

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

Accountability Rating: Met Standard



Mission Statement

Socorro High School will promote the academic, social, emotional, intellectual, and physical growth of its students.

Vision

Tomorrow's Leaders Learning Today

Value Statement

Federico J. Tovar, Principal

Dr. Jose Espinoza -- Superintendent

Gary Gandara -- Board President

Paul Guerra -- Board Vice-President

Cynthia Ann Najera -- Board Secretary

Hector F. Gonzalez -- Board Trustee

Michael Anthony Najera -- Board Trustee

Antonio "Tony" Ayoub -- Board Trustee

Angelica Rodriguez -- Board Trustee

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	7
School Culture and Climate	9
Staff Quality, Recruitment, and Retention	11
Curriculum, Instruction, and Assessment	13
Family and Community Involvement	16
School Context and Organization	17
Technology	18
Comprehensive Needs Assessment Data Documentation	19
Goals	21
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.	21
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	25
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.	35
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.	38
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.	42
State System Safeguard Strategies	44
Federal System Safeguard Strategies	45
State Compensatory	46
Personnel for Socorro High School:	46
Title I	47
Title I Personnel	49
Campus Improvement Committee	50
Campus Funding Summary	51

Comprehensive Needs Assessment

Demographics

Demographics Summary

Socorro High School is 1 of 48 campuses in Socorro Independent School District (SISD). We opened our doors in the Fall of 1965. Socorro High School proudly serves predominantly working class, 1st generation college families. We serve 2,450+ students in grades 9th-12th.

Since its inception in 1965, the school expanded by one grade level every year until the eighth grade class of 65 became seniors, four years later. SHS has since been the flagship school for SISD and is now one of six large high schools in the District. SHS is also considered the PRIDE of the Socorro Valley and is the only SISD high school situated in the valley community of Socorro, Texas.

The approximate student population of the Bulldog Nation (using 2014-2015 TAPR data) was 0.1% Asian, 0.4% African-American, 1.8% White, 97.2% Hispanic, and 81.9% Economically Disadvantaged. The overall mobility rate for the campus is approximately 15.1% (2013-2014), with a drop-out rate of 2% (2013-2014).

During the 2015-2016 school year, Socorro High School served 432 English Language Learner students, 198 students through the Gifted and Talented program, 198 students through special education services, 85 students through the Section 504 Program.

The average daily attendance rate for students in the 2015-2016 school year was 94.11%. The breakdown is as follows:

SHS Average Daily Attendance (ADA)

Grade	2014-2015	2015-2016
9th Grade	94.09%	93.88%
10th Grade	94.67%	93.59%
11th Grade	94.97%	94.76%
12th Grade	94.30%	94.10%
Overall	94.46%	94.06%

The attendance rate average for all grades was 94.06%. The attendance office has an attendance committee, as well as an attendance recovery program based on academic reinforcement. All students that lost credit due to attendance will have the opportunity to regain credit throughout summer school and throughout the regular school year outside of the regular school day, to include morning and/or afterschool tutoring. In order to raise test scores and completion rates, Socorro High School will strive to reduce truancy and tardiness and increase promotion rates. Students cannot learn to their potential when they are not in the classroom.

Demographics Strengths

Our Socorro High School Bulldog community is located entirely in the Lower Valley of Socorro, Texas. For over fifty years, the community has focused on the accomplishments of its Socorro High School students. Students attending Socorro High School have grown up in a tightly knit community, whose parents are often SHS graduates themselves. As such, our parents are strong supporters of their children's education, they demand, and deserve the best.

Demographics Needs

Our At-Risk population remains high, students with C codes (failing two or more core classes in a semester) and D Codes (not meeting standard on a state assessment) remain at 80% of the student population. As a result, SHS has committed to the Small Learning Community concept for the 2016-2017 freshmen. All incoming freshmen are placed into "packs" which will allow for common core teachers. Teachers are located in close proximity to each other, they will share common planning periods, and a Response to Intervention (RtI) model will be implemented to monitor and support students who may be at-risk of failing. Additionally, we have secured a Teacher on Special assignment to serve as an SLC Coordinator, the SLC Coordinator will monitor students' grades and attendance and provide an additional level of support for freshmen students and teachers.

The attendance rate for the 2015-2016 school year was 94.11%, in an effort to address and increase attendance rates for the 2016-2017 school year, several proactive measures will be in place. First, Socorro High School will be a closed campus during lunch for all students who are coded 9th graders. Class meetings will occur every 9 weeks in order to share attendance data with students, close monitoring of attendance will occur via the attendance office, in conjunction with teachers, parents, and school personnel. Various campus stakeholders will be crucial to increasing attendance rates, to include the faculty, CIS Coordinators, Parent Liaison, At-Risk aides, SCEI coaches, Security Officers, School Resource Officers (SRO), and parents.

Student Achievement

Student Achievement Summary

Socorro High School

Spring 2015/2016 Comparison

STARR / EOC Results

Ranked by Level II Performance

EOC	Spring 2015	Spring 2016	Change
Algebra I	63.7%	58.9%	-4.8%
Biology	79.0%	67.2%	-11.9%
English I	40.8%	40.5%	-0.3%
English II	44.7%	43.3%	-1.4%
US History	81%	83%	2.0%

Student Achievement Strengths

Our State Compensatory Education (SCE) consists of a school-wide Title I program. This consists of providing opportunities for an extended day for Algebra, Biology, English I and II, and US History. Teachers will be provided various opportunities for professional development in all departments: English, Math, Social Studies, Science, Fine Arts, Foreign Language, Career and Technology, Physical Education and Speech/Health. Socorro High School's State Compensatory Program (SCE) consists of two State Compensatory Education Interventionists (SCEI's). The two SCEI's utilize data and common assessments to address the concerns of the at-risk students based on the identified areas of concentration from the State Assessments. We have extended class offerings during the 9th period for core contents, we offer Saturday sessions, and have a robust Intersession program to meet the instructional needs of our student learners. SCEI's will work closely with the At-Risk coordinator in implementing and aligning RtI practices on the campus to meet the needs of learners.

Teachers will continue, through accountability talks with their supervisors, to disaggregate data, develop common assessments and pace their instruction based on data. The SCEI's will assure that all teachers have the very best and most updated instructional support and trainings. Furthermore, to improve the pedagogy and methodology of instruction teachers will be trained on Fundamental Five best practices, AVID strategies and Advanced Placement Summer Institute methods.

Student Achievement Needs

Several areas of focus remain the centerpiece of 2016-2017. Our students require support in the areas of English Language Arts (Reading comprehension and Writing) and in the area of math. Our master schedule this school year includes support classes for students who require intensive intervention in the areas of English, Math, and Social Studies. Our English Language Learners (ELL) students and our Special Education (SPED) students will be placed in the appropriate academic environments and provided additional support in their mastery of academic concepts.

School Culture and Climate

School Culture and Climate Summary

Socorro High School is the flagship of the Socorro Independent School District. We have recently completed our 50th year anniversary. Our campus is excited to work towards greatness in the 2016-2017 school year. We have new leadership in place with a complete focus on student success. We endeavor to work collaboratively with all stakeholders to build on the concept of "Socorro Strong."

School Culture and Climate Strengths

Socorro High School has implemented procedures for safety throughout the school year that have increased the presence and visibility of adults. Campus administrators have assigned duty areas that are monitored every period and during class time. The campus has three security officers and two SRO's who provide constant support and monitoring during the school day. Cameras are monitored and the hall monitors walk the hallways and provide regular reports to security and administrators. The school physical area is extensive; therefore, radio communication and constant awareness of visitors to the campus have been the focus of campus security presence. During the 2015-2016 school year, the campus added several additional security cameras throughout the building to increase monitoring.

Increased awareness of the effect of bullying, drugs, and trancies has occurred through presentations during the Olweus period. Students have been made aware of the services of counselors, the Communities in School's liaison, administrators, faculty, and staff in identifying, addressing, and reporting activities that detract from the safeness of the campus. We have two CIS Coordinators who work collaboratively with at-risk students in providing support services via counseling, conflict resolution, and referral to outside agencies.

