

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

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



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

Mission Statement

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

Vision

Tomorrow's Leaders Learning Today

Board Members and Superintendent

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Comprehensive Needs Assessment

Demographics

Demographics Summary

El Dorado High School is one of 48 campuses in Socorro Independent School District. El Dorado High School opened its doors in 2003 and serves predominantly middle class and military families. After a three year absence freshman returned to El Dorado High School for the first time in 2015-2016 and saw the enrollment increased to 2992 students for 2015-16 school. The student population for the 2016-17 settled at 2448. However, there was a decrease in student population of 20.5% to 1946 for the 2017-2018 school year.

School Population for 2017-18

Student Demographics	Count	Percent
Gender		
Female	955	47.51%
Male	1,055	52.49%
Ethnicity		
Hispanic-Latino	1,809	90.00%
Race		
American Indian - Alaskan Native	3	0.15%
Asian	17	0.85%
Black - African American	76	3.78%
Native Hawaiian - Pacific Islander	10	0.50%
White	77	3.83%
Two-or-More	18	0.90%

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>149</u>	7.41%
Career and Technical Education (CTE)	<u>1,740</u>	86.57%
Free Lunch Participation	<u>1,098</u>	54.63%
Reduced Lunch Participation	<u>300</u>	14.93%
Other Economically Disadvantaged	0	0.00%
Gifted & Talented	<u>140</u>	6.97%
Special Education (SPED)	<u>187</u>	9.30%
Title 1 Participation	<u>2,010</u>	100.00%
Dyslexia	<u>16</u>	0.80%
Homeless Statuses		
Homeless Status Total	<u>28</u>	1.39%
Shelter	0	%
Doubled Up	<u>27</u>	1.34%
Unsheltered	<u>1</u>	0.05%
Hotel/Motel	0	0.00%

Teacher Demographics

Asian	0
African American	4
Hispanic	108
White	27
Pacific Islander	0

Discipline Events totals

Total Events	Grade 09	Grade 10	Grade 11	Grade 12
1426	535	371	337	183

The mobility rate is 27.18 % with 99 students transferring in and 430 transferring out. The dropout rate for El Dorado is 1.4%

The Average Daily Attendance rate for ythe 17-18 school year is 94.02% **The average daily attendance rate for staff is 96.64%.**

Demographics Strengths

El Dorado is a diverse community, where all students are welled received by their peers and faculty and staff. Students are identified and placed in the appropriate programs to be served in their specific areas of needs. All Students are supported academically by the faculty which has been trained in AVID and SIOP instructional strategies.

El Dorado continues to be recertified as an AVID National Demonstration School with a total of 130 students who must take a minimum of two pre AP/AP courses. We are also an International Baccalaureate school with a total of 130 students.

Class of 2018

35 Diploma Candidates

Our AP courses also continue to grow

Ap ART	13	Ap ART	7
AP ENG 3	223	AP ENG 3	89
AP ENG 4	135	AP ENG 4	193
AP SPAN LANG	45	AP SPAN	37
		LANG	
AP US HIST	112	AP US HIST	42
AP W HIST	113	AP W HIST	113
AP MICROECO	147	AP	171
		MICROECO	
AP CAL AB	29	AP CAL AB	34
AP CAL BC	20	AP CAL BC	13
AP CHEM	24	AP CHEM	11
AP GOV	149	AP GOV	167

Students are academically supported through out the school year in the following ways:

- EOC Saturday Camps
- EOC Blitzes
- Advance Placement Camps
- Morning and Afternoon Tutoring
- PLATO Lab
- Fall and Spring Intersession EOC Camps
- Fall and Spring Intersession Remediation Camps

The Average Daily Attendance percentage for the year remained strong at 94.01%.

EDHS teachers attend Professional development regularly. In addition to district initiatives PD, teachers attend weekly Friday PD that is organized by 9 weeks. Every nine weeks rotation of PD focuses on specific student/teacher needs that have been identified by the leadership team and department heads. Trainings include: Eduphoria, SIOP, Fundamental 5, Response to Intervention, Suicide Protocol, Wellness, Information on credits and graduation plans. Writing across the Curriculum, Focused Notes/Cornell Notes, AVID strategies One note, Edmentum, One Note, David's and Law, The final rotation included time to meet with PLC's to discuss how they each utilized and implemented the training and how they continue to refine their skills in order to ensure student success. In addition, all teachers new to the campus were part of a Fundamental Five book study.

Student Academic Achievement

Student Academic Achievement Summary

2016	2017	2017	2017	2018	2018	2018	2017	2018	Change
	Approached grade Level	Percent meets Grade Level	Percent Masters Grade Level	Approaches grade Level	Percent meets Grade Level	Percent Masters Grade Level	Student Achievement Percent	Student Achievement Percent	
Algebra I	89.3%	47.2%	16.5%	90.7%	56.7%	23.2%	51.0%	56.9%	5.8%
Biology	87.6%	57.1%	13.0%	87.5%	61.1%	21.9%	52.5%	56.8%	4.3%
English I	62.9%	42.8%	42.3%	61.8%	44.2%	5.9%	36.7%	37.3%	.6%
English II	68.5%	52.6%	5.1%	75.0%	54.5%	7.7%	42.0%	45.7%	3.7%
US History	95.8%	82.6%	53.1%	98.0%	86.2%	55.1%	77.2%	79.8%	2.6%

Student Academic Achievement Strengths

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

- Algebra I scores increased by 5.8 points
- Biology Scores increased by 4.3 points
- English II scores increased by 3.7 points
- Us History Scores in creased 2.6 points

We continue to show a reduction in the number of students who received LOC and an increase in the number of students who regained credit through the LOC recovery labs held on Saturdays and EOC Camps.

We continue to be an AVID National Demonstration School, a system that provide instructional strategies for teachers and involves a rigorous class-load for students.

2018-2019 will introduce The Aztec Architecture Academy, which will specialize in Architecture studies and offere dual credit classes for our students.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: During 2017-2018 school year, we only had 61.8% of EDHS students met standard for ELAR EOC with a 0.6% increase. **Root Cause:** English I- Remediation was not TIERed by student's specific needs. Writing strategies were not aligned within the department.

Problem Statement 2: During the 2017-2018 school year, only 17.8% of EDHS Sped Students met standard on the ELAR EOC, we decreased 2% from 2016-2017. **Root Cause:** Scores will increase by 12%. Sped students struggle in writing and their reading ability is below grade level. Sped teachers require additional training on reading and writing professional staff developments. Interventions were not specific to student's needs.

Problem Statement 3: During the 2017-2018 school year, only had 21.6% EDHS students met standard for ELAR EOC with a 0.8% drop from 2016-2017. **Root Cause:** Scores will increase by 12%. ELL students struggle with writing and reading. ESL training is needed for a broad number of teachers to include other contents other than ELAR to support the language acquisition. Provide more staff development with SIOP and ESL strategies to all faculty members.

Problem Statement 4: In 2017-2018, at El Dorado High School 25% of LEP students passed ELAR EOC at approaches. **Root Cause:** Tier 1 instruction needs to be maximized to include SIOP and differentiation strategies to strategically address the needs of diverse learners.

Problem Statement 5: In 2017-2018, at El Dorado High School 33.3% of LEP students enrolled in CTE classes passed Science EOC at approaches. **Root Cause:** Faithful utilization and implementation of Spanish/English dictionaries to build language and targeted academic vocabulary strategies.

Problem Statement 6: In 2017-2018, at El Dorado High School 44.4% of SPED students enrolled in CTE classes passed Math EOC at approaches. **Root Cause:** Effective and consistent use of calculator functions to match corresponding problem type.

Problem Statement 7: In 2017-2018, at El Dorado High School 22.2% of SPED students enrolled in CTE classes passed Science EOC at approaches. **Root Cause:** Frequent and consistent use of supplemental aides to assist with retention and recall of academic science concepts.

Problem Statement 8: In 2017-2018, at El Dorado High School 22.2% of SPED students enrolled in CTE classes passed ELAR EOC at approaches. **Root Cause:** Scholars have difficulty processing a large amount of information.

