, 3, 4, 8, 9	Administrators, SCEI Coaches, Department Heads	Teacher improvement, growth opportunities			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 7: For the 2016-2017 school year, Americas High School will improve its scores in U.S. History from 94.5% to 97%.

Evaluation Data Source(s) 7: U.S. History state assessment scores will improve by 2.5%.

Summative Evaluation 7:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide professional development opportunities using research based, data driven, and innovative methodologies and tools through various providers to include district resource personnel.	1, 2, 3, 4, 8, 9	Administration, SCEI Coaches, Department Heads	Teacher improvement, growth opportunities			
2) Increase number of teachers/administrators/support staff that receive SIOP staff development and provide follow up support with the emphasis on student weaknesses to drive instruction.	1, 2, 3, 4, 8, 9	Administration, SCEI Coaches, Department Heads	Teacher improvement, growth opportunities			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 8: For the 2016-2017 school year, the overall number of students enrolled in pre-advanced/advanced placement courses at Americas High School will increase by 10% as compared to the overall enrollment for the 2015-2016 year.

Evaluation Data Source(s) 8: Student enrollment in Pre AP/AP courses will increase by 10%.

Summative Evaluation 8:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide communication throughout the school year about informational meetings held to provide details on academic course options and requirements and the impacts on post high school education.	2, 3, 9	Administration, Counselors, Teachers, SCEI Coaches	Number of course enrollment sections of courses in master schedule			
2) Students and parents will be informed (through district call out system, website, posters around campus, and marquee) about the different informational meetings about these programs.	2, 3, 9	Administration, Counselors, SCEI Coaches, Teachers	Number of course enrollment sections of courses in master schedule			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 9: For the 2016-2017 school year, the overall number of students enrolled in dual-credit courses at Americas High School will increase by 10% as compared to the overall enrollment for the 2015-2016 year.

Evaluation Data Source(s) 9: Student enrollment in dual-credit courses will increase by 10%.

Summative Evaluation 9:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide communication throughout the school year about informational meetings held to provide details on academic course options and requirements and post high school requirements and opportunities.	2, 3, 9	Administration, Counselors, Teachers, SCEI Coaches	Number of course enrollment sections of courses in master schedule			
2) Students and parents will be informed (through district call out system, website, posters around campus, and marquee) about the different informational meetings about these programs.	2, 3, 9	Administration, Counselors, Teachers, SCEI Coaches	Number of course enrollment sections of courses in master schedule			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 10: For the 2016-2017 school year, the overall number of students participating in ACT/SAT college admissions test administrations at Americas High School will increase by 20% as compared to the 2015-2016 school year, in preparation for post-secondary education.

Evaluation Data Source(s) 10: ACT/SAT test participation will increase by 20%.

Summative Evaluation 10:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) The SAT will be administered to all 11th grade students.	1, 2, 3, 9, 10	Administration, counselors	Increased number of student opportunities to be college ready.			
2) Provide communication throughout the year for testing opportunities, post high school requirements and opportunities to students through their classes		Administration, teachers, counselors	Increased participation in college entrance exams			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice

Performance Objective 11: By the beginning of the 2016-2017 school year, the numbers of students enrolled in Career and Technical Education classes at Americas High School will increase by 10% as compared to the 2015-2016 Beginning-Of-Year enrollment.

Evaluation Data Source(s) 11: Student enrollment in CATE classes will increase by 10%.

Summative Evaluation 11:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Incoming freshman students have selected an endorsement and a pathway to increase enrollment in CATE courses for the 2015-2016 school year.	1, 2, 3, 10	Counselors	Enrollment numbers CATE sections in master schedule			
2) Parent informational meetings will be conducted to present details and benefits of our CATE programs, as well as academic course options.	1, 2, 3, 6, 10	Administration, counselors	Number of course enrollment Sections of courses in master schedule			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 1: For the 2016-2017 school year, 95% of teachers will be scored at proficient or higher as measured by T-Tess standards.