A team consisting of a counselor paired with an administrator works with a specific range of students. This allows for more targeted and personalized behavioral support/intervention. The SHS Parent Liaison designs, presents, and arranges for parental programs that meet monthly to provide information to parents regarding bullying and related topics.

School Culture and Climate Needs

The Watchdog Program will be an area of focus this year, Socorro High School understands and embraces the vital role of working with parents to inform and collaborate with regarding safety issues. To that end, the campus will be developing increased numbers of parental contacts to serve as Watchdogs.

Faculty and staff members will receive additional trainings and procedures to follow for campus security purposes. The system of lockouts will be refined so that minimal time is spent out of class by students who arrive tardy. Increased parental awareness of the importance and measures that are being undertaken for the safety of their student while on campus will be conveyed during parent nights, during Pup Camp, and via presentations by the Parent Liaison. We will

continue to nurture students so that they feel comfortable reporting safety issues, either anonymously or in person.

Additionally, a safety committee will be continued during the 2016-2017 school year that will consist of campus administration, school resource officer, school security officers, teachers, counselors, staff, parents and students. All of this is done in an effort to maintain a safe and welcoming learning environment for students and the community at large.

Additionally, Socorro High School will be a closed campus for lunch for the 9th grade students. Students will be able to enjoy a nutritious lunch here on campus in the cafeteria or the Bulldog Cafe.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers by Years of Experience (2014-2015 TAPR data)

Years of Experience	Socorro HS	District	State
Beginning teachers	10%	8.5%	8.3%
1-5 years	19.3%	16.4%	26.1%
6-10 years	22.9%	30.1%	22.6%
11-20 years	32.9%	31.6%	26.9%
20+ years	14.8%	13.3%	16.0%

The staff population is 0.8% African-American, 17.7% White, 80.7% Hispanic, 0.8% American Indian, 53.7% male and 46.3% female. This represents a total of 129.7 teachers.

Staff Quality, Recruitment, and Retention Strengths

Faculty at Socorro High School truly value and cherish the students at this campus; lessons are planned to be both engaging and tied to the TEKS. Large numbers of the Socorro High School family have advanced degrees in their content area; they devote time outside of school hours to attend advanced college courses, seek out and share educational literature, and devote time to attend trainings offered by the District Service Center personnel, through Region 19, and from various other professional development providers. A true testament to our community is that large numbers of current faculty and staff are proud Socorro graduates. These members of our campus community instill their past experiences as Bulldogs into their dedication to the current classes of Bulldogs.

Best practices observed include: levels of student engagement; classroom environment, management, and use of time; learner-centered instructional practices; process skills in mathematics, science, and social studies; assessment practices (by teachers and students); class structures; and levels of student

work (Bloom's taxonomy related to rigor in instruction).

Staff Quality, Recruitment, and Retention Needs

The Administrative team has developed specific instructional goals for 2016-2017 classroom observations and corresponding professional development to address instructional needs based on data. The classroom observations represent one of the most important school improvement methods for instructional leaders to obtain data about what is taking place in learning, teaching, and assessment in every classroom. The instructional leaders at Socorro High School will have opportunities to discuss the importance of frequent and consistent classroom observations, the criteria (research-based best practices) that will be used for classroom observations, and the use of a systematic approach to collect classroom observation data in an effective and timely manner. SISD is moving to T-Tess evaluations and so this will be a major focus of training and support for teachers. The best practices that will be included in the observation criteria will be shared and discussed with the leadership team (principal, assistant principals, SCIEs, department heads, and instructional coaches). The criteria and process will also be shared and discussed with content area teachers during the Professional Learning Community (PLCs) planning times. In order to retain the highly qualified staff at Socorro High School, support and follow up for professional development will be explicitly provided and scheduled. New teachers will receive tailored professional development and will be assigned a mentor so that they will be successful in their classrooms.

To further support the goal of professional development, Socorro High School needs to increase vertical alignment with higher education standards (to include our middle schools), increase coordination between content areas and electives (interdisciplinary teaching), increase project/problem-based learning opportunities, AP Vertical Teaming with Math, Science, ELAR, and Social Studies as a means to increase the rigor in our Pre-AP and AP classes, and to increase the scores of the SHS students' performance on the AP Exams. Our continued focus on school-wide implementation of AVID strategies is occurring as we expand the voluntary participation rates of our site-team members, purposely embed high-yield teaching strategies (WICOR) into all professional development sessions, and provide targeted and specific training on AVID strategies to all faculty and staff.

Our campus will continue to provide SHS teachers and staff with professional development during the half-day early releases scheduled on the 2016-2017 district calendar. Effectiveness of implementation will be evident from our student data, classroom walkthroughs and student/ teacher artifacts.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our master schedule has been carefully crafted to ensure that all students are placed in appropriate learning environments. Our campus continues with the Advancement Via Individual Determination (AVID) concept that we prepare students to be college and career ready. Throughout the coming school year, our emphasis will be on recognizing and celebrating academic accomplishments and providing learning spaces that clearly promote student success.

Curriculum, Instruction, and Assessment Strengths

Socorro High School prepares students in all assessed areas to ensure that they are provided the opportunity to graduate college and career ready.

Socorro High School has increased the usage of counseling services by providing a quality Guidance and Counseling Program for all students in grade 9 through grade 12. Socorro High School is home to an AVID program designed to enhance college readiness for the students enrolled in the AVID elective courses. Students are trained in AVID strategies that are universal and reinforced throughout all of the student's core courses. All AVID seniors will have a college graduation plan upon completion of high school.

Socorro High School was honored to receive an early college designation from the Texas Education Agency. In 2015-2016, Socorro Early College (SEC) welcomed our first cohort of 125 freshmen students; these students have the opportunity to earn college credit through a rigorous and supportive college readiness curriculum. SEC students are housed together for their core courses, this allows for greater communication and collaboration amongst faculty and with students and parents.

Socorro High School Counseling Department will continue to have seven counselors for the 2016-2017 school year. The expectation is that all of the counselors will be addressing career paths that impact post-secondary educational choices. Embedded in each respective plan are the aspects of preparation and credentials required to be competitive in post-secondary educational environment. To support students in their post-secondary educational decisions, SHS has established a sound foundation to support the initiative to better prepare students to be academically successful in high school and beyond.

Socorro High School has enhanced instruction by providing teachers with the necessary tools to better prepare students not only to be competitive academically, but to be knowledgeable in technology advancements and computer literacy that will add efficacy to their post-secondary goals. Socorro High School classrooms have each been provided an IWB board which is used regularly in instruction. Teachers have received tools such as state of the art computers, document cameras, and access to online resources to support instruction at a high level of rigor. Professional development has been geared to address teacher needs for increased proficiency in utilizing technology meaningfully, authentically, and efficiently.

Socorro High School has two centralized computer labs accessible to all students, one library computer hub, 10 classroom computers labs ranging from business computer labs to math classrooms and English classrooms, as well as a computer lab within the Bulldog Learning Center/Compass Learning Lab. Socorro High School has a Read 180 Lab servicing dyslexia students and students that have been identified as having low Lexile scores. SHS's bilingual

department has a mobile lab to assist in the curriculum delivery for all ELLs. The CTE department also has a computer lab for student use. 75% of our campus student population will be provided with the use of laptops through our DNA Laptop Initiative. All freshmen, sophomore, and junior students are assigned the use of a laptop for the 2016-2017 school year. With the DNA Laptop Initiative, SHS integrates more technology to target at-risk students and support academic growth.

Socorro High School is a school-wide Title One campus working to ensure that the intended Title One beneficiaries are the at-risk students who are experiencing difficulty mastering the state and federal academic achievement standard, to include preparing students for college and post-secondary career. All subgroups at Socorro High School are equally important and instructional focus will be given to each equitably. Title One funds will include tutorials, staff development, reading initiatives, salaries for additional support, parental components, technology and additional types of needed support, teacher training and tutorial support apparatuses.

