

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

Accountability Rating: Met Alternative Standard

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

Mission Statement

The mission of Options High School is to provide the resources, encouragement and guidance so that all students can earn a high school diploma and become productive citizens.

Vision

Tomorrow's Leaders Learning Today

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Comprehensive Needs Assessment

Revised/Approved: June 22, 2018

Demographics

Demographics Summary

Options High School is an Alternative High School serving students in the Socorro Independent School District. It opened its doors in 2007 to the Socorro school community for students who had fallen behind on credits and needed a non-traditional setting to reach their graduation goals.

Options High serves an average of 250 students per year with students enrolling and graduating throughout the year. Student mobility rate for the 2017-2018 school year was 77.1%. The majority of the students enrolling at Options High School have not been successful with state mandated assessments at their home campus and enroll with many academic, social, and emotional barriers.

As of 2017 October snap shot date, Options served 117 students in grades 9 – 12. 85% of those students are coded Economically Disadvantaged with 12 of those students being coded as Homeless and 6 of the 12 are considered unaccompanied youth. 93.097% of the student population are Hispanic, 1.61% White, 0 Hispanic/American Indian, 0 Asian, 0 American Indian, 0 Hispanic African-American, and 1.96% African American. All but two students are coded At Risk. There are 59 males and 58 females.

There are 6 English Language Learners (ELL) students. There is 1 student coded Gifted and Talented (GT). There are 20 compared to only 5 from last year of females receiving pregnancy related services. There are 4 students coded as Section 504 and receiving accommodations. There are 8 students coded as Special Education compared to 2 last year, all receiving services according to their IEP's. Sixteen students participate in Career and Technology Services.

The staff demographics is fairly comparable to the student demographics with approximately 80% of the staff being Hispanic, 10% White/Non-Hispanic, and 10% Asian.

Demographics Strengths

Demographics Strengths

Daily Average Attendance decreased from the 2016-2017 to the 2017-2018 school year from 83.82 % to 83.01%. Many interventions and incentive strategies have been put into place to motivate students to come to school regularly, on time and be productive with their classes. Our attendance took a

slight decline due to the enrollment of Region 19 newborns of which their parents are our students. If their child is ill, they must take the student home and cannot return until student is well. Thus, this is the reason for our slight decline in our attendance. However, affording the students child care via Region 19 services, we were able to keep students from dropping out of high school altogether.

Although our attendance took a slight decline, we were able to graduate 90 plus (...this figure does not include our August graduates yet). Compared to the 2016-2017 school year of 60 graduates for the entire year.... this year we are at an increase of 30 plus more graduates.

In collaboration with Region 19 Headstart during the 2017-2018 school year, teen parents have been afforded the opportunity to enroll their child(ren) in the program as to provide adequate childcare and allow our students to consistently attend school.

Students also tripled in completions of classes. In 2016-2017 we had 989 classes completed for graduation, this year we had 1466 completion of classes towards graduation.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our attendance is lower than the district expectation of 96%. Our attendance is 83.82% **Root Cause:** The students at Options are at risk and are at this alternative setting as a last recourse due to the educational barriers that occurred at their home campuses.

Problem Statement 2: Students at Options come in with minimal credits and not addressing their career paths. **Root Cause:** Students struggled at their comprehensive campuses due to personal issues and self responsibilities.

Problem Statement 3: The majority of the students enrolling at Options have not been successful with state mandated assessment at their home campus **Root Cause:** The students enroll with many academic, social and emotional barriers.

Student Academic Achievement

Student Academic Achievement Summary

Overall, student performance data indicates that the students at Options High School have made gains for the 2017-2018 school year in many areas. Many deliberate strategies were implemented to hold the students to a higher standard of accountability while continuing to offer a safe, nurturing environment.

Eoc labs were integrated in student schedules to assure students' are successful on EOC exams. The students made significant gains in all areas except history. In History, unfortunately, the teacher was out on maternity leave, which significantly impacted my scores, even if I brought in a certified substitute teacher that addressed the History EOC lab.

EOC	2016-2017	2017-2018	CHANGE
ENGLISH I	17% (12)	33% (18)	+16%
ENGLISH II	12% (21)	16% (19)	+4%
ALGEBRA I	20% (5)	67% (9)	+47%

BIOLOGY	0% (2)	100% (4)	+100%
HISTORY	94% (11)	74% (35)	-20%

Student Academic Achievement Strengths

There have been significant gains with completed Compass Learning Credits from the 2016-2017 school year to the 2017-2018 school year. There was a significant increase on the completion of Edmentum Learning Credits from 989 completed credits in 2015-2016 to 1466 completed credits in 2017-2018. We attribute this gain to the higher and regulated standards that have been implemented with regard to attendance, cell phone use, and daily minimum requirements for course completion. Students are held accountable to maximizing their time here on campus.

The school principal has made concentrated efforts to increase the types of post-secondary opportunities available for students. Students at Options are encouraged and supported to participate in articulated and dual credit courses offered on campus. Currently there are 15 students expected to compete certificates of Teacher Assistance with Dual credit in Child Development by August 2018. Based on these results and student interest, the principal is working with CTE leadership at the district level to offer even more Dual Credit and Certificate courses to students in the 2017-18 school year.

The 2016 Accountability Rating indicates that Options High School met the alternative standard on index 1/student achievement, index 3/closing performance gaps, and index 4/postsecondary readiness.

100% of the students participated in the State assessments with 95% being the state target.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Options students 5 year cohort did not meet the 60% threshold of the federal graduation rate. Only 35.7 students graduated last year.

Root Cause: Students come in to Options lacking credits due to social, emotional and academic barriers.

Problem Statement 2: The 4 year cohort did not meet the 60% threshold with only 7.3 students meeting the graduation rate. **Root Cause:** The students enter Options High School with lacking credits due to social, emotional and academic challenges.

School Processes & Programs

School Processes & Programs Summary

Social Team: This is a team specializing and focusing on the students social and emotional needs. The team provides resources, individual counseling and initiatives to help them be successful academically.

Superstar moments: Initiatives that promote student behaviors and academic successes. This initiative also helps promote students self esteem.

Attendance committee: This committee meets daily to address students attendance issues.

PBIS committee: This committee focuses on promoting positive behavior support initiatives .

Principal talks: students meet one on one with the principal to discuss barriers and ways to produce positive results while at Options.

Pulsecheck meetings are designed once a week with the teachers to discuss: student behavior refinements, Curricular issues and initiatives and social and emotional challenges our students may be experiencing. Staff development opportunities.

School Processes & Programs Strengths

Options High School (OHS) has various means of helping students be successful. To assist with attendance, on a daily basis the attendance clerk, Communities in School (CIS) caseworker, and Assistant Principal (AP) work together to follow-up on teacher phone calls home each time a student is absent.

Teachers are each responsible for making contact with their 1st period students on a daily basis, and documenting on One Note. One-Note is an on-line, live shared document that allows all stakeholders to view and document attendance. If a student has a 2nd consecutive absence or more, CIS makes a home visit and delivers pertinent information and/or brings student in. The day after a student has been absent, the AP meets informally with the student as he/she arrives. If absences continue, the student and parent are required to meet with counselor and/or principal. If a student's job and/or court appointments get in the way of their daily attendance, we offer to write a letter to the entity in order to advocate for the student. Every Friday, an incentive is provided to all students who have achieved perfect attendance for the week such as popcorn, doughnuts, hot chocolate, or coupons to local establishments. Drawings for prizes such as movie passes or electronic devices are held every 9 weeks to provide incentives for students who have perfect attendance. On early release days, students are provided with breakfast, snacks, and other treats to encourage and motivate good attendance.

