

**Socorro Independent School District**  
**Socorro High School**  
**2017-2018 Campus Improvement Plan**



# **Mission Statement**

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

## **Vision**

Tomorrow's Leaders Learning Today

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# 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 9<sup>th</sup>-12<sup>th</sup>.

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 Socorro High School (using 2015-2016 TAPR data) was 0.5% African-American, 1.0% White, 97.4% Hispanic, American Indian 1.0%, and 80.7% Economically Disadvantaged. The overall mobility rate for the campus is approximately 15.3% (2014-2015), with a drop-out rate of 3.2% (2014-2015).

2015-2016 school year, Socorro High School served 455 English Language Learner students, 198 students through the Gifted and Talented program, 196 students through special education services, 1,595 students labeled as At-Risk.

2016-2017 school year: Socorro High School served 451 English Language Learners, 196 Gifted and Talented, 187 students through special education and 1,379 At-Risk students. Other demographic data for this past school year:

Population 2,452

Females 1,249 Males 1,203

Economically Disadvantaged 1,941

Migrant Students 9

Students in CTE Programs 2,172

The average daily attendance rate for students in the 2016-2017 school year was 93.96%. The breakdown is as follows:

## SHS Average Daily Attendance (ADA)

<b>Grade</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
9th Grade	94.09%	93.88%	93.12%
10th Grade	94.67%	93.59%	94.17%
11th Grade	94.97%	94.76%	95.13%
12th Grade	94.30%	94.10%	93.59%
<b>Overall</b>	<b>94.46%</b>	<b>94.06%</b>	<b>93.86%</b>

## Student Discipline

	<b>2015-2016</b>	<b>2016-2017</b>
Total	687 (3.81 students per day)	773 (4.29 students per day)

The attendance rate average for all grades was 93.96%. 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 after school 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 will be allowed to fulfill the LOC contracts via content areas. Finally, students will be provided positive incentives every report card so as to increase our ADA i.e. home visits, certificates and cook outs at lunch.

Socorro High School students have faced certain academic pitfall in the past couple of years due to loss of credit, failing a course(s), and not meeting Level 2 on EOC assessment. In an effort to graduate all of our students withing four years, Socorro has continued to implement the Bulldog Center for those who have failed one or more classes. The center stays open after school and is manned by college tutors, funded out of Title 1 funds, so they can support with questions. This center is opened on the weekends and has extended hours towards the end of the year so as to assist our graduating Seniors.

This past year, our Freshmen were housed into 4 different dog packs. The students in each dog pack had the same core content teachers to ensure a close connection was created between teachers and parents. In 2016-2017, one person ( Dog Pack Coordinator paid out of Title 1 funds), supervised all 500+ freshmen and monitored all true freshmen to ensure they passed their classes and addressed different discipline issues. In 2017-2018, we have looped the dog pack system and have created Sophomore teams to continue a structured environment for our students and strengthen the bond between school and home.

In an effort to prepare our students for a 2 year college or 4 year institution of higher learning. we are offering the following Dual Credit Courses (NOTE: The following courses earn .5 college credit per semester). Socorro offered the following Biology, Speech, Education 1300, US History, English III, English IV, PreCal., Philosophy, Government, Economics, Art, Law enforcement, and two different education course's tied into Socorro Early College.

## **Demographics Strengths**

Based on the Texas Academic Performance Report 2015-2016 our campus strengths are as follows:

\*EOC Social Studies increased versus the district average by 4%

\*EOC Social Studies at Postsecondary Readiness Standard versus district average was higher by 3%

\*There was a drop in students receiving GED's from 2014 to 2015 by 1.9%

\*DAP rate increased from 2014 to 2015 by .4%

\*Advanced Course/Dual Credit Course Completion from 2013-2014 to 2014-2015 increased 6.8% (Any Subject)

\*Advanced Course/Dual Credit Course Completion from 2013-2014 to 2014-2015 increased 10.9% (Math)

\*AP Participation All Subjects 2014 to 2015 increase of 4.1%

\*AP Participation English 2014 to 2015 increased 3.3%

\*AP Participation Math 2014 to 2015 increased .1%

\*AP Participation Social Studies 2014-2015 increased 1.5%

\*SAT scores increased from 2014 to 2015 by 32 points in English 20 points and Math 11 points

\*ACT scores increased in Science by .7%

\*Graduates enrolled in Texas Institution of Higher Education from 2012-2013 to 2013-2014 increased 4.8%

\*Gifted and Talented Students (2 groups of 40) took 2 different field trips during the Spring Semester. One group visited the El Paso Holocaust museum and the second group visited the El Paso Museum of Art.

\*Fine Arts programs had different levels of success in 2016-2017. Our Mariachi students competed at the state level. Our theater students, Teatristas, won Bi-District and advanced to Area Competition for the third year in a row. Our guitar and choir students advanced different members to Area competition.

\*Our established athletic programs continued their winning ways. Girls Soccer advanced to Bi-District. Boys Soccer advanced to Area Competition. Baseball advanced to Regional Quarterfinals.

\*Our VEX robotics team represented the city at world competition in Kentucky.

\*HOSA sent 150 students to competition. 40 members of HOSA moved on to state competition and 1 moved on to represent us at the National level. One student placed 2nd in national competition during Summer competition.

\*ACE/TAFE students attended National Conference and competition in the Summer. Two students placed in the Top 10 out of 25 competitors.