Evaluation Data Source(s) 1: 95% of teachers demonstrating proficient or higher on T-Tess

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) A structured system for monitoring instructional practice at AHS will continue in 2016-2017 school year yielding quantitative and qualitative walkthrough data. The amount of walkthroughs will increase to 20 PowerWalks each week for the 2016-2017 school year.	2, 3, 4, 5, 8	Administration	All Eduphoria data and PDAS evaluations will be used to monitor the progress of all teachers and any updates to TINAs or training needed to help teachers struggling will be provided.			
2) Teachers will be provided professional development in utilizing and implementing the use of best practices in areas such as, but not limited to, the TEKS, technology, Gifted and Talented, and differentiated instruction for Domains 1-3, which pertains to student-centered learning. A district initiative is being implemented to include open-ended responses in all core content campus common assessments.	1, 3, 4, 5, 8	Administration, SCEI coaches, and or District Personnell	Bi-weekly department meetings and weekly subject team meetings assessing the use of learned best practices will be held. Eduphoria walkthrough data and common assessments will be used to check for implementation of how the best practices learned have helped.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 2: For the 2016-2017 school year, Americas High School will maintain 100% highly qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2: AHS will maintain 100% highly qualified teachers in all core academic subjects.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) It is SISD practice that all teachers hired must be highly qualified.	1, 2, 3, 4, 5, 6, 8, 9, 10	Administration and Human Resource	See District Policy	✓	✓	✓
						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 3: During the 2016-2017 school year, Americas High School will increase the number of professional development opportunities offered to employees by 100% as compared to the 2015-2016 school year.

Evaluation Data Source(s) 3: Professional development opportunities offered to employees will increase by 100%.

Summative Evaluation 3:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) All of the Americasâ€™ High School faculty will be trained in differentiated instruction during the 2016-2017 school year, to include training in special population needs and strategies.	1, 2, 3, 4, 5, 8, 9, 10	Administrators, SCEI coaches, Outside Institutions	An increase in common assessments, benchmarks tests, TAKS and EOC scores in all core areas, specifically in the areas of English reading, writing, and math. In addition, the staff development will focus on increasing our commended/advanced scores in all core areas.			
2) All core teachers at Americasâ€™ High School will be trained Sheltered Instruction Observation Protocol (SIOP) during the 2016-2017 school year.	1, 2, 3, 4, 5, 8, 9, 10	Adminstration, SCEI coaches, Outside Institutions	An increase in common assessments, benchmarks tests, TAKS and EOC scores in all core areas, specifically in the areas of English reading, writing, and math. In addition, the staff development will focus on increasing our commended/advanced scores in all core areas.			
3) Based on data, SCEI coaches will be offering professional development after school training once a week.	1, 2, 3, 4, 5, 6, 9, 10	Administration, SCEI coaches	An increase in common assessments, benchmarks tests, TAKS and EOC scores in all core areas, specifically in the areas of English reading, writing, and math. In addition, the staff development will focus on increasing our commended/advanced scores in all core areas.			
4) We will create a teacher mentoring program.	3, 4, 5	Principal	Teacher retention.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 4: During the 2016-2017 school year, Americas High School will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to meet 60% of system safeguard indicators.

Evaluation Data Source(s) 4: AHS will meet 60% of system safeguard indicators.

Summative Evaluation 4:


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers at Americas High School will continue to be trained in and use AVID and SIOP strategies as vehicles to implement best practices in all are classes to meet the needs of all students.	1, 2, 3, 4, 5	Administration, SCEI coaches	An increase in common assessments, benchmarks tests, TAKS and EOC scores in all core areas, specifically in the areas of English reading, writing, and math. In addition, the staff development will focus on increasing our commended/advanced scores in all core areas.			
2) Our campus will invest in the following programs to help with our special populations: Differentiated instruction, Eduphoria, Read 180, Lead 4ward, and OLWEUS.	1, 2, 3, 4, 5, 9, 10	Administration	An increase in common assessments, benchmarks tests, TAKS and EOC scores in all core areas, specifically in the areas of English reading, writing, and math. In addition, the staff development will focus on increasing our commended/advanced scores in all core areas.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 5: By June 2017, Americas High School will send a team of teachers to AVID training in order to increase the level of instructional rigor across the core content areas, to indicate an overall improvement in student state assessment scores in all content areas by 3%.

Evaluation Data Source(s) 5: Overall improvement in student state assessment scores in all content areas will increase by 3%.

