

Socorro Independent School District
Socorro High School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: August 21, 2018
Public Presentation Date: August 21, 2018

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 2,377 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 2015-2016 TAPR data) was 0.2% Asian, 0.4% African-American, 1.4% White, 97.4% Hispanic, and 78% Economically Disadvantaged. The overall mobility rate for the campus is approximately 12.6% (2015-2016), with a drop-out rate of 2.1% (2015-2016).

During the 2017-2018 school year, Socorro High School served 485 English Language Learner students, 190 students through the Gifted and Talented program, 174 students through special education services, and 8 Migrant students.

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 | 2016-2017 |
|------------|-----------|-----------|-----------|
| 9th Grade | 94.09% | 93.88% | 94.12% |
| 10th Grade | 94.67% | 93.59% | 94.17% |
| 11th Grade | 94.97% | 94.76% | 95.13% |
| 12th Grade | 94.30% | 94.10% | 93.59% |

Overall 94.46% 94.06% 93.86%

Current Attendance data for 2017-2018

9th Grade 93.58%

10th Grade 93.76%

11th Grade 94.35%

12th Grade 94.51%

OVERALL 93.97%

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. Students will be allowed to fulfill their LOC contracts hours only via tutoring times in 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.

Population 2,377

Females 1,220

Males 1,157

Economically Disadvantaged 1,941

Migrant Students 8

Students in CTE Programs 2,199

| Student Discipline | 2015-2016 | 2016-2017 | 2017-2018 |
|--------------------|-----------|-----------|-----------|
|--------------------|-----------|-----------|-----------|

Total 687 (3.81 students per day) 773 (4.29 students per day) 522 (2.90 students per day)

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), 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

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

- *TSI scores increased from 2014-2015 15.5% to 2015-2016 29.4%
- *ALL EOC tested subjects increased in the Approaches and Met Standard. At the Mastery level all areas increased except reading test.
- *ALL EOC tested subjects increased by 9% at Met Grade Level.
- *Drop out 2014-2015 was at 3.2% and 2015-2016 2.1% with a decrease of 1.1%
- *Advanced Course/Dual Credit Course Completion from 2014-2015 to 2015-2016 increased 4.4% (Any Subject except Science)
- *Advanced Course/Dual Credit Course Completion from 2013-2014 to 2014-2015 increased .8%
- *College ready increased from 2014-2015 28% 2015-2016 38.7% an increase of 10.7%
- *College readiness Math and English 2014-2015 18% to 2015-2016 27.9% increase of 9.9%.

*SAT tested increased 2015 66% to 2016 90.1% increase 23.1%

*ACT scores increased from 2015 17.7% to 2016 18.5% increase of .8%

*Gifted and Talented Students took field trips 2 in the fall and 3 in the Spring. They attended the El Paso Museum of Art, Water Treatment Plant, Wetland Preserve and Tour of the Plaza Theater.

*Fine Arts programs had different levels of success in 2017-2018. Our Mariachi students competed at the state level. Our guitar and choir students advanced different members to Area competition earning a 1 rating.

*Our established athletic programs continued their winning ways. Boys Soccer advanced to Area Competition. Baseball advanced to Area Championship. Softball appeared in the playoffs for the 1st time in 25 years

*HOSA sent students to competition. 40 members of HOSA moved on to state competition.

*ACE/TAFE students attended competed and advanced to the National Level.

*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.

*Campus Leadership team performed monthly community outreach at the local Vista and Wal-Mart stores along with over 200 home visits.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Socorro High School is composed of 56.3% At-Risk (1,414) and 78% Economically Disadvantaged (1,959) 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 18.7% LEP students (469) 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

Student Academic Achievement Student Academic Achievement Summary Socorro High School Spring 2015/2016/2017/2018

Comparison STAAR / E.O.C. Results Ranked by Percent **Approaches Grade Level E.O.C.**

| Spring 2015 | Spring 2016 | Spring 2017 | Spring 2018 |
|------------------|-------------|-------------|-----------------|
| Algebra I 63.7% | 58.9% Drop | 77% Gain | 79.5% Gain |
| Biology 79.0% | 67.2% Drop | 77.3% Gain | 77.3% No Change |
| English I 40.8% | 40.5% Drop | 46% Gain | 53.2% Gain |
| English II 44.7% | 43.3% Drop | 47.2% Gain | 56.2% Gain |
| US History 81% | 83% Gain | 91% Gain | 93.3% Gain |

