

**Socorro Independent School District**  
**El Dorado High School**  
**2016-2017 Campus Improvement Plan**



# Mission Statement

El Dorado High School is committed to engaging and empowering all students to become lifelong learners within a globally competitive society.

## Vision

Tomorrow's Leaders Learning Today

## Value Statement

### Superintendent

Dr. José A. Espinoza

### Board Members

Gary Gandara - President   Paul Guerra - Vice-President   Cynthia Ann Najera - Secretary   Hector F. Gonzalez   Michael Anthony Najera   Antonio  
"Tony" Ayub   Angelica Rodriguez

# Table of Contents

Superintendent .....	2
Board Members .....	2
Comprehensive Needs Assessment .....	4
Needs Assessment Overview .....	4
Demographics .....	8
Student Achievement .....	9
School Culture and Climate .....	11
Staff Quality, Recruitment, and Retention .....	13
Curriculum, Instruction, and Assessment .....	15
Family and Community Involvement .....	16
School Context and Organization .....	17
Technology .....	19
Comprehensive Needs Assessment Data Documentation .....	20
Goals .....	22
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. ....	22
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 .....	27
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. ....	48
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. ....	53
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. ....	58
State System Safeguard Strategies .....	63
State Compensatory .....	65
Personnel for El Dorado High School: .....	65
Title I .....	66
Campus Improvement Team .....	69
Campus Funding Summary .....	70

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Comprehensive Needs Assessment

El Dorado High School is one of 48 campuses in Socorro Independent School District. El Dorado High School opened its doors in 2003 and serves predominantly middle class and military families. El Dorado High School serves 2914 students in grades 10 to 12. After a three year absence freshman returned to El Dorado High School. 2992 students were served by the campus, which is a slight increase. The student race population is 4.46% African-American, 5.05% White, .55% Asian, .21% American Indian. 88.5% Hispanic ethnicity while 12.3% does not. El Dorado has a socioeconomic status of 66%. The staff population is 4% African-American, 14.0% Anglo, .04% Asian, .0% Indian 81% Hispanic, 38.9% male and 61% female with an average of 10.0 years of experience. The dropout rate for El Dorado is 1.4% with a mobility rate of 16.6%. The average daily attendance rate for students is 94.5%. The average daily attendance rate for staff is 96.64%. The total number of discipline referrals this year was 863. El Dorado High School serves 265 English Language Learner students, 197 students in the Gifted and Talented program, 216 students identified as students served through special education services.

Our School-wide Title I program consists of parent involvement activities, extended day and extended week for Math, Science, History and English, and four curriculum coaches (one for each core subject). Our State Compensatory Program (SCE) consists of two State Compensatory Education Intervention Coaches, they assist At-Risk students by conducting small group tutoring, reviewing data with teacher, coordinating intersession and training teachers in best practices. They address student's needs in areas such as: academics, attendance, and discipline, a DAEP center, extended day and week for math and reading. We also offer Compass Learning Lab for credit recovery, one teacher to run Compass Learning lab, and a CIS counselor that provides services for pregnant students, and dropout prevention professional development.

The site-based decision-making team looked at last year's program evaluations, survey results, and the following data: EOC, TAKS, Attendance (students and staff), SAT, ACT, PSAT, PLAN, AP, IB

Committees were formed to look for areas of weaknesses and strengths. The data showed:

STAAR/EOC: Algebra I - Eng I, Eng II, (Reading & Writing Exam) - 71% & U.S. Biology , History – 91.8%.

Freshman return to our campus for the 2015-2016 academic school year after a 5 year absence.

### I. Safety (Goal 1)

At El Dorado High School, the faculty and staff take pride in assuring that the safety of our students is our number one priority. We work

hard in creating a climate of kindness and respect. People that enter our campus have to feel welcomed and safe.

As visitors enter our campus, they are welcomed by the receptionist. They must then sign in and provide appropriate identification. They will then receive a visitor's pass in order to visit any other area of the building. In addition, all faculty and staff Employees are given El Dorado IDs free of charge and must wear them at all times in order to be easily identified. Students are also issued ID's, however if lost, there is a replacement fee. The building is kept secured by all faculty and staff; this includes Security and School Resource Officers (SRO) who are always present and roving throughout the campus outside school events. Faculty and staff are also well prepared for emergencies; they are trained and kept current in the Emergency Operations Plan (EOP) procedures. All teachers take an active part in monitoring and are assigned specific areas monitors through a rotation schedule that include the , they must stand outside of the classroom during transition and teachers at the end of hallways are assigned doors to monitor and close if necessary. Within the structure, we utilize cameras and software to constantly monitor activities. For extra security measures we use First Advantage software, this will alert us of Sex Offenders that may want to enter our campus. In the parking all employees must have a parking decal issued by campus security and Plasco software used to register all students' vehicles that park on campus. We continue to embed the OLWEUS lessons, in order to combat bullying.

One item that we continue to improve on are students not complying with the ID policy. We will continue target this for the 16-17 school year. Unfortunately, building security is compromised by rocks that are used to prop the doors open, these are usually placed there by students. We continue to address the need for all teachers to monitor during transition time.

## II. Students (Goal 2)

El Dorado High School is implementing best practices to ensure student success. Our practices adapt to the needs of our population. students will benefit from best practices.

SCE-I coaches assist with the at-risk population by planning and executing remediation. They address struggling students through the following: morning and afternoon prescriptive tutoring, and a pull out program during the school day. They also plan tutoring and post schedules throughout campus, on the campus website and marquee. The implementation of Intersession Tutoring is organized with the SCE-I coaches with the assistance of Core Class teachers. This component addresses Loss of Credit, remediation, and EOC tutoring.

Instructional strategies- To help ensure student success, each student practices DEAO (Drop Everything and Organize) alongside AVID strategies i.e. keeping a binder, reciprocal reading etc. The AVID coordinator facilitates "AVID –Lunch and Learn, student ran tutoring sessions. Students will continue write across the curriculum in all classes using quick write, 11 minute essay, and journaling.

Students who are struggling with the state assessments will be enrolled in appropriate classes and/or morning tutoring (Reading, Practical Writing, Technical Writing and Independent Study, ACE-Math) which address their specific needs. Instructional strategies, remediation and tutoring will be facilitated and monitored by administration that will conduct walkthroughs and provide teachers with feedback through Euphoria and conferencing. In order to address least restrictive environment we will continue to use the Co-Teaching model to address the

Special Needs population. Through the guidance of the SCE-I coaches Four TIAs will continue to work with this population. For students who have lost credit in their course due to attendance or grades; credit Recovery is available through the Compass Learning Lab. The Lab will be available for enrolled students afterschool, Saturday School, intersession, and summer school. Students will be encouraged to utilize The GO center which will continue to provide assistance and guidance in the area of college admission, FASFA, scholarships, etc. to all EDHS students. In addition The Gear Up Program will continue to provide College Readiness and tutoring services for the class of 2017. Students are able to access grades and attendance through the District Management system (Tyler). If a student is struggling with grades due to attendance or has Loss of credit, EDHS will address the matter through an attendance campus committee. This committee is composed of teachers, counselors, CIS member, and administration. They will address the student's absenteeism and grant the opportunity for students to regain his/her credits. EDHS will continue to stay update with the technology in order to meet the needs of the 21st century student

### III. Staff Development (Goal 3)

When analyzing what would be the most appropriate staff development for EDHS the following are considered: campus data i.e. EOC scores, SAT/ACT Scores, etc. All Instructional Strategies learned by our faculty and staff at professional development meetings are embedded on the daily lesson plans and implemented in the classroom. In order to improve upon our writing scores, all lessons must include a writing component. Professional Development is also conducted yearly for at-risk aides.

Staff development shall be offered throughout the school year and includes . Professional Development is planned nine weeks at a time and has has AVID strategies, and technology strand embedded, In house Professional development will be offered by the SCE-I Coaches, Avid Leadership team, Curriculum Coaches, and Campus Administration. EDHS will receive further training on the Fundamental Five, Sheltered instruction for ELLs, and writing strategies. AVID leadership will conduct training for rookie teachers and in-depth training for teachers who have previously received training on AVID strategies. Teacher will continue receiving training for our Co-teaching model and the classroom.

EDHS will continue to address bullying by revisiting the Olweus program and ensuring that all faculty and staff are trained.

### IV. Parental and Community Engagement (Goal 4)

EDHS works hard to ensure that parents feel welcomed and are involved in their students education. A Parent Liaison works hand in hand with administration to ensure that parents have several opportunities to participate in activities. In order to be effective, and increase parental involvement, the Parent Liaison attends several staff developments throughout the year. Parents are invited to several conference and meeting, such as, Father Son Conference, Mother Daughter Conference, Latino Family Literacy, and Military Night. Parents are invited every year to volunteer and become as Aztec Warrior Parents and serve on several committees i.e. safety, School Improvement Team. The Aztec Warrior Dad Program will continue to be implemented. By training and utilizing parents of current students to monitor

campus safety procedures EDHS becomes a safer Campus. The Parent Portal continues to be made available to parents and now is instrumental in student On-line registration. EDHS also has a Military Liaison who reaches out to the Military community and helps keep the lines of communication open between School and Ft. Bliss. She works closely with Military families to insure that their transition into EDHS and the community are smooth and without issues.

We are currently utilizing a callout system to send out information about, meetings, testing, School Activities, Parent Involvement, Graduation deadlines, Tutoring, Schedule changes, parent night, safety concerns, policy changes. Recently we have begun sending text messages and emails to parents. EDHS has a variety of Partners in Education continues to work collaboratively towards student success.

#### V. Goal 5 (Working Collaboratively)

El Dorado High School continues to foster collaboration among new and veteran teachers in order to increase retention. Teachers had a common conference time (8am-8:40am) to meet by subject area and to review data, plan and collaborate in addressing the gaps in our student populations. Core content teachers also attend "Power Planning" specific for EOC in their respective fields.

We continue to maintain a strong relationship with our community and community members serve on our SIT, interview committees etc. Businesses are welcoming our CTE population.

The PIE coordinator made strides in including local business to also be part of the Aztec Community.

#### VI. Summary

Our goals continue to be focused on student success on all standards of the Texas Accountability Intervention System. We will continue to ensure that the needs of all at-risk populations are met with a renewed focus on writing across the campus. In addition, we will target all subjects specifically within the ELL and SPED sub populations. With the effort of all involved, while maintaining a high level of rigor, we feel the implementation of our current programs along with the new initiatives mentioned will help us to achieve success and ensure our students are college ready upon graduation.

## Demographics

### Demographics Summary

El Dorado High School is one of 48 campuses in Socorro Independent School District. El Dorado High School opened its doors in 2003 and serves predominantly middle class and military families. El Dorado High School serves 2914 students in grades 10 to 12. After a three year absence freshman returned to El Dorado High School for the first time in 2015-2016. The enrollment increased 2992 students were served by the campus, which is a slight increase. The student race population is 4.46% African-American, 5.05% White, .55% Asian, .21% American Indian. 88.5% Hispanic ethnicity while 12.3% does not. El Dorado has a socioeconomic status of 66%. The staff population is 4% African-American, 14.0% Anglo, .04% Asian, .0% Indian 81% Hispanic, 38.9% male and 61% female with an average of 10.0 years of experience. The dropout rate for El Dorado is 1.4% with a mobility rate of 16.6%. The average daily attendance rate for students is 96.7%.