\*Parents were brought in throughout the year to have coffee with the principal and be trained with different wellness class and parent sessions to better understand their children.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Socorro High School is composed of 56% At-Risk (1,387) and 79% Economically Disadvantaged (1,946) students who have performed below the district and state average on the EOC exam. The campus as a whole had three consecutive years of declining with EOC scores. **Root Cause:** Our campus' demographics vary due to the different magnets and academic programs we offer. Those students not enrolled in these advanced or trade programs struggled with the comprehension and delivery of the academic content due to a lack of an proper academic foundation and or campus structures.

**Problem Statement 2:** Socorro High School is composed of 20% LEP students (496) who are new comers to the United States and have academic obstacles with their daily course work and EOC. **Root Cause:** Students arrive to us from Mexico with no basic understanding of English and or are also academically behind in Spanish which makes it difficult to them to learn not only their second language but basic grammar and learning how to learn.



## Student Academic Achievement

### Student Academic Achievement Summary

Socorro High School

Spring 2015/2016/2017 Comparison

STAAR / E.O.C. Results

Ranked by Percent Approaches Grade Level

<u>E.O.C.</u>	<u>Spring 2015</u>	<u>Spring 2016</u>	<u>Spring 2017</u>	<u>Change</u>
Algebra I	63.7%	58.9%	77%	+17
Biology	79.0%	67.2%	77.3%	+9
English I	40.8%	40.5%	46%	+5
English II	44.7%	43.3%	47.2%	+2
US History	81%	83%	91%	+4

	<b>Total</b>	<b>Begining</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Advanced High</b>
<b>Grade 9</b>					
Listening	170	8	26	35	31
Speaking	170	17	28	31	24
Reading	170	11	44	39	6

Writing	170	6	39	36	18	
<b>Grade 10</b>						
Listening	145	8	22	37	33	
Speaking	145	12	31	31	26	
Reading	145	10	34	48	8	
<b>Grade 11</b>	Listening	80	4	18	40	39
Speaking	80	9	24	39	29	
Reading	80	17	42	29	12	
Writing	80	5	29	40	26	
<b>Grade 12</b>						
Listening	108	2	23	35	40	
Speaking	108	5	33	35	27	
Reading	108	10	27	50	12	
Writing	108	2	26	45	27	

<b>Honor Roll</b>	1st Report Card	2nd Report Card	3rd Report Card	4th Report Card
<b>A Honor Roll</b>	88	100	103	167
<b>A/B Honor Roll</b>	514	464	478	516
<b>Total</b>	602	564	581	683

## **Student Academic Achievement Strengths**

### **U.S. History EOC increased by +3.9 points**

The History Department targeted the LEP population by having teachers stress vocabulary with a focus on vocabulary from previous EOC administrations. Previous questions from EOC administrations were used during bell ringers to support all students. A Heat Map analysis of previous EOC administrations was used to identify SE's that needed improvement. Instruction was targeted to address the areas of improvement. Tutoring was conducted throughout the year. Conducted an end of year History Blitz targeting LEP, SPED and students who performed low on checkpoints throughout the year focusing on Student Expectations which had been identified from past EOC administrations and the district Benchmark as low performing. Conducted Saturday School for AP students and for students that could not attend tutoring during the week. Conducted AVID strategy training for all teachers and introduced new strategies for classroom use. Arranged for presentation of technology training to support the DNA Initiative. Invited Instructional officer to conduct walkthroughs and give feedback on teacher performance. Insured that walkthroughs were conducted of each Social Studies teacher to insure proper implementation of the Fundamental Five was occurring. Conducted data analysis after every checkpoint. Spiraled low performing SE's into lessons. Teachers who attended training presented to the department what they learned. Provided teachers with planning time to produce joint lesson plans.

### **Science EOC no change**

The Biology EOC scores for the 2017-2018 school year remained the same as in the 2016-2017 school year. This year several steps were taken within the department to continue a culture of academic growth. All teachers were trained in SIOP in order to provide targeted language strategies for our LEP students. Tier 3 academic vocabulary was identified from released EOCs in order for students to actively engage and become familiar with content language. Released EOC questions were used as bell ringers to provide all students the opportunity to clarify misconceptions and identify successful learning on previously learned material. All Biology teachers received inherited data from the 8th grade Science STAAR in order to identify students requiring additional support. PLCs were used to look at data, identify areas of need and ways to spiral low SEs into the curriculum and plan common lessons.

After school tutoring for both semesters was targeted and focused on low SEs. The SEs were identified by running a cluster TEK analysis. Both intersessions centered around freshman and retesters with the curriculum also being identified from the cluster analysis.

Strengthening our Tier 1 instruction continued to be a priority. In addition to using Fundamental 5, SIOP and AVID strategies, teachers were given a training on thinking map activities to differentiate instruction. Technology use within the classroom increased allowing for the use of Sway, Smore, Nearpod, Edmodo, Office mix and more interactive sites for student engagement. To help with retesters a Biology Blitz was held every week for four weeks before the test. A two week review was used in the classroom and incorporated various activities and methods of learning to reach and support all students.

### **Math EOC increased by +18 points**

Algebra I End of Course scores for the 2016-2017 school increased 18% points from the 2015-2016 Algebra I End of Course scores. For re-testers several steps were taken throughout the year to help reach this goal. The first thing done was that we started tutoring right away. Students that had previously failed the Algebra I EOC were identified and were given Measuring Up workbooks to practice through the semester. Their current math teacher worked with the

identified students to target the TEKS in which the students performed poorly. TEK Specific tutoring sessions were developed and a calendar was created so students could attend the sessions that would benefit them more. Re-testers were pulled out 4 weeks before the exam 1 time a week for a half-day tutoring session leading up to the test. The same was done for these the second semester based on the December 2016 scores.

