

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

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Mathematics  
Top 25 Percent: Comparative Academic Growth  
Postsecondary Readiness



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

# Mission Statement

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

## Vision

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

## Board Members and Superintendent

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Americas High School is one of 49 campuses in Socorro Independent School District. Americas High School opened its doors in 1996 and serves 2507 students in grades 9 to 12. A year ago, 2409 students were served by the campus, which is an increase of 4.1% in student population.

The student population is 1.99 % African-American, 3.11% White, 0.44% Asian, 94.06% Hispanic, 50.74% male and 49.26% female with a low socioeconomic status of 62.43%.

The campus mobility rate is 15.48% and the ADA (Average Daily Attendance) for 2017-18 is 94.53%. There was a total of 501 discipline referrals this year, which is a decrease of 36.4% from the year before.

Americas High School serves 271 English Language Learner students, 185 students in the Gifted and Talented program, 110 in section 504, and 211 students served through special education services.

#### Student Demographics (2017 - 2018 Fall PEIMS file loaded 05/05/2018) Count Percent

##### Gender

Female	1,235	49.26%
Male	1,272	50.74%

##### Ethnicity

Hispanic-Latino	2,358	94.06%
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##### Race

American Indian - Alaskan Native	1	0.04%
Asian	11	0.44%
Black - African American	50	1.99%
Native Hawaiian - Pacific Islander	<u>2</u>	0.08%
White	<u>66</u>	2.74%

Two-or-More

78 3.11%

School Population (2017 - 2018 Preliminary Fall PEIMS file loaded 05/05/2018) Count Percent

Student Total	<u>2,507</u>	100%
9th Grade	<u>719</u>	28.68%
10th Grade	<u>641</u>	25.57%
11th Grade	<u>537</u>	21.42%
12th Grade	<u>610</u>	24.33%

Student by Program (2017 - 2018 Preliminary Fall PEIMS file loaded 05/05/2018) Count Percent

Bilingual	0	0.00%
English as a Second Language (ESL)	<u>271</u>	10.81%
Career and Technical Education (CTE)	<u>2,341</u>	93.38%
Free Lunch Participation	<u>1,232</u>	49.14%
Reduced Lunch Participation	<u>333</u>	13.28%
Other Economically Disadvantaged	0	0.00%
Gifted & Talented	<u>185</u>	7.38%
Special Education (SPED)	<u>211</u>	8.42%
Title 1 Participation	<u>2,507</u>	100.00%
Dyslexia	<u>25</u>	1.00%

Other Student Information (2017 - 2018 Preliminary Fall PEIMS file loaded 05/05/2018) Count Percent

At-Risk	<u>1,069</u>	42.64%
Economically Disadvantaged	<u>1,565</u>	62.43%
Title I Homeless(*Special Notes*)	0	0.00%
Immigrant	<u>31</u>	1.24%
Limited English Proficient (LEP)	<u>300</u>	11.97%

Migrant	0	0.00%
Military Connected	<a href="#">86</a>	3.43%
Foster Care	<a href="#">9</a>	0.36%
CTE Single Parent/Pregnant Teen	<a href="#">4</a>	0.16%
Section 504 (10/18/2017)	<a href="#">110</a>	

## Demographics Strengths

At Americas HS, there is an abundance of students taking advanced academic courses.

- 630 AHS students took AP courses in 2017-18.
- AHS students taking Dual Credit courses increased from 541 in 2016-17 to 647 in 2017-18.

Americas HS AVID program overall ranking appears to be AVID Schoolwide Site of Distinction. TEA has approved.

Trailblazers Early College completed it's first year with it's first cohort. The second cohort has been selected and will begin in 2018-19.

Libertas continues into its sixth year as a law and public administration magnet program

Americas HS offers the following for support throughout the year to help our students become successful academically:

- Power Saturdays
- EOC blitzes
- Before and after school tutoring
- Plato
- Fall and Spring Intersession remediation
- 9 week remediation during both intersessions
- Summer School

The campus mobility rate is 15.48%.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our ELL population has increased from 202 to 271 students. **Root Cause:** The focus for the first 9 weeks will be on intensive language instruction in SOL course.

# Student Academic Achievement

## Student Academic Achievement Summary

Subject	SPRING 2017		SPRING 2018			CHANGE		2017 Student Achievement Percent	2018 Student Achievement Percent	Student Change
	Percent Approaches Grade Level	Percent Meets Grade Level	Percent Approaches Grade Level	Percent Meets Grade Level	Percent Masters Grade Level	2018 Student Achievement Percent				
Algebra I	85.5	40.8	12.5	87.6	52.1	25.0	46.3	54.9	+8.7	
Biology	91.7	63.2	18.9	89.6	60.3	15.2	58.0	55.0	-2.9	
English I	61.1	43.9	4.9	67.3	50.0	7.8	36.7	41.7	+5.0	
English II	61.2	46.1	2.8	71.0	57.4	9.2	36.7	45.9	+9.2	
U.S. History	96.4	73.0	37.0	96.0	82.3	50.8	68.8	76.4	+7.6	

## SAT - March 2018

- Mean Total Score: 917
- 487 students took the test
- 12% met both ERW & math benchmarks

## Student Academic Achievement Strengths

The following were gains from 2016-17 to 2017-18 in End-of-Course Comparison:

- Algebra I EOC student scores increased 2.1%, 11.3%, and 12.5% in Approaches, Met, and Masters Grade Level, respectively. Thus, there was an 8.7% increase in Student Achievement change average.
- English I EOC student scores increased 6.2, 6.1, and 2.9% in Approaches, Met, and Masters Grade Level, respectively. Thus, there was a 5.0%

increase in Student Achievement Change average.

- English II EOC student scores increased 0.8, 11.3, and 6.4% in Approaches, Met, and Masters Grade Level, respectively. Thus, there was a 9.2% increase in Student Achievement Change average.
- U.S. History EOC student scores increased 9.3% in Met Grade Level and 13.8% in Masters Grade Level. Also, there was a 7.6% increase in Student Achievement Average change average.

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

**Problem Statement 1:** Based on the 2018 EOC results, Biology exam results showed students approaching grade level. meeting grade level and masters decreased. **Root Cause:** Two Biology teachers from previous years did not teach Biology this year.

**Problem Statement 2:** Based on 2018 EOC data, our ELLs continue to perform below the general population. **Root Cause:** Due to limitations in language acquisition and comprehension levels, our English Language Learners are not performing at the same level as the general population.

**Problem Statement 3:** Special education students EOC performance is below the target of 60 in 4 fo the 5 tests. **Root Cause:** Alignment between instruction and TEKS .Common assessments are based on specific SE; Lesson frames are not aligned with the walkthroughs; Differentiated instruction is not being provided in classroom settings.

**Problem Statement 4:** ELL students EOC performance below the target of 60 in English I and English II EOC. **Root Cause:** Instruction is not aligned to the TEKS. Assessments are not aligned to specific SE's. Lesson frames did not have specific strategies for special populations.

**Problem Statement 5:** Special education students performance on STAAR Reading is lower than target (60%). **Root Cause:** There is not enough attention to the growth component of performance.

**Problem Statement 6:** Special education student's performance on STAAR math is 8.5 points lower than targeted student performance (60%). **Root Cause:** Students enter high school heavily skilled on TI Inspire calculators.

**Problem Statement 7:** Students taking AP Exams had an overall mean of 2.00, when 3 is the minimum passing score. **Root Cause:** AP class instruction has not been a focus and teachers have not attended AP Summer Institute.

**Problem Statement 8:** Reports show that 100+ students in grades 10th - 12th grade have not taken the TSI. **Root Cause:** After taking the TSI, student's scores may not be reported due to mismatch with names and 800#'s and verification of this process has not been completed.

**Problem Statement 9:** Over 60% of students taking the Math portion of the TSI have not passed the exam. **Root Cause:** The Math TSI has not been a focus point in high school math classes.

**Problem Statement 10:** The mean score for students taking the SAT is 917 which is 27 points below the state mean of 944. **Root Cause:** SAT testing has



not been practiced, reviewed, or emphasized in Math and ELAR class instruction.

**Problem Statement 11:** At Americas High School, the CATE LEP scores are at 37.5% of Algebra 1 tested students that passed at approaches grade level.

**Root Cause:** The root cause of this problem is that gaps are not being consistently addressed. This also could have happened because of a lack of feedback from the instructional leaders on lesson frames and instruction.

**Problem Statement 12:** At Americas High School, the SPED CTE scores are at 30% of Algebra 1 tested students that passed at approaches grade level.

**Root Cause:** The root cause of this problem is that gaps are not being consistently addressed.

**Problem Statement 13:** Americas High School, the SPED scores are at 51.8% of Algebra 1 tested students that passed at approaches grade level. **Root**

**Cause:** The root cause of this problem is that the differentiation was not evident.

**Problem Statement 14:** At Americas High School, 51.4% of SPED students passed at approaches grade level on Biology EOC exam. **Root Cause:** The root cause of the problem is that teachers do not provide corrective instruction to students after each assessment. This is because current students who are retesters are sitting in classes with different curriculums.