El Dorado High School serves 232 English Language Learner students, 213 students in the Gifted and Talented program, 356 students enrolled in CATE courses, and 205 students identified as students served through special education services.

The average daily attendance rate for staff is 96.64%. The total number of discipline referrals for this year was 1,176.

### Demographics Strengths

El Dorado is a diverse community, where all students are well received by their peers and faculty and staff. Students are identified and placed in the appropriate programs to be served in their specific areas of needs.



## **Student Achievement**

### **Student Achievement Summary**

Our School-wide Title I program consists of Parental Engagement activities, extended day and extended week for Math, Science, History and English, and four curriculum coaches (one for each core subject). Our State Compensatory Program (SCE) consists of two State Compensatory Education Intervention Coaches, they assist At-Risk students by conducting small group tutoring, reviewing data with teacher, coordinating intersession and training teachers in best practices. They address student's needs in areas such as: academics, attendance, and discipline, extended day and week for math and reading. We also offer Compass Learning Lab for credit recovery, which is staffed with one teacher. We now have two CIS counselors that provide services for pregnant students, homeless students, and dropout prevention. Throughout the school year prescriptive tutoring and EOC camps were offered to all students at various times.

The site-based decision-making team looked at last year's program evaluations, survey results, and the following data: EOC, TAKS, Attendance (students and staff), SAT, ACT, PSAT, PLAN, AP, IB

Committees were formed to look for areas of weaknesses and strengths. The data showed:

STAAR/EOC:

Algebra I - 84%

Eng I-57%,

Eng II, (Reading & Writing Exam) - 59%

U.S. Biology-94%,

History – 97%.

### **Student Achievement Strengths**

We Continue to offer various strategies in order to assist in student academic improvement. We showed an increase in EOC.

We showed a significant reduction in the number of students who received LOC and an increase in the number of students who regained credit through the LOC recovery labs held on Saturdays.

We were named an AVID National Demonstration School, a system that provide instructional strategies for teachers and involves a rigorous classload for students

### **Student Achievement Needs**

We are still lagging behind the district EOC average in Algebra and English II. Although improvement was made in LOC there is still a need for more improvemnet.

## **School Culture and Climate**

### **School Culture and Climate Summary**

As visitors enter our campus, they are welcomed by the receptionist. They must then sign in and provide appropriate identification. They will then receive a visitor's pass in order to visit any other area of the building. In addition, all faculty and staff Employees are given El Dorado IDs free of charge and must wear them at all times in order to be easily identified in addition, students are also issued ID's. The building is kept secured by all faculty and staff; this includes Security and School Resource Officers (SRO) who are always present and roving throughout the campus outside school events and hall monitors. Faculty and staff are also well prepared for emergencies; they are trained and kept current in the Emergency Operations Plan (EOP) procedures. All teachers take an active part in monitoring and are assigned specific areas, they must stand outside of the classroom during transition and teachers at the end of hallways are assigned doors to monitor and close if necessary. Within the structure, we utilize cameras and software to constantly monitor activities. We continue to embed the OLWEUS lessons, in order to combat bullying.

### **School Culture and Climate Strengths**

Monitoring procedures for student safety have improved.

School Resource Officers collaborate well together and are available when needed.

Office staff consistently offers outstanding customer service to all visitors.

Teachers develop good relationships with students, developing rapport with them which helps them be successful academically and socially.

### **School Culture and Climate Needs**

One item that we continue to improve on are students not complying with the ID policy. We will continue target this for the 16-17 school year. We will continue target this for the 16-17 school year.

We continue to address the need for all teachers and staff to assist in monitor during transition time.

Due to several issues this year, we will continue to build fluid Safety Plans of Actions.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

<b>Teachers by Ethnicity</b>	
African American	2.7%
Hispanic	73.3%
White	23.4%
American Indian	0.0%
Asian	0.7%
Pacific Islander	0.0%
Two or More Races	0.0%

<b>Teacher Gender</b>	
Males	46.3%
Females	53.7%

<b>Teachers by Years of Experience</b>	
Beginning	13.0%
1-5 Years	19.1%
6-10 Years	34.0%
11-20 Years	26.4%
Over 20 Years	7.5%

## Staff Quality, Recruitment, and Retention Strengths

We have a wide range of experienced teachers who are becoming experts in instructional strategies.

EDHS offers consistent and research based PD.

Applicants are hired by expert selection committees.

### **Staff Quality, Recruitment, and Retention Needs**

Begininng and 0-3 yrs teachers could benefit from a campus mentoring program.

Due to a reduction of student population, experienced teachers have been transferred to other campus.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Teachers share a common planning period and Content Core areas participate in Power-Planning where they analyze students and break down students scores and lesson plans.

When considering what would be the most appropriate staff development for EDHS the following are considered: campus data i.e. EOC scores, SAT/ACT Scores, etc. All Instructional Strategies learned by our faculty and staff at professional development meetings are embedded on the daily lesson plans and implemented in the classroom. In order to improve upon our writing scores, all lessons must include a writing component. Professional Development is also conducted yearly for at-risk aides.

Staff development shall be offered throughout the school year and includes . Professional Development is planned nine weeks at a time and has has AVID strategies, and technology strand embedded, In house Professional development will be offered by the SCE-I Coaches, Avid Leadership team, Curriculum Coaches, and Campus Administration. EDHS will receive further training on the Fundamental Five, Sheltered instruction for ELLs, and writing strategies. AVID leadership will conduct training for rookie teachers and in-depth training for teachers who have previously received training on AVID strategies. Teacher will continue receiving training for our Co-teaching model, Cornell Notes, ISNs, One to One initiative, technology and the classroom mangement. EDHS will continue to address bullying by revisiting the Olweus program and ensuring that all faculty and staff are trained.

### **Curriculum, Instruction, and Assessment Strengths**

In addition to mandatory PD for teacher; the campus has embedded PD every Friday.

The AVID team conducts regular PD for the campus.

### **Curriculum, Instruction, and Assessment Needs**

The lack of time needed for Planning, PD and PLCs.

Lack of follow up on PD.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

EDHS works hard to ensure that parents feel welcomed and are involved in their students education. A Parent Liaison works hand in hand with administration to ensure that parents have several opportunities to participate in activities. In order to be effective, and increase parental involvement, the Parent Liaison attends several staff developments throughout the year. Parents are invited to several conference and meeting, such as, Father Son Conference, Mother Daughter Conference, Latino Family Literacy, and Military Night. Parents are invited every year to volunteer and become as Aztec Warrior Parents and serve on several committees i.e. safety, School Improvement Team. The Aztec Warrior Dad Program will continue to be implemented. By training and utilizing parents of current students to monitor campus safety procedures EDHS becomes a safer Campus. The Parent Portal continues be made available to parents and now is instrumental in student On-line registration. EDHS also has a Military Liaison who reaches out the Military community and helps keep the lines of communication open between School and Ft. Bliss. She works closely with Military families to insure that their transition into EDHS and the community are smooth and without issues.

We are currently utilizing a callout system to send out information about, meetings, testing, School Activities, Parent Involvement, Graduation deadlines, Tutoring, Schedule changes, parent night, safety concerns, policy changes. Recently we have begun sending text messages and emails to parents. EDHS has a variety of Partners in Education continues to work collaboratively towards student success.

### **Family and Community Involvement Strengths**

Having two separate Parent Liaisons works to our advantage.

Blackboard is used consistently to keep parents informed of upcoming campus events.

### **Family and Community Involvement Needs**

On-Line Registration completion rate should increase before summer registration.

The number of Aztec Warrior parents should be addressed by the Parent Liasons increase.



## **School Context and Organization**

### **School Context and Organization Summary**

El Dorado High School is one of 48 campuses in Socorro Independent School District. El Dorado High School opened its doors in 2003 and serves predominantly middle class and military families. El Dorado High School serves students in grades 9 to 12. After a three year absence freshman returned to El Dorado High School. 2992 students were served by the campus, which is a slight increase from the previous year.

Currently El Dorado High School houses the only International Bacclaurate program in the district. The program accepts students throughout the Region 19.

It has also been designated an AVID National Demonstration School. This system serves 300 students and provides teachers with instructional strategies.

The school is set up by content departments which in turn become PLCs for instructional purposes.

We have a Principal Student Advisory Council to allow students to have a voice, having monthly meetings.

We have a high military population and they are assisted by our military liaison. Counselors are also trained in reading transcripts from different states to include information about EOC tests, etc. We also have a military parent representative on our SIT committee.

We are a Title One school so we serve a diverse population to include the economically disadvantaged sub population.

### **School Context and Organization Strengths**

Students enrolled in the AVID system take an average of 2 Advanced Academic classes per year.

Expectations are met by teachers through both systems.

Because we have two parent liaisons, one of which serves our military population, we are able to meet the needs of our community.

Our PLCs are broken down by content where teachers have data talks.

Title One funds allow us to better train teachers and also offer more prescriptive tutoring based on the number of teachers we can hire.

Our Principal Student Advisory Council allows all students to have a voice.

## **School Context and Organization Needs**

Recruitment for the AVID system and IB program continue to be a challenge.

Due to issues that came up last year, more security officers are needed to maintain order on a campus of this size.

## **Technology**

### **Technology Summary**

El Dorado will be a One to One school beginning with the 2016-2017. all freshman in this cohort will receive a device (laptop) for instructional purposes. In addition, we have also been designated Nex+Gen Academy.

### **Technology Strengths**

The yearly maintenance and care for the laptops will be completed by EDHS student workers, lead by Mr. Caldwell.

### **Technology Needs**

Concerns about the ability of the server to handle the large volume of users in the coming years.

More instructional technology training for teachers is needed.

# 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

- 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

## Student Data: Assessments

- 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
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff 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
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

# 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, El Dorado High School will continue implementing a plan of action by practice and continuous staff development to ensure that its 100% stakeholders feel safe at school and school events.