First time testers were offered TEK specific tutoring based the YAG the students were following and teacher recommendation. A tutoring calendar was created for the students to be able to attend. Students were give Measuring Up workbook as an additional resource the second semester. Tutoring became more frequent as we went into the second semester. The most important thing that math did though was follow a unified curriculum created by our staff. This led to buy-in amongst the department and all the teachers were teaching the same TEKS no matter what room you walked into. The uniformity was a huge plus for the students.

### **English I EOC increased 5.0% and English II increased 5.4%.**

For the 2<sup>nd</sup> consecutive year, the English department saw slight gains on both EOC assessments. These gains may be attributed to several factors. Continued instructional alignment to assessment, half day planning time in which teachers utilize data, pacing calendars, and resources to address critical TEKS and skills, and expanded professional development opportunities held onsite at SHS have all positively impacted instruction and thus scores on the EOC for the English department. The emphasis on building the instructional repertoire of teachers has also occurred with the partnership between Lead Your School and the campus leadership team and teachers. Frequent sessions on best practices, the use of the online platform to record Power Walks, and conferences with teachers regarding the use of Fundamental Five best practices have supported teachers with instructional methods. The English department received a four-day training from the National Math and Science Initiative (NMSI) in the form of an English curriculum/best practice model, Laying the Foundation. Teachers employed strategies learned throughout this training during the school year. Finally, our campus dedicated resources to provide striving students support for gaps. Students who had not previously passed a STAAR assessment were placed in support classes. Freshmen students were provided the opportunity to take a Reading class, which emphasized utilizing mentor text and text structure, inferencing, and vocabulary support. Upper grade students were provided with a Practical Writing class which emphasized the writing process and utilizing mentor texts. Finally, intersession support was provided to students who required additional time working with writing structures, vocabulary, and analyzing various types of text.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Socorro High School improved on all EOC in 16-17 yet had a large number of re-testers who still did not pass upon taking EOC a 3rd or 4th time. English EOC had close to 860 students taking the exam. This year targeted alignment, support from Lisa Cain, planning periods and structured tutoring sessions helped increase our English EOC scores. This same process was used w/all core areas. **Root Cause:** The alignment in the English department was not effective as needed to address such a high number of re-testers. Also, data analysis and targeted instruction did not take place routinely. Finally, a culture of apathy existed within the campus.

## School Processes & Programs

### School Processes & Programs Summary

The 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. Lesson frames and alignment takes place via our established Professional Learning Communities (PLC). During this PLC time, common assessments are created to gauge our students academic progress. Our PLC's work in conjunction with our campus SCEI's and Central Office Instructional Officers to prepare our students to be academically successful when taking the district benchmark and EOC tests.

A large numbers of the Socorro High School faculty 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. Book studies have been implemented throughout the year to include our campus administration, Leadership Team, new teachers to the campus and counseling team (*Four Agreements and What Great Teachers do Differently*). 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 during the school year 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). To improve the campus rigor and relevance, we have worked in conjunction with Mr. Sean Cain and Ms. Lisa Cain to implement Fundamental 5 strategies to ensure students are engaged in the lesson via purposeful talk, writing and closing of the daily lesson. Our campus has been supported by Central Office and will have the majority of our content and elective teachers SIOP trained June 26, 27 and 28 due to the 500 ELL students in our school. When in need of classroom support, our colleagues have been sent to Region 19 to acquire professional development in certain areas of need. We are an AVID campus and the site team has adhered to the plan created during last Summer's institute to support our school's academic progress with 3 different strategies. Our AVID site team meets with different PLC's and provides them with suggestions on the implementation of Cornell notes and other similar strategies. Finally, Socorro High School has implemented SISD's vision of being a 1 on 1 DNA campus. All of our students will have a personal laptop to research, create homework and be a 21st century learner in their community.

### School Processes & Programs Strengths

Socorro High School is an academic rich institution of learning that truly models our district's motto "Endless Opportunities." Socorro has the following programs that tie in to HB 5.

**H.P.A.**-a long established Health Professions Academy (HPA) that brings in students from around the district. If the pathway is followed appropriately, our Bulldogs can earn either a national certification with our EMT and Pharmacy Program or become certified in Texas as a Dental Assistant.

**S.E.C.**-Socorro Early College (SEC) was the first early college for SISD and now this is the third cohort of student who will be working at not only earning a

high school diploma but a Associates from EPCC. Our students are enrolled in Dual Credit and AP courses so that they have the appropriate academic course work to earn their degree and not take similar classes when enrolled in a four year institution of higher learning.