Honor Roll

| | 1st Report Card | 2nd Report Card | 3rd Report Card | 4th Report Card |
|----------------|-----------------|-----------------|-----------------|-----------------|
| A Honor Roll | 88 | 100 | 103 | 167 |
| A/B Honor Roll | 514 | 464 | 478 | 516 |
| Total | 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

ALG 1 EOC scores for the 2017-18 school saw an increase in by 6%..... This increase was due to several reasons. The main focus was on areas of re-testers and the various areas of weaknesses that accompanied those specific testers. We continued with the immediate implementation of tutoring and using Saturday sessions to offer up more opportunity. A focus on PLC planning to involve WIN students and students that we're at risk became a the focus to improve the whole testing group as a whole. EOC Blitz set-ups were done in each semester and were also used in conjunction with Benchmark preparation tutoring. The blitzes utilized the various teachers in our department to incorporate various styles to offer the students an opportunity to find success in the style they could be adjust to. Usage of Step-up, Workbook, and Pearson were also very instrumental in the process. Re-testers and At-risk students were followed by and had communication and opportunity to work directly with our SCEI coach and build on those areas of weakness. TEKS specific assistance was offered and our department head was instrumental in making sure that this was available. Constant departmental communication was strong and the ability to have the right personnel in the areas of needed was important. Consistent walk-throughs were also part of the improvement as this type of intervention focused on ensuring that the PLC and planning information was being followed and used in the classroom setting. Many of our team was involved in various PD trainings and were constantly made aware of goals throughout the year. As the year approached spring EOC testing, the push to get

more quality tutoring and relevant focused instruction. The formula was similar to the one followed the previous year, and the plan moving forward is to push for more innovation to increase for 2018-19.

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

For the 2nd 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 temam 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 |
|-------------------------|----------|--|-------|
| Area for Growth: | | 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, 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
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

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

Goals





Revised/Approved: August 21, 2018

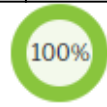
Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 1: For the 2018-2019 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. Our campus will also provide information to our parents about drills which have taken place and protocols in case of an emergency via our web page.

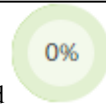
Evaluation Data Source(s) 1: District Personnel Observations and Forms
Administrative debriefing team

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

| Strategy Description | ELEMENTS | 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. | 2.4 | 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. Information will be placed in our monthly newsletter which will be uploaded on our campus website and passed out during community outreach nights. | 2.4 | Administrators, Security, SRO's, Safety Committee | Increased parental and community involvement, increased safety safeguards to include EOP systems. |  |  | |



= Accomplished



= 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 2018-2019 school year, the total number of disciplinary incidents at Socorro High School will decrease from 522 disciplinary events to 475.

Evaluation Data Source(s) 2: By the conclusion of the 2018-2019 school year, the total number of disciplinary incidents at Socorro High School will have decreased by 10%. 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: Some progress made toward meeting Performance Objective









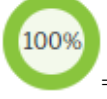
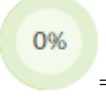

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|--|-------------------|-----|-----|
| | | | | Oct | Jan | May |
| 1) Promote a safe and drug free environment through presentations, incentives for positive behavior, and training to include SRO presentations, anti-bullying presentations, peer mediation and counseling services. | 2.4, 2.6 | 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. | 2.4 | Administration, teachers | Increase parental and student awareness represented in improved customer service for students, parents and other campus stake holders; decrease in student/parent/community complaints | | | |
| | Funding Sources: 211 - Title I, Part A - 500.00 | | | | | |
| 3) By the conclusion of the 2018-2019 school year, the total number of disciplinary incidents at Socorro High School will have decreased by 15%. | 2.4, 2.6 | 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 = 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 2018-2019 school year, 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: Significant progress made toward meeting Performance Objective







| Strategy Description | ELEMENTS | 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. | 2.4, 2.5, 2.6 | 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. | 2.4, 2.5, 2.6 | 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. | 2.4, 2.5, 2.6 | 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  = 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 2018-2019 school year, Socorro High School will increase the rigor and student achievement for 100% of students in all content areas based on questioning techniques