**Evaluation Data Source(s) 1:** 100% of stakeholders will feel safe at school and school events.

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Stakeholders that enter the building will need to report to the front office and sign in.	1, 2, 6	Receptionist, Front office staff	Each visitor will have a visitor's badge. Visitors without a badge will be stopped by security. They will be escorted to the front office. All visitors will sign in and have visitors badges. We will provide presence in all areas in and out of the building.	✓	✓	✓
2) Security and School Resource Officers (SRO) will be present at all school and outside school events to include Saturday School.	1, 2	Principal, Assistant Principals, Security Guards, School Resource Officers (SRO)	This will occur daily.  Incidents that require an officer will be addressed and reduced. Administration will use the help of our Security Staff to address any issues at all school and outside school events incidents will be minimal.	✓	✓	✓
Funding Sources: 199 - General - \$0.00						









<p>3) Provide students and teacher with picture identification to display at all times as well as parking stickers to identify who is on campus. Visitors are required to sign in/sign out and given a visitor's pass which reduces people that are not staff or students to be here for a extended period of time.</p>	<p>1, 2</p>	<p>Administration, SRO's, Campus Security.</p>	<p>This will occur daily.</p> <p>Students and Teacher will wear picture identification that will be displayed at all times as well as parking stickers to identify who is on campus.</p> <p>Visitors are required to sign in/sign out and are given a visitor's pass.</p> <p>Vehicles are accounted for at all times and any vehicle that does not have a sticker is immediately investigated which reduces unwanted cars entering the property</p> <p>Picture of students are stored at front desk computer, security has numbers of every issued parking sticker Review issued parking stickers and ID's belong to owner</p>			
<p>Funding Sources: 211 - Title I, Part A - \$0.00</p>						
<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, El Dorado 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:** 100% of the requirements for safety audits and drills will be fulfilled.

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) The administrator in charge of the Emergency Operations Plan (EOP) will ensure students, staff, and community members know all drill procedures for the campus. Refresher professional development will ensure proper procedures are implemented.	2, 4, 6	Principal, Assistant Principals, Security, School Resource Officers (SRO) Monthly	Data will be kept in the Assistant Principal's office of results of the drills and how issues are addressed We will have repeated drills to ensure accuracy throughout the campus. We will adjust procedures according to the drills report presented by EOP administrator. El Dorado High School will be ready to address any emergency that arises.			
Funding Sources: 199 - General - \$25,000.00						
 = 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 3:** For the 2016-2017 school year, by incorporating the Olweus Bullying program and student created anti-bullying videos the number of bullying-related incidents reported at El Dorado High School will decrease by 50%

**Evaluation Data Source(s) 3:** Bullying incidents will decrease by 15% during the 2016-2017 school year.

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implement Connect with Kids and the Olweus Bullying Prevention Program through the use of the program materials, intervention strategies, resources, and surveys.	2, 4, 6	Campus Leadership Team, Bullying Prevention Coordinating Committee (BPCC)	Weekly class meetings, Administrator walkthroughs on Olweus days, and Bullying logs. Coordinating Committee Workbook, BPCC meeting logs, campus coordinator survey. Coordinating Committee Workbook, Progress Reports 1-3.			
2) Provide teachers materials to support implementing the Olweus Bullying Prevention Program and guide them through the program timeline.	1, 4, 6, 10	BPCC Committee, Administration	Coordinating Committee Workbook, Progress Reports, Bullying Incident Reports; Olweus Bullying Prevention Program Questionnaire, PEIMS			
3) EDHS Guidance and Counseling staff will provide guidance lessons to 9th -12th grade students addressing student competencies and character education training.	1, 2, 8, 9, 10	Head Counselor and counselors	Guidance lessons, classroom rosters, lesson plans; Number of lessons, number of campus referrals District and campus incident reports			
= 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 4:** For the 2016-2017 school year, the total number of disciplinary incidents at El Dorado High School will decrease by 15%.

**Evaluation Data Source(s) 4:** Disciplinary incidents will decrease by 15% during the 2016-2017 school year.

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will be provided with Classroom Management professional development. Teacher who attend will train the rest of the staff of best practices during department meetings.	1, 2, 4, 6	Trained staff, Administration	Trained teachers will provide staff development to the rest of the campus. The total number of disciplinary incidents at El Dorado High School will decrease. The referrals on campus for insubordination will decrease by 15%			
2) Provide students with student code of conduct handbook and with presentations by SRO's (date rape drug, alcohol awareness, K9 Demonstration) on the dangers of drugs, explaining that the campus is a drug-free zone along with consequences for different levels of infractions	1, 2, 8, 9, 10	Administration, SRO's, Campus Security	Every student is required to sign in for presentations Decrease in discipline referrals to include drug activity within campus Review of Level 3 infraction percentage periodically to compare from previous years			
= 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 May 2017, 100% of El Dorado High School graduating seniors will be College and Career Ready.

**Evaluation Data Source(s) 1:** 100% of graduating Seniors will be College ready when they graduate

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Counselors will educate 9th-12th students on college and career.	1, 2, 6, 9	Counselors, College Advisor	Students will sign in at the Go Center, students will sign in with their counselor. Seniors will be educated and aware of their college and career choices; Seniors will know the tests to take and information to submit for the college or career of their choice.			
2) El Dorado HS will be accredited by AdvancED. Fee will include annual accreditation fee and any other fees such as the external review.	1, 2, 3, 4	Administration	Administrators will have access to diagnostic tools including free use of research-based, valid, and reliable survey system, support for meeting state and federal requirements.			
<b>State System Safeguard Strategy</b> 3) Provide college preparatory programs such as Advancement Via Individual Determination (AVID) in middle and high school campuses in support of career/college readiness	1, 4, 8, 9	AVID Campus Coordinator, Advise TX College Advisor, and Administration	AVID Course Enrollment Report Advancement Via Individual Determination (AVID) activities, schedules, Student College Admission %'s			
Funding Sources: 211 - Title I, Part A - \$2,890.00						
= 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 2:** For the 2016-2017 school year, El Dorado High School students (encompassing all special and sub-populations) will be placed in the appropriate learning environments and correct grade levels to ensure that 100 % they graduate with their correct cohort.

**Evaluation Data Source(s) 2:** 100% of students will be placed in the appropriate instructional programs and graduate with in their cohort.

**Summative Evaluation 2:** Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Students will meet with their counselor during the course request period and advise them what classes are best to suit their needs	2, 6, 9, 10	Campus Administration, Counselors	Students will fill out a course request form and talk to their counselor of future plan Students will be registered for classes according to their interests. If the class is not available due to no vacancies, they will be provided with their 2nd course request.			
2) Communities in Schools workers or an At-Risk Instructional Aide will ensure that At-Risk students most in need receive the services necessary to be successful in school.	1, 2, 3, 9	Head Counselor and Campus Administration, CIS Worker	TAPR Reports; Documentation Logs; Weekly logs, student logs			
<b>State System Safeguard Strategy</b> 3) Provide extra duty pay for teachers providing supplemental instruction to enhance rigor and relevance for all students for intersession/ summer school. After school tutorials and specialized intersession programs to assist highly at-risk students	1, 2, 3, 8, 9	Campus Leadership Team, Campus Teachers	Student list/sign-in sheets, teacher lessons, campus program descriptions; TAKS, STAAR performance, EOC scores, increased student passing rates, Common Assessments; Campus progress monitoring forms, student list/sign-in sheets			
Funding Sources: 211 - Title I, Part A - \$0.00						
4) Provide federal and state required services to eligible students in the least restrictive environment 100% of the time	1, 8, 9, 10	Campus Administration, Special Education Department Chair	Student rosters, lesson plans, Special Ed. liaison documentation, ARD documentation Student grades, assessments, benchmarks, IEP documentation, mainstreaming documentation			
Funding Sources: 224 - IDEA A, SPED - \$0.00						
5) Use of technology in library for student research, word processing, as well as for instruction by librarians in all academic areas.	1, 2, 9, 10	Librarians, Library Aides	In-house resources will be available for instructional and self-guided learning for independent and collaborative use; Technology resources will assist students in database research, using reliable/current resources, and to support the research process resulting in improving information seeking skills; The library will be better equipped with technology necessary for student use.			
Funding Sources: 211 - Title I, Part A - \$0.00						

<p><b>State System Safeguard Strategy</b></p> <p>6) EDHS will integrate technology (TI-Nspire CX Color Graphing Calculator TI-Nspire CX Navigator Wireless 30-User System, scientific calculators, and Deluxe Probes), in Math and Science content areas to obtain and gather data for regular, PreAP, AP, and IB</p>	1, 2, 5, 10	Math and Science Teachers, Curriculum Coaches, and SCEI Coaches	Walkthroughs will be conducted to observe the use of the technology and data obtained.			
Funding Sources: 211 - Title I, Part A - \$0.00						
<p><b>State System Safeguard Strategy</b></p> <p>7) PLATO Learning LAB will allow at risk students the ability to graduate through credit recovery. We will also add Earth and Space Science curriculum for 12th grade Science credit.</p>	1, 2, 3, 9	Campus administration, counselors and Compass Learning teachers Daily	Sign in sheets, lesson plans, class rosters Number of credits earned by students Decreased at-risk percentages, Higher graduation rates Reduction in drop out rates, improved attendance			
Funding Sources: 199 - General Fund: SCE - \$0.00						
<p>8) Develop and provide resource listings of standardized instructional materials/references for each grade level and content area as well as in Special Education classes. Suach as Measuring Up Workbooks an other study/practice guide.</p>	2, 8	Teachers	Reduction in student plagiarism. EOC ELAR scores			
Funding Sources: 211 - Title I, Part A - \$8,430.35						
<p><b>State System Safeguard Strategy</b></p> <p>9) Teachers will attend Differentiated Instruction training.</p>	2, 4, 5	SCIE Teachers	All assessment scores, Teachers T-TESS scores,			
Funding Sources: 211 - Title I, Part A - \$0.00						
<p>10) Bulletin Boards will be placed through out the campus. They will display, academic flow charts, anchor charts, Academic Word Walls, FAFSA, College/Scholarship announcements, quality student work.</p>	2, 9	Administration Teachers	Deadlines for Scholarship, College applications an FASFA are met. Progress reports, 9 weeks grade. Number of Scholarships, College Acceptance and Fincial Aide increase. EOC scores			
Funding Sources: 211 - Title I, Part A - \$0.00						
<p><b>State System Safeguard Strategy</b></p> <p>11) 2.4.7 Workbooks that offer a condensed curriculum aligned to the TEKS.</p> <p>Algebra Teachers , ACES Teachers Daily Title I Mastery Education \$2797.20 Test Champs \$1026.85 Student work. Eduphoria Reports, Data Analysis, Common Assessments Eduphoria Reports, Data Analysis, Common Assessments STAAR performance, EOC scores, increased student achievement</p>	1, 9, 10	Algebra Teachers ACES Teachers SCEI Coaches				
Funding Sources: 211 - Title I, Part A - \$0.00						
<p>12) Library will provide reading materials to include periodicals, newspaper, audiobooks, eBooks, audiovisuals books, and hard cover books for academic and leisure reading.</p>	1	Librarians, Library Aides	Circulation Statistics will increase			
Funding Sources: 211 - Title I, Part A - \$15,000.00						
<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 3:** During the 2106-201 school year, El Dorado High School shall increase the level of instructional rigor across the core content areas along with the cross curricular initiatives in order to increase student success by 20% in the following areas: state assessment, academic grades, and SAT/ACT scores.

**Evaluation Data Source(s) 3:** An increase in instructional rigor will result in 20% rise in the following areas state assessment, academic grades, and SAT/ACT scores.