**PLTW-Biomedical**

**TAFE/H.P.A-First Aid**

**H.P.A. CPR**

OSHA Career Safe

### **Engineering**

AutoCAD associate Certifications/OSHA Career Safe

### **Architectural**

AutoCAD

### **Electrical Technology**

NCCER ( National Center for Construction Education and Research )

OSHA Career Safe

### **Animation Technology**

Microsoft Office

Adobe

Auto Desk Maya

### **Audio & Video Production**

Adobe Premier

SBE Operator Exam

Final Cut Pro

Pro Tools Basic Level

Adobe ACE

Tri-caster

### **Graphic Design & Illustration**

Adobe Certified Associate Certification in:

Visual Communication/Adobe Photoshop

Graphic Design and Illustration/Adobe Illustrator

Print Media Publication/Adobe InDesign

### **Journalism**

Adobe

### **Business Management / Banking & Finance**

Microsoft Office Specialist in Word, Excel, Powerpoint, Access

### **Culinary Arts**

Serve Safe

Food Handlers

OSHA Career Safe

Computer & Network Systems

A+

N+

Security +

### **Computer Programmer**

C++

Adobe

### **Digital Media**

Microsoft Office specialists in Word, Excel, Power Point, Access



Adobe: Photoshop, Illustrator, Dreamweaver, Flash, After Effects,

Fireworks

## **Marketing & Sport Promotion**

CPR

## **Automotive Technology**

ASE NATEF

- Steering & Suspension
- Brakes
- Auto Electrical
- Engine Performance
- Valvoline Motor Oil Certification

## **Cosmetology**

State Licensure

## **Emergency & Fire Services**

911 Dispatch Certification

CPR/First Aid

CERT

OSHA

EMT

### **Law Enforcement**

911 Emergency Telecommunications Certification

CPR/First Aid

### **Security & Protective Services**

Student will receive Level II and Level III certificates from the Texas Department of Public Safety. Students will be instructed in firearm safety and will qualify on a 9mm firearm and shotgun. Student will have to pass each level of training with the minimum of 80% to receive certificates. Students will have to shoot score of 180 out of 250 on the 9mm firearm. The student will have to shoot to

qualify on the firearm by shooting 9mm firearm and shotgun. 911

Telecommunication, First Aid/CPR

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Socorro High School is rich with endless opportunities for our students. We offer different magnet programs, early college, and certification classes. These programs have encountered certain obstacles to include specific targeted requirements for our students to fulfill, continued professional development for the instructors and better communication with all stakeholders. **Root Cause:** Specific protocols, guidelines, compacts are not in place to ensure our students reach beyond a high school diploma with either a state and local certification or credit hours/degree from an institution of higher learning.

## Perceptions

### Perceptions Summary

Socorro High School had faced adversity over the last three years with high failure rate, number one in drop out rate, failure rate over 20% at the classroom level, EOC scores that continued on a decline and large number of discipline issues. In 2016-2017, our learning community worked in conjunction with all members of our learning community to make a positive change for our students. Our faculty and staff members made close to 200 home visits celebrating students perfect attendance and A Honor Roll. Every report card, the school campus celebrated perfect attendance, A and A/B Honor Roll during lunch time. Our students were fed and provided with a DJ/certificates. Finally, our school posted all positive events on social media (Facebook, Instagram, Twitter, SnapChat, Periscope, Flipagram).

At the campus level, the faculty and staff met once per month to celebrated perfect attendance and that month's birthdays. This created a team and family environment to where we bonded and got closer together as a team. A lack of communication existed so we established consistency via Monday administration meetings recorded on Periscope so that our team members can find out what will be taking place that week. On Tuesday morning, the campus leadership team would meet and a common vision was created and shared which trickled down to our P.L.C.'s and departments. In an effort to provide us as a leadership team more focus and continuous learning, Dale Carnegie, purchased via Title 1 funds, was brought in to work with us to ensure we work as a unit. Finally, a common tutoring schedule was set up and P.L.C. meetings were held on Wednesday.

### Perceptions Strengths

#### Climate Survey Results 2017

#### Strengths

Item #	Item	Score
#8	Teacher: I like working at my school	3.44
#17	Student: My teacher expects students to do their best.	3.35
#14	Student: I am doing my best in school.	3.28
#16	Parent: In my child's school, there are clear rules against physically hurting other people i.e. hitting, pushing or tripping.	3.23
#18	Teacher: Administration represents the school in a positive manner.	3.17



	Item No.	Item	Score
<b>Area for Growth:</b>		Parents	
<i>Strategy 1:</i>	#17	The school returns my phone calls messages and or emails promptly.	2.86
Timeline:		Administration and support staff will encourage community members who visit our campus to fill out SISD survey dealing with customer service. Administration will also communicate with parents via social media or newsletters to fill out semester customer surveys.	
<i>Strategy 2:</i>	#12	If my child is feeling confused about something in class he/she feels comfortable saying so.	2.90
Timeline:		Administration will work with CIS and campus counseling department to create counseling groups to provide students an avenue to express how they are feeling. Administration will also create a REMIND code so students can communicate any anxiety or concerns they might have while in and out of school	
<i>Strategy 3:</i>	#22	My child's teachers give him/her individual attention on school work.	2.91
Timeline:		Administration will continue to work with leadership team to address the academic needs of all students based on gpa and or EOC needs. Specific days will be provided to students to address their needs and students will be supported via RTI strategies.	

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** A feeling of apathy & lack of structure existed which had a strong ripple effect on all members of our learning community as observed by the climate survey from two years ago. A "team" and or "WE" feeling has emerged this year through new communication structures, promoting of positive events on social media and belief that success can be accomplished if everyone does their part at our school. **Root Cause:** Students did not believe they were appreciated while teachers believed the students had no consequences for their actions and did not care for their learning. Administration was observed as an obstacle and not a support.