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

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

| Strategy Description | ELEMENTS | 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. | 2.4, 2.5, 2.6 | 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. | 2.4, 2.5, 2.6 | 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. Document scanners will be utilized for faster data analysis turnaround. | 2.4, 2.5, 2.6 | 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>Comprehensive Support Strategy</p> <p>Targeted Support 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> | 2.4, 2.5, 2.6 | 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> | 2.4, 2.5, 2.6 | 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 classroom instruction, 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> | 2.4, 2.5, 2.6 | Campus administration, Admin and Dept Heads. | Increased assessment scores. |  |  | |
| | Funding Sources: 211 - Title I, Part A - 10000.00 | | | | | |
| <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> | 2.4, 2.6 | 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> | 2.4, 2.5, 2.6 | 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, Read 180, 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> | 2.4, 2.6 | Campus Admin, SCEI coaches, librarians, and Department Heads. | Increased assessment scores. |  |  | |
| <p>Funding Sources: 211 - Title I, Part A - 15000.00, 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> | 2.4, 2.5, 2.6 | Assistant Principal Ms. Kimberly Clark | Increased academic achievement and attendance rates. |  |  | |
| <p>Funding Sources: 212 - Title I , Part C Migrant - 500.00</p> | | | | | | |
| <p>Critical Success Factors 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> | 2.4, 2.5, 2.6 | Campus librarians | Increased academic achievement. |  |  | |
| <p>Funding Sources: 211 - Title I, Part A - 6000.00</p> | | | | | | |
| <p style="text-align: center;">  = Accomplished  = 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 2018-2019 school year, Socorro High School will improve its student state assessment scores in Algebra I to 85% at Approaches Grade Level and 10% at Masters Grade Level as compared to the 2017-2018 state assessment scores.

Evaluation Data Source(s) 2: Benchmarks
Report Cards

Summative Evaluation 2: Some progress made toward meeting Performance Objective

| Strategy Description | ELEMENTS | 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. | 2.4, 2.5, 2.6 | 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. | 2.4, 2.5, 2.6 | 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. | 2.4, 2.5, 2.6 | Math administrator, Mr. Juan Carlos Lopez (SCEI), Mr. Rick Avalos (AVID) | Increased assessment scores. | | | |
| | Funding Sources: 199 - General - 150.00 | | | | | |
| = Accomplished = 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 2018-2019 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 2017-2018 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 2017-2018 school year.

Summative Evaluation 3: Some progress made toward meeting Performance Objective





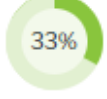
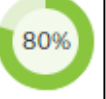
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|--|--|--|-------------------|-----|-----|
| | | | | Oct | Jan | May |
| 1) Socorro High School will provide materials and resources to students in dual credit and Pre-AP/AP classes, to include textbooks, consumables, PSAT testing, TSI testing, offset cost for AP exams after fee waivers, and to purchase other instructional material. | 2.4, 2.5, 2.6 | 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. | 2.4, 2.5, 2.6, 3.2 | 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 | | | | | |
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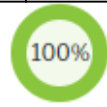
Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 4: For the 2018-2019 school year, Socorro High School will improve its student state assessment scores in English I and English II to 55% at Approaches Grade Level and 9% at Masters Grade Level as compared to the 2017-2018 state assessment scores.

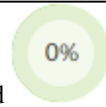
Evaluation Data Source(s) 4: Benchmarks
Report Cards

Summative Evaluation 4: Some progress made toward meeting Performance Objective

| Strategy Description | ELEMENTS | 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. | 2.4, 2.5, 2.6 | 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. | 2.4, 2.5, 2.6 | 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. | 2.4, 2.5, 2.6 | 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



= 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 2018-2019 school year, Socorro High School will improve its student state assessment scores in Biology to 85% at Approaches Grade Level and 15% at Masters Grade Level as compared to the 2017-2018 state assessment scores.