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Monitor classroom instruction through Walkthroughs using Euphoria and Power Walks software.		Campus Administration	District Eduphoria reports, Data analysis Eduphoria reports on walkthrough count, percentage of scores, electronic teacher signature			
<b>State System Safeguard Strategy</b> 2) Provide TRS as the primary curriculum that is directly aligned to the TEKS.	1, 2, 3, 9, 10	Campus Leadership Team Teachers	Daily District Usage reports, Teacher Pacing Guides STAAR performance, Student performance, PDAS walk-throughs Aligned TRS assessment in Euphoria, Unit assessment Data STAAR performance, EOC scores, increase student achievement			
<b>State System Safeguard Strategy</b> 3) Incorporate Test Bank Questions in the classroom through Eduphoria.	1, 2, 3, 4, 8, 10	Campus Leadership Team, Teachers	Campus Teachers Daily District Eduphoria Reports, Data Analysis Eduphoria Reports, Data Analysis, Common Assessments Eduphoria Reports, Data Analysis, Common Assessments Verdana			
4) Monitor performance data through the use of Eduphoria  Daily District Eduphoria Reports, Data Analysis Eduphoria Reports, Data Analysis, Common Assessments Eduphoria Reports, Data Analysis, Common Assessments TAKS, STAAR performance, EOC scores, increased student achievement	1, 2, 3, 4, 8, 10	Campus Leadership Team, Teachers	Daily District Eduphoria Reports, Data Analysis Eduphoria Reports, Data Analysis, Common Assessments Eduphoria Reports, Data Analysis, Common Assessments TAKS, STAAR performance, EOC scores, increased student achievement			
Funding Sources: 211 - Title I, Part A - \$0.00						
<b>State System Safeguard Strategy</b> 5) Students who have not successfully passed the state assessments (EOC/TAKS) will be placed in content lab classes. A pull out program will also be implemented to assure these students meet the state assessment requirement for graduation	1, 3, 8, 9	Administration, SCEI Coaches, Curriculum Coaches	Students scores on states released tests Administration of EOC/TAKS retests EOC/TAKS Retest scores			
Funding Sources: 211 - Title I, Part A - \$0.00						
Students scores on states released tests Administration of EOC/TAKS retests EOC/TAKS Retest scores						

<b>State System Safeguard Strategy</b> 6) project based learning during summer school. Our objective is for teachers to focus on the Main Ideas of their subject (Geo, Alg. 2 and PreCal), and incorporate projects to enhance/address the main ideas. Many of the supplies we have ordered will be used towards these projects (markers, chart paper, pencils, etc.). We also ordered easel boards to have students work in small groups on problems that they will then teach their peers how to solve.	1, 3, 9, 10	SCEIs Teachers	Summer Course Credit Assessment scores			
	Funding Sources: 199 - General Fund: SCE - \$0.00					
7) Workbooks that offer a condensed curriculum aligned to the TEKS.  Social Studies Teachers Daily State Compensatory Ed - \$1594.00 Student work. Student participation Course mid-term assessment Summer Course Credit	1, 3, 9, 10	SCEIs Teachers	Summer Course Credit EOC Scores			
	Funding Sources: 199 - General Fund: SCE - \$0.00					
8) Materials for summer/demonstration labs; extra paper, poster boards (for student generated projects) will be purchased.	1, 2, 9	SCEIs Teachers	Summer Course Credit EOC Scores			
	Funding Sources: 211 - Title I, Part A - \$0.00					
9) All faculty and Campus Leadership will receive Professional Development on the "The Essential 55" by Ron Clark for the 2016-2017 school year.	1, 2, 4, 9, 10	Administration	Student performance, PDAS walk-throughs 3 week Common Assessments, STAAR performance, EOC scores, increased student achievement			
	Funding Sources: 211 - Title I, Part A - \$0.00					
<b>State System Safeguard Strategy</b> 10) Monitor performance data through the use of a scanner that is connected to Eduphoria.	1, 2, 4, 8, 9	Administration SCEIs Curriculum Coaches	Eduphoria Reports, Data Analysis, EOC scores, increased student passing rates, Common Assessments Eduphoria Reports, Data Analysis, Common Assessments			
	Funding Sources: 211 - Title I, Part A - \$0.00					
= 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, the overall number of students enrolled in pre-advanced/advanced placement courses and Pre-International/International Baccalaureate courses at El Dorado High School will increase by 10% as compared to the overall enrollment for the 2015-2016 year.

**Evaluation Data Source(s) 4:** The overall number of students enrolled in pre-advanced/advanced placement courses and Pre-International/International Baccalaureate courses at El Dorado High School will increase by 10%.

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b></p> <p>1) A differentiated curriculum will be provided to all GT students in core class settings. Advanced academic programs that serve GT students such as dual credit, IB, and AP will also be encouraged and supported. Materials such as reading texts, guest speakers, field trips, and technology will be purchased in order to supplement and complement these programs.</p>	1, 2, 9, 10	Campus Gifted and Talented Coordinator	Increase in AP exams scores Increase awarded IB Diplomas			
				Funding Sources: 211 - Title I, Part A - \$3,492.13, 199 - General: Gifted and Talented - \$0.00		
<p>2) This online course investigates the use of graphing technology to develop the mathematical practices and skills necessary for success in AP Calculus and attend the AP Summer Institute - Advanced Placement Summer Institute in Calculus AB</p> <p>Teacher lesson plans AP Practice Tests AP Calculus Test Results</p>	1, 4	SCEI Coaches AP Math teachers	Teacher lesson plans AP Practice Tests AP Calculus Test Results			
				Funding Sources: 211 - Title I, Part A - \$0.00		
<p>3) Purchase IB books to adhere to current IB curriculum.</p>		IB Coordinator IB teachers	Increase awarded IB Diplomas			
				Funding Sources: 211 - Title I, Part A - \$0.00		











<p>4) Based on the PLAN test, student will be recommended to register for Pre-Advance Placemen classes. Students will receive extra points towards their grade if registered for classes</p> <p>Students will continue to be enrolled in Pre AP and AP classes for the 2015-2016 academic school year. Class enrollment will increase since the last (2014-2015) academic school year. Students will register to take Advance Placement exam in the class they are registered. Students will receive the qualifying Advanced Placement score will receive college credit for registered course</p>	2, 4, 5, 9, 10	AP Coordinator	AP class enrollment will increase			
<p>Funding Sources: 211 - Title I, Part A - \$0.00</p>						
<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 5:** For the 2016-2017 school year, the overall number of students enrolled in dual-credit courses at El Dorado High School will increase by 15% as compared to the overall enrollment for the 2015-2016 year by providing TSI testing throughout the year.

**Evaluation Data Source(s) 5:** Dual-Credit courses at El Dorado High School will increase by 15% by offering TSI testing.

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Additional dual credit classes will be offered to meet the student demand.	1, 3, 5, 6, 9	Dual Credit Coordinator	Increase in number of students that obtain college credit			
			Increased passing rates for TSI			
Funding Sources: 211 - Title I, Part A - \$0.00						
 = 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, 100% of 11th graders will take the SAT, ACT

**Evaluation Data Source(s) 6:** 100% of 11th graders will take the SAT, ACT.

**Summative Evaluation 6:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Students from grade 9th - 12th will be provided college, technical, and military academy postsecondary awareness opportunities through various means. Serve students needs in academic and personal social areas. Use technology such as computers for "GO Center" in order to increase student scholarship amounts, student college applications, ACT/SAT registration, and financial aid.	1, 2, 9, 10	Administrator College Advisor Counselors	Increase in college acceptance ACT/SAT participation Scholarship amounts will increase			
	Funding Sources: 211 - Title I, Part A - \$0.00					
2) Identify students for the Gifted and Talented program with a variety of instruments and procedures to measure diverse talents, abilities, and intelligences. Purchase testing materials required for testing and identification of students.	1, 2, 9, 10	Campus Gifted and Talented Coordinator	Rosters, Gifted and Talented Folder in CUM, PEIMS Reports Gifted and Talented Student Work, Gifted and Talented Presentations Gifted and Talented identification			
	Rosters, Gifted and Talented Folder in CUM, PEIMS Reports Gifted and Talented Student Work, Gifted and Talented Presentations Gifted and Talented identification assessments ACT/SAT scores			Funding Sources: 199 - General: Gifted and Talented - \$0.00		
<b>State System Safeguard Strategy</b> 3) Provide Advancement Via Individual Determination (AVID) system in support of career/college readiness for students. Hire college tutors, and have college trips for students from various campus organizations.	1, 10	AVID Campus Coordinator, Advise TX College Advisor Administration	AVID Course Enrollment Report AVID activities and schedules, Increase in Student College Admission percentages AVID Reports Increase in Advanced Courses enrollment Completion Reports, Reports, TAPR reports			
	Funding Sources: 211 - Title I, Part A - \$0.00					









4) GT students will be provided the opportunity to excel in extra-curricular programs that support their giftedness in programs such as Team Quest, Destination Imagination, UIL Academics, Academic Decathlon, Mock Trial, and Hi-Q. Students will be encouraged to enroll in and participate in Academic Decathlon and other academically based competition classes and extra-curricular programs to enrich the basic curriculum	1, 10	Campus Gifted and Talented Coordinator	Gifted and Talented Folder in CUM, PEIMS Report Gifted and Talented Student Work, Gifted and Talented Presentations, Team Quest, Destination Imagination, UIL Academics, Academic Decathlon, Mock Trial, and Hi-Q Gifted and Talented Participation Attendance rosters from forums			
Funding Sources: 199 - General: Gifted and Talented - \$0.00						
 = 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:** By the beginning of the 2016-2017 school year, the number of students enrolled in Career and Technical Education classes at El Dorado High School will increase by 5% as compared to the 2015-2016 Beginning-Of-Year enrollment.

**Evaluation Data Source(s) 7:** The number of students CATE course will increase by 5%.

**Summative Evaluation 7:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Increase the number of students receiving industry-recognized CATE certifications by providing students with training using industry-standard curriculum equipment, technology, software, supplemental material, textbooks and supplies.	1, 2, 8, 9, 10	Campus Administration, Counselors CATE Department Head	Industry meeting minutes, Increase in student certification examination. Increase the number of sections identified as Career and Technology			
	Funding Sources: 244 - CTE - \$0.00					
 = 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 attendance rate for all students at El Dorado High School will increase by 1.0 % over the attendance rate of the previous year.