# 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:** 2017-2018 school year, Socorro High School will fulfill 100% of SISD's safety targets to ensure all audit requirements are met. Also, our campus will conduct the monthly safety drills as required by SISD.

**Evaluation Data Source(s) 1:** District Personnel Observations and Forms  
Administrative debriefing team

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.	1.0, 3.0, 6.0	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.	1.0, 3.0, 6.0	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:** 2017-2018 school year, the total number of disciplinary incidents at Socorro High School will decrease from 773 disciplinary events to 600.

**Evaluation Data Source(s) 2:** By the conclusion of the 2017-2018 school year, the total number of disciplinary incidents at Socorro High School will have decreased by 15%. Assistant Principal Mr. Danny Delgado will provide weekly and monthly reports which will be posted to communicate on our students on the status of our goal.

**Summative Evaluation 2: Met Performance Objective**















Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.	1.0, 3.0, 4.0, 5.0, 6.0	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 - 500.00					
2) Provide parents/students with a copy of the District Code of Conduct and the Socorro High School Student Handbook.	1.0, 3.0, 4.0, 5.0, 6.0	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 - 500.00					
3) By the conclusion of the 2017-2018 school year, the total number of disciplinary incidents at Socorro High School will have decreased by 15%.	1.0, 4.0, 6.0	Assistant Principal Daniel Delgado will provide reports	Decrease the number of campus referrals by 100 during the school year.			
	Funding Sources: 211 - Title I, Part A - 2000.00					
= 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:** 2017-2018 bullying issues with our student population will be addressed to ensure a safe environment exists on our campus for all students. Bullying outcries and confrontations will be decreased throughout the year.

**Evaluation Data Source(s) 3:** Weekly Counseling, CIS, and Admin Reports

**Summative Evaluation 3:** Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Students will be provided with public speakers every 9 weeks to discuss issues which are faced by out students. \$10,000 will be allocated to bring in speakers. A survey will be conducted at the end of each session to gauge the effectiveness of the presentation. Mr. Daniel Delgado will compile this data and present it to our Leadership Team the following	4.0, 5.0, 6.0	Assistant Principal Daniel Delgado will get data together after each presentation.	Decrease bullying outcries at the campus level.			
				Funding Sources: 211 - Title I, Part A - 15000.00		
2) A student leadership group of 15-25 students will be created via Dale Carnegie @ \$995 per student to assist in closing the achievement gap. Dale Carnegie has a link sent to the students at the end of each session (8 Total) to get feedback on what they learned. this data will also be provided to the campus leadership team at the end of each session.	4.0, 5.0, 6.0	Dale Carnegie will provide Assistant Principal Daniel Delgado with results of surveys after each session.	Decrease bullying outcries at the campus level and creating leadership			
				Funding Sources: 211 - Title I, Part A - 25000.00		
3) Socorro High School will be trained on "The Master Teacher" program to assist Olweus. Funds will be allocated to purchase workbooks and other supplemental materials for all teachers.	4.0, 5.0, 6.0	Assistant Principal Daniel Delgado will gather bullying outcries throughout the year.	Decrease bullying outcries at the campus level.			
				Funding Sources: 211 - Title I, Part A - 8000.00		
 = 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:** For the 2017-2018 school year, Socorro High School will increase the rigor and student achievement for 100% of students in all content areas.

**Evaluation Data Source(s) 1:** PLC minutes  
Professional Development half days Sign In Sheets  
Campus Based PD Sign in Sheets

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Socorro High School has been an AVID school since 2007. In an effort to raise rigor across the campus and student's gpa, AVID strategies (WICOR) will be modeled by those who attended Summer Institute.	1.0, 4.0, 7.0	AVID Coordinator Mr. Rick Avalos and Assistant Principal Mr. Andy Halatyn.	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 - 49000.00, 211 - Title I, Part A - 6000.00		
2) A differentiated curriculum will be provided to all Socorro High School 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.	1.0, 4.0, 6.0	Campus Gifted and Talented Coordinator and Assistant Principal Andy Halatyn	Gifted and Talented Student Work, Gifted and Talented Presentations			
				Funding Sources: 199 - General: Gifted and Talented - 3000.00		
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.	1.0, 6.0, 7.0	Campus administration and SCEI coaches Mr. Juan Carlos Lopez and Mr. Victor Hernandez	Assessment data			
				Funding Sources: 211 - Title I, Part A - 100000.00		

<p><b>System Safeguard Strategy</b></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, &amp; other).</p>	1.0, 6.0, 7.0	Campus administration, SCEI coaches, librarians, Small Learning Communities Coordinator, and Assistant Principal Mr. Andy Halatyn.	Usage reports, student rosters, and sign in sheets			
	Funding Sources: 211 - Title I, Part A - 75000.00					
<p>5) Teachers will maximize use of available tutoring resources to include AVID trained tutors.</p>	1.0, 4.0	Campus administration, SCEI coaches, campus AVID Coordinator, and Assistant Principal Mr. Andy Halatyn.	Increased assessment scores			
	Funding Sources: 211 - Title I, Part A - 2000.00					
<p>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.</p>	1.0, 4.0	Campus administration, Admin and Dept Heads.	Increased assessment scores.			
	Funding Sources: 211 - Title I, Part A - 3750.00					
<p>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 computers that are linked to Eduphoria T-TESS/Appraisal Service and email/website access.</p>	2.0, 4.0, 7.0	Campus administration, SCEI coaches, librarians, and campus Admin.	Increased assessment scores.			
	Funding Sources: 211 - Title I, Part A - 3000.00					
<p>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.</p>	1.0, 4.0	Campus administration, SCEI coaches, and campus instructional coaches	Increased assessment scores.			
	Funding Sources: 211 - Title I, Part A - 75000.00					