**Problem Statement 15:** At Americas High School, 42.9% of CTE SPED students passed at approaches grade level on the Biology EOC exam. **Root Cause:**

The root cause of the problem is that teachers do not provide corrective instruction to students after each assessment. This is because current students who are retesters are sitting in classes with different curriculums.

**Problem Statement 16:** At Americas High School, 60% of EL students passed at approaches grade level on the Biology EOC exam. **Root Cause:** The root cause of the problem are missed opportunities to practice content language and its application. This is because of inconsistent use of small group purposeful talk.

**Problem Statement 17:** At Americas High School, 60% of EL students passed at approaches grade level. **Root Cause:** The root cause of the problem are missed opportunities to practice content language and its application. This is because of inconsistent use of small group purposeful talk.

**Problem Statement 18:** At AHS, the CATE/SPED is at 15.2% passing EOC English at approaches **Root Cause:** The root cause of this is the campus is not providing corrective instruction of following formative assessment because of failure to properly implement interventions at T1/T2 level.

**Problem Statement 19:** At AHS, CATE/EL is at 26.5% passing EOC English at approaches. **Root Cause:** The root cause of this is that the campus is not providing corrective instruction of following formative assessments because of failure to properly implement interventions at T1/T2 level.

**Problem Statement 20:** At AHS, the ELAR scores are at 19.5% of Els tested that passed at approaches. **Root Cause:** The root cause of this problem is that instructional leaders did not consistently provide feedback on lesson frames as well as instruction because of ambiguity in current systems.

**Problem Statement 21:** At AHS SPED scores are at 25.9% of SPED students passing at approaches on English EOC. **Root Cause:** The root cause of this problem is inconsistency between lesson frames and instructional strategies in differentiating instruction in the classroom because of lack of feedback on differentiation and different modalities on co-teaching strategies.

**Problem Statement 22:** At Americas High School White CTE Coherent Sequence is at 40%. **Root Cause:** The root cause of this problem is that students schedules were adjusted which interfered with the CTE coherent sequence.

# School Processes & Programs

## School Processes & Programs Summary

Americas strives to increase the level of instructional rigor across all areas which will lead to student success. Curriculum and Instruction meetings are held weekly to discuss and provide follow up support with the emphasis on student weaknesses to drive instruction. Campus and district common assessments were used to provide data to determine areas of student support. Professional Learning Communities (PLC's) meet twice a week to plan and break down data. Small Learning Communities (SLC's) meet once a week to discuss interventions for common students. Teachers/Faculty meetings are scheduled into the calendar to disseminate both campus and curriculum information and/or concerns. Small Learning Communities will be formed with 9th and 10th graders in the way of houses built into the Master Schedule. Each house will contain the same students with the same core teachers. SLC meetings will continue to take place weekly to discuss student to build better relationships with both the student and parents. Student information will be shared with common teachers to determine the best support and interventions for these students. Furthermore, parent meetings will include all the teachers from the same house.

Our LEP students are serviced their freshman and sophomore year in English I SOL and English II SOL classes with ESL certified teachers. All teachers received SIOP training this year. Evening English classes are offered to parents on campus throughout the year. Credit Recovery classes are offered through PLATO in our Blazer Center throughout the year including both intersessions and the summer. A variety of dual credit classes are offered to students and TSI testing takes place on campus to qualify students to take the classes. The school's robotic program competes and is run through Project Lead the Way.

Americas High School works with its students and staff to implement technology to improve student success. Staff is sent to trainings to stay up-to-date with the latest technology. For second year in a row, freshman students received new laptops through the district one to one initiative. Next year's freshman students will also receive new laptops as the district's one to one initiative continues. Thus next year, all freshman, sophomores, and Juniors will have laptops.

The Libertas Academy is in its 7th year and continues to successfully recruit students into its program. A large room on campus was converted into a replica court room utilized by students. Two lawyers are part of the Libertas academy teaching staff. The Trailblazers Early College completed its first year with the freshman class. The early college is a school within a school where students will be earning an associates degree before graduating from high school. More students are taking dual credit classes in the entire school as more teachers are getting credentialed as the district has offered scholarships to teachers to get their masters to teach these classes. More on-line courses are becoming face to face classes as more teachers get credentialed. Thus, the number of dual credit classes taken by students has increased for the second year in a row.

## School Processes & Programs Strengths

Curriculum and Instruction meetings meet one to two times a week and include: two SCE Coaches, each department head, head counselor, librarian, ESL teacher, and all administrators

- Departments meet with their PLC's twice a week to discuss planning, curriculum, common assessment data, and best practices
- Houses were implemented in Master Schedule and SLC's met once a week. One SLC for each grade level.
- Administrators complete 15 to 20 teacher PowerWalks a week to help determine trends on strengths and area of needed support for teachers
- Admin, department instructional coaches and SCE coaches together completed several instructional rounds and debriefed after to discuss strengths and areas for growth
- The campus assessment data drives the instruction and is used to determine professional development for AHS teachers
- More teachers attended AVID training during the Summer Institute
- AP tests for students with an average of 85 or higher were paid by the district for students in every AP class on campus. The campus paid for students with an 80-84 average.
- PSAT was administered to all sophomore students while the SAT was administered to all junior students on campus, at no charge to the student.
- The number of dual credit courses taken by students has increased for second straight year.

## Technology

AHS staff attended district technology conference in the summer where there were breakout sessions including Flipping the Classroom and Edmodo

- For second year in a row, freshman students received new laptops through the district one to one initiative. Next year's freshman students will also receive new laptops as the district's one to one initiative continues. Thus next year, all freshman, sophomores, and Juniors will have laptops. Students at AHS are allowed by their teachers to use their phones and laptops for research when needed
- AHS and the district are entering the third year of on-line registration with several campuses reaching 100% completion rate by the end of May
- ELL's are supplied with individual ipads containing programs for comprehension and translation
- All classrooms are equipped with interactive white boards
- All math classrooms have a classroom set of Ti-Inspire calculators with chargers. every Math teacher and Science teacher has a set of 40
- Three departments have a cow to allow classroom sets of laptops during instruction

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Based on 2017-2018 data, the number of students in the AVID program decreased. **Root Cause:** Exiting process bypassed the Coordinator and new houses were implemented in Master Schedule.

**Problem Statement 2:** Some dual credit classes are still facilitated by faculty as online courses. **Root Cause:** All teacher are not credentialed to teach a dual credit course.

# Perceptions

## Perceptions Summary

For all incoming Freshmen, Americas HS holds an orientation called Trailblazer 101 for students and parents on the Saturday before the first day of school. The campus parent liaison works with parents to educate them on school trends and on important training offered throughout the year. The Principal holds periodical Breakfast with the Principal to reach and out and speak to parents and make herself available. The Principal has an open door policy and believes in being transparent in all school related issues. She communicates all important information to parents using her twitter account and the call-out system.

The campus holds one parent/teacher night each semester to give parents an opportunity to speak to teachers. An advanced academics night was held in the Spring to give information to parents about advanced academics at AHS.

## Perceptions Strengths

On the 2016-17 Parent, Student, and Teacher climate survey, the following received the highest ratings:

- Parents feel their child's school makes an effort to keep them and their family informed about what's going on in school.
- Students feel their teachers expect students to do their best.
- Teachers feel administration treats them with respect.

During 2017-18, Americas HS continued to make customer service a priority, listening to parents and the community and informing them about the campus and their child.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** A safety concern is the rotunda area. **Root Cause:** Currently, visitors must walk through the rotunda in order to check in; because of that issue, some visitors bypass the check-in area.

**Problem Statement 2:** An issue that we face our students driving to school and parking without a parking sticker verifying insurance. **Root Cause:** There are two areas where students may park and with the large number of students, some blend in without being noticed. For the majority of the year, the campus was short one security guard.

# Priority Problem Statements

**Problem Statement 1:** At Americas High School, the CATE LEP scores are at 37.5% of Algebra 1 tested students that passed at approaches grade level.

**Root Cause 1:** The root cause of this problem is that gaps are not being consistently addressed. This also could have happened because of a lack of feedback from the instructional leaders on lesson frames and instruction.

**Problem Statement 1 Areas:** Student Academic Achievement

**Problem Statement 2:** At Americas High School, the SPED CTE scores are at 30% of Algebra 1 tested students that passed at approaches grade level.

**Root Cause 2:** The root cause of this problem is that gaps are not being consistently addressed.

**Problem Statement 2 Areas:** Student Academic Achievement

**Problem Statement 3:** At Americas High School, 51.4% of SPED students passed at approaches grade level on Biology EOC exam.

**Root Cause 3:** The root cause of the problem is that teachers do not provide corrective instruction to students after each assessment. This is because current students who are retesters are sitting in classes with different curriculums.

**Problem Statement 3 Areas:** Student Academic Achievement

**Problem Statement 4:** At Americas High School, 42.9% of CTE SPED students passed at approaches grade level on the Biology EOC exam.

**Root Cause 4:** The root cause of the problem is that teachers do not provide corrective instruction to students after each assessment. This is because current students who are retesters are sitting in classes with different curriculums.