Problem Statement 9: In 2017-2018, at El Dorado High School 23% of SPED students aged 6-21 served in special ed less than 40% of the day. **Root Cause:** Scholars were being served in specialized support for social studies.

School Processes & Programs

School Processes & Programs Summary

El Dorado High School is implementing best practices to ensure student success. Our practices adapt to the needs of our population. Currently we have three SCE-I coaches in the areas of Math, Science and ELAR that assist with the at-risk population by planning and executing remediation for all students. They address struggling students through the following: morning and afternoon prescriptive tutoring, and a pull out program during the school day. They also plan tutoring and post schedules throughout campus, on the campus website and marquee. The implementation of Intersession Tutoring is also organized by the SCE-I coaches with the assistance of Core Class teachers. They also work closely with teachers by coach them instructionally, attending data talks and leading core departments.

This component addresses Loss of Credit, remediation, and EOC tutoring.

Instructional strategies

To help ensure student success, AVID strategies i.e. keeping a binder/ISN, and WICOR strategies are practices throughout the entire school. The AVID coordinator facilitates the tutorials that are practiced in each AVID section conduct PD for the faculty and staff. Students will continue write across the curriculum in all classes using quick write, Open ended responses, and journaling.

Students who are struggling with the state assessments will be enrolled in appropriate classes and/or morning tutoring (Reading, Practical Writing, Technical Writing and Independent Study, ACE-Math) which will address their specific needs.

Instructional strategies, remediation and tutoring will be facilitated and monitored by administration that will conduct walkthroughs and provide teachers with feedback through Euphoria and conferencing.

In order to address least restrictive environment we will continue to use the Co-Teaching model to address the Special Needs population. Through the guidance of the SCE-I coaches the campus TIAs will continue to work with this population.

For students who have lost credit in their course due to attendance or grades; credit Recovery is available on Saturdays in the LOC Labs Lab. The Lab will be available for enrolled students on Saturdays, intersession, and summer school. Students will also be allowed to learn hours by attending EOC camps, AP camps, and TSI camps.

Students are encouraged to utilize The GO center which will continue to provide assistance and guidance in the area of college admission, FASFA, scholarships, etc. to all EDHS students. It is staffed by a college expert who works closely with students to complete all paperwork and apply for Scholarships.

Students are able to access grades and attendance through Tyler student portal. If a student is struggling with grades due to attendance or has Loss of credit, EDHS will address the matter through the Attendance Recovery Committee which is composed of teachers, counselors, CIS member, and administration. They will address the student's absenteeism and grant the opportunity for students to regain his/her credits.

We are currently utilizing the Blackboard call out system to send out information about, meetings, testing, School Activities, Parent Involvement, Graduation deadlines, Tutoring, Schedule changes, parent night, safety concerns, policy changes. Recently we have begun sending text messages and emails to parents.

EDHS has a variety of Partners in Education continues to work collaboratively towards student success. They also assist in meeting the needs of our faculty.

Technology

We are currently in our second year of being a DNA school. PD addressing technology is part of every 9wk rotation. Technology devices are for all classes and the utilization of them is incorporated into the teacher lesson. We will continue to stay update with the technology in order to meet the needs of the 21st century student. All classrooms have an Activboard that teachers may utilize during instruction.

Our School-wide Title I program consists of parent involvement activities, extended day and extended week for Math, Science, History and English. Our State Compensatory Program (SCE) consists of two State Compensatory Education Intervention Coaches, who assist At-Risk students by conducting small group tutoring, reviewing data with teacher, coordinating intersession and training teachers in best practices. They address student's needs in areas such as: academics, STAAR EOC testing, and attendance.

We also offer PLATO Learning Lab for credit recovery staffed with a certified teacher and a CIS counselor that provides services for pregnant students, homelessness, attendance and dropout prevention.

The School Improvement Team (SIT) is a committee made up Administration, faculty, counselors, parent liaison, students, community members and district personal. SIT review the Campus Improvement plan and ensures that the school is aligned to the Programs goals and strategies in the plan. It also reviews program evaluations, survey results, and the following data: EOC, TAKS, Attendance (students and staff), SAT, ACT, PSAT, PLAN, AP, IB. They also provide feedback to administration in all the listed areas. All meeting agendas and meeting minutes are posted on the campus website.

School Processes & Programs Strengths

Students are offered needed assistance through EOC camps, AP Camps, TSI CAMPS and ELL camps on Saturdays. They are invited to attend so that they may increase their scores in the named areas.

Through Data talks/ PLCs teachers are able to plan together and provide prescriptive lessons in order to ensure student success. El Dorado High School continues to foster collaboration among new and veteran teachers in order to increase retention. Teachers had a common conference time (8am-8:40am) to meet by subject area and to review data, plan and collaborate in addressing the gaps in our student populations. Core content teachers also attend "Power

Planning" specific for EOC in their respective fields. We continue to maintain a strong relationship with our community and community members serve on our SIT, interview committees etc. Businesses are welcoming our CTE population.

The AVID system is well established and the WICOR instructional strategies are followed by every department.

All sophomores participated in taking the PSAT and all Juniors participated in taking the SAT free of charge.

Students are also given the opportunity to participate in the Principal Advisory Committee, These students meet monthly with the Principal to discuss current student issues and how to resolve them, improvements to student activities, and improvements to the building. Also available to students are various clubs and organizations that range from addressing academics to community service.

Students attendance is addressed and closely monitored by administration and faculty. Students who are frequently absent are quickly identified and addressed. We work closely with parents, counselors, and CIS to help the situation. There is an attendance incentive program in place that rewards students every three weeks for perfect attendance. Incentives include: homework passes, certificates, ice cream bar, popcorn bar, local business coupons and off campus lunch, etc.

In an effort to ensure that 100% of seniors graduate with their cohorts, "At Risk meetings" are regularly held with Counselor, Administration, Student to address grades, attendance, LOC, EOC etc. Parents are always informed of student progress.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers feel that students are come to their classes unprepared for the level of courses that are taught. **Root Cause:** There is no alignment along the course, Clarity on difference between "hard" vs, challenging in the classroom.

Perceptions

Perceptions Summary

At El Dorado High School, the faculty and staff take pride in assuring that the safety of our students is our number one priority. We work hard in creating a climate of kindness and respect. People that enter our campus have to feel welcomed and safe. As visitors enter our campus, they are welcomed by the receptionist and they must then sign in and provide appropriate identification. They will then receive a visitor's pass in order to visit any other area of the building. In addition, all faculty and staff Employees are given El Dorado IDs free of charge and must wear them at all times in order to be easily identified. Students are also issued ID's, however if lost, there is a replacement fee. The building is kept secured by all faculty and staff; this includes Security and School Resource Officers (SRO) who are always present and roving throughout the campus outside school events. Faculty and staff are also well prepared for emergencies; they are trained and kept current in the Emergency Operations Plan (EOP) procedures. All teachers take an active part in monitoring and are assigned specific areas monitors through a rotation schedule that include the , they must stand outside of the classroom during transition and teachers at the end of hallways are assigned doors to monitor and close if necessary. Within the structure, we utilize cameras and software to constantly monitor activities. For extra security measures we use First Advantage software, this will alert us of Sex Offenders that may want to enter our campus. In the parking all employees must have a parking decal issued by campus security. We continue to embed the OLWEUS lessons, in order to combat bullying. One item that we continue to improve on are students not complying with the ID policy. We will continue target this for the 18-19 school year. Unfortunately, building security is compromised by rocks that are used to prop the doors open, these are usually placed there by students. We continue to address the need for all teachers to monitor during transition time.

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

The Tyler 360 Parent Portal continues be made available to parents and now is instrumental in student On-line registration. EDHS also has a Military Liaison who reaches out the Military community and helps keep the lines of communication open between School and Ft. Bliss. She works closely with Military families to insure that their transition into EDHS and the community are smooth and without issues.