Socorro High School initiatives for the 2016-2017 academic school year include data disaggregation throughout the academic school year in order to assess student academic needs early and to promote a solid educational plan for each student. Re-teaching, remediation, and tutoring will therefore be targeted based on need. SHS Departmental PLCs for the 2016-2017 school year will occur weekly with the primary focus being to address and enhance instructional strategies. Socorro High School has added support courses into the master schedule designed to address the needs of students who require assistance in their mastery of EOC exams. Freshmen who require support in math or ELAR are provided with the opportunity to enroll in Read 180, Reading, and/or Math labs. Students who demonstrate needs in high school EOC subjects are provided with Algebraic Reasoning, Practical Writing, and/or US History support courses.

In order to raise test scores and completion rates, Socorro High School will strive to reduce truancy and tardiness and increase promotion rates. We value and hold precious instructional time. Systems will be implemented so that timely and routine notification of absences will be communicated with parents and students.

The 2016-2017 school year will be designed around an eight period day. There will be a daily planning period for all teachers to meet with their planning teams. Planning will occur with an emphasis on data, common assessments, and standards-based instruction/grading.

Curriculum, Instruction, and Assessment Needs

Our data indicates that our bilingual and transitioning student population still requires classroom impact and will be one focus for the upcoming school year. ELPS and SIOP strategies will be reviewed during in-service sessions, implemented, and monitored. Language supports such as living word walls, utilizing sentence starters and stems, graphic organizers, and providing scaffolds for language learners will be in place. Additionally, our school-wide focus will be on implementing WICOR strategies.

Reading comprehension and writing are also areas of concern for all students due to state graduation requirements as well as for success in post-secondary settings. Socorro High School will continue to implement literacy strategies throughout the 2016-2017 school year. This is a campus wide effort and will be supported by the SCEI coach's and Instructional coaches work in classrooms with struggling students, through modeling of literacy strategies across all content areas, and in professional development for all campus members. Successful comprehension of text and the ability to convey information through writing impacts all contents, therefore authentic tasks, content specific rubrics, and models of student writing will be produced with respect to all subjects. A

campus culture of literacy will be nurtured where student work is visible, faculty members model their own writing and reading comprehension process, and teachers are challenged to build on their pedagogy of how they teach, assess, and provide feedback for all forms of communication.

Socorro High School will replace and upgrade overhead projectors, light bulbs, Computer on Wheels (COWS), and Laptops to support rigorous and aligned instruction to the state standards. SHS will provide technology in the core classes to support the implementation of small group instruction and research-based best practices. Our DNA Laptop Initiative has been established and will enable all freshmen, sophomores, and juniors the use of laptops for both classroom and home. During the 2016-2017 school year, freshmen, sophomore, and junior core content teachers will utilize a variety of online resources in order to engage and instruct students, we will provide professional development, resources, and materials to support the use of authentic technology in the classroom.

Family and Community Involvement

Family and Community Involvement Summary

Our family and community connection is vital to student success here at Socorro High School. Many of our community members and parents are proud Socorro High School graduates with a strong sense of Socorro traditions. Socorro High School is a source of pride for many people who live and work in the Lower Valley.

Family and Community Involvement Strengths

Our Parent Liaison presents informative sessions weekly to parents. Topics range from nutrition, identifying bullying, and fitness classes. The Parent Liaison has built strong partnerships with the community and oversees the Socorro High School's school-wide Title I program. This consists of parent involvement activities and the goal is to increase parental involvement opportunities by incorporating the following classes and presentations: meeting with community members and parents monthly, conduct workshops, classes and seminars based on the utilization of technology equipment.

Refreshments are provided for parenting classes, parent meetings, orientation meetings, classes, community meetings and parent night and supplies and materials.

In addition, Socorro High School provides funding for the Parent Liaison, CIS Coordinators, and community members to attend conferences, workshops and trainings.

Our CIS Coordinators, Librarians, SCEI coaches, Parent Liaison, faculty, administrators, security officers, and campus aides contribute to presentations throughout the school year to raise awareness of major initiatives and events occurring at Socorro High School.

Our new campus administration is committed to making home visits, partnering with community organizations, and maintaining open lines of communication and collaboration with our families and community.

Family and Community Involvement Needs

In the coming school year, our efforts as a campus will be to increase the awareness of events, achievements, accomplishments, and awareness of Socorro High School students. As a campus with a large focus on providing our students with the tools to demonstrate mastery with 21st Century learning, our focus will be on providing our community with tools to support their students' academic and athletic achievements. Additionally, we will be fostering stronger connections with the middle schools and elementary schools in our areas as we work to build a stronger sense of community.

School Context and Organization

School Context and Organization Summary

There is a strong sense of urgency and commitment to student success here at Socorro High School. Our goals this year are centered around quality instruction, best teaching practices, positive discipline supports, appropriate academic and behavioral interventions, and nurturing safe and supportive learning environments. Our communication will improve with all stakeholders as these goals are shared, celebrated, and met.

School Context and Organization Strengths

Common planning time for campus teachers is built into the master schedule. Teachers work collaboratively with their content teams to plan for instruction and incorporate best practices into their lessons in their PLC's. Contents are given support from the campus SCEI coaches, Librarians, Instructional chairs, and administrators.

School Context and Organization Needs

Our focus this year will be on utilizing data more efficiently in order to address instructional needs in the Tier 1 (classroom) and in Tier 2 (Intervention) groups. Our campus will revisit planning calendars regularly and work to build greater capacity with teachers.

Technology

Technology Summary

Socorro High School has two centralized computer labs accessible to all students, one library computer hub, 10 classroom computers labs ranging from business computer labs to math classrooms and English classrooms, as well as a computer lab within the Bulldog Learning Center/Compass Learning Lab. Socorro High School has a Read 180 Lab servicing dyslexia students and students that have been identified as having low Lexile scores. SHS's bilingual department has a mobile lab to assist in the curriculum delivery for all ELLs. The CTE department also has a computer lab for student use. 75% of our campus student population will be provided with the use of laptops through our DNA Laptop Initiative. All freshmen, sophomore, and junior students are assigned the use of a laptop for the 2016-2017 school year. With the DNA Laptop Initiative, SHS integrates more technology to target at-risk students and support academic growth.

Technology Strengths

Socorro High School has enhanced instruction by providing teachers with the necessary tools to better prepare students not only to be competitive academically, but to be knowledgeable in technology advancements and computer literacy that will add efficacy to their post-secondary goals. Socorro High School classrooms have each been provided an IWB board which is used regularly in instruction. Teachers have received tools such as state of the art computers, document cameras, and access to online resources to support instruction at a high level of rigor. Professional development has been geared to address teacher needs for increased proficiency in utilizing technology meaningfully, authentically, and efficiently.

Technology Needs

Socorro High School will replace and upgrade overhead projectors, light bulbs, Computer on Wheels (COWS), and Laptops to support rigorous and aligned instruction to the state standards. SHS will provide technology in the core classes to support the implementation of small group instruction and research-based best practices. Our DNA Laptop Initiative has been established and will enable all freshmen and sophomores the use of laptops for both classroom and home. During the 2016-2017 school year, freshmen, sophomore, and junior core content teachers will utilize a variety of online resources in order to engage and instruct students, we will provide professional development, resources, and materials to support the use of authentic technology in the classroom.

Needs include updating and upgrading server strength, upgrading common areas throughout the campus to allow for charging ports and learning areas, and upgrading storage areas in the library to allow for the storage of technology. Additionally, our library requires upgraded furniture to meet the needs of 21st Century learners. As the hub for digital learning, students and teachers require furniture with greater flexibility for technology needs, we lack charging ports and lockers, seating, and work spaces.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data

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
- Local benchmark or common assessments data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

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










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, Socorro 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) 1: 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios will be fulfilled for the 2016-2017 school year.