**Problem Statement 4 Areas:** Student Academic Achievement

**Problem Statement 5:** At Americas High School, 60% of EL students passed at approaches grade level.

**Root Cause 5:** The root cause of the problem are missed opportunities to practice content language and its application. This is because of inconsistent use of small group purposeful talk.

**Problem Statement 5 Areas:** Student Academic Achievement

**Problem Statement 6:** At AHS, the CATE/SPED is at 15.2% passing EOC English at approaches

**Root Cause 6:** The root cause of this is the campus is not providing corrective instruction of following formative assessment because of failure to properly implement interventions at T1/T2 level.

**Problem Statement 6 Areas:** Student Academic Achievement

**Problem Statement 7:** At AHS, CATE/EL is at 26.5% passing EOC English at approaches.

**Root Cause 7:** The root cause of this is that the campus is not providing corrective instruction of following formative assessments because of failure to properly implement interventions at T1/T2 level.

**Problem Statement 7 Areas:** Student Academic Achievement

**Problem Statement 8:** At AHS, the ELAR scores are at 19.5% of ELs tested that passed at approaches.

**Root Cause 8:** The root cause of this problem is that instructional leaders did not consistently provide feedback on lesson frames as well as instruction because of ambiguity in current systems.

**Problem Statement 8 Areas:** Student Academic Achievement

**Problem Statement 9:** At AHS SPED scores are at 25.9% of SPED students passing at approaches on English EOC.

**Root Cause 9:** The root cause of this problem is inconsistency between lesson frames and instructional strategies in differentiating instruction in the

classroom because of lack of feedback on differentiation and different modalities on co-teaching strategies.

**Problem Statement 9 Areas:** Student Academic Achievement

**Problem Statement 10:** At Americas High School White CTE Coherent Sequence is at 40%.

**Root Cause 10:** The root cause of this problem is that students schedules were adjusted which interfered with the CTE coherent sequence.

**Problem Statement 10 Areas:** Student Academic Achievement



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

## Student Data: Student Groups

- Race and ethnicity 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

## Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

- Evaluation(s) of professional development implementation and impact
- TTESS data

#### **Parent/Community Data**

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

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

- Study of best practices

# Goals







Revised/Approved: August 21, 2018

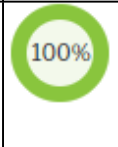
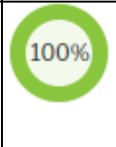
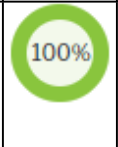



**Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.**

**Performance Objective 1:** For the 2018-2019 school year, Americas High School will continue to build on last year's plan of action to ensure that 100% of stakeholders feel safe at school and school events.

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

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) A safety committee will continue to support the campus (examples are safety, parental involvement, military involvement, culture, discipline, attendance, campus policy, and student involvement). A teacher from each department will be required to serve on the committee.</p>	2.6	Campus administration, committee chairs, teachers	Meeting Agendas, Meeting minutes, sign in sheets			
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Security, counselors, and administration will be highly visible before school, during transitions, during lunch, and after school. Teachers will also stand outside their doors during all transitions.</p>	2.6	Campus administration, counselors, teaches, campus security	A lower number of campus incident reports and discipline referrals			

<p><b>Critical Success Factors</b> CSF 6</p> <p>3) AHS will diligently monitor all cameras inside the building and outside to include the athletic fields.</p>	<p>2.6</p>	<p>Administration and Campus Security</p>	<p>Decrease number of discipline referrals and property damage on campus</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">               = Accomplished         </div> <div style="text-align: center;">               = No Progress         </div> <div style="text-align: center;">               = Discontinue         </div> </div>						

**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, Americas High School will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

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

**Summative Evaluation 2:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Emergency Operations Plan will be presented to all campus faculty and staff at the beginning of the year so everyone will be aware of procedures to follow in the case of a crisis.</p>	2.6	Campus administration, safety committee members, faculty, staff	Safety exercise and fire drill documentation will be submitted to the district			
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Safety committee members will delegate teachers from different areas in the school and assign task specific responsibilities during safety exercises. During school safety exercises, safety committee members will debrief and annotate what was effective and plans for improvement.</p>	2.6	Assistant Principal, safety committee chair, teachers	Reduced time to conduct effective safety exercise and fire drills.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>						

**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, the number of bullying-related incidents reported at Americas High School will decrease by 10%.

**Evaluation Data Source(s) 3:** Bullying related incidents will decrease by 10%.

**Summative Evaluation 3:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Provide materials to support campuses as they implement the District's Prevent Bullying Program and guide them through the program timeline.</p>	2.6	Counselors, CIS	Olweus Bullying Prevention Program Questionnaire, PEIMS incidents, K-12 Alerts			
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) The Department of Guidance and Counseling will provide guidance lessons through monthly rotational presentations to students addressing student competencies and character education training utilizing outside community resources.</p>	2.6	Counselors, CIS	Number of lessons, number of campus referrals			
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Weekly Olweus classes for students to voice concerns or issues having to do with bullying, ideas on prevention, and advocating and providing support for victims during school and school events. This will include lessons on sexting, dating violence, and the potential negative effects of social media. Blazer Action News is created by teachers and students with an Olweus component.</p>	2.6	All School Stakeholders	Decrease number of bullying incidents in school and community.			
= 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 4:** For the 2018-2019 school year, the attendance rate for all students at Americas High School will increase by 1% over the attendance rate of the previous year.

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

**Summative Evaluation 4:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Coordinate with AHS's Partners in Education to create an incentive program to encourage students to attend school every day.	2.6	Administration, CIS, Parent Liaison	Student attendance will show an increase from previous year.			
2) Loss of Credit students will be divided among administration to increase parent contact and LOC contract distribution.	2.4, 2.5, 2.6	Administration, CIS, Parent Liaison	The number of completed LOC contracts will increase from last year.			
3) Automatic call-outs, email, and text alerts will be sent out to parents of students who are absent or tardy for each period.	2.6	Administration, attendance clerks, CIS	Increased attendance, lower LOC, and less tardies			
= 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 5:** For the 2018-2019 school year, the total number of disciplinary referrals at Americas High School will decrease by 5%

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

**Summative Evaluation 5:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Increase teacher, administration, and security visibility during the instructional day upon transition from class to class.	2.6	Teachers, Staff, Security, Administration	A reduction in student truancy and/or behavioral incidents as evidenced by attendance reports and number of tardy sweeps.			
2) Teachers will be trained on how to manage Level I referrals.	2.6	Administration, security, AP clerk	Decreased number of discipline referrals.			
= 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:** By the end of the 2018-2019 school year, 100% of Americas High School teachers will be familiar with the requirements of House Bill 5.

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

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Critical Success Factors</b> CSF 7 1) New teachers will be offered staff development on the requirements of House Bill 5.	2.4, 2.6	Administrators, Counselors, SCEI Coaches, Department Chairs	All teachers are able to answer questions about House Bill 5.			
<b>Critical Success Factors</b> CSF 7 2) Provide communication throughout the school year about informational meetings held or other written information provided about the details and updates on House Bill 5 and academic course options and requirements.	2.4, 2.6	Administration, Counselors, SCEI Coaches, Department Chairs	Teachers attend meetings or receive new information provided.			
= 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 2:** By the end of May 2019, Americas High School will develop and implement opportunity for 98% of students to be college and career ready.

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

**Summative Evaluation 2:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Teachers will be offered professional development on implementing the College and Career Ready Strategic Plan.</p>	2.4, 2.6	Administrators, Counselors, SCEI Coaches, Department Heads	Teachers increased knowledge in College and Career Ready Strategic Plan.			
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) School Improvement Team will work on the development of a College and Career Ready Strategic Plan.</p>	2.4, 2.6	Administration, School Improvement Team	A plan is developed that can be rolled out to the campus.			
<p>3) Provide resources and listings of standardized instructional materials/references for each content area: Teacher recommendations (SE-aligned), Needs Assessment Computer Assisted Instruction (Web 2.0 tools) Calculators Multi-Media Curriculum Writing Projects (LDC, Writer's Workshop) *Library resources (shelf and digital) *Laboratory equipment and supplies *Technology, to include but not limited to, Ipads, Ipad security carts for storage, computers, Laptops, IWBs, ELMOs or document cameras. *Special Education materials *Bilingual Education materials *Gifted &amp; Talented materials *Supplemental Teacher materials [AP, QD, LE, TQ]</p>	2.4, 2.5, 2.6	Administrators, Teachers, Content and SCEI Coaches, Library Media Specialists	Improved 3rd, 6th and nine-week grades, increase advanced academic performance/pipeline			
<p><b>Funding Sources:</b> 211 - Title I, Part A - 48266.00</p>						

