

San Benito Consolidated Independent School District

San Benito High School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

San Benito High School's mission is to educate the whole student by adopting more rigorous and measurable standards, by aligned curricula, by assessing the quality of teaching, by establishing high academic performance and student conduct expectations, led by a dedicated teaching staff and supportive administrative team.

Vision

To Be A Premier Educational Institution

Core Beliefs

San Benito High School believes in:

Respecting

Educating

Accountability

Caring

High Expectations

FOR ALL INDIVIDUALS

Comprehensive Needs Assessment

Demographics

Demographics Summary

2016-2017 TSDS PEIMS Fall Collection (Snapshot)

Identified Population	Count	%Enrollment
African American	4	0.18%
Hispanic	2143	98.85%
White	17	0.78%
American Indian	1	0.0%
Asian	0	0.0%
Pacific Islander	0	0.0%
Two or More Races	3	0.14%
Special Education	172	7.93%
Limited English Proficient	198	9.13%
Migrants	133	6.13%
Gifted and Talented	97	4.47%
Economic Disadvantage	354	16.33%
At-Risk	902	41.61%
Career and Technical Education	1822	84.04%

Demographics Strengths

<u>Performance Indicator</u>	<u>Hispanic</u>	<u>Special Education</u>	<u>English Language Learners</u>	<u>Economically Disadvantage</u>
College and Career Ready Graduates	87.1%	75.9%	81.6%	75.9%

CTE Course Sequence	83.1%	75.9%	78.9%	83.3%
RHSP/DAP Graduates	92.8%	-	65.8%	92.4%
STAAR EOC U.S. History (Met Standard)	88%	-	87%	62%
Spanish Language AP Exam	105 of 113 students (93%) scored a 3, 4, or 5			

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special Population performance on STAAR EOCs are significantly below state standards. **Root Cause:** Expectations and goals are not routinely communicated and monitored.

Student Achievement

Student Achievement Summary

STAAR End-of-Course (2016 - 2017) Met Standard

Indicators	Reading	Algebra I	Biology	US History
All Students	65%	57%	54%	90%
Hispanic/Latino	65%	56%	54%	90%
Asian	0%	0%	0%	0%
Black or African American	0%	0%	0%	0%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%
White	63%	0%	0%	90%
Two or More Races	67%	0%	0%	100%
Economically Disadvantaged	60%	53%	54%	86%
Limited English Proficient	39%	57%	53%	68%
Special Education	25%	19%	31%	55%

Student Achievement Strengths

90% of All Students Met Approaches GL on STAAR US History EOC Accountability

90% of All Hispanic Students Met Approaches GL on STAAR US History EOC Accountability

90% of All White Students Met Approaches GL on STAAR US History EOC Accountability

86% of All Economically Disadvantage Students Met Approaches GL on STAAR US History EOC Accountability

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: San Benito High School Special Populations are underperforming on State Assesements. **Root Cause:** Student Lexile levels are not

comparable with age and grade level.

Problem Statement 2: All student populations struggle to meet state standards on STAAR EOC **Root Cause:** Insufficient use of Best Practices

Problem Statement 3: All student populations struggle to meet state standards on STAAR EOC **Root Cause:** Lack of Parental Support

School Culture and Climate

School Culture and Climate Summary

In the 2016-2017, secondary climate survey, the following was determined from eleven (11) questions:

59.93% "Somewhat Agree" and "Strongly Agree" believe students treat each other well

63.98% "Somewhat Agree" and "Strongly Agree" believe students are frequently recongized for good behavior

72.94% "Somewhat Agree" and "Strongly Agree" believe the behavior in class allow the teachers to teach

79.29% "Somewhat Agree" and "Strongly Agree" they like school

School Culture and Climate Strengths

In the 2016-2017, secondary climate survey, the following strengths were identified from the eleven (11) questions;

94.65% "Somewhat Agree" and "Strongly Agree" believe teachers want them to do well.

88.25% "Somewhat Agree" and "Strongly Agree" believe teachers treat them with respect.

86.40% "Somewhat Agree" and "Strongly Agree" believe to feel successful at school.

84.28% "Somewhat Agree" and "Strongly Agree" believe SBHS sets clear rules for behavior.

82.92% "Somewhat Agree" and "Strongly Agree" believe SBHS has high standards for achievements.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Academic instruction impeded by inconsistent implementation of Student Code of Conduct. **Root Cause:** Inconsistent application of Student Code of Content in all classrooms.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All Professionals, Paraprofessionals, and Support Staff are provided with opportunities to attend required and optional professional growth trainings. Stipends are paid for science and math content teachers, UIL sponsors, department leaders and district lead teachers.