Summative Evaluation 1:











Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Administrative team will meet weekly to receive updates regarding district safety initiatives, to be advised of audit timelines, and to coordinate and plan mandatory drills. Information regarding safety will be shared during faculty meetings so that all campus faculty and staff are aware of initiatives and drills. Relevant materials will be made available to faculty members in the course of training.	1, 2, 4, 6, 8, 10	Campus administrators, faculty and staff, SRO's, campus security	Meeting logs, sign in sheets			
2) Socorro will provide materials and training to the community and teachers/students to support Emergency Operating Procedures. Emergency drills will be conducted in order to prepare, practice, and stimulate areas of needed growth.	1	Administrators, Security, SRO's, Safety Committee	Increased parental and community involvement, increased safety safeguards to include EOP systems.			
 = 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 2: For the 2016-2017 school year, Socorro High School will develop and implement a plan of action to ensure that 100% of its stakeholders feel safe at school and school events.

Evaluation Data Source(s) 2: 100% of the campus stakeholders will feel safe at school and school events during the 2016-2017 school year.

Summative Evaluation 2:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide students with student code of conduct handbook. Students will be provided with presentations to warn against the dangers and consequences of drug use, to include marijuana, spice, and alcohol use.	1, 2, 6, 10	Administration, SRO's, Campus Security, Student Activities Director.	Sign in sheets from attendance at meetings. Decrease in drug referrals.			
	Funding Sources: 211 - Title I, Part A - \$150.00					
2) Socorro High School will provide materials and training to teachers/student/parent/community organizations to support the implementation and continuation of the Olweus Bullying Prevention Program.	1, 2, 6, 8, 10	Athletic coaches, sponsors for student organizations, counselors, Student Activity Director, faculty, Parent liaison, SRO's, Campus Security, administration, Olweus Campus Team	Sign in sheets and Student Activity lists			
	Funding Sources: 211 - Title I, Part A - \$2,000.00					
3) Provide two Communities in School Coordinators who will ensure that all at-risk students are provided with supplemental mentoring and instructional services necessary to be successful in school.	1, 2, 9, 10	Campus Administration, CIS caseworkers	Documentation logs, sign-in sheets, case loads per CIS Coordinator			
	Funding Sources: 211 - Title I, Part A - \$46,500.00					
 = 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, the attendance rate for all students at Socorro High School will increase from 94.11% to 96%.

Evaluation Data Source(s) 3: By the conclusion of the 2016-2017 school year, the overall attendance rate for all students at Socorro High School will be a minimum of 96%..

Summative Evaluation 3:








Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Host monthly attendance committee meetings to work with students who are at risk of losing credit. Meetings will include faculty, staff, parents, and students. Resources, refreshments, and materials will be provided during these meetings.	1, 2, 10	Attendance Administrator, Attendance Committee	Increase in attendance			
Funding Sources: 211 - Title I, Part A - \$1,500.00						
2) Student Activities Director, CIS Coordinators, and Parent Liaison will coordinate with Socorro High School's Partner's in Education to create an incentive program to encourage students to attend school every day.	1, 2, 6, 10	Administration, Student Activities Director, CIS Coordinators, Parent Liaison	Increase in rates of student attendance from last school year.			
Funding Sources: 211 - Title I, Part A - \$2,000.00						
 = 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 4: For the 2016-2017 school year, the total number of disciplinary incidents at Socorro High School will decrease from 883 disciplinary events to 700.

Evaluation Data Source(s) 4: By the conclusion of the 2016-2017 school year, the total number of disciplinary incidents at Socorro High School will have decreased by 20%.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Promote a safe and drug free environment through presentations, incentives for positive behavior, and training to include SRO presentations, anti-bullying presentations, peer mediation and counseling services.	1, 2, 4, 9, 10	Administrators, Counselors, CIS, Social Worker, Security, SRO	Increased student awareness reflected in decreased campus violence and decreases in student discipline referrals			
	Funding Sources: 211 - Title I, Part A - \$12,000.00					
2) Provide parents/students with a copy of the District Code of Conduct and the Socorro High School Student Handbook.	1, 6, 9, 10	Administration, teachers	Increase parental and student awareness represented in improved customer service for students, parents and other campus stakeholders; decrease in student/parent/community complaints			
	Funding Sources: 211 - Title I, Part A - \$3,000.00					
 = 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 1: Socorro High School shall increase the level of instructional rigor across the core content areas using AVID strategies and Fundamental Five best practices, to indicate an overall improvement in student state assessment scores to a minimum of 70% passing for all EOC assessments.

Evaluation Data Source(s) 1: By the conclusion of the 2016-2017 school year, Socorro High School will increase state assessment scores to a minimum of 70% passing for all EOC assessments.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) AVID will be offered for all Socorro High School students in grades 9-12. Teachers will be provided with materials and training for AVID strategies. Tutors will be assigned to support the AVID elective classes.	1, 2, 3, 4, 9	Administration, AVID Coordinator, AVID site team, and teachers	Use of WICOR strategies campus-wide, increased participation by faculty in the AVID site team, and increased numbers of students electing to join AVID.			
Funding Sources: 199 - General Fund: High School Allotment - \$49,000.00, 211 - Title I, Part A - \$6,000.00						
2) A differentiated curriculum will be provided to all Socorro High School's GT students in core class settings. Advanced academic programs that serve GT students such as dual credit and AP will also be encouraged and supported. Materials such as reading texts, guest speakers, field trips, will be purchased in order to supplement and complement these programs.	1, 2, 3, 10	Campus Gifted and Talented Coordinator	Gifted and Talented Student Work, Gifted and Talented Presentations			
Funding Sources: 199 - General: Gifted and Talented - \$2,000.00						
3) Socorro High School will employ two SCEI coaches to provide training and support to teachers in the following: Reading comprehension in the content areas, higher level questioning, writing across contents, formative assessments, Thinking Maps and the Fundamental Five. Socorro High School will support students who, in previous year, have not met standard on EOC exam by having SCEI coaches meet individually with students and provide testing status, tutoring information, scoring details, and other pertinent information to these at-risk populations.	1, 3, 4, 10	Campus administration and SCEI coaches	Assessment data			
Funding Sources: 211 - Title I, Part A - \$100,000.00						

<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>4) Socorro High School will provide targeted assistance and intervention, supplemental support, technology, resources and materials for all At-Risk students to increase student passing rates in all content areas (encompasses At-Risk Aides, Bilingual Aides, Library Aides, & other).</p>	1, 8, 9, 10	Campus administration, SCEI coaches, librarians, Small Learning Communities Coordinator, and campus instructional coaches	Usage reports, student rosters, and sign in sheets			
Funding Sources: 211 - Title I, Part A - \$75,000.00, 199 - General Fund: High School Allotment - \$52,000.00, 199 - General: Gifted and Talented - \$1,000.00, 199 - General Fund : Special Education - \$21,000.00, 199 - General Fund: Bilingual - \$6,500.00						
5) Teachers will maximize use of available tutoring resources to include AVID trained tutors and Gear-Up tutors as available.	1, 8, 9, 10	Campus administration, SCEI coaches, campus AVID Coordinator, and campus instructional coaches	Increased assessment scores			
Funding Sources: 211 - Title I, Part A - \$2,000.00						
6) Provide students with healthy snacks and testing room supplies to keep them focused and to enable organization during intersessions and state assessment testing periods. Snacks will be provided for all students taking various state assessments, to include district benchmarks, STAAR-EOC, TSI, TELPASS, and TAKS. Supplies will be provided for students, to include dictionaries and headphones, erasers, pencils and tri fold boards. The campus testing room will utilize colored paper, rubber bands, skill boxes, hanging folders, packing tape, crates, etc., to help organize student State/District Assessments.	1, 8, 9, 10	Campus administration, SCEI coaches, and campus instructional coaches.	Increased assessment scores.			
Funding Sources: 211 - Title I, Part A - \$3,750.00						
7) Monitor performance data through the use of Eduphoria. Socorro High School will provide increased responsiveness to needs of all teachers, interns and staff with the use of iPads and computers that are linked to Eduphoria T-Tess/Appraisal Service and email/website access.	1, 8, 9, 10	Campus administration, SCEI coaches, librarians, and campus instructional coaches	Increased assessment scores.			
Funding Sources: 211 - Title I, Part A - \$2,000.00						
8) Provide extra duty pay for teachers providing supplemental instruction to enhance rigor and relevance for all students for intersession/ summer school. Socorro High School will provide intersession and select Saturday tutorials and credit recovery opportunities for students in all subgroups who have not met standard in in EOC assessments and those students that have fell behind in credits as compared to their cohort and implemented on Plato Learning.	1, 8, 9, 10	Campus administration, SCEI coaches, and campus instructional coaches	Increased assessment scores.			
Funding Sources: 211 - Title I, Part A - \$75,000.00, 199 - General Fund: High School Allotment - \$52,000.00, 199 - General: Gifted and Talented - \$1,000.00, 199 - General Fund : Special Education - \$5,000.00, 199 - General Fund: Bilingual - \$6,500.00						