Safety Strengths

A safety committee meets regularly with district personnel to ensure that safety processes and procedures are in place and followed at all times. To keep students and staff safe, OHS conducts monthly fire drills in conjunction with its sister campus (Keys Academy) and Region XIX's Day Care. In addition to those regular drills, each month a different type of emergency drill is practiced, to serve for various potentially dangerous scenarios (i.e., severe weather, hazardous spills, armed intruders, etc.). In addition, the campus maintains an Emergency Operating Procedure (EOP) manual, which dictates which protocols are to be followed, how, when, why, and by whom. Feedback is taken at the completion of each drill and adjustments are made to the EOP, as needed.

Because of our small population, staff is very familiar with our students and most discipline issues are prevented from escalating by simple interventions such as conferencing with CIS, counselor, the AP, the principal, etc. As a result, negative behavior is rarely formally written up. When serious infractions occur, however, consequences are given in accordance with the District's Student Code of Conduct and in working with administration, parent(s), and student. A student's due process is always afforded to them, with fairness and impartiality. When opposition occurs, it is often by "adult" students who sometimes struggle to adhere to school expectations.

Options High School participates in the Olweus anti-bullying program to ensure that students have the knowledge and tools necessary to help them identify and resolve bullying issues. Campus administrators and counselors have an open-door policy and students are encouraged to visit with them as well as with teachers when issues arise. With the above pro-active approach, Options High School boasts very few discipline referrals. There were 15 total discipline referrals this year.

Additionally, a team, made up of principal, two teachers, SCEI Coach, Counselor and Community in Schools Worker has undergone training on the PBIS (Positive Behavioral Intervention and Support) Model and is leading the planning and implementation of this model on campus in order to better deal with behavioral issues and issues of campus climate. This team meets weekly to plan how they will introduce aspects of the PBIS model to teachers and in turn, to students. Examples of the model that

have been implemented include: Behavioral expectations reviewed for negative wording and revised to exhibit positive wording then posted in all public areas. The planning of summer training for teachers in the PBIS model and brainstorming on how to include students. Finally, the implementation of a weekly award for a student who exemplifies the values of "be safe, be responsible and be respectful".

Professional Development Strength

Teachers/staff at OHS are also supported in their success. As trainings/staff developments are offered, relevant staff attend and encourage to bring back information and share with others. Teachers have a weekly meeting with State Compensatory Education Intervention Coach, AP, and/or principal, to assist in their success and also voice concerns. Because most teachers at OHS have not taught in a traditional setting recently, in order for us to transition to a hybrid style of teaching, our teachers may need some accelerated training to assist them with such. Teachers also help strengthen their relationships with

students by helping monitor during lunch time. Teachers are encouraged to become more highly qualified by taking advantage of the dual credit (DC) scholarship the District offers in order for teachers to complete a master's degree and become DC credentialed via El Paso Community College, which in turn offers more opportunities for OHS students (by way of DC course selection).

Instructional need

OHS helps students be successful in their coursework by having them tutored in various content, albeit their taking online courses (via Edmentum/Plato), and by allowing students to work at their own pace. This helps students recuperate/accelerate their credits, in a more timely process than in a traditional comprehensive high school. Because online instruction is self-paced and requires self-discipline, the structure can at times be challenging for some students. As a result, a need exists to incorporate teaching/instructing (by the teachers) into our courses, to create a hybrid course versus having teachers act as mere facilitators/tutors, as they do now.

Because of our small population, staff is very familiar with our students and most discipline issues are prevented from escalating by simple interventions such as conferencing with CIS, counselor, the AP, the principal, etc. As a result, negative behavior is rarely formally written up. When serious infractions occur, however, consequences are given in accordance with the District's Student Code of Conduct and in working with administration, parent(s), and student. A student's due process is always afforded to them, with fairness and impartiality. When opposition occurs, it is often by "adult" students who sometimes struggle to adhere to school expectations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Although student attendance has improved, student tardiness continues to be a challenge daily. **Root Cause:** Students are 18 and older and have other priorities and car issues that keeps them from coming to school on a timely basis.

Problem Statement 2: Because instruction is online in all content areas, Students are unsuccessful in their EOC exams. **Root Cause:** Teachers are not updated with staff development in their content areas and are not updated with the demands of EOC requirements.

Perceptions

Perceptions Summary

The mission of Options High School is to provide the resources, encouragement, and guidance so that all students can earn a high school diploma and become productive citizens. Faculty and staff are highly committed to creating a safe environment for all students. They go above and beyond the call of duty to motivate, inspire, and encourage all students to meet their goal of graduating high school. As a matter of fact, for the 2016 school year, Options High School has collaborated with the department of Career and Technology to implement a dual credit program so that students can recover credit while earning a level 1 certificate from El Paso Community College (EPCC) in either Early Childhood Education or Business. They will also have an opportunity to challenge industry recognized certifications.

Faculty and staff strive to maintain a safe learning environment adhering to strict rules regarding visitors. They proactively greet all visitors to ensure that every person arriving to the campus is here with a purpose which is related to school business. All visitors are required to present an appropriate identification and sign-in. In exchange, they are given a visitor's badge to wear. All faculty, staff, and students have been issued name badges that must be worn while on campus.

According to the 2016/2017 school year Options High School Climate Survey, 46 students were surveyed about their school. Out of these 46, 41 students feel strongly that their teachers have confidence in them. About 43 feel as though their teachers care about them, and 42 feel as though their teachers are available to give them individual attention when needed.

Options High School's faculty and staff strive to create a positive school and work environment for all stakeholders. They celebrate both student and staff's accomplishments. Students who have perfect attendance are rewarded each month. Pictures of students are posted at the entrance of the school when they graduate. Faculty and staff are recognized for pursuing and attaining higher education degrees and certifications. All holidays are celebrated and respected with food, decorations, and ceremonies.

According to the 2016/2017 Socorro Climate Survey at Options, 4 out of 7 parents surveyed felt their child has a sense of belonging at Options. 3 out of the 7 surveyed felt their child's school respects each other's differences; gender, race, culture, etc.

Perceptions Strengths

Family & Community Involvement Strengths

Given the students at Options High have many obstacles to overcome, a Community in Schools (CIS) Coordinator is funded for Options. The CIS coordinator is a tremendous help to students. She reaches out to the community and provides referrals such as health care, assistance with substance abuse, day care, employment opportunities, provides information about college and tuition assistance. She serves on numerous committees, such as, Attendance,

Admissions, Leadership, SOCIAL, and Graduation. The Safety, Olweus, Community and Counselors, Instructional, Attendance, and Leadership (SOCIAL) meets every Thursday to discuss all aspects of the school and how it supports students. The CIS offers the monthly parenting meeting featuring different speakers on topics such as, financial assistance, credit, alcohol awareness ect...