Evaluation Data Source(s) 5: Benchmarks
Report Cards

Summative Evaluation 5: Some progress made toward meeting Performance Objective

| Strategy Description | ELEMENTS | 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. | 2.4, 2.5, 2.6 | 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. | 2.4, 2.5, 2.6 | 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. | 2.4, 2.5, 2.6 | Department Head Mr. Becky Kreye and Assistant Principal Mr. Johnny Gonzalez | Increase Biology EOC | | | |
| | Funding Sources: 211 - Title I, Part A - 500.00 | | | | | |
| = Accomplished = 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 2018-2019 school year, Socorro High School will improve its student state assessment scores in US History to 95% at Approaches Grade Level and 30% at Masters Grade Level as compared to the 2017-2018 state assessment scores.

Evaluation Data Source(s) 6: Benchmarks
Report Cards

Summative Evaluation 6:



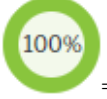


| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|--|-----------------------------------|-------------------|-----|-----|
| | | | | Oct | Jan | May |
| 1) Socorro High School will provide resources in after school support, select Saturday sessions, and intersession for students in all subgroups who have not met standard in EOC US History. | 2.4, 2.5, 2.6 | 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. | 2.4, 2.5, 2.6 | 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. | 2.4, 2.5, 2.6 | 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 = No Progress = Discontinue | | | | | | |

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

Performance Objective 7: For the 2018-2019 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: Report Card grades
 Sign in Sheets
 Benchmark results

Summative Evaluation 7: Some progress made toward meeting Performance Objective

| Strategy Description | ELEMENTS | 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. | 2.4, 2.5, 2.6 | 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  = No Progress  = Discontinue | | | | | | |

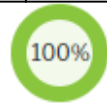
Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 1: For the 2018-2019 school year, Socorro High School will maintain 100% Highly Qualified teachers in all core academic subjects.

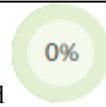
Evaluation Data Source(s) 1: 100% of Socorro High School teachers will maintain Highly Qualified status in all core academic subjects for the 2018-2019 school year.

Summative Evaluation 1: Met Performance Objective

| Strategy Description | ELEMENTS | 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. | 2.4, 2.6 | 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. | 2.4, 2.5, 2.6 | 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. | 2.4, 2.6 | 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 | 2.4, 2.6 | Campus Administration | Group Study conversations will happen to discuss the salient points. | | | |
| | Funding Sources: 211 - Title I, Part A - 2500.00 | | | | | |



= Accomplished



= No Progress





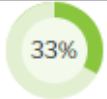
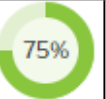
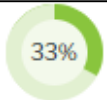
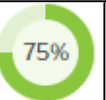
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Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 2: During the 2018-2019 school year, Socorro High School will increase the number of professional development opportunities by 5% offered to employees as compared to the 2017-2018 school year.

Evaluation Data Source(s) 2: Evaluation Feedback
Sign In Sheets

Summative Evaluation 2:

| Strategy Description | ELEMENTS | 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, KAVID, 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. | 2.4, 2.5, 2.6 | 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 (Thinking Maps, SIOP) trainings to build instructional leadership capacity. SCEI coaches and Instructional Coaches will provide professional development for teachers for best practices, data disaggregation, and resources. | 2.4, 2.6 | 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. | 2.4, 2.5, 2.6 | 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 | | | | | |

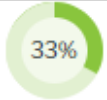
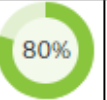



| | | | | | | |
|---|--|--|---|--|--|--|
| 4) SHS Tech Cadre, to include teachers, librarians, SCEI coaches, and administrators, will attend conferences, trainings, and meetings to build on technology skills and knowledge. Conferences will include TCEA, TnT, TLA, ALA, and Region 19. | 2.4, 2.6 | Campus 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. | 2.4, 2.5, 2.6 | 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. | 2.4, 2.6 | Campus administration, campus SCEI coaches, campus instructional coaches. | Certificates of completion and departmental presentations of best practices. | | | |
| | Funding Sources: 211 - Title I, Part A - 10000.00 | | | | | |
| 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. | 2.4, 2.6 | 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, Fundamental Five, AVID resources, SIOP, Library resources (shelf and digital), Special Education materials, Bilingual Education materials, Gifted and Talented materials, and CTE materials. | 2.4, 2.6 | 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. | 2.4, 2.6 | 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 = No Progress = Discontinue | | | | | | |

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

Performance Objective 3: During the 2018-2019 school year, 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. Teachers will also be provided with training on how to support the social emotional needs of our students.