**Evaluation Data Source(s) 8:** El Dorado High School will increase by 1.0 % the attendance rate of the previous year.

**Summative Evaluation 8:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>State System Safeguard Strategy</b> 1) El Dorado High School will monitor student attendance and tardies. We will incorporate our parent call out system to parents via Tyler SIS to reduce tardies and attendance.	1, 6	Administration Attendance clerks CIS worker	Decrease in number of tardies Decrease in the number of daily attendance			
	Funding Sources: 211 - Title I, Part A - \$0.00					
<b>State System Safeguard Strategy</b> 2) Standardize all campus attendance policies and procedures.	1, 2, 9	Administration Attendance clerks CIS worker	Daily attendance, Nine weeks attendance, Semester attendance Reduction in LOC			
<b>State System Safeguard Strategy</b> 3) Identify students with excessive absences addressed in a timely manner.	1, 2, 4, 9	Staff, Campus Administrators, Campus PEIMS/Attendance, Staff, Teachers, Counselors, School Nurses, CIS	Daily attendance, Nine weeks attendance, Semester attendance Reduction in LOC			
<b>State System Safeguard Strategy</b> 4) Encourage and monitor student attendance through the use of incentives. Activities: Perfect attendance recognition activities will be conducted at each campus at the end of each six weeks. Daily perfect attendance will be recognized randomly with incentives. Highest monthly attendance will be recognized by the district	1, 2, 3, 9	Staff, Campus Administrators, Campus PEIMS/Attendance, Staff, Teachers, Counselors, School Nurses, CIS	The number of students receiving incentives for attendance will increase each nine weeks. Daily attendance, Nine weeks attendance, Semester attendance Reduction in LOC			
	Funding Sources: 211 - Title I, Part A - \$0.00					
= 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 Spring administration EDHS will improve its STAAR EOC English I score from Spring 2016 66.28% pass rate to a 70% pass rate. In addition the scores for the English Language Learners will increase from a 22.37% pass rate to a 65% and Special Education students will increase from 22% pass rate a 65 % pass rate.

**Evaluation Data Source(s) 9:** STAAR English 1 scores will be at 70% pass rate; English Language learners will obtain a pass rate of 65%; Special Education students will obtain a 65% pass rate.

**Summative Evaluation 9:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>1) Incorporate AVID strategies and current nonfiction readings campus wide for daily lesson. (10/13)</p> <p>Lesson Plans, Unit Exams, AVID certificate Improved grades/Scores Progress reports, Report Cards EOC</p>	2, 3, 8	SCEI coaches ELAR teachers	Lesson Plans, Unit Exams, AVID certificate Improved grades/Scores Progress reports Report Cards EOC			
Funding Sources: 211 - Title I, Part A - \$0.00						
<p><b>State System Safeguard Strategy</b></p> <p>2) Incorporate nonfiction writing into reading classes using the "Up Front" Scholastic magazine. (10/13)</p>	1, 2, 4, 9	SCEI Coaches ELAR teachers	Lesson Plans, Unit Exams, AVID certificate Improved grades/Scores Progress reports Report Cards EOC			
Funding Sources: 211 - Title I, Part A - \$0.00						
<p><b>State System Safeguard Strategy</b></p> <p>3) Students will practice inferring, predicting, concluding, and practice OER with the assistance of Dictionary Vocabulary Packs.</p> <p>Lesson Plans, student work/projects, walk-throughs EOC Scores, student Participation Data, Student Performance Three, six, nine common assessments EOC</p>	2, 3, 9	SCEI Coaches ELAR teachers	Walk-throughs EOC Scores Student Participation Data Student Performance Three, six, nine common assessments EOC			

<p><b>State System Safeguard Strategy</b></p> <p>4) Incorporate "Triumph Learning Workbooks" and Peoples Education in tutoring aligned to the TEKS</p>	1, 9	SCEI Coaches ELAR teachers	Walk-throughs EOC Scores Student Participation Data Student Performance Three, six, nine common assessments EOC			
Funding Sources: 211 - Title I, Part A - \$0.00						
<p><b>State System Safeguard Strategy</b></p> <p>5) Incorporate and enhance reading courses by utilizing Novels.</p> <p>English I &amp; II teachers Daily Title I - \$5195.60 Lesson Plan, Unit Exams, Pacing Data talks and reports, student, walkthroughs, Rigor in the classroom. Common Assessments EOC scores, Benchmarks</p>	1, 2, 8, 9	SCEI Coaches ELAR teachers	Walk-throughs EOC Scores Student Participation Data Student Performance Three, six, nine common assessments EOC			
Funding Sources: 211 - Title I, Part A - \$0.00						
<p><b>State System Safeguard Strategy</b></p> <p>6) Teachers will attend Empowering Writers training to increase the rigor and structure of the Persuasive essay in EOC.</p>	1, 2, 3, 9	SCEIs English II teachers	Walk-throughs EOC Scores Student Participation Data Student Performance Three, six, nine common assessments EOC			
Funding Sources: 211 - Title I, Part A - \$0.00						
<p>7) In order to ensure that students become proficient readers, a READ 180 class will be offered to struggling readers. The Read 180 program offers vocabulary development, reading comprehension, fluency, oral-language development and written expression. One to one instruction is given on line through computers and software that requires the use of headphones.</p>	1, 2, 3, 8, 9	Admin, DSC personnel, ELAR teacher	Lexile level will show increase every semester  READ 180 Assessment EOC			
Funding Sources: 211 - Title I, Part A - \$689.00						
<p>8) In order to support the ELL population in reading and writing instructionally teachers will incorporate Scholastic Classroom magazine.</p>	1, 2, 3, 8, 9	ELAR SCEI ELAR teachers ESL teachers	Lesson Plans, Unit Exams,  Improved grades/Scores Progress reports Report Cards EOC			
Funding Sources: 199 - General - \$915.75						
<p>9) Students will be given the opportunity to write and illustrate their own book By using Bare books, students will become proficient readers and writers in persuasive and expository texts. Students will incorporate the following skills: inferring, make predictions, draw conclusions and use enriched vocabulary.</p>	1, 2, 3, 9	SCEI Coach ELAR teachers	EOC Scores Student Performance Student Participation Walkthroughs			
<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 10:** For the 2016 Spring Administration, EDHS will improve its STAAR EOC Biology Scores for English Language Learners from 52% pass rate to 65% pass rate.

**Evaluation Data Source(s) 10:** EDHS will improve its STAAR EOC Biology Scores for English Language Learners from 52% pass rate to 65% pass rate

**Summative Evaluation 10:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b></p> <p>1) Purchase Supplemental teacher book from region IV for teachers to use during planning and lessons.</p>	2, 3, 9	SCEI teachers Science teachers	Walk-throughs EOC Scores Student Participation Data Student Performance Three, six, nine common assessments EOC			
Funding Sources: 211 - Title I, Part A - \$0.00						
2) Increase hands on lab activities for students through the purchases of materials for students in Biology, Chemistry, Physics, and Senior Science courses.	1, 2, 3, 8, 9, 10	Campus leadership, curriculum coach and teachers.	Increase in students engagement as seen in walk-through and lesson plans			
Funding Sources: 211A- Title I- Priority /Focus Grant - \$10,000.00						
= 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:** For the 2017 Spring administration EDHS will improve its STAAR EOC English II scores from the Spring 2016 59.86% passing rate to an 65% pass rate. In addition the scores for the English Language Learners will increase from a 41.17% pass rate to a 55% and Special Education students will have a 65 % pass rate.

**Evaluation Data Source(s) 11:**

**Summative Evaluation 11:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>1) Incorporate AVID strategies and current nonfiction readings campus wide for daily lesson. (10/13)</p> <p>Lesson Plans, Unit Exams, AVID certificate Improved grades/Scores Progress reports, Report Cards EOC</p>	2, 3, 8	SCEI coaches ELAR teachers	Lesson Plans, Unit Exams, AVID certificate Improved grades/Scores Progress reports Report Cards EOC			
Funding Sources: 211 - Title I, Part A - \$0.00						
<p><b>State System Safeguard Strategy</b></p> <p>2) Incorporate nonfiction writing into reading classes using the "Up Front" Scholastic magazine. (10/13)</p>	1, 2, 4, 9	SCEI Coaches ELAR teachers	Lesson Plans, Unit Exams, AVID certificate Improved grades/Scores Progress reports Report Cards EOC			
Funding Sources: 211 - Title I, Part A - \$0.00						
<p><b>State System Safeguard Strategy</b></p> <p>3) Students will practice inferring, predicting, concluding, and practice OER with the assistance of Dictionary Vocabulary Packs.</p> <p>Lesson Plans, student work/projects, walk-throughs EOC Scores, student Participation Data, Student Performance Three, six, nine common assessments EOC</p>	2, 3, 9	SCEI Coaches ELAR teachers	Walk-throughs EOC Scores Student Participation Data Student Performance Three, six, nine common assessments EOC			

<p><b>State System Safeguard Strategy</b></p> <p>4) Incorporate "Triumph Learning Workbooks" in tutoring aligned to the TEKS</p>	1, 9	SCEI Coaches ELAR teachers	Walk-throughs EOC Scores Student Participation Data Student Performance Three, six, nine common assessments EOC			
Funding Sources: 211 - Title I, Part A - \$0.00						
<p><b>State System Safeguard Strategy</b></p> <p>5) Incorporate and enhance reading courses by utilizing Novels.</p> <p>English I &amp; II teachers Daily Title I - \$5195.60 Lesson Plan, Unit Exams, Pacing Data talks and reports, student, walkthroughs, Rigor in the classroom. Common Assessments EOC scores, Benchmarks</p>	1, 2, 8, 9	SCEI Coaches ELAR teachers	Walk-throughs EOC Scores Student Participation Data Student Performance Three, six, nine common assessments EOC			
Funding Sources: 211 - Title I, Part A - \$0.00						
<p>6) In order to ensure that students become proficient readers, a READ 180 class will be offered to struggling readers. The Read 180 program offers vocabulary development, reading comprehension, fluency, oral-language development and written expression. One to one instruction is given on line through software that requires the use of headphones.</p>	1, 2, 3, 8, 9	Admin, DSC personnel, ELAR teacher	Lexile level will show increase every semester  READ 180 Assessment EOC			
Funding Sources: 211 - Title I, Part A - \$689.00						
<p>7) In order to support the ELL population in reading and writing instructionally teachers will incorporate Scholastic Classroom magazine.</p>	1, 2, 3, 8, 9	ELAR SCEI ELAR teachers ESL teachers	Lesson Plans, Unit Exams,  Improved grades/Scores Progress reports Report Cards EOC			
Funding Sources: 199 - General - \$915.75						
 = 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 12:** For the 2016 EOC state assessment administration, EDHS will improve its participation rate on the STAAR EOC Algebra I exam to 100% for all students; to include the Hispanic, Economically Disadvantaged and English Language Learners

**Evaluation Data Source(s) 12:** The participation rate for Algebra EOC I will increase to 100%

**Summative Evaluation 12:**















Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>State System Safeguard Strategy</b></p> <p>1) Students and parents will be informed through by the school of the Algebra I EOC by the means of Classroom teacher,Blackboard communication system, school marquee, school and district website,</p>	1, 2	Administration SCEIS Algebra teachers	Participation in EOC testing			
<p>2) A Participation Plan of Action will be implemented during all EOC testing days.</p>		Administration	Increase in EOC participation			
<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 13:** For the 2017 Spring administration EDHS will improve its STAAR EOC Algebra I scores from the Spring 2016 83.% pass rate to 90% pass rate. In addition the scores for Hispanic students will increase from a 83% pass rate to an 90% pass rate, Economic Disadvantage will increase from a 82% pass rate to an 90% pass rate, Special Education will increase from a 57% pass rate to a 65% and English Language Learners will improve from the Spring 55 % pass rate to 65% pass rate.