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

Perceptions Strengths

We are prepared to work with parents with the assistance of our Parent Liaison and our Military Liaison. The PIE coordinator made strides in including local business to also be part of the Aztec Community. We have also addressed bullying through the Essential 55 by Ron Clark.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Building safety and security is compromised by rocks that are used to prop the doors open, visitors entering through unlock doors,
Root Cause: Students placing rocks, shortage of security

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals

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

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

Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Stakeholders that enter the building will need to report to the front office sign in and given a visitor's pass. Provide students and teacher with picture identification to display at all times as well as parking stickers to identify who is on campus.	2.4	Receptionist, Front office staff	Reduce number of safety related incidents at the campus.			
2) Security and School Resource Officers (SRO) will be present at all school and outside school events to include Saturday School.	2.4	Principal, Assistant Principals, Security Guards, School Resource Officers (SRO)	Administration will use the help of our Security Staff to address any issues at all school and outside school events incidents will be minimal.			
Funding Sources: 199 - General - 0.00						
= Accomplished = No Progress = Discontinue						

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

Performance Objective 2: For the 2018-2019 school year, El Dorado High School will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 2: 100% of the requirements for safety audits and drills will be fulfilled.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Develop and implement the Emergency Operation Plan (EOP) under the guidance of the campus safety committee. Committee meetings will be held monthly and meetings minutes will be shared at SIT. Drill schedule will be implemented as part of the EOP.	2.4	Principal, Assistant Principals, Security, School Resource Officers (SRO) Monthly	Improved response times for safety procedures.			
 = Accomplished  = No Progress  = Discontinue						

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

Performance Objective 3: For the 2018-2019 school year, by incorporating the Olweus Bullying program and student created anti-bullying videos the number of bullying-related incidents reported at El Dorado High School will decrease by 50%

Evaluation Data Source(s) 3: Bullying incidents will decrease by 15% during the 2018-2019 school year.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Implement Mindful Monday through the use of the program materials, intervention strategies, resources, and surveys.	2.4, 2.6	Campus Leadership Team, Bullying Prevention Coordinating Committee (BPCC)	Administrator walkthroughs on Mindful Mondays days and Bullying logs.			
2) EDHS Guidance and Counseling staff will provide guidance lessons to 9th -12th grade students addressing student competencies and character education training.	2.4, 2.6	Head Counselor and counselors	Guidance lessons, classroom rosters, lesson plans; Number of lessons, number of campus referrals District and campus incident reports			
= 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 total number of disciplinary incidents at El Dorado High School will decrease by 15%.

Evaluation Data Source(s) 4: Disciplinary incidents will decrease by 15% during the 2018-2019 school year.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will be provided with Classroom Management professional development. Teacher who attend will train the rest of the staff of best practices during department meetings.	2.4, 2.6	Trained staff, Administration	Trained teachers will provide staff development to the rest of the campus. The total number of disciplinary incidents at El Dorado High School will decrease. The referrals on campus for insubordination will decrease by 15%			
2) Provide students with student code of conduct handbooks and faculty with teacher handbooks.	2.4, 2.6	Administration, SRO's, Campus Security	Handbooks will be use to inform teachers and students of campus expectations.			
3) Provide presentations by SROs on the dangers of drugs, explaining that the campus is a drug free-zone along with consequences for different levels of infractions.			Decrease discipline referrals to include drug activity within the campus.			
= 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 May 2019, 100% of El Dorado High School graduating seniors will be College and Career Ready.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Counselors will educate 9th-12th students on college and career. Students will meet with their counselor during the course request period and advise them what classes are best to suit their needs	2.4, 2.6	Counselors, College Adviser	Students will sign in at the Go Center, students will sign in with their counselor. Seniors will be educated and aware of their college and career choices; Seniors will know the tests to take and information to submit for the college or career of their choice.			
2) El Dorado HS will be accredited by AdvancED. Fee will include annual accreditation fee and any other fees such as the external review.	2.4, 2.5, 2.6	Administration	Administrators will have access to diagnostic tools including free use of research-based, valid, and reliable survey system, support for meeting state and federal requirements.			
Funding Sources: 199 - General Fund: High School Allotment - 1000.00						
Comprehensive Support Strategy 3) Provide college preparatory programs such as Advancement Via Individual Determination (AVID) in middle and high school campuses in support of career/college readiness	2.4, 2.5, 2.6	AVID Campus Coordinator, Advise TX College Adviser, and Administration	AVID Course Enrollment Report Advancement Via Individual Determination (AVID) activities, schedules, Student College Admission %'s			
Funding Sources: 211 - Title I, Part A - 2890.00						
= Accomplished = No Progress = Discontinue						

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

Performance Objective 2: For the 2018-2019 school year, El Dorado High School students (encompassing all special and sub-populations) will be placed in the appropriate learning environments and correct grade levels to ensure that 100 % they graduate with their correct cohort.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS 1) Provide extra duty pay for teachers providing supplemental instruction to enhance rigor and relevance for all students for intersession/ summer school. After school tutorials and specialized intersession programs, Saturdays to assist highly at-risk students .	2.4, 2.5, 2.6	Campus Leadership Team, Campus Teachers SCEI Coaches	Student list/sign-in sheets, teacher lessons, campus program descriptions; TAKS, STAAR performance, EOC scores, increased student passing rates, Common Assessments; Campus progress monitoring forms, student list/sign-in sheets			
	Problem Statements: Student Academic Achievement 1, 4 Funding Sources: 211 - Title I, Part A - 25000.00					
2) Library will provide reading materials to include periodicals, newspaper, audio books, eBooks, audiovisuals books, and hard cover books for academic and leisure reading. Use of technology in library for student research, word processing, as well as for instruction by librarians in all academic areas.	2.4, 2.5, 2.6	Librarians, Library Aides	Circulation Statistics will increase			
	Funding Sources: 211 - Title I, Part A - 15000.00					
3) Communities in Schools worker will ensure that At-Risk students most in need receive the services necessary to be successful in school.	2.4, 2.5, 2.6	Head Counselor and Campus Administration, CIS Worker	TAPR Reports; Documentation Logs; Weekly logs, student logs			
4) Provide federal and state required services to eligible students in the least restrictive environment 100% of the time	2.4, 2.5, 2.6	Campus Administration, Special Education Department Chair	Student rosters, lesson plans, Special Ed. liaison documentation, ARD documentation Student grades, assessments, benchmarks, IEP documentation, mainstreaming documentation			
	Funding Sources: 224 - IDEA A, SPED - 0.00					
5) Develop and provide resource listings of standardized instructional materials/references for each grade level and content area as well as in Special Education classes. Such as Workbooks and other study/practice guide.	2.4, 2.6	Teachers	Reduction in student plagiarism. EOC ELAR scores			
	Funding Sources: 211 - Title I, Part A - 8430.35					

Comprehensive Support Strategy 6) Teachers will attend Differentiated Instruction training for fragile populations.	2.4, 2.6	Administration SCIEs Teachers	All assessment scores, Teachers T-TESS scores, PowerWalks			
	Funding Sources: 211 - Title I, Part A - 0.00					
= Accomplished = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: During 2017-2018 school year, we only had 61.8% of EDHS students met standard for ELAR EOC with a 0.6% increase. Root Cause 1: English I- Remediation was not TIERed by student's specific needs. Writing strategies were not aligned within the department.</p>
<p>Problem Statement 4: In 2017-2018, at El Dorado High School 25% of LEP students passed ELAR EOC at approaches. Root Cause 4: Tier 1 instruction needs to be maximzed to include SIOp and differentiation strategies to strategically address the needs of diverse learners.</p>

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

Performance Objective 3: During the 2018-2019 school year, El Dorado High School shall increase, overall, state assessment scores across the core content areas by 5%.