Evaluation Data Source(s) 3: Sign In Sheets
Supplemental Materials

Summative Evaluation 3: Some progress made toward meeting Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|----------|---|--|---|---|-----|
| | | | | Oct | Jan | May |
| 1) 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. | 2.4, 2.6 | Campus administration, campus SCEI coaches, campus instructional coaches. | Certificates of completion and departmental presentations of best practices. |  |  | |
|  = Accomplished  = No Progress  = Discontinue | | | | | | |







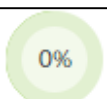
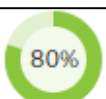
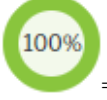


Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational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

Performance Objective 1: During the 2018-2019 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 2017-2018 school year to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: Document Events
 Sign In sheets if needed
 Community Outreach visits

Summative Evaluation 1: Some progress made toward meeting Performance Objective

| Strategy Description | ELEMENTS | 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"> -Technology Equipment - Refreshments for parent meetings/classes -Supplies and Materials for <ul style="list-style-type: none"> * Coffee with the Principal * Awards Ceremonies * Parent-Teacher Conference Nights * Community Service * Parenting workshops <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> | 3.1, 3.2 | Assistant Principal Mr. Daniel Delgado and Parent liaison Ms. Alicia Galvan | Sign in sheets from meetings, feedback from parents, satisfaction surveys. |  |  | |
| | <p>Funding Sources: 211 - Title I, Part A - 800.00</p> | | | | | |
| <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> | 3.1, 3.2 | Assistant Principal Mr. Daniel Delgado and Parent liaison Ms. Alicia Galvan. | Sign in sheets from meetings, feedback from parents, satisfaction surveys. |  |  | |
| | <p>Funding Sources: 199 - General Fund : Special Education - 1500.00</p> | | | | | |
| <p>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.</p> | 3.1, 3.2 | Assistant Principal Mr. Daniel Delgado and Parent liaison Ms. Alicia Galvan | Sign in sheets from meetings, feedback from parents, satisfaction surveys. |  |  | |
| | <p>Funding Sources: 211 - Title I, Part A - 1000.00</p> | | | | | |
| <p>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.</p> | 2.4, 2.5, 2.6, 3.1, 3.2 | Assistant Principal Mr. Daniel Delgado and Parent liaison Ms. Alicia Galvan | Sign in sheets from meetings, feedback from parents, satisfaction surveys. |  |  | |
| | <p>Funding Sources: 211 - Title I, Part A - 3400.00</p> | | | | | |
|  = Accomplished  = 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 2018-2019 school year, Socorro High School will increase the number of notifications, sent via newsletters, email, etc. to parents, business, and community members by 20%.

Evaluation Data Source(s) 2: Newsletters will be posted on our campus webpage and social media

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

| Strategy Description | ELEMENTS | 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. | 3.1, 3.2 | 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  = 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 2018-2019 school year, Socorro High School will increase the number of customer service trainings for staff from 3 to 4 to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 3: Sign In Sheets

Summative Evaluation 3: Some progress made toward meeting Performance Objective

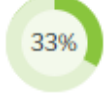
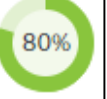



| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|--|-----------------------|--|-------------------|-----|-----|
| | | | | Oct | Jan | May |
| 1) Campus leadership team will train front office personnel, attendance personnel, aides, monitors, and volunteers in various customer service topics during professional development. Materials will be purchased for training. | | 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 = 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 2018-2019 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 by 10% as compared to the 2017-2018 school year.