The CIS Coordinator does home visits on a daily basis to students who have chronic attendance issues or demonstrate other basic needs (food, transportation, shelter).

Options High School has partnered with GECU and Sam's Club to provide employment to students. Approximately 8 students have been hired with GECU.

Options High School has collaborated with Head Start Region 19 to provide day care for our students who are mothers. Every month, Region 19 conducts parent meetings with the teen moms to inform them on everything involving their children and what is happening in their classrooms.

School Context and Organization Strengths

Students are afforded the opportunity to attend classes during the morning and afternoon. The schedule is set up to meet the needs and demands of an adult life in relation to employment and parenthood. In addition to a flexible schedule, Options has collaborated with Head Start to provide day care for the children of young mothers wanting to complete their high school diploma and/or enroll in dual credit courses.

Student academic records are reviewed by the counselor to ensure that all graduation requirements are met. Campus leadership supports the faculty and staff ensuring that they have the resources and time needed to support students. Starting in early March, CIS worked with the counselor to see every student who was close to a May graduation. The CIS coordinator took pictures of these students in a cap and gown and posted them on a poster board as you enter the school with a countdown to graduation to motivate those individuals in to finishing their classes and making sure they did not owe a lot of LOC hours.

Administration, counselors, and CIS work closely with students to prevent drop-outs through the SOCIAL team. They meet regularly to assist students who are struggling to eliminate barriers that are preventing them in reaching their graduation goals.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Family involvement is minimal as students are over age. **Root Cause:** Students are over 18 and struggle with parental relationships.

Problem Statement 2: Teachers do not feel they are valued and appreciated by administration and students. **Root Cause:** Continual change in leadership team has created a lack of trust and open communication among staff and leadership team.

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: August 21, 2018

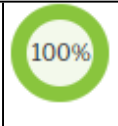
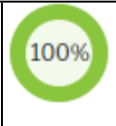
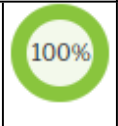



Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 1: Options HS will implement a plan of action to ensure that 100% of our stakeholders feel safe at school and at school events.

Evaluation Data Source(s) 1: EOP (Share Point)
classroom placards

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) For the 18-19 school year, OHS will continue to implement a campus Emergency Operations Plan (EOP). The safety committee will ensure the required plan is implemented and all required safety drills take place on time during the school year.</p>	2.4, 2.6	Security Team, SRO, Administration	Sign-in sheets, agendas from staff development, feedback from Safety Officer, PPT for each training offered, Emergency drill reports/feedback			
	Funding Sources: 199 - General Fund: SCE - 200.00					
<p>2) The SOCIAL team will review the implementation of a Safety Committee, Olweus Program, Attendance, Community resources, Instruction and a PBIS team. The team, both SOCIAL and PBIS meets every week and has combined all areas to ensure that they align and meet the needs of students, faculty and community members.</p>	2.4, 2.6	SOCIAL committee, Security Team, Assistant Principal, Counselor, Social Worker	Sign-in sheets, agendas, meeting minutes Increased stakeholder satisfaction on climate survey			
	Funding Sources: 199 - General Fund: SCE - 500.00					
<p>3) Security team monitoring and duty schedules will be implemented based on student bell schedules in order to ensure optimal student monitoring at all times.</p>	2.4, 2.6	Head Security Guard and SRO	Security Team duty schedule published in campus handbook Weekly assistant principal reports and climate survey.			
	Funding Sources: 199 - General - 0.00					

4) Teacher duty schedules will be implemented and enforced during lunch in order to ensure optimal student monitoring at all times.	2.4, 2.6	Campus Administration, Teachers, Campus Aides, Security	Teacher duty schedule as published in campus handbook. Weekly assistant principal reports with decreased number of student disciplinary incidences.			
Funding Sources: 199 - General - 0.00						
<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>						

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: Options HS will fulfill the requirements for safety audits and drills as mandated and ensure compliance by all relevant stakeholders.

Evaluation Data Source(s) 2: Eduphoria safety evaluations
monthly fire drill reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Crisis management drills will be held to assess EOP training and preparedness. Example drills are: Lock-Down, required monthly fire, Inclement Weather, and Shelter in Place. Results will be discussed during monthly safety meetings. Practice drills will be required in classrooms. Classrooms will be equipped with safety bags.	2.4, 2.6	SRO and Security Team	Safety Officer and security team reports after drills are conducted, increased preparedness compared to previous year reports and from our safety and security officer.			
	Funding Sources: 199 - General - 200.00					
2) Staff development will be held for all staff members on Emergency Operations Plan procedures.	2.4, 2.6	Security Team and assistant principal.	Sign-in sheets and agendas and Safety Officer and security team reports from EOP drills			
	Funding Sources: 199 - General - 50.00					
3) During initial week of PD, all staff will be trained on procedures regarding various safety drills. Periodic updates/reminders will be communicated to staff via email by safety coordinator.	2.4, 2.6	Security Team, Assistant Principal, SOD Committee	Sign-in sheets, agendas, responses from survey and Safety Officer and SRO reports from EOP drills, annual reflection debriefing			
	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 3: The total number of disciplinary incidents at Options HS will decrease from 26 to 0.

Evaluation Data Source(s) 3: referrals

Summative Evaluation 3:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>1) Review and update the Campus Behavior Plan (CBP) that continues to be correlated to the SISD Student Code of Conduct that:</p> <p>*provides a basic classroom management plan for faculty and staff that can be expanded upon;</p> <p>*provides consistency for students;</p> <p>*describes faculty and staff responsibility, specific student behavior, positive support and correlated corrective action."</p> <p>Ensure consistent implementation of the CBP.</p>	2.4, 2.6	Administration, Teachers, Students, Parents	The CBP will be published in the campus handbook as well as posted in every classroom and throughout the entire school building. Weekly assistant principal's report on discipline will show a decrease in the numbers of student disciplinary incidences.			
Funding Sources: 199 - General Fund: SCE - 2000.00, 211P-Title I School Improvement Grant - 200.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Implement Olweus Bullying Prevention Program, and hold weekly classroom meetings.</p>	2.4, 2.6	Teachers, Counselor	weekly lesson plans, walkthroughs and decreased number of disciplinary incidences.			
Funding Sources: 211 - Title I, Part A - 500.00, 211P-Title I School Improvement Grant - 500.00						
= 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 4: 100% of the students at Options High School will be provided with social, emotional, behavioral, and academic training so that they can advocate for themselves and learn in a safe environment.

Evaluation Data Source(s) 4: Reduced discipline referrals and bullying incidents.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Via homeroom, students will be provided with a copy of their updated audit card and learn how to read such so they can keep track of their own progress, in order to advocate for themselves academically.	2.4, 2.6	Administration Counselors Teachers	Students will become more self-directed with regard to their academic standing and progress.			
 = 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: Options HS will develop and implement a College/Career Ready Strategic Plan for all students.