<p><b>PBMAS</b></p> <p>4) Use multiple strategies to teach content in all areas to include GT. For example: Kagan cooperative learning strategies, technology, team teaching, AVID, SIOP, the Fundamental Five, Cornell Notes, student presentations, PowerPoints, project based learning, library usage - going "Back to Basics"</p>	2.4, 2.5, 2.6	Administration, AVID Coordinator, GT Coordinator , Teachers	Increases in student grades, decrease failure rates			
5) Provide supplementary teaching materials, supplies, and accommodated equipment for student use.	2.4, 2.5, 2.6	Administration and teachers	Increase in student grades, and decrease in failure rates			
<b>Funding Sources:</b> 211 - Title I, Part A - 5000.00						
6) Purchase of materials to support AP, Pre-AP, and Dual Credit (study guides, text books, project materials, technology)	2.4, 2.5, 2.6	GT Students, GT Coordinators, AP & Pre-AP and Dual Credit Teachers, GT Admin, AP Admin, Counselors	Graduation rate, college entry, award letters, national merit scholar, college credit, AP results of a score of 3, 4, 5 with possibility of college credit.			
7) Provide AP and GT students with opportunities to enroll and participate in curriculum based field trips, to include transportation.	2.4, 2.5, 2.6	AP Teachers, Admin, GT Coordinator, GT Students, AP Students, Dual Credit Counselor and Teachers, Advise Texas College Advisor	Increase number of AP field trip experiences, increase exposure to college readiness opportunities, increase in hands on projects and activities			
8) Train teachers on indexes and make growth a primary focus	2.4, 2.6	SCEI Coaches, Admi	Improvement in SPED performance on EOC Reading			
= 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:** By January 2019, Americas High School shall increase the level of instructional rigor across the core content areas, to indicate an overall improvement in student state assessment scores so that all content areas are above 85% approaches grade level.

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

**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) Provide professional development opportunities using research based, data driven, and innovative methodologies and tools through varied providers.	2.4, 2.5, 2.6	Administration, SCEI Coaches, Department Heads	School business forms, walkthroughs, professional development attendance records			
<b>PBMAS</b> 2) Provide SIOP training to all core teachers and have follow up support with the emphasis on student weaknesses to drive instruction.	2.4, 2.6	Administration, SCEI Coaches, Department Chairs (Instructional Curriculum Coaches)	Teacher improvement, growth opportunities, increase in academic success for ELL's			
<b>PBMAS</b> 3) Provide targeted assistance, supplemental support, and intervention for all at-risk students to increase student passing rates in all content areas with library aide. CIA will establish students in need of assistance through curriculum and instruction (C&I).	2.4, 2.5, 2.6	Library Aide, Teachers, SCEI Coaches, Administration, Department Chairs	Student improvement			
4) Lesson frames are redesigned and checked on a weekly basis.	2.4	SCEI Coaches, Department Chairs, Administration	Teacher planning improvement, student improvement			
5) Common assessments are based on specific SE's.	2.4, 2.6	Teachers, Department Chairs, SECI Coaches, Administration	Student improvement on Benchmark Tests and EOC Tests			
6) Instruction monitored through walkthroughs (PowerWalks), verifying alignment.	2.4	Administration, SCEI Coaches, Department Chairs	Student improvement on EOC exams			
= 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 4:** For the 2018-2019 school year, Americas High School will improve its student state assessment scores in English I and English II to:

- 85% approaching grade level
- 60% meet grade level
- 12% masters grade level

**Evaluation Data Source(s) 4:** English I and II EOC exams reach:

- 85% approaching grade level
- 60% meet grade level
- 12% masters grade level

**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) Provide professional development opportunities using research based, data driven, and innovative methodologies and tools through varied providers.	2.4, 2.6	Administration, SCEI Coaches, Department Chairs	Teacher improvement, growth opportunities			
<b>PBMAS</b> 2) Train all new core content teachers and ESL teachers in SIOP and provide follow up support.	2.4, 2.6	Administration, SCEI Coaches, Department Heads, ESL teachers	Teacher improvement, growth opportunities			
<b>PBMAS</b> 3) Concede planning time to SPED teacher that have several preps.	2.4, 2.6	Administration	Improvement in SPED performance on EOC Reading			
<b>PBMAS</b> 4) SPED focused sessions during intersession, before and after school	2.4, 2.5, 2.6	SCEI Coaches, SPED Dept. Chair, Admin	Improvement in SPED performance on EOC Reading			
= 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, Americas High School will improve its student state assessment scores in Algebra by increasing in:

approaches grade level from 87.6% to 90%

meets grade level from 42.1% to 45%

masters grade level from 25.0% to 28%

**Evaluation Data Source(s) 5:** Algebra I state assessment scores will increase in:

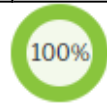
approaches grade level to 90%

meets grade level to 45%

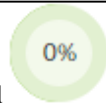
masters grade level to 28%

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Train all core content teachers and ESL teachers in SIOP and provide follow up support.		Administration, SCEI Coaches, Department Chairs, ESL teachers	Teacher improvement, growth opportunities			
2) Provide release time and substitutes for teachers to attend professional development, conduct walkthroughs of master teachers, and to meet with mentor teachers.		Administration, SCEI Coaches, Department Chairs	Teacher improvement, growth opportunities			
3) Lesson frames are redesigned and checked on a weekly basis.		SCEI Coaches, Department Chairs, Administration	Teacher planning improvement, student improvement			
4) Common assessments are based on specific SE's.		Teachers, Department Chairs, SECI Coaches, Administration	Student improvement on Benchmark Tests and EOC Tests			
5) Instruction monitored through walkthroughs (PowerWalks), verifying alignment.		Administration, SCEI Coaches, Department Chairs	Student improvement on EOC exams			
6) Spiral and continue capitalizing on calculator skills. Ensuring all math classes have fun classroom sets of Ti Inspires		Department Chair, Admin, SCEI Coaches	Improvement on student STAAR Math performance			
7) Refocusing curriculum to include more use of Ti Inspire (practice how we play)		SCEI Coach, Dept. Chair, Admin	Improvement on student STAAR Math performance			



= 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, Americas High School will improve its student state assessment scores in Biology by increasing in:

approaches grade level from 89.6% to 93%

meets grade level from 60.3% to 63%

masters grade level from 15.2% to 18%

**Evaluation Data Source(s) 6:** Biology state assessment scores will increase in:

approaches grade level to 93%

meets grade level to 63%

masters grade level to 18%

**Summative Evaluation 6:** No progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide professional development opportunities using research based, data driven, and innovative methodologies and tools through various educational providers to include Blackburn, Seidlitz, and district resource personnel.		Administrators, SCEI Coaches, Department Heads	Teacher improvement, growth opportunities			
2) Increase number of teachers/administrators/support staff that receive SIOP staff development and provide follow up support with the emphasis on student weaknesses to drive instruction.		Administrators, SCEI Coaches, Department Heads	Teacher improvement, growth opportunities			
3) Lesson frames are redesigned and checked on a weekly basis.		SCEI Coaches, Department Chairs, Administration	Teacher planning improvement, student improvement			
4) Common assessments are based on specific SE's.		Teachers, Department Chairs, SECI Coaches, Administration	Student improvement on Benchmark Tests and EOC Tests			
5) Instruction monitored through walkthroughs (PowerWalks), verifying alignment.		Administration, SCEI Coaches, Department Chairs	Student improvement on EOC exams			
= 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, Americas High School will improve its student state assessment scores in U.S. History by increasing in:

approaches grade level from 96.0% to 98%

meets grade level from 82.3% to 85%

masters grade level from 50.8% to 54%

**Evaluation Data Source(s) 7:** U.S. History state assessment scores will improve in:

approaches grade level to 98%

meets grade level to 85%

masters grade level to 54%

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













Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide professional development opportunities using research based, data driven, and innovative methodologies and tools through various providers to include district resource personnel.		Administration, SCEI Coaches, Department Heads	Teacher improvement, growth opportunities			
2) Train all core content teachers and ESL teachers in SIOF and provide follow up support.		Administration, SCEI Coaches, Department Heads, ESL teachers	Teacher improvement, growth opportunities			
3) Lesson frames are redesigned and checked on a weekly basis.		SCEI Coaches, Department Chairs, Administration	Teacher planning improvement, student improvement			
4) Common assessments are based on specific SE's.		Teachers, Department Chairs, SECI Coaches, Administration	Student improvement on Benchmark Tests and EOC Tests			
5) Instruction monitored through walkthroughs (PowerWalks), verifying alignment.		Administration, SCEI Coaches, Department Chairs	Student improvement on EOC exams			
				= 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 8:** For the 2018-2019 school year, the overall number of students enrolled in pre-advanced/advanced placement courses at Americas High School will increase by 10% as compared to the overall enrollment for the 2017-2018 year.

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

**Summative Evaluation 8:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide communication throughout the school year about informational meetings held to provide details on academic course options and requirements and the impacts on post high school education.		Administration, Counselors, Teachers, SCEI Coaches	Number of course enrollment sections of courses in master schedule			
2) Students and parents will be informed (through district call out system, website, posters around campus, and marquee) about the different informational meetings about these programs.		Administration, Counselors, SCEI Coaches, Teachers, Parent Liaison	Number of course enrollment sections of courses in master schedule			
3) Train teachers on indexes and make growth a primary focus.		SCEI Coaches, Admin	Improvement in SPED performance on EOC Reading			
 = 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 9:** For the 2018-2019 school year, the overall number of students enrolled in dual-credit courses at Americas High School will increase by 10% as compared to the overall enrollment for the 2017-2018 year.