Evaluation Data Source(s) 3: An increase in instructional rigor will result in 5% rise in state assessment scores.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy 1) Employ the use of State Compensatory Education funded personnel that include an SCE Intervention Coach (SCE-I) and a Library Aide (.5) to provide direct intervention to At-Risk students in need of academic support.	2.4, 2.5, 2.6	Administration, SCEI Coaches, Teachers	Improve classroom grades and state assessment scores for At Risk students			
	Funding Sources: 199 - General Fund: SCE - 196000.00					
2) Workbooks that offer a condensed curriculum aligned to the TEKS.	2.4, 2.6	SCEIs Teachers	Summer Course Credit EOC Scores			
	Funding Sources: 199 - General Fund: SCE - 8000.00, 211 - Title I, Part A - 2000.00					
3) Materials for summer/demonstration labs; extra paper, poster boards (for student generated projects) will be purchased.	2.4, 2.5, 2.6	SCEIs Teachers	Summer Course Credit EOC Scores			
	Funding Sources: 211 - Title I, Part A - 0.00					
Comprehensive Support Strategy 4) Monitor performance data through the use of a scanner that is connected to Eduphoria.	2.4, 2.6	Administration SCEIs Curriculum Coaches	Eduphoria Reports, Data Analysis, EOC scores, increased student passing rates, Common Assessments Eduphoria Reports, Data Analysis, Common Assessments			
	Funding Sources: 211 - Title I, Part A - 0.00					
5) Provide Scholastic Magazines and National Geographic Magazines as a supplemental resource for Foreign Language classes to assist student academic achievement. Purchases are also included for English, Science, and History, Sped and LEP.	2.4, 2.5, 2.6	Administration Foreign Language Teachers	Increase academic achievement in Foreign Language classes.			
	Funding Sources: 211 - Title I, Part A - 4000.00					
= Accomplished = No Progress = Discontinue						

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

Performance Objective 4: For the 2018-2019 school year, the overall number of students enrolled in pre-advanced/advanced placement courses and Pre-International/International Baccalaureate courses at El Dorado High School will increase by 10% as compared to the overall enrollment for the 2017-2018 year.

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

Summative Evaluation 4:


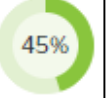



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy 1) Provide a differentiated curriculum to all GT students in core class settings. Advanced academic programs that serve GT students such as dual credit, IB, and AP will also be encouraged and supported. Materials such as reading texts, guest speakers, field trips, and technology will be purchased in order to supplement and complement these programs.	2.4, 2.5, 2.6	Campus Gifted and Talented Coordinator	Increase in AP exams scores Increase awarded IB Diplomas			
	Funding Sources: 211 - Title I, Part A - 3492.13, 199 - General: Gifted and Talented - 0.00					
2) Purchase ALBERT, a on line program that supports the skills necessary to skills to succeed AP exams.	2.4, 2.5, 2.6	Administration SCEIS AP teachers	Increased scores on AP exams.			
	Funding Sources: 211 - Title I, Part A - 2400.00					
= Accomplished = No Progress = Discontinue						

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

Performance Objective 5: For the 2018-2019 school year, the overall number of students enrolled in dual-credit courses at El Dorado High School will show an increase from 9.4% to 12% as compared to the overall enrollment for the 2017-2018 year by providing TSI testing throughout the year.

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

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) TSI interventions will be offered in the form of Bridge camps, supplemental material in Algebra II, geometry and Financial literacy. TSI Testing will be offered numerous times through out the school year.	2.4, 2.5, 2.6	Dual Credit Coordinator SCEI Teachers	Increase number of students in Dual Credit classes. Increased scores in TSI results.			
	Funding Sources: 211 - Title I, Part A - 0.00					
 = Accomplished  = No Progress  = Discontinue						

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

Performance Objective 6: For the 2018-2019 school year the percent of students meeting both English/Reading and Math College Board benchmarks (PSAT/SAT) will increase from 17% to 25% at the 11th grade and from 20% to 30% at the 11th grade.

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

Summative Evaluation 6:

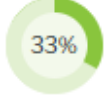




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Use technology such as computers for "GO Center" in order to increase student scholarship amounts, student college applications, ACT/SAT registration, and financial aid.	2.4, 2.6	Administrator College Adviser Counselors	Increase in college acceptance ACT/SAT participation Scholarship amounts will increase			
Funding Sources: 211 - Title I, Part A - 0.00						
Comprehensive Support Strategy 2) Provide Advancement Via Individual Determination (AVID) system in support of career/college readiness for students. Hire college tutors, and have college trips for students from various campus organizations.	2.4, 2.5, 2.6	AVID Campus Coordinator, Advise TX College Adviser Administration	AVID Course Enrollment Report AVID activities and schedules, Increase in Student College Admission percentages AVID Reports Increase in Advanced Courses enrollment Completion Reports, Reports, TAPR reports			
Funding Sources: 211 - Title I, Part A - 0.00						
3) Sophomores who score in the top 10-15 percentile PSAT will be given the opportunity to take the National Merit Scholarship Qualifying test as Juniors.	2.4, 2.5, 2.6	Administration Counselors Teachers	Increase in the National Merit Scholars for El Dorado High School .			
= 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: By the beginning of the 2018-2019 school year, the number of students enrolled in Career and Technical Education classes at El Dorado High School will increase by 5% as compared to the 2017-2018 Beginning-Of-Year enrollment.

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

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Increase the number of students receiving industry-recognized CATE certifications by providing students with training using industry-standard curriculum equipment, technology, software, supplemental material, textbooks and supplies.	2.4, 2.5, 2.6	Campus Administration, Counselors CATE Department Head	Increase in student certification examination. Increase the number of sections identified as Career and Technology.			
	Funding Sources: 244 - CTE - 0.00					
 = Accomplished  = No Progress  = Discontinue						

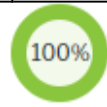
Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 8: For the 2019 Spring administration, EDHS will improve its STAAR EOC English I score from Spring 2018 62% pass rate to 70% Approaches, Meets from 44% to 50% and Masters 5.9% to 10%.

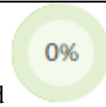
Evaluation Data Source(s) 8: STAAR English 1 scores

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy 1) Incorporate and enhance reading courses by utilizing Novels in ELAR and Foreign Language and purchase of resources as needed.	2.4, 2.6	SCEI Coaches ELAR teachers	Walk-throughs EOC Scores Student Participation Data Student Performance Three, six, nine common assessments EOC			
	Funding Sources: 211 - Title I, Part A - 2500.00					
2) In order to ensure that students become proficient readers, two READ 180 class will be offered to struggling readers. The Read 180 program offers vocabulary development, reading comprehension, fluency, oral-language development and written expression. One to one instruction is given on line through computers and software that requires the use of headphones.	2.4, 2.5, 2.6	Admin, DSC personnel, ELAR teacher	Lexile level will show increase every semester READ 180 Assessment EOC			
	Funding Sources: 211 - Title I, Part A - 689.00					
3) Incorporate "Zingers Workbooks" in tutoring aligned to the TEKS	2.4, 2.6	SCEI Coaches ELAR teachers	Walk-throughs EOC Scores Student Participation Data Student Performance Three, six, nine common assessments EOC			
	Funding Sources: 211 - Title I, Part A - 420.00					
4) Teachers will be trained and will incorporate Achieve 3000 in the lessons to address student vocabulary, reading comprehension and fluency.	2.4, 2.5, 2.6	Administration SCEIs Special Education Teacher	Walk-throughs EOC Scores Student Participation Data Student Performance Three, six, nine common assessments			
	Funding Sources: 211 - Title I, Part A - 420.00					



= Accomplished



= No Progress











= Discontinue

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

Performance Objective 9: For the 2019 Spring administration, EDHS will improve its STAAR EOC Biology Scores from 87.5% to 93% in Approaches, 61.1% to 70% in Meets, and 21.9% to 30% in Masters.

Evaluation Data Source(s) 9: State assessment scores

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Increase hands on lab activities for students through the purchases of materials for students in Biology courses.	2.4, 2.5, 2.6	Campus leadership, curriculum coach and teachers.	Increase in students engagement as seen in walk-through and lesson plans			
Funding Sources: 211P-Title I School Improvement Grant - 10000.00						
PBMAS 2) STEM Scopes will be utilized to differentiate the Biology curriculum for the ELL and SPED population.	2.4, 2.6	Administration SCEI teachers Science teachers	Benchmark scores, Common Assessment scores EOC sore			
Problem Statements: Student Academic Achievement 7						
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 9 Problem Statements:

Student Academic Achievement
Problem Statement 7: In 2017-2018, at El Dorado High School 22.2% of SPED students enrolled in CTE classes passed Science EOC at approaches. Root Cause 7: Frequent and consistent use of supplemental aides to assist with retention and recall of academic science concepts.