Evaluation Data Source(s) 1: Sign in sheets, power points, purchase orders

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Comprehensive Support Strategy Critical Success Factors CSF 1 1) Implement a Go-Center that will assist students in finalizing college and career readiness plans prior to graduation.	2.4, 2.5, 2.6	Counselor	Go-Center Sign-In Sheets			
				Funding Sources: 199 - General Fund: SCE - 500.00, 211P-Title I School Improvement Grant - 7000.00		
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 2) Increase the number of college and/or career readiness classroom presentations by the counselor, CIS, and/or SCEI Coach, to equal at least 1 per week for the duration of the school year.	2.4, 2.5, 2.6	Counselor	Lesson plans and student sign-in sheets			
				Funding Sources: 211P-Title I School Improvement Grant - 500.00		
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7 3) Replace outdated and non-working IWBs with updated and workable equipment in classrooms so that teachers can provide students with face-to-face instruction and interventions as necessary, whether for face to face courses and/or Plato courses.	2.4, 2.5, 2.6	Campus Principal	TAKS/EOC scores; Number of on-line courses completed.			
				Funding Sources: 211 - Title I, Part A - 10000.00		
				= 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: Options HS teachers will provide direct instructions to students in addition to serving as online facilitators.

Evaluation Data Source(s) 2: Eduphoria, power-walks, master schedule

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Consistent walkthroughs of 15 teachers/week, conducted by admin/SCEI/counselor, will serve as feedback regarding instructional strategies/relevance, student engagement, and rigor, in order to ensure teachers are not serving only as an online facilitator.</p>	2.4, 2.6	Administration	Walkthroughs and formal observations			
<p>Funding Sources: 211P-Title I School Improvement Grant - 2000.00</p>						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Teachers will implement research based instruction and strategies that reflect rigor and alignment to the state standards, as well as EOC interventions by using measuring up, scholastic magazines and other instructional materials. . .</p>	2.4, 2.5, 2.6	Administration, SCEI Coach and Classroom Teachers	Walkthroughs, formal observations, and pulse check faculty meetings.			
<p>Funding Sources: 211P-Title I School Improvement Grant - 10000.00</p>						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>3) Teachers will have a period (CCA: College & Career Advisory) where they can connect with students outside of their content/online learning.</p>	2.4, 2.5, 2.6	Administration Teachers SCEI Coach Counselors	Students will be more informed to choose a career path that is aligned to their strengths. They will be exposed to opportunities for scholarships and financial aide.			
<p> = Accomplished = No Progress = Discontinue </p>						

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

Performance Objective 3: Student Dual Credit certification programs at Options HS will increase from 2 to 4.

Evaluation Data Source(s) 3: Dual Credit rosters

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1</p> <p>1) Campus administration will work collaboratively with EPCC and CTE to successfully incorporate at least 2 additional Dual Credit course pathways (i.e. licensing/certification) during the 18-19 school year.</p>	2.4, 2.5, 2.6	Campus Administration and Counselor	Master and teacher schedules and Meeting agendas, sign-ins and minutes			
	Funding Sources: 199 - General Fund: SCE - 200.00, 211P-Title I School Improvement Grant - 2000.00					
<p>2) Counselor and SCEI Coach will collaborate/correlate with EPCC to provide students with the placement exam (TSI) in order to prepare & qualify students to take Dual Credit classes with a highly qualified Options teacher or through an Options facilitator.</p>	2.4, 2.5, 2.6	Campus administration, counselor and qualified Dual Credit teacher	Meeting agendas, sign-ins and minutes, and Master schedule will reflect Dual Credit courses			
	Funding Sources: 199 - General - 200.00, 211P-Title I School Improvement Grant - 90.00					
= 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: All students at Options HS will have the opportunity to participate in PSAT/SAT, at no cost to the student.

Evaluation Data Source(s) 4: Student participation Data

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1</p> <p>1) Options High School will participate in and/or offer PSAT/SAT testing.</p>	2.4, 2.6	Campus Counselor and Master Social Worker	Increased number of students graduating and enrolling in post-secondary educational programs, Student sign-in sheets, and Student surveys and SAT reports			
Funding Sources: 199 - General Fund: SCE - 500.00, 211P-Title I School Improvement Grant - 3000.00						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Teachers and counselors will provide students with supplemental study materials for the PSAT/SAT test.</p>	2.4, 2.6	Campus Counselor, Social Worker and Classroom Teachers	Increased number of students graduating and enrolling in post-secondary educational programs, Student sign-in sheets, and Student surveys and SAT reports			
Funding Sources: 211P-Title I School Improvement Grant - 2000.00, 211 - Title I, Part A - 2000.00						
= 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: All students will be provided with opportunities to receive academic interventions.

Evaluation Data Source(s) 5: Student Participation reports, Purchase Orders

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Introduce and implement the Prescriptive Intervention Plans to include after-school, weekend, summer, and intersession tutorials in foundation subject areas to meet the needs of at-risk students.</p>	2.4, 2.5, 2.6	Administration and Faculty and Staff	Prescriptive Intervention assignment logs and increased student passing rates on EOC and course work.			
<p>Funding Sources: 211 - Title I, Part A - 1000.00, 199 - General Fund: SCE - 3000.00</p>						
<p> = Accomplished = No Progress = Discontinue </p>						

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

Performance Objective 6: All students at Options HS will have the opportunity to take the TSI (Texas college placement exam), at no cost to the student.

Evaluation Data Source(s) 6: Student Participation Reports

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Counselor and SCEI Coach will collaborate/correlate with EPCC to provide students with the placement exam (TSI).</p>	2.4, 2.6	Administration Counselor SCEI Coach Dual Credit Teachers	Students will be prepared to enroll in Dual Credit classes. TSI student data will inform administration if further support is necessary. TSI scores open up career paths.			
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) During lunch, before school, after school, and on selected Saturday mornings students will have the opportunity to complete TSI tutorials in all 3 subjects at their own pace in order to further prepare them for the TSI, enabling them to also earn LOC in the process.</p>	2.4, 2.5, 2.6	Administration Teachers SCEI Coach	Students will be prepared to take and pass the TSI.			
<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 7: Options HS will have 100% student participation in state mandated EOC testing, relevant to each student's needs.

Evaluation Data Source(s) 7: Student Participation Reports

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>1) The testing committee will meet periodically to update student data and ensure that all students are told ahead of time which tests they are scheduled to take.</p>	2.4, 2.6	Administration Counselors	100% of students will be prepared to take EOC when appropriate.			
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) Students will be provided an opportunity to attend EOC intervention during after school, Saturdays, summer, and intersessions in order to continue preparing them for EOC tests they have yet to score successfully on.</p>	2.4, 2.5, 2.6	Administration SCEI Coach Teachers	Students will be successful on EOC.			
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

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

Performance Objective 8: Each student at Options HS will complete a minimum of 5 credits per school year toward their graduation plan.

Evaluation Data Source(s) 8: Transcripts, Report Cards

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>1) Teachers, counselor, SCEI Coach, and administration will monitor student progress on Plato courses in order to ensure they are progressing accordingly.</p>	2.4, 2.5, 2.6	Administration, counselor, SCEI Coach and teachers	Students will graduate on time.			
<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>						

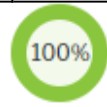
Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 1: The number of teachers that demonstrate increased instructional effectiveness will increase from 36% proficient to 50% proficient.