<p>9) Provide resources, books, materials, and consumables for students in multiple modes of learning/communication. For example: Fundamental 5 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, Power Points, project based learning, library usage, and use of printers. Purchase of bulletin boards/computers/printers/supplies to display/print/report student progress based off of TEKS/Benchmark/CA data to keep students and teachers abreast of assessment data and progress. Replace technology (for example; printers/ink/computers/software) for student needs (reports, data analysis, and copies).</p>		<p>Campus Admin, SCEI coaches, librarians, and Department Heads.</p>	<p>Increased assessment scores.</p>			
<p>Funding Sources: 211 - Title I, Part A - 5000.00, 212 - Title I, Part C Migrant - 500.00</p>						
<p>10) Socorro High School migrant and homeless students will be assigned a campus mentor to provide monitoring assistance, support for learning, and mentoring services.</p>	<p>1.0, 4.0</p>	<p>Assistant Principal Ms. Kimberly Clark</p>	<p>Increased academic achievement and attendance rates.</p>			
<p>Funding Sources: 212 - Title I, Part C Migrant - 500.00</p>						
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>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.</p>	<p>1.0, 4.0</p>	<p>Campus librarians</p>	<p>Increased academic achievement.</p>			
<p>Funding Sources: 211 - Title I, Part A - 6000.00</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 2:** For the 2017-2018 school year, Socorro High School will improve its student state assessment scores in Algebra I to 85% at Level II and 10% to Level III as compared to the 2016-2017 state assessment scores.

**Evaluation Data Source(s) 2:** Benchmarks  
Report Cards

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












Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.	1.0, 2.0, 7.0	Math administrator, Math instructional coach, Mr Juan Carlos Lopez (SCEI)	Increased assessment scores.			
				Funding Sources: 211 - Title I, Part A - 5000.00		
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.	1.0, 2.0, 7.0	Math administrator, Math instructional coach, Mr. Juan Carlos Lopez (SCEI)	Increased assessment scores.			
				Funding Sources: 211 - Title I, Part A - 2000.00		
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.	1.0, 2.0, 7.0	Math administrator, Mr. Juan Carlos Lopez (SCEI), Mr. Rick Avalos (AVID)	Increased assessment scores.			
				Funding Sources: 199 - General - 150.00		
 = 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 2017-2018 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 2016-2017 year.

**Evaluation Data Source(s) 3:** 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 3:** Some progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.	1.0, 2.0, 7.0	Assistant Principal Ms. Iris Jimenez and counselor Ms. Crissy Matamoros.	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 - 27000.00					
2) Counselors and the Go Center will prepare and conduct presentations for parents and students to provide requirements for participation in dual credit courses.		Assistant Principal Ms. Iris Jimenez and counselor Ms. Crissy Matamoros.	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 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:** 2017-2018 school year, Socorro High School will improve its student state assessment scores in English I and English II to 55% at Level II and 9% to Level III as compared to the 2016-2017 state assessment scores.

**Evaluation Data Source(s) 4:** Benchmarks  
Report Cards

**Summative Evaluation 4:** Significant progress made toward meeting Performance Objective















Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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 and II.	1.0, 2.0, 7.0	Ms. Rosario Rojas, English Instructional Officer Ms. Yvonne Aragon, Victor Hernandez (SCEI) and Assistant Principal Ms. Kimberly Clark	Increase English I and English II EOC scores			
				Funding Sources: 211 - Title I, Part A - 5000.00		
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.	1.0, 2.0, 7.0	Ms. Rosario Rojas, English Instructional Officer Ms. Yvonne Aragon, Mr. Victor Hernadnez (SCEI) and Assistant Principal Ms. Kimberly Clark	Increase English I and English II EOC scores			
				Funding Sources: 211 - Title I, Part A - 1000.00		
3) Train English 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.	1.0, 2.0, 7.0	Ms. Rosario Rojas, English Instructional Officer Ms. Yvonne Aragon, Mr. Victor Hernadnez (SCEI), Mr. Rick Avalos (AVID) and Assistant Principal Ms. Kimberly Clark	Increase English I and English II EOC scores			
				Funding Sources: 211 - Title I, Part A - 500.00		
 = 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:** 2017-2018 school year, Socorro High School will improve its student state assessment scores in Biology to 85% at Level II and 15% to Level III as compared to the 2016-2017 state assessment scores.

**Evaluation Data Source(s) 5:** Benchmarks  
Report Cards

**Summative Evaluation 5:** No progress made toward meeting Performance Objective















Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.	1.0, 2.0, 7.0	Department Head Mr. Becky Kreye and Assistant Principal Mr. Johnny Gonzalez	Increase Biology EOC scores			
				Funding Sources: 211 - Title I, Part A - 1000.00		
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.	1.0, 2.0, 7.0	Department Head Mr. Becky Kreye and Assistant Principal Mr. Johnny Gonzalez	Increase Biology EOC scores			
				Funding Sources: 211 - Title I, Part A - 500.00		
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.	1.0, 2.0, 7.0	Department Head Mr. Becky Kreye and Assistant Principal Mr. Johnny Gonzalez	Increase Biology EOC			
				Funding Sources: 211 - Title I, Part A - 500.00		
 = 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:** 2017-2018 school year, Socorro High School will improve its student state assessment scores in US History to 95% at Level II and 30% to Level III as compared to the 2016-2017 state assessment scores.