Extra duty pay is available for tutorials, Saturday Academies, and After-School Program tutorials.

San Benito CISD offers health plans with district paid supplementals.

Staff Quality, Recruitment, and Retention Strengths

All Professional, Paraprofessional, and Support Staff are supported with trainings and/or workshops for professional growth. New Teachers are provided with a mentor and instructional support from administrative team. Stipends are provided to UIL Extra-curricular activities sponsors and department leaders. Professionals are paid for extra duties.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Retaining a high quality staff and recruitment of Master Teachers **Root Cause:** Teachers at SBHS choose to resign for a variety of reasons, including retirement, promotion, certification issues, or job dissatisfaction.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Texas Essential Knowledge and Skills are followed to teach content for each required the subjects for graduation. State adopted textbooks, iCEV career and technology curriculum are utilized. Pacing guides and Year-at-a-Glance are created by departments and utilized to write lesson plans. Common Formative Assessments, district benchmarks, quarter and final exams are tools used to monitor student growth and mastery of TEKS.

Instructional decisions are driven by Eduphoria data, TAPR accountability reports, PBMAS Reports, and PEIMS, then disaggregated during Professional Learning Communities and department meetings. Data results drive the interventions implemented to address student needs; RtI interventions, ESL classes, Special Education Inclusion Support, and tutorials before-school, after-school, Saturday Academies, and summer school.

The TEKS Resource System is being reintroduce as an initiative and vertical meetings between grade levels.

Curriculum, Instruction, and Assessment Strengths

The following strengths can be noted when assessing curriculum, instruction and assessment practices at San Benito High School.

- Administer district benchmarks on designated dates.
- Curricular support from Central Office personnel: Assistant Superintendent of Academic Services; Director of Secondary Instructional Implementation; director of Research, Assessment and Evaluation; Director of Professional Development; Director of Special Services; Director of Bilingual/ESL
- Instructional support from the Dean of Instruction.
- Instructional support from Department Leaders
- Instructional support from District Lead Teachers
- End-of-Course Prep Materials: Camico, eMeasuring Up!, Imagine Learning Literacy and Math; Compass Odyssey; ALEKS (Assessment and Learning in Knowledge Spaces)
- Support from After-School Program
- Support from Migrant Program and Migrant Counselor
- Support from Go-Center

Curriculum, Instruction, and Assessment Needs.

- Extensive training and support with TEKS Resource System
- Additional Dean of Instruction
- Additional support for EOC retesters: English I, Algebra I and Biology

- Training and materials to support ESL instructor and ELL population
- Additional support for special education population
- 1:1 devices to support 21st Century learning
- Vertical grade level meetings

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The use of a viable and guaranteed curriculum. **Root Cause:** Lack of directive to use a common curriculum system.

Family and Community Involvement

Family and Community Involvement Summary

SBHS houses an office for Family and Community Engagement (FACE) personnel and an office for a Community Involvement Specialist (CIS). Many events for parents are held throughout the year; SBCISD Annual Parent Conference, FASFA Night, Band Night, Theatre Arts showcase, Volunteer Income Tax Assistance (VITA).

School Board held community meetings and Open Public forums. SBCISD website announcements. Education Connection Newsletter, Superintendent's Advisory Council, SBCISD's KSBG TV and media services.

Family and Community Involvement Strengths

San Benito CISD District Annual Parent Conference. Veteran's Day Celebration for members of the military of the district and community. FACE meetings are held regularly in the staff lounge.

School Board held community meetings and Open Public forums. SBCISD website announcements. Education Connection Newsletter, Superintendent's Advisory Council, SBCISD's KSBG TV and media services.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Student struggle to meet state standards on state exams. **Root Cause:** Insufficient parental support

School Context and Organization

School Context and Organization Summary

San Benito High School's context and organizational structure is focused on student academic achievement. Every administrator is an instructional leader, overseeing a specific academic department. This organizational structure also includes a Dean of Instruction and department leaders, who act as instructional support and data analyst. Expectations, goals, and strategies are communicated through faculty meetings, Professional Learning Communities, and types and frequency of professional development.

Mobility of students is average, student attendance is good, personnel stability is moderate, and change in campus and district leadership significantly impact the climate and culture of our campus and district.

School Context and Organization Strengths

Systems are in place to support the collection of data needed to determine root causes and solutions for failures and successes of achievement among all students. Block scheduling is a component of the instructional school day to allow ample instructional time for engaging lessons and in-depth teaching. Targeted professional development is a priority for professional staff and opportunities are available and prescribed.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students failing to meet EOC and course credit requirements for graduation. **Root Cause:** Students' lack of understanding of self-responsibility in academic learning.