Summative Evaluation 5:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers, counselors, admin will attend summer institute for AVID training.	2, 3, 4, 8	AVID Coordinator, AHS teachers, Administration, Counselors	Teachers will implement AVID strategies into their daily lesson plans.	✓	✓	✓
						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 6: By the end of the 2016-2017 school year, 100% of Americas High School teachers will be familiar with the requirements of House Bill 5.

Evaluation Data Source(s) 6: 100% of teachers will be familiar with House Bill 5.

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 7</p> <p>1) Teachers will be offered staff development on the requirements of House Bill 5.</p>	2, 3, 4, 8, 10	Administrators, Counselors, SCEI Coaches, Department Chairs	Teachers are able to answer questions about House Bill 5.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 1: During the 2016-2017 school year, Americas High School will increase the number of collaborative educational involvement activities and events for parents and community members by 50% as compared to the 2015-2016 school year to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: Collaborative educational involvement activities and events for parents and community members will increase by 50%.

Summative Evaluation 1:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) The Parent Liaison and the Communities in Schools Coordinators will work to ensure that all parents of students who attend Americas High School are afforded various opportunities (Drive-by Breakfast, Trailblazer 101, Awards Ceremonies, Parent-Teacher Conference Nights, Community Service, Parenting workshops, Re-classified Parent Nights, etc...) to participate in the collaborative educational involvement and events to promote teamwork and unity. The Parent Liaison will provide support via technology, refreshments, supplies and materials for parental involvement training, workshops, classes and seminars.	1, 2, 4, 6, 9, 10	Parent Liaison, Communities in Schools Coordinators, Administration	There will be an overall increase in the educational events and activities for parents of Americas High School as presented by agendas and signature pages.			
2) Invite parents to participate in the discussion of roles and functions of the various committees where school-wide decisions can best be made to impact student achievement and campus progress, i.e. SIT, LPAC, etc...	1, 2, 6, 8, 9, 10	Administration, Staff, Communities in Schools Coordinators	Increased parental participation; Increase in collaborative events;			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 2: For the 2016-2017 school year, Americas High School will increase the number of notifications, sent via newsletters, email, call-outs, etc. to parents, business, and community members by 50%.

Evaluation Data Source(s) 2: Notifications to parents, business and community members will increase by 50%.

Summative Evaluation 2:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Americas High School will ensure that all community members have access to school events, activities, and information through various avenues of communication.	1, 2, 3, 4, 5, 6, 8, 9, 10	Americas High School Staff, Administration	Increased parental contact with Americas High School teachers and staff; Increased parental involvement			
2) Increase all-calls, newsletters, websites/ emails, etc... to contact, invite and inform parents of all students' EOC test results by holding an EOC Education meeting for parents and students to provide concrete and up-to-date informatin about EOC and implications for graduation, along with information regarding HB5.	1, 2, 3, 4, 5, 6, 8, 9, 10	Americas High School Staff, Administration	Parent attendance to EOC Education meeting(s) to include sign-in sheets and updates to website(s).			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 3: By the end of the 2016-2017 school year, Americas High School will increase by 25% over the previous year, the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 3: Partnership activities with businesses, higher education institutions, and other outside agencies will increase by 25%.