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

**Summative Evaluation 9:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide communication throughout the school year about informational meetings held to provide details on academic course options and requirements and post high school requirements and opportunities.		Administration, Counselors, Teachers, SCEI Coaches	Number of course enrollment sections of courses in master schedule			
2) Students and parents will be informed (through district call out system, website, posters around campus, and marquee) about the different informational meetings about these programs.		Administration, Counselors, Teachers, SCEI Coaches, Parent Liaison	Number of course enrollment sections of courses in master schedule			
3) Train teachers on indexes and make growth a primary focus.		SCEI Coaches, Admin	Improvement in SPED performance on EOC Reading			
				= 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 10:** For the 2018-2019 school year, the overall number of students participating in ACT/SAT college admissions test administrations at Americas High School will increase by 20% as compared to the 2017-2018 school year, in preparation for post-secondary education.

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

**Summative Evaluation 10:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) The SAT will be administered to all 11th grade students.		Administration, counselors	Increased number of student opportunities to be college ready.			
2) Provide communication throughout the year for testing opportunities, post high school requirements and opportunities to students through their classes		Administration, teachers, counselors	Increased participation in college entrance exams			
3) Train teachers on indexes and make growth a primary focus.		SCEI Coaches, Admin	Improvement in SPED performance on EOC Reading			
4) Train teachers on indexes and make growth a primary focus.		SCEI Coaches, Admin	Improvement in SPED performance on EOC Reading			
= 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 11:** By the beginning of the 2018-2019 school year, the numbers of students enrolled in Career and Technical Education classes at Americas High School will increase by 10% as compared to the 2017-2018 beginning-of-year enrollment.

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

**Summative Evaluation 11:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Incoming freshman students have selected an endorsement and a pathway to increase enrollment in CATE courses for the 2018-2019 school year.		Counselors	Enrollment numbers CATE sections in master schedule			
2) Parent informational meetings will be conducted to present details and benefits of our CATE programs, as well as academic course options.		Administration, counselors	Number of course enrollment Sections of courses in master schedule			
3) Train teachers on indexes and make growth a primary focus.		SCEI Coaches, Admin	Improvement in SPED performance on EOC Reading			
<b>PBMAS</b> 4) Counselors will monitor and audit student schedules and transcripts.		Counselors, Administration	White CTE Coherent Sequence will increase by 10%.			
<b>Problem Statements:</b> Student Academic Achievement 22						
= Accomplished               = No Progress               = Discontinue						

**Performance Objective 11 Problem Statements:**










Student Academic Achievement
<b>Problem Statement 22:</b> At Americas High School White CTE Coherent Sequence is at 40%. <b>Root Cause 22:</b> The root cause of this problem is that students schedules were adjusted which interfered with the CTE coherent sequence.

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

**Performance Objective 12:** During the 2018-19 school year, all Migrant students enrolled at Americas HS will have the support needed to show 100% success in school.

**Evaluation Data Source(s) 12:** 100% of Migrant students at Americas HS will pass all their classes and EOC exams.

**Summative Evaluation 12:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Migrant students will be identified once school begins and meet with an administrator to determine their needs.		Administrator	All classes and EOC exams are passed.			
2) All migrant students are monitored for evidence of success in each of their classes.		Administrator	All classes are passed.			
 = 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 13:** During the 2018-2019 school year. LEP and SPED students will increase 15% in all EOC exams.

**Evaluation Data Source(s) 13:** Results for LEP and SPED students in all EOC exams increase by 15%.

**Summative Evaluation 13:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) All core content teaches will be SIOP trained.		Administration, SCEI Coaches, ESL teachers	LEP students increase their results in EOC scores			
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7 2) Rigor will increase with SPED students in their class settings.	2.4, 2.5, 2.6	Core content teachers, SPED teachers	Increase in EOC exams for SPED students.			
<b>PBMAS</b> 3) Teachers will incorporate all 4 language objectives into daily instruction.	2.4, 2.5, 2.6	Core content teachers, SPED and ESL teachers	Increase in EOC exam results			
4) Lesson frames are redesigned and checked on a weekly basis.		SCEI Coaches, Department Chairs, Administration	Teacher planning improvement, student improvement			
5) Common assessments are based on specific SE's.		Teachers, Department Chairs, SECI Coaches, Administration	Student improvement on Benchmark Tests and EOC Tests			
6) Instruction monitored through walkthroughs (PowerWalks), verifying alignment.		Administration, SCEI Coaches, Department Chairs	Student improvement on EOC exams			
<b>PBMAS</b> 7) Providing ELPS training/spot checks in all areas and not just during TELPAS window by English/ESL teachers	2.4, 2.5	ESL teachers, SCEI Coaches, Admin	Improvement on ELL performance on EOC Reading			
8) Empowering (vs. policing) teacher leaders to be involved in walkthroughs, providing trainings, etc. (increasing critical mass)		Admin	Improvement on ELL performance on EOC Reading			

<b>PBMAS</b> 9) Professional Development for Algebra I teachers will include topics of differentiation and Co-teach models and best practices.	SCEI Coaches, Administration	Algebra I SPED scores will increase by 10% for approaches grade level.			
<b>PBMAS</b> 10) Administrators, Department Chairs, and SCEI Coaches will meet with individual departments on a Bi-Weekly basis to review data and other pertinent information.	Administration, General Education Teachers, Special Education Teachers	Biology SPED approaches grade level scores will increase by 15%			
<b>Problem Statements:</b> Student Academic Achievement 14					
<b>PBMAS</b> 11) ELPS training/spot checks will occur in all areas and not just during TELPAS window by English/ESL teachers	EL/LPAC committee, Administration, General Education Teachers	Biology EL students scores on EOC exam will improve by 15% at approaches grade level			
<b>Problem Statements:</b> Student Academic Achievement 17					
<b>PBMAS</b> 12) Administration, department chairs, SCEI coaches, and academic coordinators will meet weekly to review data and make instructional decisions for the campus.	Administration, SCEI Coaches	EL's scores will increase by 15% on the ELAR EOC			
<b>Problem Statements:</b> Student Academic Achievement 20					
<b>PBMAS</b> 13) Administrators, Department Chairs, and SCEI Coaches will meet with individual departments on a Bi-Weekly basis to review data and other pertinent information.	Administrators, SCEI Coaches	SPED scores will increase by 15% at approaches on ELAR EOC			
<b>Problem Statements:</b> Student Academic Achievement 21					
= Accomplished       = No Progress       = Discontinue					

### Performance Objective 13 Problem Statements:

<b>Student Academic Achievement</b>
<b>Problem Statement 14:</b> At Americas High School, 51.4% of SPED students passed at approaches grade level on Biology EOC exam. <b>Root Cause 14:</b> The root cause of the problem is that teachers do not provide corrective instruction to students after each assessment. This is because current students who are retesters are sitting in classes with different curriculums.
<b>Problem Statement 17:</b> At Americas High School, 60% of EL students passed at approaches grade level. <b>Root Cause 17:</b> The root cause of the problem are missed opportunities to practice content language and its application. This is because of inconsistent use of small group purposeful talk.
<b>Problem Statement 20:</b> At AHS, the ELAR scores are at 19.5% of Els tested that passed at approaches. <b>Root Cause 20:</b> The root cause of this problem is that instructional leaders did not consistently provide feedback on lesson frames as well as instruction because of ambiguity in current systems.
<b>Problem Statement 21:</b> At AHS SPED scores are at 25.9% of SPED students passing at approaches on English EOC. <b>Root Cause 21:</b> The root cause of this problem is inconsistency between lesson frames and instructional strategies in differentiating instruction in the classroom because of lack of feedback on differentiation and different modalities on co-teaching strategies.



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

**Performance Objective 14:** By the end of 2018-2019 school year, 90% of Trailblazers Early College (TEC) 9th and 10th grade cohort students will pass both the reading and writing TSI.

**Evaluation Data Source(s) 14:** 90% of 9th and 10th grade TEC students will pass both the reading and writing TSI by the end of the year.

**Summative Evaluation 14:** Met Performance Objective

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

**Performance Objective 15:** By the end of 2018-2019 school year, the percentage of CATE EL students who approach grade level will increase by 15% on all EOC exams.

**Evaluation Data Source(s) 15:** CATE EL scores will increase by 15% on PBMAS data.

**Summative Evaluation 15:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>PBMAS</b> 1) Lesson frames will be redesigned and checked on a weekly basis		Administration, SCEI Coach & Department Chai	CATE EL scores in Algebra I will increase by 15% on PBMAS data.			
	<b>Problem Statements:</b> Student Academic Achievement 11					
<b>PBMAS</b> 2) Professional development focusing on RtI will be provided to all teachers.		Administration, General Education Teachers, Special Education Teachers, EL/LPAC committee/team	CATE EL scores on approaches grade level will increase by 15% on English EOC			
	<b>Problem Statements:</b> Student Academic Achievement 19					
= Accomplished                         = No Progress                         = Discontinue						

**Performance Objective 15 Problem Statements:**

### Student Academic Achievement

**Problem Statement 11:** At Americas High School, the CATE LEP scores are at 37.5% of Algebra 1 tested students that passed at approaches grade level. **Root Cause 11:** The root cause of this problem is that gaps are not being consistently addressed. This also could have happened because of a lack of feedback from the instructional leaders on lesson frames and instruction.