Technology

Technology Summary

Each teacher is provided with a desktop computer and laptop. Mobile carts are available to each teachers and the use of designated Computer Labs. Various supplemental technology software is available to all content areas.

Incorporation and implementation of academic software to address the needs of low achieving struggle students at-risk of dropping out; Compass Odyssey, Imagine Learning Math and Imagine Literacy, Rosetta Stone, ALEKS, etc.

Technology Strengths

Each year the district and campus allocates funds for the update, replacement and purchase of technology such as: laptops, iPads, and clickers. The availability of educational software.

Problem Statements Identifying Technology Needs

Problem Statement 1: The need to incorporate a blended use of technology in the classroom. **Root Cause:** Lack of professional development on the various technological tools available for instruction.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: San Benito High School will increase the academic achievement for all students and close the performance gap between sub-populations.

Performance Objective 1: By June 2018, 80% (district) of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

Evaluation Data Source(s) 1: Texas Academic Performance Report 2017-2018.
Performance-Based Monitoring Analysis System
Eduphoria Aware

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) SBHS will require the disaggregation of STAAR EOC scores and Common Formative Assessments scores to include a breakdown by reporting category, by student expectations (SE), by sub-populations, by tested subjects and by teacher.</p>	1, 4, 8, 9	Principals, Assistant Principals, Dean of Instruction, Counseling Department, Department Leaders, Teachers, Special Population Teachers (inclusion teachers)	1. T-TESS Formative and Summative Evaluation indicating implementation of strategies and student growth with all students and special populations.				
<p>Problem Statements: Student Achievement 1 Funding Sources: 199 - State Compensatory Education (SCE) - \$3,000.00</p>							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Departmental and Professional Learning Communities will meet regularly to review data and plan for required interventions.</p>	8, 9	Principal, Assistant Principal, Dean of Instruction, Department Leaders & professional teaching staff.	Sign-in Sheets, Agenda T-TESS Formative and Summative Evaluation, TAPR and PBMAS Reports.				

<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 2 CSF 3</p> <p>3) Department Leaders will review STAAR blueprints and release test with their teachers to identify any changes in TEKS content to support instructional pedagogy, interventions and student academic performance.</p>	1, 2, 3	Principals, Assistant Principals, Dean of Instruction, Department Leaders	<p>Department Meetings, Agendas, Sign-in Sheets.</p> <p>Improved Common Formative Assessments, intervention strategies.</p>				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>4) SBHS will continue to send 3 week progress reports and semester report cards.</p>	9	Principals, Assistant Principals, PEIMS coordinator	<p>Expenditure report for mailing report cards, PEIMS grade reports.</p> <p>Monitoring of student academic performance.</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) RtI specialist will continue to work with teaching staff to monitor, implement and provide one on one instructional intervention strategies in core area.</p>	1, 9	Principal, Assistant Principal, Dean of Instruction, RtI Specialist, classroom teacher	<p>Number of students who passed a course or STAAR End-of-Course assessment based on TxEIS grade report and STAAR EOC Report</p>				
Funding Sources: 211 - Title I, Part A - \$0.00							
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>6) A student will not be removed from a regularly scheduled class for remedial tutoring or test preparation, if the removal of the student would result in missing more than 10% of the school days on which the class is offered.</p>	9	Principal, Assistant Principal, Dean of Instruction, teachers	<p>Tutoring Schedule, TxEIS Attendance Report. Compliance with Texas Education Code.</p>				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>7) SBHS will implement after-school tutoring and Saturday academies throughout the year to address the academic needs of At-Risk, LEP, and Special Education students</p>	1, 9, 10	Principal, Assistant Principals, Dean of Instruction, Teachers	<p>10% performance increase on STAAR EOCs.</p>				<p>Funding Sources: 199 - State Compensatory Education (SCE) - \$20,000.00</p>