**Evaluation Data Source(s) 13:** EOC algebra I scores will increase to 90% passing.

**Summative Evaluation 13:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) El Dorado HS will provide targeted assistance, supplemental support, and intervention for all at-risk students to increase student passing rates in all content areas. Also, we will have grade and content specific strategies delivered through classroom lessons.	1, 2, 3, 8, 9, 10	Campus Administrators, SCEI Coaches , Teachers	EOC scores by all sub-populations will be increased including at-risk students. Benchmarks, classroom observations EOC results will increase and the number of at-risk students will decrease.			
				Funding Sources: 211 - Title I, Part A - \$0.00, 263 - Title III, LEP - \$0.00		
2) El Dorado HS will provide tutoring services to at-risk students after school, during intersession, summer school, and the use of compass learning modules.	1, 2, 3, 8, 9, 10	Campus Administrators, SCEI Coaches , Teachers	Improved report card grades and state assessments , passing rate reports, TAPR reports			
				Funding Sources: 211 - Title I, Part A - \$0.00		
3) Teachers will utilize the LoneSTAAR 2.0 Rigorous Problem Solving for Algebra I workbook to help students practice rigorous problems that are more like STAAR problems. All questions are problem-based.	1, 2, 3, 9	Algebra I teachers	Data from tree-week checkpoints			
 = 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 14:** For The 2017 Spring Administration, EDHS will improve its STAAR EOC US History scores for all students from the Spring 2016 92% pass rate to 97% pass rate. In addition the scores for Special Education students will improve from 51% in Spring 2016 to 60% in Spring 2017.

**Evaluation Data Source(s) 14:** STAAR EOC US History scores will be at a 97% pass rate; Special Education students will improve to a 60% pass rate.

**Summative Evaluation 14:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) El Dorado HS will provide tutoring services to at-risk students after school, during intersession, summer school, and the use of compass learning modules.	1, 2, 3, 8, 9, 10	Campus Administrators, SCEI Coaches , Teachers	Improved report card grades and state assessments , passing rate reports, TAPR reports			
				Funding Sources: 211 - Title I, Part A - \$0.00		
2) El Dorado HS will provide targeted assistance, supplemental support, and intervention for all at-risk students to increase student passing rates in all content areas. Also, we will have grade and content specific strategies delivered through classroom lessons.	1, 2, 3, 8, 9, 10	Campus Administrators, SCEI Coaches , Teachers	EOC scores by all sub-populations will be increased including at-risk students. Benchmarks, classroom observations EOC results will increase and the number of at-risk students will decrease.			
				Funding Sources: 211 - Title I, Part A - \$0.00, 263 - Title III, LEP - \$0.00		
= 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 15:** For the 2016-2017 school year EDHS will assist the 100% leaver and drop out population in completing their high school education.

**Evaluation Data Source(s) 15:** EDHS will assist 100% leaver and drop out population in completing their high school education.

**Summative Evaluation 15:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>State System Safeguard Strategy</b> 1) Students attendance will be closely monitored.	1	Administration Teachers Counselors	Increase in ADA EOC attendance Decrease within LOC Students graduating with their Cohort.			
<b>State System Safeguard Strategy</b> 2) Students Loss of Credit will be addressed in a timely manner.	1, 2, 9	Administration CIS worker Counselors Classroom teachers	Increase in ADA EOC attendance Decrease within LOC Students graduating with their Cohort.			
3) Students who are behind in Credits will has the opportunity to make them up in the PLATO drop out recovery Lab.	1, 2, 3, 9	Administration Counselors	Increase in ADA EOC attendance Decrease within LOC Students graduating with their Cohort.			
Funding Sources: 211 - Title I, Part A - \$0.00						
4) EDHS will participate in "The Walk for Success" in order to assist all leavers and drop outs in obtaining their high school Diploma	1, 2, 10	Administration, Counselors	An increase in graduation rates			
= Accomplished              = Considerable              = Some 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, 90% of the teachers will demonstrate instructional effectiveness (as measured by T-TESS, walkthroughs, etc.) at the proficient level or above.

**Evaluation Data Source(s) 1:** 95% of teachers will be proficient or above on T-TESS.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Campus administration will conduct a minimum of Eduphoria and Power Walk walkthroughs to ensure instructional effectiveness	2, 3, 5, 8	Campus Administration	Reports through Eduphoria illustrating a summary of teacher performance			
	Funding Sources: 199 - General - \$0.00					
2) Instructional departments will receive a computer refresh necessary to run student management software, deliver content, and develop technology based lessons	2, 3	Teachers and Administrators	Student work Benchmarks assessments, quizzes, work			
	Funding Sources: 211 - Title I, Part A - \$0.00					
= 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, El Dorado High School will maintain 100% Highly Qualified teachers in all core academic subjects by providing appropriate instructional tools, resources and technology.

**Evaluation Data Source(s) 2:** 100% of El Dorado teachers will be highly qualified.

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) All teachers at El Dorado High School will be Highly Qualified in the content that they teach.	3	Campus Administration, DSC Personnel	100% of the teachers at El Dorado High School will be Highly Qualified and teachers will provide documentation to the DSC, to ensure this status			
				Funding Sources: 199 - General - \$0.00		
 = 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 3:** During the 2016-2017 school year, El Dorado High School will have 100% participation in professional development opportunities offered to employees to improve student achievement.

**Evaluation Data Source(s) 3:** 100% of employees will participate in professional development.

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Increase teacher awareness of at-risk criteria through trainings on State Compensatory Education guidelines, the At-Risk Management System (ARMS), and other SCE funded programs.	1, 2, 9, 10	Campus administrators	End of year student, teacher and administrator surveys			
	Funding Sources: 211 - Title I, Part A - \$0.00					
2) Provide staff development opportunities for teachers to improve classroom instruction. Staff development will include Kagan strategies training, Marsha Tate strategies, classroom management techniques. etc.	5	Campus Administration	Classroom strategies will increase and the number of infractions will decrease			
	Funding Sources: 211 - Title I, Part A - \$0.00					
3) The Librarians will attend professional development through The Texas Library Annual Conference. Students who volunteer in a library setting and aspire to study Library and Information Science will attend as they serve as a support to the library they serve.	4	Librarian and Student Volunteer	Librarian will provide lessons learned during training and put new practices into place. Overall functions of the library will be documented			
	Funding Sources: 211 - Title I, Part A - \$0.00					
4) Sean Cain will Consult with El Dorado High School Instructional Leadership Team addressing improved implementation of PowerWalks, embedding effective informal coaching conversations, and other self-identified campus issues	2, 4, 8	Principal	PowerWalks data will reflect campus trends. Coaching sessions with teacher will be more effective.			
	Funding Sources: 199 - General - \$2,000.00					
= 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, El Dorado High School will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to meet 100% of system safeguard indicators.

**Evaluation Data Source(s) 4:** El Dorado will meet 100% of system safeguards.

**Summative Evaluation 4:**


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Employ, train and provide professional development opportunities to At-Risk, Library and Title I Instructional Aides in order to work with at-risk students.	1, 3, 4, 5	Campus Administration	State assessments, report cards			
	Funding Sources: 211 - Title I, Part A - \$0.00					
2) All special education staff receives effective staff development and professional materials to support their position	1, 3, 4, 5	Campus Administration	Highly qualified teachers and staff documentation with current licensee and certification classroom walkthroughs, tate assessment, staff development evaluations			
	Funding Sources: 224 - IDEA A, SPED - \$0.00					
3) Provide ongoing opportunities for teachers and administrators to attend AVID training sessions (out of town and locally), in order to increase enrollment in college ready programs such as AP and AVID classes.	1, 3, 8, 9	AVID Coordinator and Administration	Increase in course offerings and increased student enrollment in AVID sections. Students passing rates in advanced course will increase. Advanced course passing rates Advanced course completion rates			
	Funding Sources: 211 - Title I, Part A - \$0.00					
4) Ensure a minimum of (30) clock hours of professional development that meets the criteria in the Texas State Plan for the Education of Gifted and Talented students for teachers who provide instruction and services that are part of the district's defined GT services (19 TAC 89.2(1))	1, 3, 9	GT coordinator and campus administration	Attendance records, training agendas GT student grades, GT student products Staff development evaluations Total number of GT certifications			
	Funding Sources: 199 - General: Gifted and Talented - \$0.00					
5) Provide a minimum of (6) hours of annual professional development to teachers who provide instruction and services to GT students that is related to state teacher education standards (19 TAC 89.2(3) and TAC 233.1)	1, 3, 9	GT coordinator and administration	Staff Development Evaluations Total number of GT certifications			
	Funding Sources: 199 - General: Gifted and Talented - \$0.00					
6) Teachers new to the teaching profession will meet with administrators monthly to review EDHS expectations. A book study of The Fundamental 5 will be conducted to improve instruction	3, 4, 8	New teachers, Campus Administration	New teacher PDAS Evaluations, show evidence of Fundamental 5 implementation, continue walkthroughs			
	Funding Sources: 211 - Title I, Part A - \$0.00					
= 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 the end of the 2016-2017 school year, 100% of El Dorado High School teachers will be well versed with the requirements of House Bill 5 through staff development to educate students to be college and career ready.

**Evaluation Data Source(s) 5:** 100% of the EDHS faculty will be aware of HB 5

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will receive staff development on House Bill 5 and its components.	2, 4, 6	Campus Administration	SCEI Coaches will provide refresher lessons on House Bill 5 during common planning periods. Sign in sheets will be provided; Teachers will deliver a lesson to students on House Bill 5; Teachers will be updated with House Bill 5 by the end of Fall Semester	✗	✗	✗
						

**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, El Dorado High School will increase the number of collaborative educational involvement activities and events for parents and community members by 15% 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 will increase by 15%.