**Problem Statement 19:** At AHS, CATE/EL is at 26.5% passing EOC English at approaches. **Root Cause 19:** The root cause of this is that the campus is not providing corrective instruction of following formative assessments because of failure to properly implement interventions at T1/T2 level.

**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 16:** In 2018-2019, SPED CTE scores will increase by 15% on all EOC exams on approaches grade level.

**Evaluation Data Source(s) 16:** SPED CTE scores on all EOC exams will increase by 15% on PBMAS data.

**Summative Evaluation 16:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>PBMAS</b> 1) Outside the regular scheduled day instruction will be provided Algebra I teachers that targets struggling subgroups		Department Chair, SECI Coaches	SPED CTE scores on Algebra I EOC exam will increase by 15% on PBMAS data.			
	<b>Problem Statements:</b> Student Academic Achievement 12					
<b>PBMAS</b> 2) Weekly SLC meetings will be held for all grade levels to look at student data and plan interventions		Administration, General Education Teachers, Sped Teachers	SPED CTE scores on Biology will increase by 15%			
	<b>Problem Statements:</b> Student Academic Achievement 15					
<b>PBMAS</b> 3) Professional development focusing on RtI will be provided to all teachers.		Administration, General Education Teachers, Special Education Teachers	CATE/SPED students' approaches grade level on English EOC will increase by 15%			
	<b>Problem Statements:</b> Student Academic Achievement 18					
= Accomplished               = No Progress               = Discontinue						

**Performance Objective 16 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 12:</b> At Americas High School, the SPED CTE scores are at 30% of Algebra 1 tested students that passed at approaches grade level. <b>Root Cause 12:</b> The root cause of this problem is that gaps are not being consistently addressed.
<b>Problem Statement 15:</b> At Americas High School, 42.9% of CTE SPED students passed at approaches grade level on the Biology EOC exam. <b>Root Cause 15:</b> The root cause of the problem is that teachers do not provide corrective instruction to students after each assessment. This is because current students who are retesters are sitting in classes with different curriculums.
<b>Problem Statement 18:</b> At AHS, the CATE/SPED is at 15.2% passing EOC English at approaches <b>Root Cause 18:</b> The root cause of this is the campus is not providing corrective instruction of following formative assessment because of failure to properly implement interventions at T1/T2 level.

**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, 95% of teachers will be scored at proficient or higher as measured by T-Tess standards.

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

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) A structured system for monitoring instructional practice at AHS will continue in 2018-2019 school year yielding quantitative and qualitative PowerWalk data. The amount of PowerWalks will be 15 each week for the 2018-2019 school year.		Administration	All Eduphoria data and TTESS evaluations will be used to monitor the progress of all teachers and any updates to TINAs or training needed to help teachers struggling will be provided.			
2) Teachers will be provided professional development in utilizing and implementing the use of best practices in areas such as, but not limited to, the TEKS, technology, Gifted and Talented, and differentiated instruction. which pertains to student-centered learning. A district initiative is being implemented to include open-ended responses in all core content campus common assessments.		Administration, SCEI coaches, and or District Personnell	Weekly PLC's and SLC's meetings will take place and best practices will be shared. PowerWalks data and common assessments data will be used to check for implementation of how the best practices learned have helped.			
= 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 2:** For the 2018-2019 school year, Americas High School will maintain 100% highly qualified teachers in all core academic subjects.

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

**Summative Evaluation 2:** Exceeded Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) It is SISD practice that all teachers hired must be highly qualified.		Administration and Human Resource	See District Policy			
= 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, Americas High School will increase the number of professional development opportunities offered to employees by 100% as compared to the 2017-2018 school year.

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

**Summative Evaluation 3: Met Performance Objective**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) All of the Americas High School faculty will be trained in differentiated instruction during the 2018-2019 school year, to include training in special population needs and strategies.		Administrators, SCEI coaches, Outside Institutions	An increase in common assessments, benchmarks tests, and EOC scores in all core areas, specifically in the areas of English reading, writing, and math. In addition, the staff development will focus on increasing the masters grade level scores in all core areas.			
2) All new core teachers at Americas High School who have not received SIOP training will be trained in Sheltered Instruction Observation Protocol (SIOP) during the 2018-2019 school year.		Administration, SCEI coaches, Outside Institutions	An increase in common assessments, benchmarks tests, and EOC scores in all core areas, specifically in the areas of English reading, writing, and math. In addition, the staff development will focus on increasing our commended/advanced scores in all core areas.			
3) Based on data, SCEI coaches will be offering professional development after school training once a week.		Administration, SCEI coaches	An increase in common assessments, benchmarks tests, and EOC scores in all core areas, specifically in the areas of English reading, writing, and math. In addition, the staff development will focus on increasing our commended/advanced scores in all core areas.			
4) We will continue the teacher mentoring program.		Principal	Teacher retention.			
= 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 4:** During the 2018-2019 school year, Americas High School will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to meet 60% of system safeguards indicators.

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

**Summative Evaluation 4:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers at Americas High School will continue to be trained in and use AVID and SIOP strategies as vehicles to implement best practices in all are classes to meet the needs of all students.		Administration, SCEI coaches	An increase in common assessments, benchmarks tests, and EOC scores in all core areas, specifically in the areas of English reading, writing, and math. In addition, the staff development will focus on increasing our commended/advanced scores in all core areas.			
2) Our campus will invest in the following programs to help with our special populations: Differentiated instruction, SIOP, Eduphoria, Read 180, Lead 4ward, and OLWEUS.		Administration	An increase in common assessments, benchmarks tests, and EOC scores in all core areas, specifically in the areas of English reading, writing, and math. In addition, the staff development will focus on increasing our commended/advanced scores in all core areas.			
= Accomplished                = No Progress                = Discontinue						

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

**Performance Objective 5:** By June 2019, Americas High School will send a team of teachers to AVID training in order to increase the level of instructional rigor across the core content areas, to indicate an overall improvement in student state assessment scores in all content areas by 3% in all three level indicators..(approaches, meets, and masters)

**Evaluation Data Source(s) 5:** Overall improvement in student state assessment scores in all content areas will increase by 3% in all three level indicators. (approaches, meets, and masters)

**Summative Evaluation 5:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers, counselors, admin will attend summer institute for AVID training.		AVID Coordinator, AHS teachers, Administration, Counselors	Teachers will implement AVID strategies into their daily lesson plans.			
<b>Funding Sources:</b> 211 - Title I, Part A - 28700.00						
= Accomplished                = No Progress                = Discontinue						


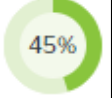


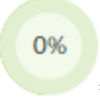



**Goal 3:** SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

**Performance Objective 6:** By the end of the 2018-2019 school year, 100% of Americas High School teachers will be familiar with the requirements of House Bill 5.

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

**Summative Evaluation 6:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Teachers will be offered staff development on the requirements of House Bill 5.</p>		Administrators, Counselors, SCEI Coaches, Department Chairs	Teachers are able to answer questions about House Bill 5.			
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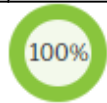
**Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.**

**Performance Objective 1:** During the 2018-2019 school year, Americas High School will increase the number of collaborative educational involvement activities and events for parents and community members by 50% as compared to the 2017-2018 school year to promote teamwork and unity in the education of students.

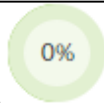
**Evaluation Data Source(s) 1:** Collaborative educational involvement activities and events for parents and community members will increase by 50%.

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) The Parent Liaison and the Communities in Schools Coordinators will work to ensure that all parents of students who attend Americas High School are afforded various opportunities (Drive-by Breakfast, Trailblazer 101, Awards Ceremonies, Parent-Teacher Conference Nights, Community Service, Parenting workshops, Re-classified Parent Nights, etc...) to participate in the collaborative educational involvement and events to promote teamwork and unity. The Parent Liaison will provide support via technology, refreshments, supplies and materials for parental involvement training, workshops, classes and seminars.	3.1, 3.2	Parent Liaison, Communities in Schools Coordinators, Administration	There will be an overall increase in the educational events and activities for parents of Americas High School as presented by agendas and signature pages.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 1000.00					
2) Invite parents to participate in the discussion of roles and functions of the various committees where school-wide decisions can best be made to impact student achievement and campus progress, i.e. SIT, LPAC, etc...	3.1, 3.2	Administration, Staff, Communities in Schools Coordinators, Parent Liaison	Increased parental participation; Increase in collaborative events;			
3) Provide Opportunities for Parent Liaison, SISD Parents and Community members to attend events and / or conferences in order to bolster parental involvement thereby supporting students academic achievement. Continue Latino Family Literacy project.	3.2	Parent Liaison Administration	Increase attendance to Professional Development (Local and State Conferences, Regional 19 & District Services)			
	<b>Funding Sources:</b> 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 2:** For the 2018-2019 school year, Americas High School will increase the number of notifications, sent via newsletters, email, call-outs, etc. to parents, business, and community members by 50%.