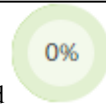
Evaluation Data Source(s) 1: TTESS documentation
walkthroughs
Power Walks

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Administrators will conduct 15 walk throughs/week and provide feedback on instructional strategies to include rigor, relevance and relationships.</p>	2.4, 2.6	Campus Administration	Eduphoria observation reports and individual teacher walk-through reports. Increased student performance on STAAR EOC, TAKS, Benchmark, IPR and Report Cards.			
Funding Sources: 211 - Title I, Part A - 500.00, 211P-Title I School Improvement Grant - 15000.00						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Offer professional development opportunities, particularly in the areas of dealing with at risk populations and drop out prevention, classroom management, rigor and advanced placement. Thus the conferences are geared toward principal participation to then come back and implement and tailor to meet the needs of Options High School population. Conferences required: National Dropout Prevention Conference(A new Vision for Dropout prevention) in Palm Springs California, NAEA Conference in alternative Education (Joining Hands toward one destiny) , TAAE(Texas Assoc. Alternative Education) Restore, Rebuild, Renew , 2018 Reaching the Wounded conference in Kissimmee, Florida.</p>	2.4, 2.6	Campus Administrators	Agendas, sign-in sheets, classroom management plans, lesson plans. Increased student performance and passing rates and classroom instruction. Classroom walk-throughs, formal and informal observations			
Funding Sources: 199 - General Fund: SCE - 800.00, 211 - Title I, Part A - 3000.00, 211P-Title I School Improvement Grant - 5500.00						



= Accomplished



= No Progress



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

Performance Objective 2: Options High School will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2: For the 2018-2019 school year, Options High School will maintain 100% Highly Qualified teachers in all core academic subjects.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) A campus interview committee will oversee the interview process and recommendations for all vacant positions.	2.4, 2.6	Principal and Assistant Principal	Interview agendas, Recommendation Forms and Sign-In Sheets, OHS will maintain 100% highly qualified status			
Funding Sources: 199 - General - 1000.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Ensure all staff members maintain highly qualified status by meeting all certification requirements through participating in required State and local staff-development such as Gifted and Talented endorsements, ESL/LPAC trainings, SIOP, Crisis Management, Standards of Conduct, Olweus and Emergency Operations, etc.</p>	2.4, 2.6	All staff members to include Administrators, Teachers, Counselors, and Instructional Aides	Sign-in sheets, agendas, minutes and completion certificates increased student academic performance, decreased number of discipline referrals, and increase in student and staff attendance			
Funding Sources: 211P-Title I School Improvement Grant - 30000.00, 211 - Title I, Part A - 2000.00						
<p>Critical Success Factors CSF 7</p> <p>3) We will offer monthly recognition and incentives such as teacher of the month, participation certificates, outstanding service awards, and motivational speakers, in order to build a positive school culture and retain teachers.</p>	2.4, 2.5, 2.6	Campus Administration	Faculty meeting agendas, sign-in sheets and minutes, pictures and certificates posted throughout building, and on campus website Aesop reports, weekly Assistant Principal reports to show decreased faculty absences.			
Funding Sources: 199 - General Fund: SCE - 500.00, 211P-Title I School Improvement Grant - 50000.00						
= 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: Options HS teachers will attend 5 hours of professional development weekly.

Evaluation Data Source(s) 3: PD Sign In sheets

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Staff will receive training on instructional strategies to improve student reading and writing such as The Fundamental-5 (to emphasize the writing component and reviewing the Lesson Frame), the 11-minute essay, CLOSE reading, etc. Catering will be provided to staff so that working lunches may be offered as needed.	2.4, 2.6	Campus Administration and DSC Personnel	Agendas, sign-in sheets, minutes, lesson frame (training products) and completion certificates Increase writing assessment scores, and progress on writing sample submissions			
Funding Sources: 199 - General Fund: SCE - 200.00, 211P-Title I School Improvement Grant - 10000.00						
Critical Success Factors CSF 1 CSF 7	2.4, 2.6	SCEI Coaches, Administration	Agendas and Sign-in Sheets for staff development. Walk-through reports for classroom use. Higher faculty and staff Morale and Climate Surveys, Teacher training evaluations showing a positive results.			
2) Provide teachers up-to-date training and materials for teambuilding activities used in the classroom and in staff development sessions, based on campus/student needs.	Funding Sources: 211 - Title I, Part A - 2200.00, 211P-Title I School Improvement Grant - 10000.00, 199 - General Fund: SCE - 1000.00					
= 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 4: Options HS will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training.

Evaluation Data Source(s) 4: During the 2018-2019 school year, Options HS 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.

Summative Evaluation 4:








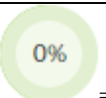

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide research based materials such Kagan materials or Edmentum for teachers providing intervention to enhance rigor and relevance for all students for intersession/summer school.	2.4, 2.5, 2.6	Campus Administration	Prescriptive intervention assignment logs and student sign-in sheets and STAAR performance, EOC scores, increased student passing rates			
Funding Sources: 211 - Title I, Part A - 5000.00, 199 - General Fund: SCE - 3000.00, 211P-Title I School Improvement Grant - 2000.00						
2) Provide staff-development opportunities in the use of team building materials and strategies for use in the classroom in order to increase student academic success.	2.4, 2.5, 2.6	Campus Administrators, SCEI Coaches, Teachers and Aides	Agendas, sign-in sheets, teacher lesson-plans, walk-throughs and Increased passing rates, attendance rates and fewer repeat DAEP placements			
Funding Sources: 199 - General Fund: SCE - 1000.00, 211P-Title I School Improvement Grant - 10000.00						
3) Teachers will receive SEL training (7 Mindsets in July) in order to also be adept at recognizing and addressing the social and emotional needs of students and preparing lessons/instruction for them relative to such.	2.4, 2.6	Campus Administration	Decrease in discipline referrals and failure rate.			
Funding Sources: 211 - Title I, Part A - 4213.00						
= 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 1: Options HS will provide teen parenting classes to students who are currently pregnant and/or parents.

Evaluation Data Source(s) 1: CIS Presentation reports and sign in sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
Critical Success Factors CSF 5 1) Provide monthly evening parenting meetings on topics of interest and of need to students who are/soon to be parents.	2.4, 2.6, 3.1, 3.2	Campus Administrators, Parent Liaison, CIS Coordinator	Published calendar of parenting meetings, sign-in sheets			
	Funding Sources: 211 - Title I, Part A - 200.00, 199 - General Fund: SCE - 300.00, 211P-Title I School Improvement Grant - 3000.00					
2) Provide survey to students who are/soon to be parents where they indicate interest and topics of their choice.	2.4, 2.6, 3.1, 3.2	Campus Administrators, Parent Liaison, CIS Coordinator	Published calendar of parenting meetings, sign-in sheets			
	Funding Sources: 211 - Title I, Part A - 200.00					
 = Accomplished  = No Progress  = Discontinue						






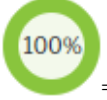


Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational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

Performance Objective 2: Options HS will provide opportunities to foster relationships/connections among stakeholders.