9) Provide resources, books, materials, and consumables for students in multiple modes of learning/communication. For example: Kagan cooperative learning strategies/materials, class set of novels, consumable workbooks, technology/computers, technology apps such as NearPod/team teaching, AVID, SIOP, hands on activities, Cornell Notes, student presentations, PowerPoints, project based learning, library usage, and use of printers. Purchase of bulletin boards/computers/supplies to display/report student progress based off of TEKS/Benchmark/CA data to keep students and teachers abreast of assessment data and progress.	1, 8, 9, 10	Campus administration, SCEI coaches, librarians, and campus instructional coaches	Increased assessment scores.			
	Funding Sources: 211 - Title I, Part A - \$5,000.00, 212 - Title I, Part C Migrant - \$500.00					
10) Socorro High School migrant and homeless students will be assigned a campus mentor to provide monitoring assistance, support for learning, and mentoring services.	1, 9, 10	Campus Migrant Coordinator, campus administrator.	Increased academic achievement and attendance rates.			
	Funding Sources: 212 - Title I, Part C Migrant - \$500.00					
Critical Success Factors CSF 1 CSF 4	1, 9	Campus librarians	Increased academic achievement.			
	11) Purchase technology for student use to supplement student understanding of instructional content in order to develop, support, and sustain critical thinking/writing. Technology purchased in support of the 1:1 Laptop Initiative and housed in the Library Electronic Information Center.					
Funding Sources: 211 - Title I, Part A - \$6,000.00						
 = 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 2: For the 2016-2017 school year, Socorro High School will improve its student state assessment scores in Algebra I to 70% at Level II as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 2: By the conclusion of the 2016-2017 school year, Socorro High School will increase Algebra I EOC Spring scores to 70% at Level II.

Summative Evaluation 2:











Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Socorro High School will provide resources in after school support, select Saturday sessions, and intersession for students in all subgroups who have not met standard in EOC Algebra 1.	1, 8, 9, 10	Math administrator, Math instructional coach, SCEI coach.	Increased assessment scores.			
	Funding Sources: 211 - Title I, Part A - \$9,000.00					
2) Students will be provided access to online and/or researched-based programs to increase student's success. This includes Project Share, 1:1 laptop initiative, and textbook adoption materials/resources.	1, 9, 10	Math administrator, Math instructional coach, SCEI coach.	Increased assessment scores.			
	Funding Sources: 211 - Title I, Part A - \$2,000.00					
3) Train Math teachers on the use of WICOR strategies during PLC, PD days, and in after school sessions. AVID resources will be purchased. Teachers will utilize a minimum number of WICOR strategies per week.	1, 4, 9, 10	Math administrator, Math instructional coach, SCEI coach.	Increased assessment scores.			
	Funding Sources: 199 - General - \$150.00					
4) Instructional technology will be purchased to supplement students understanding of content, increase language proficiency, and develop critical thinking.	1, 3, 9, 10	Math administrator, Math instructional coach, SCEI coach.	Increased assessment scores.			
	Funding Sources: 211 - Title I, Part A - \$2,000.00					
 = 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 3: For the 2016-2017 school year, Socorro High School will improve its student state assessment scores in Biology to 75% at Level II as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 3: By the conclusion of the 2016-2017 school year, Socorro High School will increase Biology EOC Spring scores to 75% at Level II.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Socorro High School will provide resources in after school support, select Saturday sessions, and intersession for students in all subgroups who have not met standard in EOC Biology.	1, 8, 9, 10	Science administrator, Science instructional coach, SCEI coach.	Increased assessment scores.			
	Funding Sources: 211 - Title I, Part A - \$9,000.00					
2) Students will be provided access to online and/or researched-based programs to increase student's success. This includes Project Share, 1:1 laptop initiative, and textbook adoption materials/resources.	1, 9, 10	Science administrator, Science instructional coach, SCEI coach.	Increased assessment scores.			
	Funding Sources: 211 - Title I, Part A - \$2,000.00					
3) Train Science teachers on the use of WICOR strategies during PLC, PD days, and in after school sessions. Teachers will utilize a minimum number of WICOR strategies per week.	1, 4, 9, 10	Science administrator, Science instructional coach, SCEI coach.	Increased assessment scores.			
	Funding Sources: 199 - General - \$150.00					
4) Provide teachers with materials and resources to support instruction, use of technology, cooperative learning and the use of manipulatives. This includes Kagan Cooperative learning resources, AVID materials, audio/video resources along with Thinking Maps, and Scientific Resource Journals. Teachers will also be provided with technology devices to enable them to disaggregate data (tablets/laptops/IPads) in order to better meet student instructional needs.	1, 3, 9, 10	Science administrator, Science instructional coach, SCEI coach.	Increased assessment scores.			
	Funding Sources: 211 - Title I, Part A - \$250.00					
5) Instructional technology such as STEMscopes will be purchased to supplement students understanding of content, increase language proficiency, and develop critical thinking.	1, 3, 9, 10	Science administrator, Science instructional coach, SCEI coach.	Increased assessment scores.			
	Funding Sources: 211 - Title I, Part A - \$2,000.00					
 = 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 4: For the 2016-2017 school year, Socorro High School will improve its student state assessment scores in English I to 61% and English II to 65% at Level II as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 4: By the conclusion of the 2016-2017 school year, Socorro High School will increase English I EOC Spring scores to 61% at Level II and English II EOC Spring scores to 65%.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
State System Safeguard Strategy Federal System Safeguard Strategy 1) Socorro High School will provide resources in after school support, select Saturday sessions, and intersession for students in all subgroups who have not met standard in EOC English I/II.	1, 8, 9, 10	ELAR administrator, ELAR instructional coach, SCEI coach.	Increased assessment scores.			
	Funding Sources: 211 - Title I, Part A - \$10,000.00					
State System Safeguard Strategy Federal System Safeguard Strategy 2) Students will be provided access to online and/or researched-based programs to increase student's success. This includes Project Share, 1:1 laptop initiative, and textbook adoption materials/resources.	1, 9, 10	ELAR administrator, ELAR instructional coach, SCEI coach.	Increased assessment scores.			
	Funding Sources: 211 - Title I, Part A - \$2,000.00					
3) Train ELAR teachers on the use of WICOR strategies during PLC, PD days, and in after school sessions. Teachers will utilize a minimum number of WICOR strategies per week.	1, 4, 9, 10	ELAR administrator, ELAR instructional coach, SCEI coach.	Increased assessment scores.			
	Funding Sources: 211 - Title I, Part A - \$150.00					
4) Instructional technology will be purchased to supplement students understanding of content, increase language proficiency, and develop critical thinking.	1, 3, 9, 10	ELAR administrator, ELAR instructional coach, SCEI coach.	Increased assessment scores.			
	Funding Sources: 212 - Title I, Part C Migrant - \$2,000.00					
State System Safeguard Strategy Federal System Safeguard Strategy 5) Students identified to be struggling readers will be placed in Read 180 class and receive instruction to improve reading comprehension and writing ability. Resources will be purchased to support the use of Read 180 technology and necessary components of the program, to include headsets, CD players, batteries, rBook consumables, and supplies.	1, 3, 8, 9, 10	ELAR administrator, ELAR instructional coach, SCEI coach, counselors.	Increased assessment scores.			
	Funding Sources: 199 - General Fund: SCE - \$6,000.00					