Summative Evaluation 3:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Communities in Schools Coordinators and the Student Activities Director will work to seek and increase the number of partnership activities working in conjunction with Americas High School students and staff by providing monthly presentations to include the following topics: drugs, gangs, sexual harassment, disaster preparedness, dating violence, and sexually transmitted diseases. [FCE, SC]	1, 2, 3, 4, 5, 6, 8, 9, 10	Communities in Schools Coordinators, Student Activities Director, Administration	An increase of community partnerships will be coordinated and documented by both Communities in Schools Coordinators and the Americas High School Activities Director to support an increase of at least 25%.			
2) Support and promote Parent Involvement trainings and seminars by providing the following: -Technology Equipment -Refreshments for parent meetings/classes -Supplies and Materials for * Drive-by Breakfast * Trailblazer 101 * Awards Ceremonies * Parent-Teacher Conference Nights * Community Service * Parenting workshops * Re-classified Parent Nights [FCE, SC] * Mother/daughter conference * Father/ Son conference	1, 2, 4, 6, 8, 10	Parent Liaison, Communities in Schools Coordinators, Administration, Staff	Increased parental awareness and involvement			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 4: For the 2016-2017 school year, Americas High School will have a minimum of 5 customer service trainings to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: AHS will have 5 customer service trainings by the end of the school year.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Support Staff will attend customer service trainings so as to ensure that all stakeholders questions and concerns are handled appropriately and efficiently.	2, 4, 6, 8, 10	Administration, Clerical Staff, Support Staff	The community culture survey will support increased customer service satisfaction.			
2) Support Staff will meet regularly with their supervisor and/or administration to collaborate on the benefits of customer service trainings attended and to discuss further support needs of the campus.	1, 2, 4, 6, 8, 9, 10	Support staff, Administration, Supervisor	The cultural survey will show support of a friendlier, more attentive and community focused response to questions and concerns reciprocated in a timely manner by Americas High School staff.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 1: For the 2016-2017 school year, 60% of all students in all subgroups at Americas High School will meet all system standards as measured by reports such as the Performance-Based Monitoring Analysis System.

Evaluation Data Source(s) 1: 60% of all students in all subgroups will meet all accountability standards.

Summative Evaluation 1:















Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Americas will provide scientifically researched based instructional strategies.	1, 2, 3, 4, 5, 6, 8, 9, 10	Administration, C & I	Increase student scores in assessments			
2) Provide targeted assistance with prescriptive lessons to students in all subgroups	1, 2, 3, 4, 5, 8, 9, 10	Administration, C & I, teachers	Decrease in # of failing scores			
3) Outside the regular scheduled day instruction will be provided by most teachers that targets struggling subgroups.	1, 2, 8, 9	Administration	Increase in Scores (Common Assessments, EOC, and classroom grades)			
4) Library programs and services will be offered beyond the instructional day to provide students with extended learning opportunities through tutoring and enrichment activities. Timeline: Before/after school; intersession; summer.	9, 10	AHS Librarians	Increase in student achievement in the four core content areas			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 2: During the 2016-2017 school year, 100% of Americas teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

Evaluation Data Source(s) 2: 100% of all teachers will provide students with meaningful and effective academic interventions to ensure their academic growth.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Americas will provide scientifically researched based instructional strategies.	1, 2, 3, 4, 5	Administration, C & I	Increase student achievement in all assessments			
2) Core subject teachers will attend Sheltered Instruction Observation Protocol.	1, 2, 3, 4, 5, 8, 9, 10	Administration	Increased assessment scores			
3) All teachers will provide at least one comprehensive writing activity every 9 weeks.	1, 4, 8, 9	Administration	Increase in EOC scores			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 3: For the 2016-2017 school year, Americas administrators will increase, by 100%, the number of campus teachers provided with professional development support and resources to achieve professional growth and high student academic achievement rates.

Evaluation Data Source(s) 3: Administrators will increase by 100% the number of campus teachers with professional development support and resources.

Summative Evaluation 3:















Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Professional development focusing on differentiated instruction will be provided to all teachers.	1, 2, 3, 4, 5, 8, 9, 10	Administration, C&I	increase in grades for all special populations			
2) Core subject teachers will attend Sheltered Instruction Observation Protocol training.	1, 2, 3, 4, 5, 8, 9, 10	Administration	Increase in student achievement in all core areas			
3) Teacher Designed Professional Development that is content specific.	1, 2, 3, 4, 5, 6	Administration, SCEI Coaches, Department Chairs	Teacher Feedback Forms/Surveys			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 4: During the 2016-2017 school year, Americas administrators will schedule at least 1 weekly data feedback session with Curriculum and Instruction personnel to acquire support and resources.

Evaluation Data Source(s) 4: Administrators will schedule at least 1 weekly data feedback session with C & I personnel.