Evaluation Data Source(s) 2: Sign in sheets, Surveys

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5</p> <p>1) Campus administration will send a monthly newsletter to parents informing them of campus events to include parenting classes, guest speakers, team building/Olweus Activities, CIS presentations and classes, campus interventions, attendance initiatives and percentages, etc.</p>	3.1, 3.2	Campus Administration, Master Social Worker, Counselor, CIS Coordinator, SCEIC	Monthly newsletter			
Funding Sources: 199 - General Fund: SCE - 2000.00, 211P-Title I School Improvement Grant - 3000.00						
<p>Critical Success Factors CSF 5</p> <p>2) Options High School will host FAFSA nights at least one time each semester.</p>	3.1, 3.2	Campus Administration, Counseling Department, and Teaching Staff.	Sign-in sheets and Open House Program			
Funding Sources: 211 - Title I, Part A - 500.00, 211P-Title I School Improvement Grant - 3000.00						
<p>Critical Success Factors CSF 5</p> <p>3) Teachers will formally communicate through emails or phone calls with parents a minimum of two (2) times per week for their assigned students.</p>	2.4, 2.6, 3.1, 3.2	Classroom Teachers	Parent Communication Logs			
Funding Sources: 211P-Title I School Improvement Grant - 2000.00						
<p>Critical Success Factors CSF 5</p> <p>4) Staff will ensure all contact information for students and parents is updated throughout the year.</p>	2.4, 2.6, 3.1, 3.2	Administration Office staff	Maintain open communication among all stakeholders.			
<p>Critical Success Factors CSF 1 CSF 5</p> <p>5) Parents and students will be notified of crucial events/news via the Blackboard system (via voicemail message, text, and email).</p>	2.4, 2.6, 3.1, 3.2	Administration CIS Office staff teachers	Open communication is maintained and all stakeholders are well informed.			

6) Parents will be provided the opportunity to attend Reconnecting Parental Moment monthly meetings with their OHS student in order to be exposed to the student's college and career portfolio and future choices.	2.4, 2.6, 3.1, 3.2	admin, counselor, CIS	sign-in sheets, pictures, agendas			
	Funding Sources: 211P-Title I School Improvement Grant - 2000.00					
7) The campus website will be consistently updated to include upcoming events, parent information, school calendar, student successes, and outside group involvement activities.	3.1, 3.2	CIS	updated website (indicated by time & date)			
	Funding Sources: 211P-Title I School Improvement Grant - 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 3: Options HS will provide weekly presentations to students from community members (i.e., local businesses, higher education institutions, workforce agencies, military recruiters, etc.).

Evaluation Data Source(s) 3: copy of presentations

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5</p> <p>1) Options HS will collaborate with community entities in order to establish partnerships with businesses for the purpose of exposing students to the skills needed to acquire and maintain employment.</p>	2.4, 2.6	CIS Coordinator, Master Social Worker	Partners in Ed activity calendar, meeting handouts, and flyers			
Funding Sources: 211P-Title I School Improvement Grant - 2000.00						
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>2) Students eligible to participate in a field trip to EPCC, Western Tech, Grand Canyon University and UTEP will learn about the enrollment process, programs offered, financial aid and the need for a higher education.</p>	2.4, 2.5, 2.6	Counselor, CIS Coordinator	Student rosters, parent permission slips, and completed activity component			
Funding Sources: 211P-Title I School Improvement Grant - 1000.00						
<p>Critical Success Factors CSF 5</p> <p>3) CIS will reach out to local agencies to bring in quality speakers, relevant to student interests and needs.</p>	2.4, 2.5, 2.6	CIS	Students will be empowered and better informed about their future opportunities for various career paths.			
= Accomplished = No Progress = Discontinue						








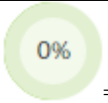

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 1: Options HS will increase the graduation rate to 60% in order to meet the federal accountability standard.

Evaluation Data Source(s) 1: Sign in sheets, permission slips

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>1) LOC needs and expectations will be closely monitored with various opportunities made available to students to meet their LOC needs and recuperate credit.</p>	2.4, 2.5, 2.6	Administration SCEI Coach Teachers	All students would meet all requirements to graduate on time.			
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6</p> <p>2) Administration and Counselor will closely monitor student progress and needs in order to empower students to meet all necessary requirements for graduation.</p>	2.4, 2.6	Administration Counselor	Students will be well informed about their progress regarding graduation.			
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>3) Students will be provided with presentations from community members to serve as role models and field trip opportunities for students to visit colleges and universities.</p>	2.4, 2.5, 2.6	Administration CIS Dual Credit Teachers	Students will be well informed about career paths and future higher education opportunities.			

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>4) Immediate intervention will take place (admin, CIS, counselor, SCEI, etc.) for students struggling with attendance, child care, home environment, work schedules, and anything else that hinders their ability to complete a high school diploma.</p>	2.4, 2.5, 2.6	Administration CIS Counselors SCEI Coach Teachers	Student barriers will be identified and relieved so that they can focus on their goals of graduation.			
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>5) OHS faculty and staff will create a structured and supportive culture where students feel cared for and motivated in achieving their goals of graduation, college, career readiness, and success post high school graduation.</p>	2.4, 2.5, 2.6	Administration Counselors CIS Teachers and staff Security Officers	Students will feel motivated to come to school regularly and succeed.			
<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 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: The Options HS dropout rate will decrease from 24% to 0%.

Evaluation Data Source(s) 2: Graduation rates report, dropout reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) Counselors, admin, SCEI, CIS, teachers, and all staff will encourage students to be in attendance daily, arrive on time, persevere, and remain focused. All of OHS will work together to help students be successful and overcome obstacles.</p>	2.4, 2.6	Administration Counselors SCEI Coach Faculty and Staff	Students will meet their goals of graduation.			
<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 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: All students at Options HS will meet district, state, and federal accountability standards.

Evaluation Data Source(s) 3: Attendance Reports, attendance committee meeting minutes

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) The percentage of students who meet EOC standards in all areas will increase by 5% as compared to the 17-18 school year as a result of EOC intervention courses embedded in the master schedule and EOC remediation offered during intersessions.</p>	2.4, 2.5, 2.6	Campus Administration and SCEI Coach	Individual student score reports			
<p>Funding Sources: 199 - General Fund: SCE - 1000.00, 211P-Title I School Improvement Grant - 10000.00</p>						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Ensure faculty and staff have adequate resources/funds to provide students with meaningful, effective interventions (tutorials, ESL support, technology resources such as consumables, iPads, and laptops, etc.)</p>	2.4, 2.5, 2.6	Campus Administration	Purchase orders, lesson plans, prescriptive interventions, sign-in sheets, walk-through.			
<p>Funding Sources: 199 - General - 18000.00, 211P-Title I School Improvement Grant - 10000.00, 211 - Title I, Part A - 20000.00</p>						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Continue to implement after school, Saturdays, summer and intersession intervention tutorials for students in need of academic support (intensified tutorials for EOC assessments).</p>	2.4, 2.5, 2.6	Campus Administration, SCEI Coach, Counselor and Teachers	Sign-in sheets, prescriptive intervention assignments, lesson plans, Compass Learning reports			
<p>Funding Sources: 211 - Title I, Part A - 5000.00, 211P-Title I School Improvement Grant - 25000.00</p>						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						








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: Options HS administration will ensure that teachers provide students with meaningful and effective academic interventions.