**Evaluation Data Source(s) 6:** Benchmarks  
Report Cards

**Summative Evaluation 6:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.	1.0, 2.0, 7.0	Department Head Mr. Mark Williams and Assistant Principal Mr. Daniel Delgado	Increase US History EOC scores			
	Funding Sources: 211 - Title I, Part A - 1000.00					
2) 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.		Department Head Mr. Mark Williams and Assistant Principal Mr. Daniel Delgado	Increase US History EOC scores			
	Funding Sources: 211 - Title I, Part A - 500.00					
3) 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.		Mr. Rick Avalos (AVID), Department Head Mr. Mark Williams and Assistant Principal Mr. Daniel Delgado	Increase US History EOC scores			
	Funding Sources: 211 - Title I, Part A - 500.00					
 = 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:** 2017-2018 School year, Socorro High School will provide academic support for all of its students via prolonged and structured tutoring sessions in the morning, afterschool, Saturday and Intersession. During these tutoring sessions, we will provide our Bulldogs with various forms of nourishment to keep out students engaged and focused on remediation sessions.

**Evaluation Data Source(s) 7:**

**Summative Evaluation 7:** Significant progress made toward meeting Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Students will be scheduled for different tutoring sessions to address any gaps in learning and or TEK that is creating an obstacle for a block of students. These sessions will take place at different times of the day and our Bulldogs will need a snack or drink to ensure they are fully engaged on the lesson at that time of day.	1.0, 2.0, 4.0, 8.0	Administration Department Heads Content Teachers (English, Biology, US History and Algebra)	With nourishment during tutoring session(s), our Bulldogs will be able to engage and learn all strategies, TEKS and pass EOC.			
= 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 2017-2018 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: Met Performance Objective**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.	1.0, 3.0, 4.0, 5.0, 10.0	Campus administration, campus SCEI coaches, campus instructional coaches.				
	Funding Sources: 211 - Title I, Part A - 5000.00					
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 SIOP strategies. New teachers will receive resources and training on classroom management and literacy.	6.0, 7.0	Campus administration, campus SCEI coaches, campus instructional coaches.				
	Funding Sources: 211 - Title I, Part A - 20000.00					
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.	6.0, 7.0	Campus administration, campus SCEI coaches, campus instructional coaches.				
	Funding Sources: 211 - Title I, Part A - 2500.00					
4) Book studies will take place to ensure the climate and culture of the campus is up to par creating life long learners. This year part of the books will be Shifting the Monkey and School Culture Recharged	3.0, 6.0, 7.0	Campus Administration	Group Study conversations will happen to discuss the salient points.			
	Funding Sources: 211 - Title I, Part A - 2500.00					
= 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 2017-2018 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: Met Performance Objective**

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.	3.0, 6.0, 7.0	Campus administration, campus SCEI coaches, campus instructional coaches.				
				Funding Sources: 199 - General: Gifted and Talented - 3000.00, 211 - Title I, Part A - 10000.00		
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.	3.0, 6.0, 7.0	Campus administration, campus SCEI coaches, campus instructional coaches.				
				Funding Sources: 211 - Title I, Part A - 5000.00		
3) Teachers will attend Advanced Placement (AP) Summer Institute to learn higher order teaching strategies and best practices.	3.0, 6.0, 7.0	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 - 4000.00, 199 - General: Gifted and Talented - 3000.00		









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.	3.0, 6.0, 7.0	Campus administration, campus librarians, and SCEI coaches.	Certificates of completion and departmental presentations of best practices.			
	Funding Sources: 211 - Title I, Part A - 12000.00					
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.	3.0, 6.0, 7.0	Campus administration, campus AVID Coordinator.	Certificates of completion and departmental presentations of best practices.			
	Funding Sources: 211 - Title I, Part A - 20000.00, 199 - General Fund: High School Allotment - 20000.00					
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.	3.0, 6.0, 7.0	Campus administration, campus SCEI coaches, campus instructional coaches.	Certificates of completion and departmental presentations of best practices.			
	Funding Sources: 211 - Title I, Part A - 5000.00					
7) ELAR, Math, Science, and Social Studies teachers will receive trainings through Region 19, Lead4Ward, NMSI (National Math and Science Initiative) and state and national conferences. This includes travel expenses and workshop fees.	3.0, 6.0, 7.0	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 - 27000.00					
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.	3.0, 6.0, 7.0	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 - 20000.00					
9) Partner with Region 19 so that professional development and resources are provided for Response to Intervention (RtI) support.	3.0, 6.0, 7.0	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 - 2000.00					
= 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 2017-2018, Socorro High School will provide novice and tenured teachers with professional development opportunities via Region 19, in state, and out of state agencies to enhance instructional practices, collegiality and school climate. If required, supplemental items such as books, workbooks, and or other miscellaneous publications or tools will be purchased to ensure the training or school culture is changed for the positive.

**Evaluation Data Source(s) 3:** Socorro High School will increase professional development opportunities by 20% compared to 2016-2017

**Summative Evaluation 3:** Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide opportunities to attend local and state training for instructional practices to better serve our campus.		Administrations, SCEIS, DEPT Heads, and faculty.	Improved STAAR EOC Results and campus classroom culture.			
Funding Sources: 211 - Title I, Part A - 1000.00						
 = 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 2017-2018 school year, Socorro High School will increase the number of collaborative educational involvement activities and events for parents and community members by 15% as compared to the 2016-2017 school year to promote teamwork and unity in the education of students.