Summative Evaluation 4:















Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Administration, department chairs, SCEI coaches, and academic coordinators will meet weekly to review data and make instructional decisions for the campus.	1, 2, 3, 4, 5, 8, 9, 10	Administration, C & I	System evaluation Data walls			
2) Administration will meet weekly to review walk through data	1, 2, 3, 4, 5	Administration	Lesson frames			
3) Administrators, Department Chairs, and SCEI Coaches will meet with individual departments on a Bi-Weekly basis to review data and other pertinent information.	1, 4, 8, 9	Administration, Department Chairs, SCEI Coaches	Agendas			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 5: During the 2016-2017 school year, Americas personnel will actively engage parents in the education process to ensure the academic and behavioral success of students by increasing parent attendance at school meetings and events by 50% as compared to the 2015-2016 school year.

Evaluation Data Source(s) 5: Parent attendance at school meetings will increase by 50%.

Summative Evaluation 5:












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Schoolwide parent meetings to disseminate student information will increase from one a semester to two.	1, 6, 9, 10	Administration	Evaluation			
2) Parent classes offered by campus parent liaison will increase from once a week to biweekly.	1, 2, 6, 10	Parent liaison	Increase number of parent/community involvement			
3) Develop and improve different methods of communication with parents such as an Email list serve for parents and an electronic newsletter on our website.	1, 6, 10	Administration	More parent involvement in activities			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 6: By Spring 2017, the percentage of interventions documented by teachers at Americas High School for appropriate academic support will increase by 50 % over the 2015-2016 school year.

Evaluation Data Source(s) 6: Documented interventions will increase by 50%.

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers and Administrators will document student interventions using Euphoria as a platform.	1, 2, 3	Teachers, Counselors, Administrators	Intervention documentation will be more timely and allow for intervention to happen quicker.			
2) Through the use of Olweus day, teachers will support the EOP safety procedural practices and student responsibilities by documenting interventions once a month.	1, 2, 3, 4, 5, 8, 9, 10	Teachers, campus administration	Students increase their awareness of EOC procedures.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

State Compensatory

Budget for Americas High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.004.11.00.000.6112	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$20,000.00
211.11.004.24.13.000.6112.2117A	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$13,000.00
211.11.004.24.00.000.6118.2117A	6118 Extra Duty Stipend - Locally Defined	\$25,000.00
211.13.004.24.00.000.6118.2117A	6118 Extra Duty Stipend - Locally Defined	\$2,000.00
211.11.004.24.00.000.6119.2117A	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$50,000.00
199.23.004.99.00.000.6121	6121 Extra Duty Pay/Overtime - Support Personnel	\$1,000.00
199.51.004.99.00.000.6121	6121 Extra Duty Pay/Overtime - Support Personnel	\$2,000.00
199.52.004.99.00.000.6121	6121 Extra Duty Pay/Overtime - Support Personnel	\$3,000.00
199.51.004.99.00.000.6125	6125 Salary Support - Locally Defined	\$0.00
199.52.004.99.07.000.6125	6125 Salary Support - Locally Defined	\$16,030.00
211.11.004.24.00.000.6125.2117A	6125 Salary Support - Locally Defined	\$25,000.00
211.11.004.24.00.000.6129.2117A	6129 Salaries or Wages for Support Personnel	\$0.00
199.23.004.99.04.000.6139	6139 Employee Allowances	\$600.00
211.13.004.24.00.000.6141.2117A	6141 Social Security/Medicare	\$0.00
211.11.004.24.00.000.6141.2117A	6141 Social Security/Medicare	\$3,000.00
211.11.004.24.13.000.6141.2117A	6141 Social Security/Medicare	\$100.00
211.11.004.24.00.000.6142.2117A	6142 Group Health and Life Insurance	\$6,621.00
211.11.004.24.00.000.6143.2117A	6143 Workers' Compensation	\$500.00
211.11.004.24.13.000.6143.2117A	6143 Workers' Compensation	\$0.00
211.13.004.24.00.000.6143.2117A	6143 Workers' Compensation	\$50.00
211.11.004.24.00.000.6146.2117A	6146 Teacher Retirement/TRS Care	\$7,025.00