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 2019 Spring administration, EDHS will improve its STAAR EOC English II scores from 75% to 80% for Approaches, 54.5% to 60% for Meets, and 7.7% to 10% in Masters.

Evaluation Data Source(s) 10: EOC Scores

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy 1) Incorporate "Sirius Zingers" in tutoring aligned to the TEKS .	2.4, 2.5, 2.6	SCEI Coaches ELAR teachers	Walk-throughs EOC Scores Student Participation Data Student Performance Three, six, nine common assessments			
	Funding Sources: 211 - Title I, Part A - 0.00					
2) In order to ensure that students become proficient readers, two READ 180 classes will be offered to struggling readers. The Read 180 program offers vocabulary development, reading comprehension, fluency, oral-language development and written expression. One to one instruction is given on line through software that requires the use of headphones.	2.4, 2.5, 2.6	Admin, DSC personnel, ELAR teacher	Lexile level will show increase every semester READ 180 Assessment EOC			
	Funding Sources: 211 - Title I, Part A - 689.00					
= 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: For the Spring 2019 EOC state assessment administration, EDHS will improve its participation rate on all STAAR EOC exams to 100% for all students to include Hispanic, Economically Disadvantaged and English Language Learners.

Evaluation Data Source(s) 11: The participation rate for all EOC exams I will increase to 100%

Summative Evaluation 11:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Comprehensive Support Strategy</p> <p>1) Students and parents will be informed of all EOC test dates by the means of Classroom teacher, Blackboard communication system, school marquee, school and district website. A Participation Plan of Action will be implemented during all EOC testing days.</p>	3.1, 3.2	Administration SCEIS Algebra teachers	Participation in EOC testing Increase in EOC participation			
<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 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 12: For the 2019 Spring administration EDHS will improve its STAAR EOC Algebra I scores from 90.7% to 95% for Approaches, 56.7% to 65% for Meets, 23.3% to 30% for Masters.

Evaluation Data Source(s) 12: EOC Algebra I scores

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS 1) El Dorado HS will provide targeted assistance, supplemental support, and intervention for all at-risk students to increase student passing rates in all content areas. Also, we will have grade and content specific strategies delivered through classroom lessons.	2.4, 2.5, 2.6	Campus Administrators, SCEI Coaches , Teachers	EOC scores by all sub-populations will be increased including at-risk students. Benchmarks, classroom observations EOC results will increase and the number of at-risk students will decrease.			
	Problem Statements: Student Academic Achievement 6 Funding Sources: 211 - Title I, Part A - 0.00, 263 - Title III, Part A (Eng. Lang. Acq.) - 0.00					
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 12 Problem Statements:







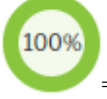


Student Academic Achievement
Problem Statement 6: In 2017-2018, at El Dorado High School 44.4% of SPED students enrolled in CTE classes passed Math EOC at approaches. Root Cause 6: Effective and consistent use of calculator functions to match corresponding problem type.

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

Performance Objective 13: For the 2019 Spring Administration, EDHS will improve its STAAR EOC US History scores from 98 to 100% in Approaches, 86.2% to 90% in Meets, and 55.1% to 60% in Masters.

Evaluation Data Source(s) 13: STAAR EOC US History scores will be at a 98% pass rate.

Summative Evaluation 13:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide tutoring services to at-risk students Saturdays, after school, during intersession, summer school.	2.4, 2.5, 2.6	Campus Administrators, SCEI Coaches , Teachers	EOC scores by all sub-populations will be increased including at-risk students. Benchmarks, classroom observations EOC results will increase and the number of at-risk students will decrease.			
Funding Sources: 211 - Title I, Part A - 0.00						
PBMAS 2) El Dorado HS will provide targeted assistance, supplemental support, and intervention for all at-risk students to increase student passing rates in all content areas. Also, we will have grade and content specific strategies delivered through classroom lessons.	2.4, 2.5, 2.6	Campus Administrators, SCEI Coaches , Teachers	EOC scores by all sub-populations will be increased including at-risk students. Benchmarks, classroom observations EOC results will increase and the number of at-risk students will decrease.			
Problem Statements: Student Academic Achievement 4, 5, 7						
Funding Sources: 211 - Title I, Part A - 0.00, 263 - Title III, Part A (Eng. Lang. Acq.) - 0.00						
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 13 Problem Statements:

Student Academic Achievement
Problem Statement 4: In 2017-2018, at El Dorado High School 25% of LEP students passed ELAR EOC at approaches. Root Cause 4: Tier 1 instruction needs to be maximized to include SIOP and differentiation strategies to strategically address the needs of diverse learners.
Problem Statement 5: In 2017-2018, at El Dorado High School 33.3% of LEP students enrolled in CTE classes passed Science EOC at approaches. Root Cause 5: Faithful utilization and implementation of Spanish/English dictionaries to build language and targeted academic vocabulary strategies.
Problem Statement 7: In 2017-2018, at El Dorado High School 22.2% of SPED students enrolled in CTE classes passed Science EOC at approaches. Root Cause 7: Frequent and consistent use of supplemental aides to assist with retention and recall of academic science concepts.

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, 90% of the teachers will demonstrate instructional effectiveness (as measured by T-TESS, walkthroughs, etc.) at the proficient level or above.

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

Summative Evaluation 1:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Campus administration will conduct a minimum of Eduphoria and Power Walk walkthroughs to ensure instructional effectiveness	2.4	Campus Administration	Reports through Eduphoria illustrating a summary of teacher performance			
	Funding Sources: 199 - General - 0.00					
2) Instructional departments will receive technology updates necessary to run student management software, deliver content, and develop technology based lessons	2.4, 2.5, 2.6	Teachers and Administrators	Student work, TuesdayPD			
	Funding Sources: 211 - Title I, Part A - 0.00					
= 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 2: For the 2018-2019 school year, El Dorado High School will maintain 100% Highly Qualified teachers in all core academic subjects by providing appropriate instructional tools, resources and technology.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) All teachers at El Dorado High School will be Highly Qualified in the content that they teach.	2.4, 2.6	Campus Administration, DSC Personnel	100% of the teachers at El Dorado High School will be Highly Qualified and teachers will provide documentation to the DSC, to ensure this status			
	Funding Sources: 199 - General - 0.00					
 = Accomplished  = 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, El Dorado High School will have 100% participation in professional development opportunities offered to employees to improve student achievement.

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Increase teacher awareness of at-risk criteria through trainings on State Compensatory Education guidelines, the At-Risk Management System (ARMS), and other SCE funded programs.	2.4, 2.6	Campus administrators	End of year student, teacher and administrator surveys			
Funding Sources: 211 - Title I, Part A - 0.00						
2) Provide staff development opportunities for teachers to improve classroom instruction through Tuesday PDs and Early release dates to include specialized data training through Lead4ward.	2.4, 2.6	Campus Administration	Classroom strategies will increase and the number of infractions will decrease Increased in student grades Increase in EOC scores, AP scores			
Funding Sources: 211 - Title I, Part A - 4000.00						
3) The Librarians will attend professional development through The Texas Library Annual Conference. Students who volunteer in a library setting and aspire to study Library and Information Science will attend as they serve as a support to the library they serve.	2.4, 2.6	Librarian and Student Volunteer	Librarian will provide lessons learned during training and put new practices into place. Overall functions of the library will be documented			
Funding Sources: 211 - Title I, Part A - 0.00						
4) Sean Cain will Consult with El Dorado High School Instructional Leadership Team addressing improved implementation of PowerWalks, embedding effective informal coaching conversations, and other self-identified campus issues	2.4, 2.6	Principal	PowerWalks data will reflect campus trends. Coaching sessions with teacher will be more effective.			
Funding Sources: 199 - General - 2000.00						
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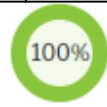
Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 4: During the 2018-2019 school year, El Dorado High School will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to meet 100% of system safeguard indicators.