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

**Summative Evaluation 2:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Americas High School will ensure that all community members have access to school events, activities, and information through various avenues of communication.	3.2	Americas High School Staff, Administration	Increased parental contact with Americas High School teachers and staff; Increased parental involvement			
2) Increase all-calls, newsletters, websites/ emails, etc... to contact, invite and inform parents of all students' EOC test results by holding an EOC Education meeting for parents and students to provide concrete and up-to-date informatin about EOC and implications for graduation, along with information regarding HB5.	2.6, 3.2	Americas High School Staff, Administration, Parent Liaison	Parent attendance to EOC Education meeting(s) to include sign-in sheets and updates to website(s).			
= 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:** By the end of the 2018-2019 school year, Americas High School will increase by 25% over the previous year, the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

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

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Communities in Schools Coordinators and the Student Activities Director will work to seek and increase the number of partnership activities working in conjunction with Americas High School students and staff by providing monthly presentations to include the following topics: drugs, gangs, sexual harassment, disaster preparedness, dating violence, and sexually transmitted diseases. [FCE, SC]	3.1, 3.2	Communities in Schools Coordinators, Student Activities Director, Administration	An increase of community partnerships will be coordinated and documented by both Communities in Schools Coordinators and the Americas High School Activities Director to support an increase of at least 25%.			
2) Support and promote Parent Involvement trainings and seminars by providing the following: -Technology Equipment -Refreshments for parent meetings/classes -Supplies and Materials for * Drive-thru Breakfast * Trailblazer 101 * Awards Ceremonies * Parent-Teacher Conference Nights * Community Service * Parenting workshops * Re-classified Parent Nights [FCE, SC] * Mother/daughter conference * Father/ Son conference	3.1, 3.2	Parent Liaison, Communities in Schools Coordinators, Administration, Staff	Increased parental awareness and involvement			
= 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 4:** For the 2018-2019 school year, Americas High School will have a minimum of 2 customer service trainings to ensure a positive and welcoming school climate for parents and community members.

**Evaluation Data Source(s) 4:** AHS will have 2 customer service trainings by the end of the school year.

**Summative Evaluation 4:** Met Performance Objective





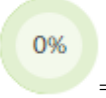

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Support Staff will attend customer service trainings so as to ensure that all stakeholders questions and concerns are handled appropriately and efficiently.	2.6, 3.2	Administration, Clerical Staff, Support Staff	The community culture survey will support increased customer service satisfaction.			
2) Support Staff will meet regularly with their supervisor and/or administration to collaborate on the benefits of customer service trainings attended and to discuss further support needs of the campus.	2.6, 3.2	Support staff, Administration, Supervisor	The cultural survey will show support of a friendlier, more attentive and community focused response to questions and concerns reciprocated in a timely manner by Americas High School staff.			
= Accomplished                = 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 5:** For the 2018-2019 school year, Trailblazers Early College will have a minimum of 4 parent informational meetings, not including Parent/Teacher nights.

**Evaluation Data Source(s) 5:** TEC will have at least 4 parent informational meetings in 2018-19 school year.

**Summative Evaluation 5:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) AHS Early College will conduct at least four parent informational meetings for students in the program.	2.4, 2.6, 3.2	Campus Administration	Increased involvement of parents of children specific to AHS Early College.			
 = 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.

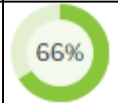
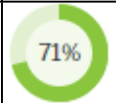


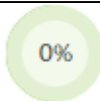

**Performance Objective 1:** For the 2018-2019 school year, 60% of all students in all subgroups at Americas High School will meet all system standards as measured by reports such as the Performance-Based Monitoring Analysis System.

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

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Americas will provide scientifically researched based instructional strategies.	2.4, 2.5, 2.6	Administration, C & I	Increase student scores in assessments			
2) Provide targeted assistance with prescriptive lessons to students in all subgroups: After school, Saturdays, intersession, and summer.	2.4, 2.5, 2.6	Administration, C & I, teachers	Decrease in # of failing scores			
<b>Funding Sources:</b> 199 - General Fund: SCE - 36167.00, 211 - Title I, Part A - 44000.00						
3) Outside the regular scheduled day instruction will be provided by most teachers that targets struggling subgroups: After school, Saturdays, intersession, summer.	2.4, 2.5, 2.6	Administration	Increase in Scores (Common Assessments, EOC, and classroom grades)			
<b>Funding Sources:</b> 199 - General Fund: SCE - 36167.00, 211 - Title I, Part A - 44000.00						
4) Library programs and services will be offered beyond the instructional day to provide students with extended learning opportunities through tutoring and enrichment activities. Timeline: Before/after school; intersession; summer.	2.4, 2.5, 2.6	AHS Librarians	Increase in student achievement in the four core content areas			
5) Lesson frames are redesigned and checked on a weekly basis.	2.4, 2.6	SCEI Coaches, Department Chairs, Administration	Teacher planning improvement, student improvement			
6) Common assessments are based on specific SE's.	2.4, 2.6	Teachers, Department Chairs, SECI Coaches, Administration	Student improvement on Benchmark Tests and EOC Tests			



7) Instruction monitored through walkthroughs (PowerWalks), verifying alignment.	2.4	Administration, SCEI Coaches, Department Chairs	Student improvement on EOC exams			
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**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, 100% of Americas teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

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

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Americas will provide scientifically researched based instructional strategies.	2.4, 2.5, 2.6	Administration, C & I	Increase student achievement in all assessments			
2) Core subject teachers will be trained in Sheltered Instruction Observation Protocol.	2.4, 2.5, 2.6	Administration, SCEI Coaches	Increased assessment scores			
3) All teachers will provide at least one comprehensive writing activity every 9 weeks.	2.4	Administration	Increase in EOC scores			
4) SPED focused sessions during intersession and before and after school	2.4, 2.5, 2.6	SCEI Coaches, SPED Dept. Chair, ADMIN	Improvement in SPED performance on EOC Reading			
5) Providing ELPS training/spot checks in all areas and not just during TELPAS window by English/ESL teachers	2.4, 2.6	ESL Teachers, SCEI Coaches, Admin	Improvement in ELL performance on EOC Reading			
= 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 3:** For the 2018-2019 school year, Americas administrators will increase, by 100%, the number of campus teachers provided with professional development support and resources to achieve professional growth and high student academic achievement rates.

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

**Summative Evaluation 3: Met Performance Objective**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Professional development focusing on differentiated instruction will be provided to all teachers.	2.4, 2.5, 2.6	Administration, C&I	Increase in grades for all special populations			
2) New Core subject teachers will attend Sheltered Instruction Observation Protocol training.	2.4, 2.6	Administration	Increase in student achievement in all core areas			
3) Teacher Designed Professional Development that is content specific.	2.4, 2.6	Administration, SCEI Coaches, Department Chairs	Teacher Feedback Forms/Surveys			
4) Train teachers on indexes and make growth a primary focus.	2.4, 2.6	SCEI Coaches, Admin	Improvement in SPED performance on EOC Reading			
5) SPED focused sessions during intersession and before and after school	2.4, 2.5, 2.6	SCEI Coaches, SPED Dept. Chair, Admin	Improvement in SPED performance on EOC Reading			
6) Empowering (vs. policing) teacher leaders to be involved in walkthroughs, providing trainings, etc. (increasing critical mass)	2.4	Admin	Improvement on ELL Performance on EOC Reading			
				= 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 4:** During the 2018-2019 school year, Americas administrators will schedule at least 1 weekly data feedback session with Curriculum and Instruction personnel to acquire support and resources.

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

**Summative Evaluation 4: Met Performance Objective**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Administration, department chairs, SCEI coaches, and academic coordinators will meet weekly to review data and make instructional decisions for the campus.	2.4, 2.6	Administration, C & I	System evaluation Data walls			
2) Administration will meet weekly to review PowerWalk data	2.4, 2.6	Administration	Lesson frames			
3) Administrators, Department Chairs, and SCEI Coaches will meet with individual departments on a Bi-Weekly basis to review data and other pertinent information.	2.4, 2.6	Administration, Department Chairs, SCEI Coaches	Agendas			
4) Instruction monitored through walkthroughs (PowerWalks), verifying alignment.	2.4, 2.5, 2.6	Administration, SCEI Coaches, Department Chairs	Student improvement on EOC exams			
5) Common assessments are based on specific SE's.	2.4, 2.6	Teachers, Department Chairs, SECI Coaches, Administration	Student improvement on Benchmark Tests and EOC Tests			
6) Lesson frames are redesigned and checked on a weekly basis.	2.4	SCEI Coaches, Department Chairs, Administration	Teacher planning improvement, student improvement			
7) Empowering (vs. policing) teacher leaders to be involved in walkthroughs, providing trainings, etc. (increasing critical mass)	2.4, 2.5	Admin	Improvement on ELL Performance on EOC Reading			
= 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 5:** During the 2018-2019 school year, Americas personnel will actively engage parents in the education process to ensure the academic and behavioral success of students by increasing parent attendance at school meetings and events by 50% as compared to the 2017-2018 school year.