211.13.004.24.00.000.6146.2117A	6146 Teacher Retirement/TRS Care	\$200.00
211.11.004.24.00.000.6149.2117A	6149 Employee Benefits	\$1,125.00
211.13.004.24.00.000.6149.2117A	6149 Employee Benefits	\$50.00
6100 Subtotal:		\$176,301.00
6200 Professional and Contracted Services		
199.11.004.11.00.000.6239	6239 ESC Services	\$0.00
211.11.004.24.00.000.6239.2117A	6239 ESC Services	\$760.00
199.11.004.11.00.000.6249	6249 Contracted Maintenance & Repair	\$2,000.00
199.11.004.11.00.000.6269	6269 Rentals - Operating Leases	\$18,000.00
199.23.004.99.00.000.6269	6269 Rentals - Operating Leases	\$21,000.00
199.11.004.11.00.000.6295	6295 Printing Costs - Locally Defined	\$10,400.00
199.11.004.11.00.000.6299	6299 Miscellaneous Contracted Services	\$25,800.00
199.12.004.99.00.000.6299	6299 Miscellaneous Contracted Services	\$12,500.00
199.23.004.99.00.000.6299	6299 Miscellaneous Contracted Services	\$1,000.00
199.36.004.99.00.000.6299	6299 Miscellaneous Contracted Services	\$1,500.00
199.51.004.99.00.000.6299	6299 Miscellaneous Contracted Services	\$0.00
199.52.004.99.00.000.6299	6299 Miscellaneous Contracted Services	\$350.00
6200 Subtotal:		\$93,310.00
6300 Supplies and Services		
199.52.004.99.00.000.6319.	6319 Supplies for Maintenance and/or Operations	\$0.00
199.11.004.11.00.000.6321	6321 Textbooks	\$0.00
199.11.004.11.00.000.6329	6329 Reading Materials	\$9,725.00
199.12.004.99.00.000.6329	6329 Reading Materials	\$1,000.00
199.23.004.99.00.000.6329	6329 Reading Materials	\$0.00
211.12.004.24.00.000.6329.2117A	6329 Reading Materials	\$29,162.00
211.13.004.24.00.000.6329.2117A	6329 Reading Materials	\$0.00

211.61.004.24.00.000.6329.2117A	6329 Reading Materials	\$0.00
199.11.004.11.00.000.6339	6339 Testing Materials	\$0.00
199.11.004.11.00.000.6395	6395 Supplies, DP Operations - Locally Defined	\$20,000.00
199.12.004.99.00.000.6395	6395 Supplies, DP Operations - Locally Defined	\$5,000.00
199.23.004.99.00.000.6395	6395 Supplies, DP Operations - Locally Defined	\$4,000.00
211.11.004.24.00.000.6395.2117A	6395 Supplies, DP Operations - Locally Defined	\$18,000.00
211.12.004.24.00.000.6395.2117A	6395 Supplies, DP Operations - Locally Defined	\$0.00
211.61.004.24.00.000.6395.2117A	6395 Supplies, DP Operations - Locally Defined	\$0.00
199.11.004.11.00.000.6396	6396 Supplies and Materials - Locally Defined	\$4,000.00
199.11.004.11.00.000.6399	6399 General Supplies	\$14,525.00
199.11.004.11.02.000.6399	6399 General Supplies	\$2,000.00
199.11.004.11.03.000.6399	6399 General Supplies	\$500.00
199.11.004.11.04.000.6399	6399 General Supplies	\$1,500.00
199.11.004.11.05.000.6399	6399 General Supplies	\$2,000.00
199.11.004.11.06.000.6399	6399 General Supplies	\$3,000.00
211.11.004.24.00.000.6399.2117A	6399 General Supplies	\$19,000.00
211.12.004.24.00.000.6399.2117A	6399 General Supplies	\$0.00
	6300 Subtotal:	\$133,412.00
6400 Other Operating Costs		
211.61.004.24.00.000.6419.2117A	6411 Employee Travel	\$0.00
211.13.004.24.00.000.6411.2117A	6411 Employee Travel	\$35,000.00
211.61.004.24.00.000.6411.2117A	6411 Employee Travel	\$1,000.00
211.11.004.24.00.000.6494.2117A	6494 Reclassified Transportation Expenses	\$5,000.00
211.61.004.24.00.000.6499.2117A	6499 Miscellaneous Operating Costs	\$2,000.00
	6400 Subtotal:	\$43,000.00