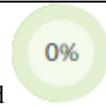
Evaluation Data Source(s) 4: El Dorado will meet 100% of system safeguards.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Employ, train and provide professional development opportunities to Library and Title I Instructional Aides in order to work with at-risk students.	2.4, 2.5, 2.6	Campus Administration	State assessments, report cards			
	Funding Sources: 211 - Title I, Part A - 0.00					
2) All special education staff receives effective staff development and professional materials to support their position	2.4, 2.6	Campus Administration	Highly qualified teachers and staff documentation with current licensee and certification classroom walkthroughs, state assessment, staff development evaluations			
	Funding Sources: 224 - IDEA A, SPED - 0.00					
3) Provide ongoing opportunities for teachers and administrators to attend AVID training sessions (out of town and locally), in order to increase enrollment in college ready programs such as AP and AVID classes.	2.4, 2.5, 2.6	AVID Coordinator and Administration	Increase in course offerings and increased student enrollment in AVID sections. Students passing rates in advanced course will increase. Advanced course passing rates Advanced course completion rates			
	Funding Sources: 211 - Title I, Part A - 0.00					
4) Ensure a minimum of (30) clock hours of professional development that meets the criteria in the Texas State Plan for the Education of Gifted and Talented students for teachers who provide instruction and services that are part of the district's defined GT services (19 TAC 89.2(1))	2.4, 2.5, 2.6	GT coordinator and campus administration	Attendance records, training agendas GT student grades, GT student products Staff development evaluations Total number of GT certifications			
	Funding Sources: 199 - General: Gifted and Talented - 0.00					
5) Provide a minimum of (6) hours of annual professional development to teachers who provide instruction and services to GT students that is related to state teacher education standards (19 TAC 89.2(3) and TAC 233.1)	2.4, 2.5, 2.6	GT coordinator and administration	Staff Development Evaluations Total number of GT certifications			
	Funding Sources: 199 - General: Gifted and Talented - 0.00					
6) Teachers new to the teaching profession will meet with administrators monthly to review EDHS expectations. A book study of The Fundamental 5 will be conducted to improve instruction	2.4, 2.6	New teachers, Campus Administration	New teacher PDAS Evaluations, show evidence of Fundamental 5 implementation, continue walkthroughs			
	Funding Sources: 211 - Title I, Part A - 0.00					



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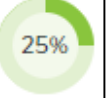



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Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 5: By the end of the 2018-2019 school year, 100% of El Dorado High School teachers will be well versed with the requirements of House Bill 5 through staff development to educate students to be college and career ready.

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

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Teachers will receive staff development on House Bill 5 and its components.	2.4, 2.6	Campus Administration	SCEI Coaches will provide refresher lessons on House Bill 5 during common planning periods. Sign in sheets will be provided; Teachers will deliver a lesson to students on House Bill 5; Teachers will be updated with House Bill 5 by the end of Fall Semester			
 = Accomplished  = No Progress  = Discontinue						












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

Performance Objective 1: During the 2018-2019 school year, El Dorado High School will increase the number of collaborative educational involvement activities and events for parents and community members by 10% 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 will increase by 10%.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) El Dorado High School will assist families in providing parent education through workshops and various parent education classes. ESL (English as a Second Language) parent trainings, Title I Training for Parent Engagement, and scheduling parent volunteers. Purchase a new printer to print parent worksheets, calendars and other information sent out to parents.	3.1, 3.2	Parent Liaison, Student Activities Coordinator, Parent Volunteer Coordinator, & Assistant Principal	Increase of parental involvement on campus and parents attending the workshops, attending SIT meetings, and participating in our campus Aztec Warrior Parent Program.			
	Funding Sources: 211 - Title I, Part A - 0.00					
2) Provide funding for parents and community members to attend conferences and workshops such as the Regional Parental Engagement Conference, and also to include the purchase of supplies and materials for workshops.	3.1, 3.2	Coordinator, Bilingual Education / ESL	Parent meetings throughout the school year, campus parent nights, District Parent Summit			
	Funding Sources: 263 - Title III, Part A (Eng. Lang. Acq.) - 0.00, 211 - Title I, Part A - 2000.00					
3) El Dorado High School will continue to increase the number of community partnerships by participating in campus-level activities and our campus site based improvement team (SIT).	3.2	Student Activities Coordinator, Parent Volunteer Coordinator, & Assistant Principal	Increase in our community business involvement by 15%			
	Funding Sources: 199 - General - 0.00					
4) Provide parent liaison with professional development training to promote and increase parental involvement.	3.1, 3.2	Parent Liaison, Campus Administration	Sign-in sheets showing evidence of increased attendance; end-of-year compliance reports for each campus			
	Funding Sources: 211 - Title I, Part A - 0.00					

5) Provide opportunities for Parent Liaisons, SISD parents, and community members to attend events and/or conferences in order to bolster parental involvement, thereby supporting student academic achievement. Continue Latino Family Literacy Project.	2.4, 2.5, 2.6, 3.1, 3.2	Campus Administration, Parent Liaison	Parental involvement surveys, testimonies, and interviews			
	Funding Sources: 211 - Title I, Part A - 0.00					
6) El Dorado High School will have a Parent Liaison on staff to facilitate and parental involvement and provide parent workshops.	3.1, 3.2	Campus Administration	Positive results of the Parent Climate Survey; Increase of parental involvement on campus and parents attending the workshops, attending SIT meetings, and participating in our campus Aztec Warrior Parent Program			
	Funding Sources: 211 - Title I, Part A - 0.00					
7) EDHS will support and promote Parent Involvement training and seminars by providing Refreshments and snacks for parent meetings/classes/nights.	3.1, 3.2	Parent Liaison				
	Funding Sources: 211 - Title I, Part A - 1000.00					
 = 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, El Dorado High School will increase the number of notifications, sent via newsletters, email, etc. to parents, business, and community members by 20%.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) El Dorado High School will increase the number of campus level activities and provide notifications to involve parents, businesses, and community members.	3.1, 3.2	Student Activity Coordinator, Parent Volunteer, & Assistant Principal	El Dorado High School will increase our number of notifications via Campus Call Out System, Campus Website, Socorro ISD Website, obtain text on cell phone of the released message and flyers distributed on campus.			
	Funding Sources: 199 - General - 0.00					
2) Ensure that administrative costs, including equipment, printing, and postage, part-time pay, supplies, furniture, and various fees (to include publishing fees) are incurred to support staff in their responsibilities and community communication	3.1, 3.2	Campus Administration	Purchasing Reports Indicating Expenditures; final expenditure report			
	Funding Sources: 199 - General - 0.00, 211 - Title I, Part A - 377.07					
= 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, El Dorado High School will increase by 10% over the previous year the number of partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 3: The number of partnership activities will increase by 10%.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) El Dorado High School will increase our number of partner's in education to support our student's higher education.	2.4, 2.6, 3.2	Student Activities Coordinator, Parent Volunteer Coordinator, & Assistant Principal	Community Member's and business' participate and are present in our campus level activities, festivals, and academic ceremonies.			
	Funding Sources: 199 - General - 0.00					
= Accomplished = 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, El Dorado High School will have a minimum of 2 customer service trainings to ensure a positive and welcoming school climate for parents and community members.