**Evaluation Data Source(s) 1:** Document Events  
Sign In sheets if needed

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>1) Support and promote Parent Involvement trainings and seminars developed and presented by the Parent Liaison by providing the following:</p> <ul style="list-style-type: none"> <li>-Technology Equipment</li> <li>- Refreshments for parent meetings/classes</li> <li>-Supplies and Materials for                             <ul style="list-style-type: none"> <li>* Coffee with the Principal</li> <li>* Awards Ceremonies</li> <li>* Parent-Teacher Conference Nights</li> <li>* Community Service</li> <li>* Parenting workshops</li> </ul> </li> </ul> <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>	3.0, 5.0	Assistant Principal Mr. Daniel Delgado and Parent liaison Ms. Alicia Galvan	Sign in sheets from meetings, feedback from parents, satisfaction surveys.			
Funding Sources: 211 - Title I, Part A - 500.00						









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.	3.0, 5.0	Assistant Principal Mr. Daniel Delgado and Parent liaison Ms. Alicia Galvan.	Sign in sheets from meetings, feedback from parents, satisfaction surveys.			
Funding Sources: 199 - General Fund : Special Education - 1500.00						
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.		Assistant Principal Mr. Daniel Delgado and Parent liaison Ms. Alicia Galvan	Sign in sheets from meetings, feedback from parents, satisfaction surveys.			
Funding Sources: 211 - Title I, Part A - 1000.00						
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.		Assistant Principal Mr. Daniel Delgado and Parent liaison Ms. Alicia Galvan	Sign in sheets from meetings, feedback from parents, satisfaction surveys.			
Funding Sources: 211 - Title I, Part A - 3400.00						
 = 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 2017-2018 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:** Met Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.	3.0, 5.0	Assistant Principal Mr. Daniel Delgado and Parent liaison Ms. Alicia Galvan	Number of parents attending campus events as evidenced by sign-in sheets.			
Funding Sources: 211 - Title I, Part A - 1500.00						
 = 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 2017-2018 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:** Sign In Sheets

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.	3.0, 5.0, 6.0	Campus administration	Campus Surveys will be handed out to see how our customer service is being performed			
	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 2017-2018 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 2017-2018 school year.

**Summative Evaluation 1: Met Performance Objective**









Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
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.	3.0, 5.0, 6.0	Administrators, teachers, SCEI coaches, and instructional coaches	Increased parental attendance at school events, presentations, and meetings.			
Funding Sources: 211 - Title I, Part A - 1500.00						
 = 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 2017-2018 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:** Tutoring Session Sign In Sheets  
PLC break down of TEKS covered

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

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>System Safeguard Strategy</b></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>	1.0, 2.0, 4.0, 6.0	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>						

## 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).
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 Components

## Schoolwide Program Plan

### Ten Schoolwide Components

- 1: Comprehensive Needs Assessment**
- 2: Schoolwide Reform Strategies**
- 3: Instruction by highly qualified professional teachers**
- 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**
- 5: Strategies to attract highly qualified teachers**
- 6: Strategies to increase parental involvement**
- 7: Plans for assisting preschool children in the transition from early childhood programs to 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**
- 9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**
- 10: Coordination and integration of federal, state and local services and programs**

## Title I Component 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 Funding Summary

<b>199 - General</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3			\$150.00
<b>Sub-Total</b>					\$150.00
<b>199 - General Fund: SCE</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1			\$500.00
<b>Sub-Total</b>					\$500.00
<b>199 - General Fund: High School Allotment</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$49,000.00
3	2	5			\$20,000.00
3	2	8			\$20,000.00
<b>Sub-Total</b>					\$89,000.00
<b>199 - General Fund : Special Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$1,500.00
<b>Sub-Total</b>					\$1,500.00
<b>211 - Title I, Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$500.00
1	2	2			\$500.00
1	2	3			\$2,000.00
1	3	1			\$15,000.00
1	3	2			\$25,000.00
1	3	3			\$8,000.00

2	1	1	AVID Membership		\$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			\$3,000.00
2	1	8			\$75,000.00
2	1	9			\$5,000.00
2	1	11			\$6,000.00
2	2	1			\$5,000.00
2	2	2			\$2,000.00
2	3	1			\$27,000.00
2	3	2			\$500.00
2	4	1			\$5,000.00
2	4	2			\$1,000.00
2	4	3			\$500.00
2	5	1			\$1,000.00
2	5	2			\$500.00
2	5	3			\$500.00
2	6	1			\$1,000.00
2	6	2			\$500.00
2	6	3			\$500.00
3	1	1			\$5,000.00
3	1	2			\$20,000.00
3	1	3			\$2,500.00
3	1	4			\$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
3	3	1	Professional Development Opportunies		\$1,000.00
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
<b>Sub-Total</b>					\$495,650.00
<b>212 - Title I , Part C Migrant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	9			\$500.00
2	1	10			\$500.00
<b>Sub-Total</b>					\$1,000.00
<b>199 - General: Gifted and Talented</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	2			\$3,000.00
3	2	1			\$3,000.00
3	2	3			\$3,000.00
<b>Sub-Total</b>					\$9,000.00
<b>Grand Total</b>					\$596,800.00