6) Partner with ESC Region 19 for resources to increase balanced literacy performance through enhanced instructional practice.	1, 4, 9, 10	ELAR administrator, ELAR instructional coach, SCEI coach.	Increased assessment scores.			
Funding Sources: 199 - General - \$2,500.00						
State System Safeguard Strategy Federal System Safeguard Strategy		ESL administrator, ELAR instructional coach, SCEI coach, ESL teachers.	Increased assessment scores.			
7) ESL students will receive daily instruction in Rosetta Stone to increase language acquisition. Socorro High School will utilize researched based programs (such as Rosetta Stone) and quality materials and resources (dictionaries), to increase language acquisition and vocabulary in students served in special programs (SPED, ESL), laptops/IPads/computers/headphones/speakers will be purchased in support of this as well. Teachers will utilize interactive notebooks, technology, collaborative groupings, and content academic language to meet the needs of ELL students in all content areas.	Funding Sources: 199 - General Fund: Bilingual - \$20,000.00					
 = 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 5: For the 2016-2017 school year, Socorro High School will improve its state assessment scores in United States History to 93% at Level II as compared to the 2015-2016 state assessment scores.

Evaluation Data Source(s) 5: By the conclusion of the 2016-2017 school year, Socorro High School will increase United States History EOC Spring scores to 93% at Level II.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Socorro High School will provide resources in after school support, select Saturday sessions, and intersession for students in all subgroups who have not met standard in EOC US History.	1, 8, 9, 10	Social Studies administrator, Social Studies instructional coach, SCEI coach.	Increased assessment scores.			
	Funding Sources: 211 - Title I, Part A - \$9,000.00					
2) Students will be provided access to online and/or researched-based programs to increase student's success. This includes Project Share, 1:1 laptop initiative, and textbook adoption materials/resources.	1, 9, 10	Social Studies administrator, Social Studies instructional coach, SCEI coach.	Increased assessment scores.			
	Funding Sources: 211 - Title I, Part A - \$2,000.00					
3) Train Social Studies teachers on the use of WICOR strategies during PLC, PD days, and in after school sessions. Teachers will utilize a minimum number of WICOR strategies per week.	1, 4, 9, 10	Social Studies administrator, Social Studies instructional coach, SCEI coach.	Increased assessment scores.			
	Funding Sources: 211 - Title I, Part A - \$2,000.00					
4) Instructional technology will be purchased to supplement students understanding of content, increase language proficiency, and develop critical thinking.	1, 3, 9, 10	Social Studies administrator, Social Studies instructional coach, SCEI coach.	Increased assessment scores.			
	Funding Sources: 211 - Title I, Part A - \$2,000.00					
5) Provide teachers with materials and resources to support instruction, use of technology, cooperative learning and the use of manipulatives. This includes Kagan Cooperative learning resources, AVID materials, and audio/video resources along with Thinking Maps.	1, 3, 9, 10	Social Studies administrator, Social Studies instructional coach, SCEI coach.	Increased assessment scores.			
	Funding Sources: 199 - General Fund: SCE - \$2,000.00					








6) Special Topics/EOC support classes will be offered focusing on historical topics using TEA/district/instructor designated materials and out of classroom work-study within the community. Field trips to local areas of historical significance will be coordinated as enrichment activities.	1, 3, 9, 10	Social Studies administrator, Social Studies instructional coach, SCEI coach.	Increased assessment scores.			
	Funding Sources: 211 - Title I, Part A - \$400.00					
 = 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, the overall number of students enrolled in pre-advanced/advanced placement courses and/or dual credit courses at Socorro High School will increase by 5% as compared to the overall enrollment for the 2015-2016 year.

Evaluation Data Source(s) 6: Socorro High School dual credit and pre-advanced/advanced placement course enrollment will have increased 5% by the conclusion of the 2016-2017 school year.

Summative Evaluation 6:









Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Socorro High School will provide materials and resources to students in dual credit and Pre-AP/AP classes, to include textbooks, consumables, PSAT testing, TSI testing, offset cost for AP exams after fee waivers, and to purchase other instructional material.	1, 2, 3, 10	Campus Dual Credit administrator/AP Coordinator, counselors.	Rates of participation in dual credit, Pre-AP and AP classes. Rates of TSI/PSAT/AP testing. Increased assessment scores.			
	Funding Sources: 211 - Title I, Part A - \$27,000.00					
2) Counselors and the Go Center will prepare and conduct presentations for parents and students to provide requirements for participation in dual credit courses.	1, 2, 6, 10	Campus Dual Credit administrator/AP Coordinator, counselors.	Rates of participation in dual credit, Pre-AP and AP classes. Rates of TSI/PSAT/AP testing. Increased assessment scores.			
	Funding Sources: 211 - Title I, Part A - \$500.00					
 = 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 1: For the 2016-2017 school year, Socorro High School will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 1: 100% of Socorro High School teachers will maintain Highly Qualified status in all core academic subjects for the 2016-2017 school year.

Summative Evaluation 1:




Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide time for teachers in need of assistance to attend professional development and meet with master teachers and curriculum coaches. Socorro High School will provide release time and substitutes for Teachers to attend professional development, conduct walkthroughs of master teachers and to meet with mentor teachers.	1, 3, 4, 5, 10	Campus administration, campus SCEI coaches, campus instructional coaches.				
				Funding Sources: 211 - Title I, Part A - \$5,000.00		
2) Promote best instructional practice for all teachers using targeted resources. Socorro High School will provide teachers with professional resources to support reading and writing across all content areas, to include AVID strategies and Fundamental Five best practices along with Kagan Cooperative Learning Strategies and Thinking Maps. New teachers will receive resources and training on classroom management and literacy.		Campus administration, campus SCEI coaches, campus instructional coaches.				
				Funding Sources: 211 - Title I, Part A - \$20,000.00		
3) Socorro High School will provide release time and substitutes for Teachers to attend professional development, conduct walkthroughs of master teachers and to meet with mentor teachers.		Campus administration, campus SCEI coaches, campus instructional coaches.				
				Funding Sources: 211 - Title I, Part A - \$2,500.00		
 = 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: During the 2016-2017 school year, Socorro High School will increase the number of professional development opportunities by 5% offered to employees as compared to the 2015-2016 school year.