Evaluation Data Source(s) 4: Sign in sheets, purchase orders, EOC results

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>1) Summer and intersession intervention tutorials will be provided for students in need of academic support for both credits and state testing.</p>	2.4, 2.5, 2.6	Campus Administration, SCEI Coach, Counselor and Teachers	Sign -in sheets, prescriptive intervention assignments, lesson plans, edmentum report			
				Funding Sources: 211 - Title I, Part A - 2000.00		
<p>2) Utilize an Online Learning software program for all core subjects in grades 9th through 12th for students to earn state credits.</p>	2.4, 2.5, 2.6	Campus Administration, SCEI Coach, Counselor and Teachers	edmentum duration and progress reports, documentation of Intervention Logs as needed for students			
				Funding Sources: 199 - General - 2500.00		
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>3) Teachers will provide direct instruction and other forms of differentiated instruction for students who are struggling with the computer program.</p>	2.4, 2.5, 2.6	Classroom Teachers	edmentum duration and progress reports, documentation of Intervention Logs as needed for student			
				Funding Sources: 199 - General - 2500.00		
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>4) Teachers will create and maintain student portfolios that contain a student profile sheet, learning inventory, progress monitoring, weekly lessons, targeted interventions and attendance tracking during the College to Career period.</p>	2.4, 2.5, 2.6	Classroom Teachers	Student portfolio audit reports			
				Funding Sources: 211P-Title I School Improvement Grant - 10000.00, 199 - General Fund: SCE - 1000.00		

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>5) Add non-core online course libraries from Edmentum to OHS student choices (such as Fine Arts and Foreign Language) in order to better serve needs of students and provide more choices.</p>	2.4, 2.5, 2.6	Administrators, Counselors, and Teachers	Student needs will be met in the area of Fine Arts and Foreign Language.			
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) SCEI Coach will assist students with learning and teachers with instruction in regards to intervention needs.</p>	2.4, 2.5, 2.6	Administration SCEI Coach	Students will receive the needed interventions to be successful in on-line courses and EOC testing.			
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						







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: Attendance rate for all students at Options HS will increase from 86% to 90%.

Evaluation Data Source(s) 5: Intervention sign in sheets, portfolios, Student conference forms

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Options HS will offer student incentives for attendance every 3 weeks.</p>	2.4, 2.6	Administration, Teachers, Attendance Committee	Student attendance reports, weekly assistant principal reports showing increased student attendance rates reflective in the PEIMS system. Each student will be monitored and those who meet the 96% attendance goal within a three week period will be awarded with incentives (i.e. pizza party, popcorn, gift card raffles, fieldtrips, etc).			
				<p>Problem Statements: Demographics 1 - School Processes & Programs 1</p> <p>Funding Sources: 199 - General Fund: SCE - 1000.00, 211P-Title I School Improvement Grant - 0.00, 211 - Title I, Part A - 0.00</p>		
<p>2) Teachers will document student attendance for first and fifth period in OneNote</p>	2.4, 2.6	Teachers, Administration, CIS	Teachers will call parents of every student who has not reported to class for their respective 1st and 5th period classes. Teachers will document outcome of intervention through OneNote System, identifying students who may need a ride, who may be running late, or those who may require additional support. Attendance clerk will follow up with any students who no contact had been made. Administration and attendance clerk will then develop a daily plan as to get every student to school.			
				<p>Problem Statements: Demographics 1 - School Processes & Programs 1</p> <p>Funding Sources: 211 - Title I, Part A - 100.00, 211P-Title I School Improvement Grant - 100.00, 199 - General Fund: SCE - 100.00</p>		
<p>3) 4) Teachers will review attendance with students on a weekly basis.</p>	2.4, 2.6	Teachers, Attendance Clerk	Attendance clerk will run student attendance reports every Friday, providing those to every teacher, who will then issue those to 1st period students, reviewing and assuring accuracy. Each teacher will maintain an individual attendance binder for each 1st period student and file those in chronological order. This process will allow students the opportunity to monitor their own attendance and visualize potential of LOC.			
				<p>Problem Statements: Demographics 1 - School Processes & Programs 1</p> <p>Funding Sources: 211 - Title I, Part A - 100.00, 206 - TEHCY Grant - 100.00</p>		

<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p>	2.4, 2.5, 2.6	CIS, Counselor, SCEIC	Sign-in sheet from orientation, student attendance agreement, agenda and minutes for Attendance Review Committee will show increase student attendance rate in the assistant principal reports.			
<p>4) Ensure that all students are well-informed regarding LOC and the LOC process at Options HS upon their enrollment. LOC information will be included in the orientation presentation students are given.</p> <p>Funding Sources: 199 - General Fund: SCE - 0.00</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: Our attendance is lower than the district expectation of 96%. Our attendance is 83.82% Root Cause 1: The students at Options are at risk and are at this alternative setting as a last recourse due to the educational barriers that occurred at their home campuses.</p>
School Processes & Programs
<p>Problem Statement 1: Although student attendance has improved, student tardiness continues to be a challenge daily. Root Cause 1: Students are 18 and older and have other priorities and car issues that keeps them from coming to school on a timely basis.</p>

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Implement a Go-Center that will assist students in finalizing college and career readiness plans prior to graduation.
2	1	2	Increase the number of college and/or career readiness classroom presentations by the counselor, CIS, and/or SCEI Coach, to equal at least 1 per week for the duration of the school year.
2	1	3	Replace outdated and non-working IWBs with updated and workable equipment in classrooms so that teachers can provide students with face-to-face instruction and interventions as necessary, whether for face to face courses and/or Plato courses.
2	2	1	Consistent walkthroughs of 15 teachers/week, conducted by admin/SCEI/counselor, will serve as feedback regarding instructional strategies/relevance, student engagement, and rigor, in order to ensure teachers are not serving only as an online facilitator.
2	2	2	Teachers will implement research based instruction and strategies that reflect rigor and alignment to the state standards, as well as EOC interventions by using measuring up, scholastic magazines and other instructional materials. . .
2	2	3	Teachers will have a period (CCA: College & Career Advisory) where they can connect with students outside of their content/online learning.
2	5	1	Introduce and implement the Prescriptive Intervention Plans to include after-school, weekend, summer, and intersession tutorials in foundation subject areas to meet the needs of at-risk students.
2	6	1	Counselor and SCEI Coach will collaborate/correlate with EPCC to provide students with the placement exam (TSI).
2	6	2	During lunch, before school, after school, and on selected Saturday mornings students will have the opportunity to complete TSI tutorials in all 3 subjects at their own pace in order to further prepare them for the TSI, enabling them to also earn LOC in the process.
2	7	1	The testing committee will meet periodically to update student data and ensure that all students are told ahead of time which tests they are scheduled to take.
2	7	2	Students will be provided an opportunity to attend EOC intervention during after school, Saturdays, summer, and intersessions in order to continue preparing them for EOC tests they have yet to score successfully on.
3	4	3	Teachers will receive SEL training (7 Mindsets in July) in order to also be adept at recognizing and addressing the social and emotional needs of students and preparing lessons/instruction for them relative to such.
4	3	2	Students eligible to participate in a field trip to EPCC, Western Tech, Grand Canyon University and UTEP will learn about the enrollment process, programs offered, financial aid and the need for a higher education.
5	1	1	LOC needs and expectations will be closely monitored with various opportunities made available to students to meet their LOC needs and recuperate credit.