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) El Dorado High School will assist families in providing parent education through workshops and various parent education classes. ESL (English as a Second Language) parent trainings, Title I Training for Parent Engagement, and scheduling parent volunteers. Purchase a new printer to print parent worksheets, calendars and other information sent out to parents.	6, 10	Parent Liaison, Student Activities Coordinator, Parent Volunteer Coordinator, & Assistant Principal	Parent Climate Survey, Partner's in Education participation, review parent participation on our campus Aztec Warrior Parent Program, and the number of parents attending the workshops  Increase of parental involvement on campus and parents attending the workshops, attending SIT meetings, and participating in our campus Aztec Warrior Parent Program.			
Funding Sources: 211 - Title I, Part A - \$0.00						
2) Provide funding for parents and community members to attend conferences and workshops such as the Regional Parental Engagement Conference.	1, 2, 6, 9, 10	Coordinator, Bilingual Education / ESL	Parent meetings throughout the school year, campus parent nights, District Parent Summit			
Funding Sources: 263 - Title III, LEP - \$0.00						
3) El Dorado High School will continue to increase the number of community partnerships by participating in campus-level activities and our campus site based improvement team (SIT).	1, 6, 9	Student Activities Coordinator, Parent Volunteer Coordinator, & Assistant Principal	Increase in our community business involvement by 15%			
Funding Sources: 199 - General - \$0.00						
4) Provide parent liaisons with professional development training to promote and increase parental involvement.	1, 2, 6, 9, 10	Parent Liaison, Campus Administration	Sign-in sheets showing evidence of increased attendance; end-of-year compliance reports for each campus			
Funding Sources: 211 - Title I, Part A - \$0.00						
5) Provide opportunities for Parent Liaisons, SISD parents, and community members to attend events and/or conferences in order to bolster parental involvement, thereby supporting student academic achievement. Continue Latino Family Literacy Project.	1, 2, 6, 9, 10	Campus Administration, Parent Liaison	Parental involvement surveys, testimonies, and interviews			
Funding Sources: 211 - Title I, Part A - \$0.00						












6) El Dorado High School will have a Parent Liaison on staff to facilitate and parental involvement and provide parent workshops.	1, 6, 10	Campus Administration	Positive results of the Parent Climate Survey; Increase of parental involvement on campus and parents attending the workshops, attending SIT meetings, and participating in our campus Aztec Warrior Parent Program			
	Funding Sources: 211 - Title I, Part A - \$0.00					
7) EDHS will support and promote Parent Involvement training and seminars by provideding Refreshments and snacks for parent meetings/classes/nights.	6	Parent Liaison				
= 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, El Dorado High School will increase the number of notifications, sent via newsletters, email, etc. to parents, business, and community members by 20%.

**Evaluation Data Source(s) 2:** Notifications sent via newsletter, email, etc. will increase by 20%.

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) El Dorado High School will increase the number of campus level activities and provide notifications to involve parents, businesses, and community members by 20%.	1, 6, 9	Student Activity Coordinator, Parent Volunteer, & Assistant Principal	El Dorado High School will increase our number of notifications via Campus Call Out System, Campus Website, Socorro ISD Website, obtain text on cell phone of the released message and flyers distributed on campus.			
	Funding Sources: 199 - General - \$0.00					
2) Ensure that administrative costs, including equipment, printing, and postage, part-time pay, supplies, furniture, and various fees (to include publishing fees) are incurred to support staff in their responsibilities and community communication	1, 4, 5	Campus Administration	Purchasing Reports Indicating Expenditures; final expenditure report			
	Funding Sources: 199 - General - \$0.00					
 = 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, El Dorado High School will increase, by 10% 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:** The number of partnership activities will increase by 10%.

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) El Dorado High School will increase our number of partner's in education to support our student's higher education.	1, 2, 6, 9	Student Activities Coordinator, Parent Volunteer Coordinator, & Assistant Principal	Community Member's and business' participate and are present in our campus level activities, festivals, and academic ceremonies.			
				Funding Sources: 199 - General - \$0.00		
= 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, El Dorado High School will have a minimum of 2 customer service trainings to ensure a positive and welcoming school climate for parents and community members.

**Evaluation Data Source(s) 4:** At least two customer service trainings will be held this school year.

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) El Dorado High school will have 2 customer service trainings to ensure that we have a welcoming school for our community members and parents.	1, 2, 6, 9	Assistant Principal	Review the campus climate survey to review if the trainings have improved customer service on campus			
	Funding Sources: 199 - General - \$0.00					
 = 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 El Dorado High School will meet district, state, and federal accountability standards as measured by reports such as the Performance-Based Monitoring Analysis System.

**Evaluation Data Source(s) 1:** 60% of all student in all subgroups will meet district, state, and federal accountability standards.

**Summative Evaluation 1:**















Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) El Dorado High will employ instructional services to identify, schedule and create small classes to work with at-risk students.	1, 2, 8, 9, 10	SCEI Coaches, At-Risk Aides, TIAs, Campus Administration, Teachers	Decrease in the percentage of at-risk students			
Funding Sources: 199 - General Fund: SCE - \$80,742.00						
2) El Dorado HS administration will monitor classroom instruction through walkthroughs and T-TESS observations using the Eduphoria software	1, 2, 3, 8, 9, 10	Campus Administration	Administration will record at least 5 meaningful walkthroughs a week.  Eduphoria T-TESS reports will show administration walkthrough total.  Teachers observed will have proficient or above ratings in their walkthroughs and evaluations.			
Funding Sources: 199 - General - \$0.00						
= 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 El Dorado High School 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 teachers will provide 100% of students with meaningful and effective academic interventions.

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) El Dorado HS will provide targeted assistance, supplemental support, and intervention for all at-risk students to increase student passing rates in all content areas. Also, we will have grade and content specific strategies delivered through classroom lessons.	1, 2, 3, 8, 9, 10	Campus Administrators, SCEI Coaches , Teachers	EOC scores by all sub-populations will be increased including at-risk students. Benchmarks, classroom observations EOC results will increase and the number of at-risk students will decrease.			
				Funding Sources: 211 - Title I, Part A - \$0.00, 263 - Title III, LEP - \$0.00		
2) El Dorado HS will provide tutoring services to at-risk students after school, during intersession, summer school, and the use of compass learning modules.	1, 2, 3, 8, 9, 10	Campus Administrators, SCEI Coaches , Teachers	Improved report card grades and state assessments , passing rate reports, TAPR reports			
				Funding Sources: 211 - Title I, Part A - \$0.00		
3) El Dorado HS will increase the number of students receiving industry-recognized CATE certifications by providing students with training using industry-standard curriculum equipment, technology, software, supplemental material, textbooks and supplies	1, 2, 3, 8, 9, 10	Campus Administration, Counselors, CATE Department	Increase the number of sections identified as Career and Technology by the end of the Fall/Spring Semester			
				Funding Sources: 244 - CTE - \$0.00		
 = 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, El Dorado High School administrators will increase, by 20%, 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:** There will be an increase of 20% in the number of teachers provided 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) El Dorado HS and the District will provide teachers with professional development at the campus and DSC to meet specific classroom and instructional needs. . Teacher who attend will also provide training the rest of the staff on best practices during department meetings.	1, 2, 6, 9, 10	Campus Administration, District Personal, Teachers	Increase of student success on their grades, attendance, and discipline. Decrease of At- Risk students			
	Funding Sources: 211 - Title I, Part A - \$0.00					
2) El Dorado HS staff will be provided with technology necessary to meet student's needs(computers, scanners, copiers). Counselors will receive technology equipment to meet with students and discuss their academic progress.	2, 9	Teachers and Counselors	Students will receive accurate schedules throughout the year. Increase in student success. Increase in positive counselor/ student relationships			
	Funding Sources: 199 - General - \$0.00					
3) Teachers will attend the Annual Border Conference to gain the most current information with students served in special education and 504 program for our campus in order to stay compliant with the law.	2, 4, 10	Teachers	Increase in accuracy in SPED and 504 Paperwork 100% compliance in meeting SPED and 504 Needs EOC passing rates will increase and students will be served according to their individual needs.			
	Funding Sources: 211 - Title I, Part A - \$0.00					
4) El Dorado High School Teachers will attend the AVID Summer Institute. The campus is working on becoming a Demonstration School and the training will provide the tools to do so.	1, 2, 3, 4, 5	AVID Site Team	Maintain Demonstration School status by the end of 2016-2017 school year.			
	Funding Sources: 211 - Title I, Part A - \$0.00					
5) El Dorado HS staff will be provided with technology necessary to meet student's needs(computers, scanners, copiers, projectors, hardware).	1, 2, 3, 9, 10	Teachers	Increase in 9wks exams, passing rates and student engagement. Increase in EOC, Benchmark scores			
	Funding Sources: 211 - Title I, Part A - \$0.00					
= 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, El Dorado High School administrators will schedule at least a monthly data feedback session(s) with Curriculum and Instruction personnel to acquire support and resources.

**Evaluation Data Source(s) 4:** Monthly meetings will be held for data feedback with Curriculum and Instruction personnel.

**Summative Evaluation 4:**









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) El Dorado HS will meet with Teachers, Instructional Staff to discuss students data during SIT, Faculty meeting, and Staff development	1, 2, 3, 9, 10	Campus Administration, SCEI Coaches, Teachers	Improved student performance in the classroom, school activities, etc			
	Funding Sources: 199 - General - \$0.00					
 = 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, El Dorado High School 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 20% as compared to the 2015-2016 school year.

**Evaluation Data Source(s) 5:** Parent attendance at school meetings and events will be increased by 20%.

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) El Dorado HS will build positive parent partnerships to ensure the academic success of students by engaging in numerous means of communication such as team meetings, telephone conferences, parent nights, school activities.	1, 2, 6, 10	Campus administration, teachers, Parent Liaison, Military Liaison	Increase of students academic progress with report cards and transcripts, reduction of Loss of Credit, decrease percentage of At-risk students, students will be successful in all classes showing mastery			
Funding Sources: 199 - General - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	3	Provide college preparatory programs such as Advancement Via Individual Determination (AVID) in middle and high school campuses in support of career/college readiness
2	2	3	Provide extra duty pay for teachers providing supplemental instruction to enhance rigor and relevance for all students for intersession/ summer school. After school tutorials and specialized intersession programs to assist highly at-risk students .
2	2	6	EDHS will integrate technology (TI-Nspire CX Color Graphing Calculator TI-Nspire CX Navigator Wireless 30-User System, scientific calculators, and Deluxe Probes), in Math and Science content areas to obtain and gather data for regular, PreAP, AP, and IB
2	2	7	PLATO Learning LAB will allow at risk students the ability to graduate through credit recovery. We will also add Earth and Space Science curriculum for 12th grade Science credit.
2	2	9	Teachers will attend Differentiated Instruction training.
2	2	11	2.4.7 Workbooks that offer a condensed curriculum aligned to the TEKS. Algebra Teachers , ACES Teachers Daily Title I Mastery Education \$2797.20 Test Champs \$1026.85 Student work. Eduphoria Reports, Data Analysis, Common Assessments Eduphoria Reports, Data Analysis, Common Assessments STAAR performance, EOC scores, increased student achievement
2	3	2	Provide TRS as the primary curriculum that is directly aligned to the TEKS.
2	3	3	Incorporate Test Bank Questions in the classroom through Eduphoria.
2	3	5	Students who have not successfully passed the state assessments (EOC/TAKS) will be placed in content lab classes. A pull out program will also be implemented to assure these students meet the state assessment requirement for graduation Students scores on states released tests Administration of EOC/TAKS retests EOC/TAKS Retest scores
2	3	6	project based learning during summer school. Our objective is for teachers to focus on the Main Ideas of their subject (Geo, Alg. 2 and PreCal), and incorporate projects to enhance/address the main ideas. Many of the supplies we have ordered will be used towards these projects (markers, chart paper, pencils, etc.). We also ordered easel boards to have students work in small groups on problems that they will then teach their peers how to solve.
2	3	10	Monitor performance data through the use of a scanner that is connected to Eduphoria.
2	4	1	A differentiated curriculum will be provided to all GT students in core class settings. Advanced academic programs that serve GT students such as dual credit, IB, and AP will also be encouraged and supported. Materials such as reading texts, guest speakers, field trips, and technology will be purchased in order to supplement and complement these programs.
2	6	3	Provide Advancement Via Individual Determination (AVID) system in support of career/college readiness for students. Hire college tutors, and have college trips for students from various campus organizations.