Evaluation Data Source(s) 2: Socorro High School will increase professional development opportunities by 5% by the conclusion of the 2016-2017 school year.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Campus instructional coaches/SCEI Coaches will determine relevant and data driven professional development opportunities. Teachers requiring updates for PD, such as Fundamental Five, Read 180, Kilgo, AVID, classroom management, and GT updates will receive trainings via presenters or professional development workshops. Socorro High School will provide teachers with professional resources to support reading and writing across all content areas. SCEI coaches and instructional coaches will plan, schedule, and/or present trainings for teachers to occur during half days, after school, on Saturdays, and during PLC's.	1, 2, 3, 4, 10	Campus administration, campus SCEI coaches, campus instructional coaches.				
				Funding Sources: 199 - General: Gifted and Talented - \$3,000.00, 211 - Title I, Part A - \$10,000.00		
2) SCEI coaches and Instructional Coaches will attend district, regional, and state conferences and workshops (Kilgo, CREST, Lead4Ward, Thinking Maps, Coaching) trainings to build instructional leadership capacity. SCEI coaches and Instructional Coaches will provide professional development for teachers for best practices, data disaggregation, and resources.	1, 2, 3, 4, 10	Campus administration, campus SCEI coaches, campus instructional coaches.				
				Funding Sources: 211 - Title I, Part A - \$5,000.00		
3) Teachers will attend Advanced Placement (AP) Summer Institute to learn higher order teaching strategies and best practices.	1, 2, 3, 4, 10	Campus administration, campus SCEI coaches, campus instructional coaches, AP and Pre-AP teachers.	Certificates of completion and departmental presentations of best practices.			
				Funding Sources: 211 - Title I, Part A - \$4,000.00, 199 - General: Gifted and Talented - \$3,000.00		



4) SHS Tech Cadre, to include teachers, librarians, SCEI coaches, and administrators, will attend conferences, trainings, and meetings to build on technology skills and knowledge. Conferences will include TCEA, TnT, TLA, ALA, and Region 19.	1, 2, 3, 4, 10	Campus administration, campus librarians, and SCEI coaches.	Certificates of completion and departmental presentations of best practices.			
	Funding Sources: 211 - Title I, Part A - \$12,000.00					
5) Faculty will travel to the AVID Summer Institute in order to receive training and teaching strategies for the AVID elective classes, as well as for non AVID classes.	1, 2, 3, 4, 10	Campus administration, campus AVID Coordinator.	Certificates of completion and departmental presentations of best practices.			
	Funding Sources: 211 - Title I, Part A - \$20,000.00, 199 - General Fund: High School Allotment - \$20,000.00					
6) Provide on- and off-site, research-based, professional development to ensure teaching expertise and skills necessary for successful implementation of discipline procedures, state standards and district curriculum. Socorro High School will provide release time and substitutes for Teachers to attend professional development, conduct walkthroughs of master teachers and to meet with mentor teachers.	1, 2, 3, 4, 10	Campus administration, campus SCEI coaches, campus instructional coaches.	Certificates of completion and departmental presentations of best practices.			
	Funding Sources: 211 - Title I, Part A - \$5,000.00					
7) ELAR, Math, Science, and Social Studies teachers will receive trainings through Region 19, Lead4Ward, and state and national conferences. This includes travel expenses and workshop fees.	1, 2, 3, 4, 10	Campus administration, campus SCEI coaches, campus instructional coaches.	Certificates of completion and departmental presentations of best practices, improved assessment scores and data.			
	Funding Sources: 211 - Title I, Part A - \$27,000.00					
8) Provide resources and instructional materials to include: Thinking Maps, Kagan Cooperative Learning, Fundamental Five, AVID resources, Library resources (shelf and digital), Special Education materials, Bilingual Education materials, Gifted and Talented materials, and CTE materials.	1, 2, 3, 8, 9, 10	Campus administration, campus SCEI coaches, campus instructional coaches.	Increased rates of student success as evidenced by attendance rates and assessment scores.			
	Funding Sources: 199 - General Fund: High School Allotment - \$20,000.00					
9) Partner with Region 19 so that professional development and resources are provided for Response to Intervention (RtI) support.	1, 2, 3, 8, 9, 10	Campus administration, campus SCEI coaches, campus instructional coaches, campus RtI team.	Increased rates of student success as evidenced by attendance rates and assessment scores.			
	Funding Sources: 211 - Title I, Part A - \$2,000.00					
 = 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 1: During the 2016-2017 school year, Socorro High School will increase the number of collaborative educational involvement activities and events for parents and community members by 25% as compared to the 2015-2016 school year to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: The number of collaborative educational involvement activities and events for parents and community members will increase by 25% at the conclusion of the 2016-2017 school year.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>1) Support and promote Parent Involvement trainings and seminars developed and presented by the Parent Liaison by providing the following: -Technology Equipment - Refreshments for parent meetings/classes -Supplies and Materials for * Coffee with the Principal * Awards Ceremonies * Parent-Teacher Conference Nights * Community Service * Parenting workshops</p> <p>Socorro High School will provide parents state mandated special education opportunities and Nutrition Classes. The goal is to follow the Drug-Free/Safe-Zone Federal Mandate.</p> <p>To support and promote our Parental Involvement trainings, workshops, classes and seminars we will provide the following: Technology Equipment; Refreshments for parent meetings, classes, and parent night and supplies and materials; Academy Showcase.</p>	1, 6, 10	Campus administration and Parent liaison.	Sign in sheets from meetings, feedback from parents, satisfaction surveys.			
				Funding Sources: 211 - Title I, Part A - \$500.00		
<p>2) Socorro High School will provide parents state mandated special education opportunities and Nutrition Classes. The goal is to follow the Drug-Free/Safe-Zone Federal Mandate.</p>	1, 6, 10	Campus administration and Parent liaison.	Sign in sheets from meetings, feedback from parents, satisfaction surveys.			
				Funding Sources: 199 - General Fund : Special Education - \$1,500.00		







3) Socorro High School will host Drive by Breakfasts to distribute school events and general information. Resources and snacks will be purchased for inclusion in an informational packet to be provided to parents during the Drive by Breakfast.	1, 6, 10	Campus administration and Parent liaison.	Sign in sheets from meetings, feedback from parents, satisfaction surveys.			
Funding Sources: 211 - Title I, Part A - \$1,000.00						
4) Provide funding for parents and community members to attend conferences and workshops that are pertinent to and targeted toward supporting student academic success. Socorro High School will provide communication throughout the school year about meetings that will inform them of advanced academic course options and requirements, post high school requirements and opportunities.	1, 6, 10	Campus administration and Parent liaison	Sign in sheets from meetings, feedback from parents, satisfaction surveys.			
Funding Sources: 211 - Title I, Part A - \$3,400.00						
 = 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 2: For the 2016-2017 school year, Socorro High School will increase the number of notifications, sent via newsletters, email, etc. to parents, business, and community members by 50%.

Evaluation Data Source(s) 2: Parental and community notifications will increase 50% by the conclusion of the 2016-2017 school year.

Summative Evaluation 2:







Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Campus instructional leadership will coordinate the creation and dissemination of a campus bi-semester newsletter. Campus librarians will upload all newsletters, announcements, and current events to the campus website. Resources purchased will be made available to parents and community members.	1, 6, 10	Campus administration, campus librarians, Parent liaison.	Number of parents attending campus events as evidenced by sign-in sheets.			
	Funding Sources: 211 - Title I, Part A - \$1,500.00					
 = 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: For the 2016-2017 school year, Socorro High School will increase the number of customer service trainings for staff from 1 to 3 to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 3: A minimum of 3 customer service trainings for staff will occur prior to the conclusion of the 2016-2017 school year.

Summative Evaluation 3:







Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Campus leadership team will train front office personnel, attendance personnel, aides, monitors, and volunteers in various customer service topics during professional development. Materials will be purchased for training.	1, 2, 4, 10	Campus administration				
	Funding Sources: 199 - General Fund: SCE - \$500.00					
 = 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: During the 2016-2017 school year, Socorro High School personnel will actively engage parents in the education process to ensure the academic and behavioral success of students. Parent attendance at school meetings and events will increase to 2500 interactions as compared to the 2015-2016 school year.

Evaluation Data Source(s) 1: 2500 parents/guardians will be in attendance at school meetings and events will by the conclusion of the 2016-2017 school year.