Goal	Objective	Strategy	Description
5	1	2	Administration and Counselor will closely monitor student progress and needs in order to empower students to meet all necessary requirements for graduation.
5	1	3	Students will be provided with presentations from community members to serve as role models and field trip opportunities for students to visit colleges and universities.
5	1	4	Immediate intervention will take place (admin, CIS, counselor, SCEI, etc.) for students struggling with attendance, child care, home environment, work schedules, and anything else that hinders their ability to complete a high school diploma.
5	1	5	OHS faculty and staff will create a structured and supportive culture where students feel cared for and motivated in achieving their goals of graduation, college, career readiness, and success post high school graduation.
5	2	1	Counselors, admin, SCEI, CIS, teachers, and all staff will encourage students to be in attendance daily, arrive on time, persevere, and remain focused. All of OHS will work together to help students be successful and overcome obstacles.
5	3	1	The percentage of students who meet EOC standards in all areas will increase by 5% as compared to the 17-18 school year as a result of EOC intervention courses embedded in the master schedule and EOC remediation offered during intersessions.
5	3	2	Ensure faculty and staff have adequate resources/funds to provide students with meaningful, effective interventions (tutorials, ESL support, technology resources such as consumables, iPads, and laptops, etc.)
5	3	3	Continue to implement after school, Saturdays, summer and intersession intervention tutorials for students in need of academic support (intensified tutorials for EOC assessments).
5	4	1	Summer and intersession intervention tutorials will be provided for students in need of academic support for both credits and state testing.
5	4	3	Teachers will provide direct instruction and other forms of differentiated instruction for students who are struggling with the computer program.
5	4	4	Teachers will create and maintain student portfolios that contain a student profile sheet, learning inventory, progress monitoring, weekly lessons, targeted interventions and attendance tracking during the College to Career period.
5	4	6	SCEI Coach will assist students with learning and teachers with instruction in regards to intervention needs.
5	5	4	Ensure that all students are well-informed regarding LOC and the LOC process at Options HS upon their enrollment. LOC information will be included in the orientation presentation students are given.

State Compensatory

Budget for Options High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.003.30.39.000.6118	6118 Extra Duty Stipend - Locally Defined	\$3,852.00
199.11.003.30.55.000.6118	6118 Extra Duty Stipend - Locally Defined	\$1,881.00
6100 Subtotal:		\$5,733.00

Personnel for Options High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adrian Hernandez	Teacher-Alternative	SCE	1
Aileen Stewart	Counselor	SCE	1
Arsenia Chavez	Teacher-Alternative	SCE	1
Brittany Bautista	CIS	SCE	1
Claudia Alvarez	Teacher-Alternative	SCE	1
Desi Gonzalez	SCEI Coach	SCE	1
Edie Montoya	Teacher-Alternative	SCE	1
Esther Gilliland	Teacher-Alternative	SCE	1
Francisco Vargas	Teacher-Alternative	SCE	.29
Manuel Lopez	Teacher-Alternative	SCE	1
Marco Monarrez	Teacher-Alternative	SCE	1
Mario Holguin	Social Worker	SCE	1
Nong Le	Teacher-Alternative	SCE	1
Timothy McDonald	Teacher-Alternative	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)

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	n/a		\$0.00
1	1	4	n/a		\$0.00
1	2	1	general supplies		\$200.00
1	2	2	general supplies		\$50.00
1	2	3	n/a		\$0.00
2	3	2	General Supplies		\$200.00
3	2	1	Staff Development		\$1,000.00
5	3	2	General and Technology supplies		\$18,000.00
5	4	2	General and Technology supplies		\$2,500.00
Sub-Total					\$21,950.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies		\$200.00
1	1	2	General Funds		\$500.00
1	3	1	materials and resources for students' learning		\$2,000.00
2	1	1	General Supplies		\$500.00
2	3	1	student resources		\$200.00
2	4	1	student resources/testing materials		\$500.00
2	5	1			\$3,000.00
3	1	2	studen/teacher resources		\$800.00
3	2	3	teacher resources		\$500.00
3	3	1	general supplies		\$200.00
3	3	2	teacher resources		\$1,000.00
3	4	1	teacher resources		\$3,000.00

3	4	2	teacher resources		\$1,000.00
4	1	1	parental resources		\$300.00
4	2	1	General and Technology Supplies		\$2,000.00
5	3	1	student resources		\$1,000.00
5	4	4	student resources/teacher resources		\$1,000.00
5	5	1	General Supplies		\$1,000.00
5	5	2	attendance incentives		\$100.00
5	5	4	SCEI		\$0.00
Sub-Total					\$18,800.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	student materials and additional student resources		\$500.00
2	1	3	Technology Resources		\$10,000.00
2	4	2	student tutoring		\$2,000.00
2	5	1	Extra Duty Pay		\$1,000.00
3	1	1	teacher resources		\$500.00
3	1	2	teacher /student resources		\$3,000.00
3	2	2	teacher/student resources		\$2,000.00
3	3	2	General Supplies		\$2,200.00
3	4	1	tutoring		\$5,000.00
3	4	3	7 Mindsets		\$4,213.00
4	1	1	General and Technology supplies		\$200.00
4	1	2	General and Technology supplies		\$200.00
4	2	2	General and Technology Supplies		\$500.00
5	3	2	General and Technology supplies		\$20,000.00
5	3	3	General and Technology supplies		\$5,000.00
5	4	1	General and Technology supplies		\$2,000.00
5	5	1	tutoring materials and resources		\$0.00

5	5	2	student resources and presentations		\$100.00
5	5	3	Binders		\$100.00
Sub-Total					\$58,513.00
206 - TEHCY Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	5	3			\$100.00
Sub-Total					\$100.00
211P-Title I School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$200.00
1	3	2	student resources		\$500.00
2	1	1			\$7,000.00
2	1	2	student resources		\$500.00
2	2	1	staff development		\$2,000.00
2	2	2	General Supplies		\$10,000.00
2	3	1	student resources		\$2,000.00
2	3	2	Testing Materials		\$90.00
2	4	1	student tests/addtional resources		\$3,000.00
2	4	2	testing materials and resources		\$2,000.00
3	1	1	teacher/student resources		\$15,000.00
3	1	2			\$5,500.00
3	2	2	teacher resources and staff development		\$30,000.00
3	2	3	teacher resources/staff development opportunitieis		\$50,000.00
3	3	1	general supplies		\$10,000.00
3	3	2	General Supplies		\$10,000.00
3	4	1	staff development and teacher resources		\$2,000.00
3	4	2			\$10,000.00
4	1	1	parental and student resources		\$3,000.00

4	2	1	parental resources		\$3,000.00
4	2	2	student /teacher/ resources		\$3,000.00
4	2	3	parental resources		\$2,000.00
4	2	6			\$2,000.00
4	2	7			\$1,000.00
4	3	1	community resources		\$2,000.00
4	3	2	student supplies and Technology Supplies		\$1,000.00
5	3	1			\$10,000.00
5	3	2	General and Technology supplies		\$10,000.00
5	3	3	tutorials/ teacher and student resources		\$25,000.00
5	4	4	student resources/teacher resources		\$10,000.00
5	5	1	student resources		\$0.00
5	5	2	student presentations		\$100.00
Sub-Total					\$231,890.00
Grand Total					\$331,253.00