Title I

Schoolwide Program Plan

Our School-wide Title I program consists of a School-wide Title I program consists of parent involvement activities, extended learning time in the form of EOC support courses, accelerated learning and tutoring, and EOC-support professional development. Our State Compensatory Program (SCE), consists of two SCE instructional coaches who work to promote academic achievement for all students generally, and at-risk students specifically, through direct instructional support, curriculum design and implementation, common assessment implementation and data analysis of student performance, and teacher support and training. Likewise, SCE funds support a District Alternative Education Placement (DAEP) center and Compass Learning Lab, which is (re)designed for intervention, marking-period remediation and credit recovery. Additionally, funding supports one teacher to facilitate the Compass Learning Lab, and two Communities in Schools (CIS) counselors who provide a variety of school and community-based resources as well as counseling services for at-risk youth. Parents are actively invited and included in school reform efforts in the following ways: EOC-driven call-a-thon; face-to-face parent meeting about EOC; EOC take-away resources such as handouts, tools, brochures, timeline for assisting children at home; ongoing parent conferences; and parent night at AHS. Parents have historically participated in the review and revision process of the AHS Parental Involvement Policy and Compact, and will continue to do so. We also have parent representatives on the School Improvement Team and the Superintendent's Advisory Committee. Our on-site parent liaison provides parenting classes on topics related to success in school, targeted graduation, school curriculum and pertinent social issues.

For math and reading students (to specifically include SPED and LEP student populations), professional development targeted teacher skill development and expertise with standards-based instruction, formative assessment, intervention strategies, student performance data analysis, data-driven power planning, Class-Within-a-Class (CWC) and Sheltered Instruction Observation Protocol (SIOP) training, and enhanced understanding of teaching diverse students via faculty book/article studies. In addition, on- and off-site, research-based, staff development was employed to ensure teaching expertise and skills necessary for successful implementation of state standards and district curriculum. Likewise, on/off-site and on-line EOC support and training was developed in tandem and partnership with the Education Service Center, Region 19. Also, 12th grade math students will be supported academically via opportunities provided through the GearUp grant.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in section 1111(b)(1).

2: Schoolwide Reform Strategies

Provide opportunities for all children to meet the state's satisfactory and advanced levels of student academic achievement described in section 1111(b)(1)(D). Use effective methods and instructional strategies that are based on scientifically-based research; include strategies to address the needs of all

children in the school; address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the state and local improvement plans, if any.

3: Instruction by highly qualified professional teachers

Instruction by highly qualified teachers must be provided to all students. The ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a school wide program meet the qualifications required to be highly qualified.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

5: Strategies to attract highly qualified teachers

A school wide plan must describe the strategies it will use to attract and retain highly qualified teachers. Students in these schools have a special need for excellent teachers.

6: Strategies to increase parental involvement

Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Activities to ensure that students who experience difficulty mastering the satisfactory or advanced levels of academic achievement standards required by

section 1111(b) (1) Shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10: Coordination and integration of federal, state and local services and programs

including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, Vocational and Technical education, and job training.

Campus Improvement Team

Committee Role	Name	Position
Administrator	Patricia Cuevas	Principal
Administrator	Bonnie Avila	Assistant Principal
Administrator	Lisa Estrada	Assistant Principal
Administrator	Veronica Reyes	Assistant Principal
Administrator	Carlos Sandoval	Assistant Principal
Administrator	Jesus Teran	Assistant Principal
Business Representative	Leo Campbell	Business Representative
Classroom Teacher	Carey Antwine	Libertas Teacher
Classroom Teacher	Ben Corral	Special Education Teacher
Classroom Teacher	Olivia Crosse-Santana	Social Studies Teacher
Classroom Teacher	Corina Escalante	CATE Teacher
Classroom Teacher	John Espinoza	Math Teacher
Classroom Teacher	Marissa Flores	Science Teacher
Classroom Teacher	Kimberlee Henry	English Teacher
Classroom Teacher	Albert Licon	Fine Arts Teacher
Classroom Teacher	Michelle Luna	AVID Teacher
Community Representative	C. Sandoval	Community Representative
Non-classroom Professional	Lorena Alvarez	SCEI Coach
Non-classroom Professional	Sylvia Cox	Counselor
Non-classroom Professional	Neysa Hardin	Librarian
Non-classroom Professional	Deana White	SCEI Coach
Parent	M. Ronquillo	Parent