Summative Evaluation 1:







Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Socorro High School will utilize resources such as mailouts, personal phone calls, and automated phone calls to make contact with and publicize parent nights, meetings, and events. Such parent nights, meetings, and events will be advertised via the school marquee, on the campus website, and through flyers.	1, 2, 6, 9, 10	Administrators, teachers, SCEI coaches, and instructional coaches	Increased parental attendance at school events, presentations, and meetings.			
Funding Sources: 211 - Title I, Part A - \$1,500.00						
 = 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, 70% of Socorro High School students coded at-risk will attend intervention sessions before school, after school, and during Intersession to ensure their academic growth

Evaluation Data Source(s) 2: By the conclusion of the 2016-2017 school year, a minimum of 1000 At-Risk students will attend tutorial sessions.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>1) Common assessments will be written to assess TEKS taught in the preceding three week period. Data from the common assessments will be used to assign students to tutoring groups. Tier 2 instruction will occur based on student needs. Resources will be purchased to explicitly instruct Tier 2 and Tier 3 students.</p>	1, 8, 9, 10	Administrators, teachers, SCEI coaches, and instructional coaches	Met standard on all State and Federal System Safeguards.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	4	Socorro High School will provide targeted assistance and intervention, supplemental support, technology, resources and materials for all At-Risk students to increase student passing rates in all content areas (encompasses At-Risk Aides, Bilingual Aides, Library Aides, & other).
2	4	1	Socorro High School will provide resources in after school support, select Saturday sessions, and intersession for students in all subgroups who have not met standard in EOC English I/II.
2	4	2	Students will be provided access to online and/or researched-based programs to increase student's success. This includes Project Share, 1:1 laptop initiative, and textbook adoption materials/resources.
2	4	5	Students identified to be struggling readers will be placed in Read 180 class and receive instruction to improve reading comprehension and writing ability. Resources will be purchased to support the use of Read 180 technology and necessary components of the program, to include headsets, CD players, batteries, rBook consumables, and supplies.
2	4	7	ESL students will receive daily instruction in Rosetta Stone to increase language acquisition. Socorro High School will utilize researched based programs (such as Rosetta Stone) and quality materials and resources (dictionaries), to increase language acquisition and vocabulary in students served in special programs (SPED, ESL), laptops/IPads/computers/headphones/speakers will be purchased in support of this as well. Teachers will utilize interactive notebooks, technology, collaborative groupings, and content academic language to meet the needs of ELL students in all content areas.
5	2	1	Common assessments will be written to assess TEKS taught in the preceding three week period. Data from the common assessments will be used to assign students to tutoring groups. Tier 2 instruction will occur based on student needs. Resources will be purchased to explicitly instruct Tier 2 and Tier 3 students.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	4	Socorro High School will provide targeted assistance and intervention, supplemental support, technology, resources and materials for all At-Risk students to increase student passing rates in all content areas (encompasses At-Risk Aides, Bilingual Aides, Library Aides, & other).
2	4	1	Socorro High School will provide resources in after school support, select Saturday sessions, and intersession for students in all subgroups who have not met standard in EOC English I/II.
2	4	2	Students will be provided access to online and/or researched-based programs to increase student's success. This includes Project Share, 1:1 laptop initiative, and textbook adoption materials/resources.
2	4	5	Students identified to be struggling readers will be placed in Read 180 class and receive instruction to improve reading comprehension and writing ability. Resources will be purchased to support the use of Read 180 technology and necessary components of the program, to include headsets, CD players, batteries, rBook consumables, and supplies.
2	4	7	ESL students will receive daily instruction in Rosetta Stone to increase language acquisition. Socorro High School will utilize researched based programs (such as Rosetta Stone) and quality materials and resources (dictionaries), to increase language acquisition and vocabulary in students served in special programs (SPED, ESL), laptops/IPads/computers/headphones/speakers will be purchased in support of this as well. Teachers will utilize interactive notebooks, technology, collaborative groupings, and content academic language to meet the needs of ELL students in all content areas.
5	2	1	Common assessments will be written to assess TEKS taught in the preceding three week period. Data from the common assessments will be used to assign students to tutoring groups. Tier 2 instruction will occur based on student needs. Resources will be purchased to explicitly instruct Tier 2 and Tier 3 students.

State Compensatory

Personnel for Socorro High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ricardo Avalos	AVID coordinator	AVID	1
TBD	SCEI	SCE	1
TBD	SCEI	SCE	1

Title I

1: Comprehensive Needs Assessment

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

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

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

NA

5: Strategies to attract highly qualified teachers

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

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

NA

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

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

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

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.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aaron Reyes	Teacher	Class size reduction	1
Adan Rojas	CIS Coordinator	CIS	1
Amanda Gallardo	CIS Coordinator	CIS	1
Christopher Lapalme	Library aide	At-Risk	1
David Hernandez	Library aide	At-Risk	1
Jennifer Esparza	Teacher on Special assignment	NA	1

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Federico Tovar	Principal
Administrator	Kimberly Clark	Assistant principal
Classroom Teacher	Ricardo Avalos	AVID Coordinator
Classroom Teacher	Luis Carrillo	Math teacher
Classroom Teacher	Troy Herbort	Fine Arts teacher
Classroom Teacher	Victor Hernandez	ELAR teacher
Classroom Teacher	David Herrera	CTE teacher
Classroom Teacher	Rebecca Kreye	Science teacher
Classroom Teacher	Michelle Saenz	SEC teacher
Classroom Teacher	Leslie Vicari	ESL teacher
Classroom Teacher	Mark Williams	Social Studies teacher
District-level Professional	Rodrigo Portillo	Instructional Officer
Paraprofessional	Alicia Galvan	Parent liasion
Parent	Karina Rubio	Parent

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3			\$150.00
2	3	3			\$150.00
2	4	6			\$2,500.00
Sub-Total					\$2,800.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	5			\$6,000.00
2	5	5			\$2,000.00
4	3	1			\$500.00
Sub-Total					\$8,500.00
199 - General Fund: High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$49,000.00
2	1	4			\$52,000.00
2	1	8			\$52,000.00
3	2	5			\$20,000.00
3	2	8			\$20,000.00
Sub-Total					\$193,000.00
199 - General Fund : Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$21,000.00
2	1	8			\$5,000.00
4	1	2			\$1,500.00
Sub-Total					\$27,500.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$150.00
1	2	2			\$2,000.00
1	2	3			\$46,500.00
1	3	1			\$1,500.00
1	3	2			\$2,000.00
1	4	1			\$12,000.00
1	4	2			\$3,000.00
2	1	1			\$6,000.00
2	1	3			\$100,000.00
2	1	4			\$75,000.00
2	1	5			\$2,000.00
2	1	6			\$3,750.00
2	1	7			\$2,000.00
2	1	8			\$75,000.00
2	1	9			\$5,000.00
2	1	11			\$6,000.00
2	2	1			\$9,000.00
2	2	2			\$2,000.00
2	2	4			\$2,000.00
2	3	1			\$9,000.00
2	3	2			\$2,000.00
2	3	4			\$250.00
2	3	5			\$2,000.00
2	4	1			\$10,000.00
2	4	2			\$2,000.00
2	4	3			\$150.00

2	5	1			\$9,000.00
2	5	2			\$2,000.00
2	5	3			\$2,000.00
2	5	4			\$2,000.00
2	5	6			\$400.00
2	6	1			\$27,000.00
2	6	2			\$500.00
3	1	1			\$5,000.00
3	1	2			\$20,000.00
3	1	3			\$2,500.00
3	2	1			\$10,000.00
3	2	2			\$5,000.00
3	2	3			\$4,000.00
3	2	4			\$12,000.00
3	2	5			\$20,000.00
3	2	6			\$5,000.00
3	2	7			\$27,000.00
3	2	9			\$2,000.00
4	1	1			\$500.00
4	1	3			\$1,000.00
4	1	4			\$3,400.00
4	2	1			\$1,500.00
5	1	1			\$1,500.00
Sub-Total					\$543,600.00
212 - Title I, Part C Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	9			\$500.00
2	1	10			\$500.00

2	4	4			\$2,000.00
Sub-Total					\$3,000.00
199 - General Fund: Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$6,500.00
2	1	8			\$6,500.00
2	4	7			\$20,000.00
Sub-Total					\$33,000.00
199 - General: Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$2,000.00
2	1	4			\$1,000.00
2	1	8			\$1,000.00
3	2	1			\$3,000.00
3	2	3			\$3,000.00
Sub-Total					\$10,000.00
Grand Total					\$821,400.00