Goal	Objective	Strategy	Description
2	8	1	El Dorado High School will monitor student attendance and tardies. We will incorporate our parent call out system to parents via Tyler SIS to reduce tardies and attendance.
2	8	2	Standardize all campus attendance policies and procedures.
2	8	3	Identify students with excessive absences addressed in a timely manner.
2	8	4	Encourage and monitor student attendance through the use of incentives. Activities: Perfect attendance recognition activities will be conducted at each campus at the end of each six weeks. Daily perfect attendance will be recognized randomly with incentives. Highest monthly attendance will be recognized by the district
2	9	2	Incorporate nonfiction writing into reading classes using the "Up Front" Scholastic magazine. (10/13)
2	9	3	Students will practice inferring, predicting, concluding, and practice OER with the assistance of Dictionary Vocabulary Packs. Lesson Plans, student work/projects, walk-throughs EOC Scores, student Participation Data, Student Performance Three, six, nine common assessments EOC
2	9	4	Incorporate "Triumph Learning Workbooks" and Peoples Education in tutoring aligned to the TEKS
2	9	5	Incorporate and enhance reading courses by utilizing Novels. English I & II teachers Daily Title I - \$5195.60 Lesson Plan, Unit Exams, Pacing Data talks and reports, student, walkthroughs, Rigor in the classroom. Common Assessments EOC scores, Benchmarks
2	9	6	Teachers will attend Empowering Writers training to increase the rigor and structure of the Persuasive essay in EOC.
2	10	1	Purchase Supplemental teacher book from region IV for teachers to use during planning and lessons.
2	11	2	Incorporate nonfiction writing into reading classes using the "Up Front" Scholastic magazine. (10/13)
2	11	3	Students will practice inferring, predicting, concluding, and practice OER with the assistance of Dictionary Vocabulary Packs. Lesson Plans, student work/projects, walk-throughs EOC Scores, student Participation Data, Student Performance Three, six, nine common assessments EOC
2	11	4	Incorporate "Triumph Learning Workbooks" in tutoring aligned to the TEKS
2	11	5	Incorporate and enhance reading courses by utilizing Novels. English I & II teachers Daily Title I - \$5195.60 Lesson Plan, Unit Exams, Pacing Data talks and reports, student, walkthroughs, Rigor in the classroom. Common Assessments EOC scores, Benchmarks
2	12	1	Students and parents will be informed through by the school of the Algebra I EOC by the means of Classroom teacher,Blackboard communication system, school marquee, school and district website,
2	15	1	Students attendance will be closely monitored.
2	15	2	Students Loss of Credit will be addressed in a timely manner.



# State Compensatory

## Personnel for El Dorado High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Estorga, Silver	Instructional/Library Aide	SCE	.5
Hinjoso, Teresa	Teacher	Title I	1
Oliveros, Diego		Medi/ TRS only	1
Reyes, Liana	Teacher CSR	SCE	.43
Ruiz, Esperanza	Instructional/Library Aide	SCE	.5
Taylor, Ruth	SCEI Coach	SCE	1
Valencia, Ysenia	AVID Coordinator	AVID	1
Vega, Taya	SCEI Coach	SCE	1

# Title I

## 1: Comprehensive Needs Assessment

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

2. **School Wide 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

3. **Instruction by Highly Qualified 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

4. **High Quality and Ongoing Professional Development** In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional

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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**

**5. Strategies to Attract and Retain Highly Qualified Teachers to High Need Schools** 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**

**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**

**7. Ensure Smooth Transition for Students** 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**

**8. Measure to Include Teachers in Decisions Regarding the use of Academic Assessments** 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**

**9. Effective, Timely Additional Assistance** 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**

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

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Cynthia Retana	Principal
Administrator	Lorena M.	Assitant Principal
Administrator	Bridgette Valenzuela	Safety
Business Representative	Richard Padilla	
Business Representative	Richard Padilla	
Classroom Teacher	Ysenia Valencia	AVID
Classroom Teacher	Ericka Luceo	CATE
Classroom Teacher	Gilbert Tapia	EPAC/Science
Classroom Teacher	Nora Bueno	Foreign Language
Classroom Teacher	Curt Bushaw	Fine Arts
Classroom Teacher	Andrew Cowart	Special Education
Classroom Teacher	Ted Porras	Social Studies Teacher
Classroom Teacher	Tina White	Science
DSC Representative	Holly Fields	
Military Liason	Krista Moore	
Parent	Jill Loving-Scott	
Parent Liason	Cecy Soto	

# Campus Funding Summary

<b>199 - General</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2			\$0.00
1	2	1			\$25,000.00
2	9	8			\$915.75
2	11	7			\$915.75
3	1	1	FTE Fund		\$0.00
3	2	1	Teacher Salary		\$0.00
3	3	4			\$2,000.00
4	1	3	Community/Business Donations (forms)		\$0.00
4	2	1	Community/Local Business Donations		\$0.00
4	2	2	Supplies		\$0.00
4	3	1	Community Donations, Business Donations		\$0.00
4	4	1	Sign in sheets, agendas		\$0.00
5	1	2	FTE Budget		\$0.00
5	3	2	Purchase orders		\$0.00
5	4	1	Sign in sheets, Agendas		\$0.00
5	5	1	Sign in sheets, conference logs, progress reports		\$0.00
<b>Sub-Total</b>					\$28,831.50
<b>199 - General Fund: SCE</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	2	7	Student Rosters, Sign in sheets		\$0.00
2	3	6	Sudent rosters		\$0.00
2	3	7	Student Rosters		\$0.00
5	1	1	Progress Reports, Benchmarks, Mock EOC tests, Schedules, Student Class Lists		\$80,742.00

					<b>Sub-Total</b>	\$80,742.00
<b>211 - Title I, Part A</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
1	1	3			\$0.00	
2	1	3			\$2,890.00	
2	2	3	Student sign in sheets, teacher sign in sheet		\$0.00	
2	2	5	Student sign in sheet		\$0.00	
2	2	6			\$0.00	
2	2	8	Purchase orders		\$8,430.35	
2	2	9	Sign In Sheets, Purchase Orders		\$0.00	
2	2	10	Purchase orders		\$0.00	
2	2	11	Purchase Orders		\$0.00	
2	2	12			\$15,000.00	
2	3	4	PLCs Login		\$0.00	
2	3	5	Accelerated class rosters, sign in sheets for pull out program		\$0.00	
2	3	8	Student Rosters		\$0.00	
2	3	9	Sign in sheets		\$0.00	
2	3	10	None		\$0.00	
2	4	1	Technology Sign out sheets, Purchase Order		\$3,492.13	
2	4	2	Sign Sheets, Institute teacher certificates		\$0.00	
2	4	3	Student Rosters		\$0.00	
2	4	4	Student Register		\$0.00	
2	5	1	Student Rosters		\$0.00	
2	6	1	Sign in sheets, Attendance Roster		\$0.00	
2	6	3			\$0.00	
2	8	1	Call out reports		\$0.00	
2	8	4	List of students, Peims report		\$0.00	
2	9	1	Lesson Plans		\$0.00	

2	9	2	Lesson Plans		\$0.00
2	9	4	Purchase Orders		\$0.00
2	9	5	Purchase Order		\$0.00
2	9	6	Sign in sheets		\$0.00
2	9	7	Computers, Literture books, headphones	211005240000062992117A	\$689.00
2	10	1	Purchase Orders		\$0.00
2	11	1	Lesson Plans		\$0.00
2	11	2	Lesson Plans		\$0.00
2	11	4	Purchase Orders		\$0.00
2	11	5	Purchase Order		\$0.00
2	11	6			\$689.00
2	13	1	Lesson plans, sign-in sheets and tile logs		\$0.00
2	13	2	Sign-In Sheets, Teacher extra duty pay timesheets		\$0.00
2	14	1	Sign-In Sheets, Teacher extra duty pay timesheets		\$0.00
2	14	2	Lesson plans, sign-in sheets and tile logs		\$0.00
2	15	3	Class rosters		\$0.00
3	1	2	Title I		\$0.00
3	3	1	Training sign-in sheets, ARMS profile reports, student rosters		\$0.00
3	3	2	Sign-in sheets		\$0.00
3	3	3	Certificates of Attendance		\$0.00
3	4	1	Agendas, sign-in sheets, weekly logs		\$0.00
3	4	3	Sign-in sheets, certificates		\$0.00
3	4	6	Sign in sheets for montly meetings		\$0.00
4	1	1	Purchase orders		\$0.00
4	1	4	Sign-in sheets and agendas		\$0.00
4	1	5	Event documentation and packets, purchase orders		\$0.00
4	1	6	Agenda and Sign in Sheets of Parent Workshop(s)		\$0.00
5	2	1	Lesson plans, sign-in sheets and tile logs		\$0.00



5	2	2	Sign-In Sheets, Teacher extra duty pay timesheets		\$0.00
5	3	1	Sign-in sheets, registration		\$0.00
5	3	3	Certificates of conference attendance		\$0.00
5	3	4	Certificate of Attendance from AVID Institute		\$0.00
5	3	5	Purchase orders		\$0.00
5	3	5	Purchase orders		\$0.00
<b>Sub-Total</b>					\$31,190.48

**224 - IDEA A, SPED**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4	Student Rosters		\$0.00
3	4	2	Sign-in sheets, travel documents, substitute time sheets		\$0.00
<b>Sub-Total</b>					\$0.00

**244 - CTE**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	1	Student Rosters, Purchase Orders		\$0.00
5	2	3	Carl Perkins Grant		\$0.00
<b>Sub-Total</b>					\$0.00

**263 - Title III, LEP**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	13	1	Lesson plans, sign-in sheets and tile logs		\$0.00
2	14	2	Lesson plans, sign-in sheets and tile logs		\$0.00
4	1	2	Registration confirmation		\$0.00
5	2	1	Lesson plans, sign-in sheets and tile logs		\$0.00
<b>Sub-Total</b>					\$0.00

**199 - General: Gifted and Talented**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1			\$0.00
2	6	2	Purchase Orders		\$0.00

2	6	4	Student Rosters		\$0.00
3	4	4	Sign-in sheets, certificates		\$0.00
3	4	5	Attendance records, Training Agendas Sign-in sheets		\$0.00
<b>Sub-Total</b>					\$0.00
<b>211A- Title I- Priority /Focus Grant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	10	2			\$10,000.00
<b>Sub-Total</b>					\$10,000.00
<b>Grand Total</b>					\$150,763.98