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

Summative Evaluation 4:



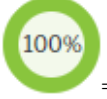


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) El Dorado High school will have 2 customer service trainings to ensure that we have a welcoming school for our community members and parents.		Assistant Principal	Review the campus climate survey to review if the trainings have improved customer service on campus			
	Funding Sources: 199 - General - 0.00					
= Accomplished = 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 El Dorado High School will meet district, state, and federal accountability standards as measured by reports such as the Performance-Based Monitoring Analysis System.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) El Dorado High will employ instructional services to identify, schedule and create small classes to work with at-risk students.	2.4, 2.5, 2.6	SCEI Coaches, At-Risk Aides, TIAs, Campus Administration, Teachers	Decrease in the percentage of at-risk students			
Funding Sources: 199 - General Fund: SCE - 80742.00						
 = Accomplished  = No Progress  = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 2: During the 2018-2019 school year, 100% of El Dorado High School teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

Evaluation Data Source(s) 2: 100% of teachers will provide 100% of students with meaningful and effective academic interventions.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
PBMAS 1) El Dorado HS will provide targeted assistance, supplemental support, and intervention for all at-risk students to increase student passing rates in all content areas. Also, we will have grade and content specific strategies delivered through classroom lessons.	2.4, 2.5, 2.6	Campus Administrators, SCEI Coaches , Teachers	EOC scores by all sub-populations will be increased including at-risk students. Benchmarks, classroom observations EOC results will increase and the number of at-risk students will decrease.			
	Problem Statements: Student Academic Achievement 3, 7 Funding Sources: 211 - Title I, Part A - 0.00, 263 - Title III, Part A (Eng. Lang. Acq.) - 0.00					
2) El Dorado HS will increase the number of students receiving industry-recognized CATE certifications by providing students with training using industry-standard curriculum equipment, technology, software, supplemental material, textbooks and supplies	2.4, 2.5, 2.6	Campus Administration, Counselors, CATE Department	Increase the number of sections identified as Career and Technology by the end of the Fall/Spring Semester			
	Funding Sources: 244 - CTE - 0.00					
= Accomplished = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 3: During the 2017-2018 school year, only had 21.6% EDHS students met standard for ELAR EOC with a 0.8% drop from 2016-2017. Root Cause 3: Scores will increase by 12%. ELL students struggle with writing and reading. ESL training is needed for a broad number of teachers to include other contents other than ELAR to support the language acquisition. Provide more staff development with SIOP and ESL strategies to all faculty members.
Problem Statement 7: In 2017-2018, at El Dorado High School 22.2% of SPED students enrolled in CTE classes passed Science EOC at approaches. Root Cause 7: Frequent and consistent use of supplemental aides to assist with retention and recall of academic science concepts.

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, El Dorado High School administrators will increase by 20% the number of campus teachers provided with professional development support and resources to achieve professional growth and high student academic achievement rates.

Evaluation Data Source(s) 3: There will be an increase of 20% in the number of teachers provided with professional development support and resources.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) El Dorado HS and the District will provide teachers with professional development at the campus and DSC to meet specific classroom and instructional needs. Teachers who attend will also provide training the rest of the staff on best practices during department meetings.	2.4, 2.6	Campus Administration, District Personal, Teachers	Increase of student success on their grades, attendance, and discipline. Decrease of At- Risk students			
Funding Sources: 211 - Title I, Part A - 0.00						
2) Provide El Dorado HS staff with technology necessary to meet student's needs(computers, scanners, copiers). Campus will become a technology tech school.	2.4, 2.6	Teachers and Counselors	Increase in student success. Evident through walkthroughs and lesson plans.			
Funding Sources: 211 - Title I, Part A - 5200.00						
3) Teachers will attend the Annual Border Conference to gain the most current information with students served in special education and 504 program for our campus in order to stay compliant with the law.	2.4, 2.6	Teachers	Increase in accuracy in SPED and 504 Paperwork 100% compliance in meeting SPED and 504 Needs EOC passing rates will increase and students will be served according to their individual needs.			
Funding Sources: 211 - Title I, Part A - 100.00						
4) El Dorado High School Teachers will attend the AVID Summer Institute. The campus is working on maintaining a Demonstration School and the training will provide the tools to do so.	2.4, 2.6	AVID Site Team	Maintain Demonstration School status by the end of 2017-2018 school year.			
Funding Sources: 211 - Title I, Part A - 0.00						
= Accomplished = No Progress = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 4: During the 2018-2019 school year, El Dorado High School administrators will schedule at least a monthly data feedback session(s) with Curriculum and Instruction personnel to acquire support and resources.

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

Summative Evaluation 4:



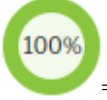


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) El Dorado HS will meet with Teachers, Instructional Staff to discuss students data during SIT, Faculty meeting, and Staff development	2.4, 2.6	Campus Administration, SCEI Coaches, Teachers	Improved student performance in the classroom, school activities, etc			
	Funding Sources: 199 - General - 0.00					
= Accomplished = No Progress = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 5: During the 2018-2019 school year, El Dorado High School personnel will actively engage parents in the education process to ensure the academic and behavioral success of students by increasing parent attendance at school meetings and events by 20% as compared to the 2017-2018 school year.

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

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) El Dorado HS will build positive parent partnerships to ensure the academic success of students by engaging in numerous means of communication such as team meetings, telephone conferences, parent nights, school activities.	3.1, 3.2	Campus administration, teachers, Parent Liaison, Military Liaison	Increase of students academic progress with report cards and transcripts, reduction of Loss of Credit, decrease percentage of At-risk students, students will be successful in all classes showing mastery			
	Funding Sources: 199 - General - 0.00					
 = Accomplished  = 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: For the 2018-2019 school year, the attendance rate for all students at El Dorado High School will increase by 1.0 % over the attendance rate of the previous year.

Evaluation Data Source(s) 6: El Dorado High School will increase by 1.0 % the attendance rate of the previous year.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy 1) Monitor student attendance and tardies. Use call out system blackboard to parents reduce tardies and attendance. Provide incentives to encourage and monitor student attendance through the use of incentives such as snacks, certificates and awards.	2.4, 2.6	Staff, Campus Administrators, Campus PEIMS/Attendance, Staff, Teachers, Counselors, School Nurses, CIS	Improve student attendance. The number of students receiving incentives for attendance will increase each 9wks.			
	Funding Sources: 211 - Title I, Part A - 0.00					
= Accomplished = No Progress = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 7: For the 2018-2019 school year, EDHS will assist 100% of the campus leaver and drop out population in completing their high school education.

Evaluation Data Source(s) 7: EDHS will assist 100% leaver and drop out population in completing their high school education.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy 1) Students Loss of Credit will be monitor and addressed in a timely manner.	2.4, 2.5, 2.6	Administration CIS worker Counselors Classroom teachers	Increase in ADA EOC attendance Decrease within LOC Students graduating with their Cohort.			
2) EDHS will participate in "The Walk for Success" in order to assist all leavers and drop outs in obtaining their high school Diploma	2.4, 2.5, 2.6	Administration, Counselors	An increase in graduation rates			
<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>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	3	Provide college preparatory programs such as Advancement Via Individual Determination (AVID) in middle and high school campuses in support of career/college readiness
2	2	6	Teachers will attend Differentiated Instruction training for fragile populations.
2	3	1	Employ the use of State Compensatory Education funded personnel that include an SCE Intervention Coach (SCE-I) and a Library Aide (.5) to provide direct intervention to At-Risk students in need of academic support.
2	3	4	Monitor performance data through the use of a scanner that is connected to Eduphoria.
2	4	1	Provide a differentiated curriculum to all GT students in core class settings. Advanced academic programs that serve GT students such as dual credit, IB, and AP will also be encouraged and supported. Materials such as reading texts, guest speakers, field trips, and technology will be purchased in order to supplement and complement these programs.
2	6	2	Provide Advancement Via Individual Determination (AVID) system in support of career/college readiness for students. Hire college tutors, and have college trips for students from various campus organizations.
2	8	1	Incorporate and enhance reading courses by utilizing Novels in ELAR and Foreign Language and purchase of resources as needed.
2	10	1	Incorporate "Sirius Zingers" in tutoring aligned to the TEKS .
2	11	1	Students and parents will be informed of all EOC test dates by the means of Classroom teacher, Blackboard communication system, school marquee, school and district website. A Participation Plan of Action will be implemented during all EOC testing days.
5	6	1	Monitor student attendance and tardies. Use call out system blackboard to parents reduce tardies and attendance. Provide incentives to encourage and monitor student attendance through the use of incentives such as snacks, certificates and awards. .
5	7	1	Students Loss of Credit will be monitor and addressed in a timely manner.