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

**Summative Evaluation 5:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Schoolwide parent meetings to disseminate student information will increase from one a semester to two.	3.1, 3.2	Administration	Evaluation			
2) Parent classes offered by campus parent liaison will increase from once a week to biweekly.	3.2	Parent liaison	Increase number of parent/community involvement			
3) Develop and improve different methods of communication with parents such as call-outs, twitter, marquee, and the school web page..	3.2	Administration, librarian	More parent involvement in activities			
= 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 6:** By Spring 2019, the percentage of interventions documented by teachers at Americas High School for appropriate academic support will increase by 50 % compared to the 2017-2018 school year.

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

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







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers and Administrators will document student interventions using Euphoria as a platform.	2.4, 2.5, 2.6	Teachers, Counselors, Administrators	Intervention documentation will be more timely and allow for intervention to happen quicker.			
2) Through the use of Olweus day, teachers will support the EOP safety procedural practices and student responsibilities by documenting interventions once a month.	2.6	Teachers, campus administration	Students increase their awareness of EOC procedures.			
= 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 7:** During the 2018-2019 school year, Trailblazers Early College will facilitate 3 TSI bridge camps to provide interventions for TEC student to pass the TSI.

**Evaluation Data Source(s) 7:** TEC hosts 3 TSI bridge camps during the 2018-19 school year.

**Summative Evaluation 7:** Met Performance Objective







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Conduct TSI bridge camps for students in AHS Early College.	2.4, 2.5, 2.6	Campus Administration	Increased passing rate on TSI sections.			
 = 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 8:** Trailblazers Early College teachers will receive professional development facilitated by El Paso Community College in the Fall of 2018-2019.

**Evaluation Data Source(s) 8:** TEC teachers will receive Professional Development by EPCC in 2018-19.

**Summative Evaluation 8:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Professional Development will be provided for AHS Early College faculty.	2.4, 2.5, 2.6	Campus Administration	Increased evidence of proper teaching strategies/curricular focus in AHS Early College program			
 = 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 9:** Small Learning Communities (SLC's) will meet once a week to look at student data and plan interventions for each of the following:

- 9th grade SLC
- 10th grade SLC
- 11th grade SLC
- 12th grade SLC
- 9th TEC cohort
- 10th TEC cohort

**Evaluation Data Source(s) 9:** SLC's meet once a week throughout the year.

**Summative Evaluation 9:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Weekly SLC meetings will be held for all grade levels, with TEC meetings for Grades 9 and 10.	2.4, 2.5, 2.6	Campus Administration	Increased interventions, increase in EOC passing rate			
<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>						

# PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
2	2	4	Use multiple strategies to teach content in all areas to include GT. For example: Kagan cooperative learning strategies, technology, team teaching, AVID, SIOP, the Fundamental Five, Cornell Notes, student presentations, PowerPoints, project based learning, library usage - going "Back to Basics"
2	3	2	Provide SIOP training to all core teachers and have follow up support with the emphasis on student weaknesses to drive instruction.
2	3	3	Provide targeted assistance, supplemental support, and intervention for all at-risk students to increase student passing rates in all content areas with library aide. CIA will establish students in need of assistance through curriculum and instruction (C&I).
2	4	2	Train all new core content teachers and ESL teachers in SIOP and provide follow up support.
2	4	3	Concede planning time to SPED teacher that have several preps.
2	4	4	SPED focused sessions during intersession, before and after school
2	11	4	Counselors will monitor and audit student schedules and transcripts.
2	13	2	Rigor will increase with SPED students in their class settings.
2	13	3	Teachers will incorporate all 4 language objectives into daily instruction.
2	13	7	Providing ELPS training/spot checks in all areas and not just during TELPAS window by English/ESL teachers
2	13	9	Professional Development for Algebra I teachers will include topics of differentiation and Co-teach models and best practices.
2	13	10	Administrators, Department Chairs, and SCEI Coaches will meet with individual departments on a Bi-Weekly basis to review data and other pertinent information.
2	13	11	ELPS training/spot checks will occur in all areas and not just during TELPAS window by English/ESL teachers
2	13	12	Administration, department chairs, SCEI coaches, and academic coordinators will meet weekly to review data and make instructional decisions for the campus.
2	13	13	Administrators, Department Chairs, and SCEI Coaches will meet with individual departments on a Bi-Weekly basis to review data and other pertinent information.
2	15	1	Lesson frames will be redesigned and checked on a weekly basis
2	15	2	Professional development focusing on RtI will be provided to all teachers.
2	16	1	Outside the regular scheduled day instruction will be provided Algebra I teachers that targets struggling subgroups
2	16	2	Weekly SLC meetings will be held for all grade levels to look at student data and plan interventions

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
2	16	3	Professional development focusing on RtI will be provided to all teachers.

# State Compensatory

## Budget for Americas High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199.11.6118.00.004.7.30.5.00.	6118 Extra Duty Stipend - Locally Defined	\$47,450.00
199.11.6118.00.004.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$32,312.00
199.11.6119.00.004.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$112,957.00
199.11.6119.00.004.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$51,233.00
199.12.6129.00.004.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$17,057.00
199.11.6141.00.004.7.30.0.00.	6141 Social Security/Medicare	\$1,521.00
199.11.6141.00.004.7.30.8.00.	6141 Social Security/Medicare	\$2,381.00
199.12.6141.00.004.7.30.0.00.	6141 Social Security/Medicare	\$248.00
199.11.6142.00.004.7.30.0.00.	6142 Group Health and Life Insurance	\$13,242.00
199.11.6142.00.004.7.30.8.00.	6142 Group Health and Life Insurance	\$7,083.00
199.12.6142.00.004.7.30.0.00.	6142 Group Health and Life Insurance	\$6,621.00
199.11.6143.00.004.7.30.0.00.	6143 Workers' Compensation	\$464.00
199.11.6143.00.004.7.30.8.00.	6143 Workers' Compensation	\$727.00
199.12.6143.00.004.7.30.0.00.	6143 Workers' Compensation	\$76.00
199.11.6146.00.004.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$1,161.00
199.12.6146.00.004.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$90.00
199.11.6146.00.004.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$2,431.00
199.11.6146.00.004.7.30.5.00.	6146 Teacher Retirement/TRS Care	\$1,023.00
199.11.6146.00.004.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$3,520.00
199.11.6149.00.004.7.30.0.00.	6149 Employee Benefits	\$1,238.00
199.11.6149.00.004.7.30.5.00.	6149 Employee Benefits	\$352.00

199.11.6149.00.004.7.30.8.00.	6149 Employee Benefits	\$2,869.00
199.11.6149.00.004.7.30.9.00.	6149 Employee Benefits	\$301.00
199.12.6149.00.004.7.30.0.00.	6149 Employee Benefits	\$255.00
<b>6100 Subtotal:</b>		<b>\$306,612.00</b>
<b>6200 Professional and Contracted Services</b>		
199.32.6299.99.004.7.30.0.00.	6299 Miscellaneous Contracted Services	\$17,500.00
<b>6200 Subtotal:</b>		<b>\$17,500.00</b>

## Personnel for Americas High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Argelia Morales	CIS	SCE	.50
Benjamin Corral	SCEI Coach	SCE	1
Brittany Knight	CSR Teacher	SCE	.86
Elvia Muniz	Library Aide	SCE	0.50
Eunice Perez-Hurtado	Library Aide	SCE	0.50
Joseph Testerman	Teacher	SCE	0.14
Lisa Stephenson	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 Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Laguna	Teacher	Title I	1
Alyssa Hernandez	College Tutor	Title I	1
Argelia Morales	CIS	Title I	.50
Caitlyn Galvan	College Tutor	Title I	1
Carlos De La Torre	TIA	Title I	1
Dyann Herrera	College Tutor	Title I	1
Jesse Smith	Parent Liaison	Title I	1
Julienne Payan	College Tutor	Title I	1
Loretta Ortiz	CIS	Title I	1
Marc Loya-Reyes	College Tutor	Title I	1
Maribel Alva	College Tutor	Title I	1
Patrick Garfield	College Tutor	Title I	1
Sebastian Escalante Caldera	College Tutor	Title I	1
Zulema Uresti	College Tutor	Title I	1



# District Funding Summary

199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2			\$36,167.00
5	1	3			\$36,167.00
<b>Sub-Total</b>					<b>\$72,334.00</b>
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3		211.12.004.24.00.000.6329.2119A	\$400.00
2	2	3		211.11.004.24.00.000.6399.2119A	\$2,866.00
2	2	3			\$45,000.00
2	2	5	Supplemental Instructional Supplies		\$5,000.00
3	5	1	Avid Summer Institute		\$28,700.00
4	1	1			\$1,000.00
4	1	3			\$1,500.00
5	1	2			\$44,000.00
5	1	3			\$44,000.00
<b>Sub-Total</b>					<b>\$172,466.00</b>
<b>Grand Total</b>					<b>\$244,800.00</b>