Evaluation Data Source(s) 1: Parent Surveys
Sign In Sheets

Summative Evaluation 1: Significant progress made toward meeting Performance Objective



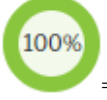


| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---|---|--|---|---|-----|
| | | | | Oct | Jan | May |
| 1) Socorro High School will utilize resources such as mailouts, personal phone calls, and automated phone calls to make contact with and 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. | 2.4, 2.6, 3.1, 3.2 | 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  = 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 2018-2019 school year, 70% of Socorro High School students coded at-risk will attend intervention sessions before school, after school, and during intersession to foster 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 | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------------|---|--|---|---|-----|
| | | | | Oct | Jan | May |
| <p>Comprehensive Support Strategy</p> <p>Targeted Support 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> | 2.4, 2.5, 2.6 | Administrators, teachers, SCEI coaches, and instructional coaches | Met standard on all State and Federal System Safeguards. |  |  | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | |

Comprehensive Support 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> |
|-------------------|-----------------|----------------|------------|
| Elizabeth Ramirez | CIS | SCE | .50 |
| Elke Ruedas | WIN Teacher | SCE | .11 |
| Guadalupe Torres | Library Aide | SCE | .50 |
| Joshua Reza | Library Aide | SCE | .50 |
| Juan Lopez | SCEI Coach | SCE | 1 |
| Marcos Carrasco | CSR Teacher | SCE | 1 |
| Nora Gutierrez | WIN Teacher | SCE | .11 |
| Victor Hernandez | SCEI Coach | SCE | 1 |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|---------------------|-----------------|----------------|------------|
| Alyssa Chavira | TIA | Title I | 1 |
| Angel Vargas | College Tutor | Title I | 1 |
| Ashley Martinez | College Tutor | Title I | 1 |
| Bianca Rios | College Tutor | Title I | 1 |
| Desiree Torres | College Tutor | Title I | 1 |
| Elizabeth Ramirez | CIS | Title I | .50 |
| Jassia Huerta Tello | College Tutor | Title I | 1 |
| Jennifer Esparza | Teacher | Title I | 1 |
| Jesus Gutierrez | College Tutor | Title I | 1 |
| Jillian Duron | College Tutor | Title I | 1 |
| Lesly Solis | College Tutor | Title I | 1 |
| Maribel Garcia | CIS | Title I | 1 |
| Nancy Valles | College Tutor | Title I | 1 |
| Natalie Sagarnaga | College Tutor | Title I | 1 |
| Natalie Sotelo | Parent Liaison | Title I | 1 |
| Paul Salcido | College Tutor | Title I | 1 |
| Priscilla Roman | College Tutor | Title I | 1 |
| Ricardo Avalos | Teacher | Title I | 1 |
| Timothy Garcia | College Tutor | Title I | 1 |
| William Patterson | College Tutor | Title I | 1 |

Campus Funding Summary

| 199 - General | | | | | |
|--|-----------|----------|------------------|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 2 | 3 | | | \$150.00 |
| Sub-Total | | | | | \$150.00 |
| 199 - General Fund: SCE | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 4 | 3 | 1 | | | \$500.00 |
| Sub-Total | | | | | \$500.00 |
| 199 - General Fund: High School Allotment | | | | | |
| 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 |
| Sub-Total | | | | | \$89,000.00 |
| 199 - General Fund : Special Education | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 4 | 1 | 2 | | | \$1,500.00 |
| Sub-Total | | | | | \$1,500.00 |
| 211 - Title I, Part A | | | | | |
| 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 | | | \$10,000.00 |
| 2 | 1 | 7 | | | \$3,000.00 |
| 2 | 1 | 8 | | | \$75,000.00 |
| 2 | 1 | 9 | | | \$15,000.00 |
| 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 | | | \$10,000.00 |
| 3 | 2 | 7 | | | \$27,000.00 |
| 3 | 2 | 9 | | | \$2,000.00 |
| 4 | 1 | 1 | | | \$800.00 |
| 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 | | | | | \$516,200.00 |
| 212 - Title I , Part C Migrant | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 9 | | | \$500.00 |
| 2 | 1 | 10 | | | \$500.00 |
| Sub-Total | | | | | \$1,000.00 |
| 199 - General: Gifted and Talented | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 2 | | | \$3,000.00 |
| 3 | 2 | 1 | | | \$3,000.00 |
| 3 | 2 | 3 | | | \$3,000.00 |
| Sub-Total | | | | | \$9,000.00 |
| Grand Total | | | | | \$617,350.00 |