State Compensatory

Budget for El Dorado High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6118.00.005.7.30.5.00.	6118 Extra Duty Stipend - Locally Defined	\$46,190.00
199.11.6118.00.005.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$27,943.00
199.11.6119.00.005.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$105,766.00
199.11.6119.00.005.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$18,834.00
199.12.6129.00.005.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$17,730.00
199.11.6141.00.005.7.30.0.00.	6141 Social Security/Medicare	\$1,579.00
199.11.6141.00.005.7.30.8.00.	6141 Social Security/Medicare	\$3,195.00
199.12.6141.00.005.7.30.0.00.	6141 Social Security/Medicare	\$257.00
199.11.6142.00.005.7.30.0.00.	6142 Group Health and Life Insurance	\$13,242.00
199.11.6142.00.005.7.30.8.00.	6142 Group Health and Life Insurance	\$4,279.00
199.12.6142.00.005.7.30.0.00.	6142 Group Health and Life Insurance	\$6,621.00
199.11.6143.00.005.7.30.0.00.	6143 Workers' Compensation	\$481.00
199.11.6143.00.005.7.30.8.00.	6143 Workers' Compensation	\$975.00
199.12.6143.00.005.7.30.0.00.	6143 Workers' Compensation	\$79.00
199.11.6146.00.005.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$4.00
199.12.6146.00.005.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$96.00
199.11.6146.00.005.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$2,311.00
199.11.6146.00.005.7.30.5.00.	6146 Teacher Retirement/TRS Care	\$2,697.00
199.11.6146.00.005.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$4,116.00
199.11.6149.00.005.7.30.0.00.	6149 Employee Benefits	\$1,224.00
199.11.6149.00.005.7.30.5.00.	6149 Employee Benefits	\$468.00

199.11.6149.00.005.7.30.8.00.	6149 Employee Benefits	\$3,210.00
199.11.6149.00.005.7.30.9.00.	6149 Employee Benefits	\$8.00
199.12.6149.00.005.7.30.0.00.	6149 Employee Benefits	\$265.00
6100 Subtotal:		\$261,570.00
6200 Professional and Contracted Services		
199.32.6299.99.005.7.30.0.00.	6299 Miscellaneous Contracted Services	\$17,500.00
6200 Subtotal:		\$17,500.00

Personnel for El Dorado High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Esperanza Ruiz	Library Aide	SCE	.50
Liana Reyes	CSR Teacher	SCE	.29
Robert Covington	SCEI Coach	SCE	1
Silvestre Estorga	Library Aide	SCE	.50
Yuzaleth Perez	CIS	SCE	.50

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ann Coltrane	TIA	Title I	1
Armando Villalobos	TIA	Title I	1
Carlos Guillen	TIA	Title I	1
Cecilia Soto	Parent Liaison	Title I	1
Jonathan Peralta	TIA	Title I	1
Julissa Vazquez	College Tutor	Title I	1
Kristen Lopez	TIA	Title I	1
Teresa Hinojos	Teacher	Title I	1
Yesenia Saucedo Valencia	Teacher	Title I	1
Yuzaleth Perez	CIS	Title I	.50

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
3	1	1	FTE Fund		\$0.00
3	2	1	Teacher Salary		\$0.00
3	3	4			\$2,000.00
4	1	3	Community/Business Donations (forms)		\$0.00
4	2	1	Community/Local Business Donations		\$0.00
4	2	2	Supplies		\$0.00
4	3	1	Community Donations, Business Donations		\$0.00
4	4	1	Sign in sheets, agendas		\$0.00
5	4	1	Sign in sheets, Agendas		\$0.00
5	5	1	Sign in sheets, conference logs, progress reports		\$0.00
Sub-Total					\$2,000.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	Salary for 2 SCEI coaches		\$120,000.00
2	3	1	Salary for 1 additional Scei coach		\$60,000.00
2	3	1	Funding for 2 (.5) library aids		\$16,000.00
2	3	2	Student Rosters		\$8,000.00
5	1	1	Progress Reports, Benchmarks, Mock EOC tests, Schedules, Student Class Lists		\$80,742.00
Sub-Total					\$284,742.00
199 - General Fund: High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Fee for Advance Ed testing.		\$1,000.00

					Sub-Total	\$1,000.00
211 - Title I, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
2	1	3	Purchases for AVID			\$2,890.00
2	2	1	Extra Duty pay for tutoring.			\$25,000.00
2	2	2	Library periodicals & materials for leisure reading.			\$15,000.00
2	2	5	Resources such as Measuring Up workbooks			\$8,430.35
2	2	6	Sign In Sheets, Purchase Orders			\$0.00
2	3	2				\$2,000.00
2	3	3	Student Rosters			\$0.00
2	3	4	None			\$0.00
2	3	5	Scholastic Magazines for Foreign Language Classes			\$4,000.00
2	4	1	Technology Sign out sheets, Purchase Order			\$3,492.13
2	4	2	The Albert Online program for Advance Placement			\$2,400.00
2	5	1				\$0.00
2	6	1	Sign in sheets, Attendance Roster			\$0.00
2	6	2				\$0.00
2	8	1	Purchase Order			\$2,500.00
2	8	2	Computers, Literature books, headphones	211005240000062992117A		\$689.00
2	8	3				\$420.00
2	10	1	Purchase Orders			\$0.00
2	10	2				\$689.00
2	12	1	Lesson plans, sign-in sheets and tile logs			\$0.00
2	13	1	Sign-In Sheets, Teacher extra duty pay time sheets			\$0.00
2	13	2	Lesson plans, sign-in sheets and tile logs			\$0.00
3	1	2	Title I			\$0.00
3	3	1	Training sign-in sheets, ARMS profile reports, student rosters			\$0.00
3	3	2	Sign-in sheets			\$4,000.00

3	3	3	Certificates of Attendance		\$0.00
3	4	1	Agendas, sign-in sheets, weekly logs		\$0.00
3	4	3	Sign-in sheets, certificates		\$0.00
3	4	6	Sign in sheets for monthly meetings		\$0.00
4	1	1	Purchase orders		\$0.00
4	1	2			\$2,000.00
4	1	4	Sign-in sheets and agendas		\$0.00
4	1	5	Event documentation and packets, purchase orders		\$0.00
4	1	6	Agenda and Sign in Sheets of Parent Workshop(s)		\$0.00
4	1	7			\$1,000.00
4	2	2		211.61.005.24.00.000.6399.2119A	\$377.07
5	2	1	Lesson plans, sign-in sheets and tile logs		\$0.00
5	3	1	Sign-in sheets, registration		\$0.00
5	3	2	Purchase orders		\$5,200.00
5	3	3	Certificates of conference attendance		\$100.00
5	3	4	Certificate of Attendance from AVID Institute		\$0.00
5	6	1	List of students, Peims report		\$0.00
Sub-Total					\$80,187.55
224 - IDEA A, SPED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4	Student Rosters		\$0.00
3	4	2	Sign-in sheets, travel documents, substitute time sheets		\$0.00
Sub-Total					\$0.00
244 - CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	1	Student Rosters, Purchase Orders		\$0.00
5	2	2	Carl Perkins Grant		\$0.00
Sub-Total					\$0.00

263 - Title III, Part A (Eng. Lang. Acq.)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	12	1	Lesson plans, sign-in sheets and tile logs		\$0.00
2	13	2	Lesson plans, sign-in sheets and tile logs		\$0.00
4	1	2	Registration confirmation		\$0.00
5	2	1	Lesson plans, sign-in sheets and tile logs		\$0.00
Sub-Total					\$0.00
199 - General: Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1			\$0.00
3	4	4	Sign-in sheets, certificates		\$0.00
3	4	5	Attendance records, Training Agendas Sign-in sheets		\$0.00
Sub-Total					\$0.00
211P-Title I School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	9	1			\$10,000.00
Sub-Total					\$10,000.00
Grand Total					\$377,929.55