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 2 CSF 4 CSF 5</p> <p>8) Accelerated instruction will be provided to all students who did not meet Approaches Grade Level performance on the STAAR End-of-Course after-school, Saturday Academies, and Credit Recovery.</p>	1, 3, 9	Principal, Assistant Principals, Dean of Instruction, Counselors, Department Leaders, Teachers	Improvement of STAAR EOC scores in all tested subjects and among all populations and sub-populations.				
Funding Sources: 199 - State Compensatory Education (SCE) - \$93,000.00, 211 - Title I, Part A - \$3,900.00							
<p>Critical Success Factors CSF 1</p> <p>9) Implementation of English Language Proficiency Standards (ELPS) in all core subjects and electives classrooms.</p>	1, 2, 9	Principal, Assistant Principals, Dean of Instruction, Department Leaders, Teachers	Improve content mastery among English Language Learners (ELL) and STAAR EOC passing.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>10) 2017-2018 the creation of Common Formative Assessments (CFA) for Algebra I and II and English Language Arts I and II. To create a more equitable instrument to measure student mastery of content across same courses among different instructors.</p>	1, 8, 10	Principal, Assistant Principals, Dean of Instruction, Department Leaders, teachers	Improvement of student mastery of content demonstrated with in increase of passing rates on STAAR EOCs				
<p>Critical Success Factors CSF 1</p> <p>11) Implement the use of End-of-Course prep materials i.e., eMeasuring Up, Kamico, STAAR Coach, to supplement instruction in Algebra I, Biology, English Language Arts I and II</p>	1, 9	Principal, Assistant Principals, Dean of Instruction, Department Leaders, Teachers	Increase the passing rate of all students taking the STAAR EOCs for Algebra, Biology, English I and English II.				
Funding Sources: 199 - State Compensatory Education (SCE) - \$15,466.95							
<p>Critical Success Factors CSF 1</p> <p>12) All core contents will utilize additional resources, such as novels, instructional workbooks, prep materials to support curriculum and/or enhance curriculum.</p>	9, 10	Principal, Assistant Principals, Dean of Instruction, Department Leaders	Increase mastery of content TEKS and subject matter.				
Funding Sources: 211 - Title I, Part A - \$600.00							
<p style="text-align: center;"> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: San Benito High School Special Populations are underperforming on State Assesements. Root Cause 1: Student Lexile levels are not comparable with age and grade level.

Goal 1: San Benito High School will increase the academic achievement for all students and close the performance gap between sub-populations.

Performance Objective 2: By June 2018, increase the Approaches, Meets and Masters Grade Level performance of all students taking STAAR EOC Algebra I to 80%, 60%, 30% respectively.

Evaluation Data Source(s) 2: Texas Assessment Performance Report
Performance-Based Monitoring Analysis System

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Math department teachers will identify failing students and provide tutoring. Emphasis will be placed on Eco-disadvantage, Special Education, At-Risk, and English Language Learners.</p> <p>Tutoring will be monitored by administration.</p>	1, 2, 3	Principals, Assistant Principals, Dean of Instruction, Department Leaders and Teachers.	Progress Reports, Teacher Failure Lists, Tutoring Schedule and Sign-in Sheets. 10% decrease in special population students failing a math course.				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) SBHS will implement the TEKS Resource System curriculum in the areas of math: Algebra I. Support will be provided to teachers through staff development.</p>	4	Director of Curriculum and Instruction, Principal, Assistant Principals, Dean of Instruction	Lesson Plans, Staff Development Sign-in Sheets and Agendas.				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 2 CSF 7</p> <p>3) The Dean of Instruction will ensure that all teachers receive the questions and answer keys to released end-of-course assessments in their subject to provide opportunities for analysis.</p>	4, 8, 9	Dean of Instruction, Department Leaders, Teachers	PLC and/or Departmental Meeting Sign-in Sheets, Agendas, STAAR EOC Scores, TAPR, PBMAS				

<p>Critical Success Factors CSF 2 CSF 7</p> <p>4) Core Subject teachers will be monitored with a focus on establishing a data baseline and a projected student performance goal.</p>	1, 8, 9	Principal, Assistant Principals, Dean of Instruction, Department Leaders, Teachers	Individual Teacher Sign-in Sheets, Eduphoria, TxEIS grade reports. 10% increase in students passing STAAR Algebra I EOC.				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Continue the use of Edgenuity/Compass Odyssey for credit recovery to meet graduation credit requirements.</p>	9, 10	Principal, Assistant Principals, Dean of Instruction, Counselors,	Increase the graduation rate of all student populations and sub-populations.				
Funding Sources: 199 - General Fund - \$6,300.00							
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) 2017-2018 implementation of ALEKS (Assessment and Learning in Knowledge Spaces) Web-based, artificially intelligent assessment and learning system. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions and will supplement the Algebra I course.</p>	1, 9, 10	Principal, Assistant Principal, Dean of Instruction, Math Department Head, teacher	15% improvement in retest students passing the Algebra I STAAR EOC.				
Funding Sources: 199 - State High School Allotment - \$6,500.00							
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 1: San Benito High School will increase the academic achievement for all students and close the performance gap between sub-populations.

Performance Objective 3: By June 2018, increase the Approaches, Meets and Masters Grade Level performance of all students taking STAAR EOC Biology to 80%, 60% 30% respectively.

Evaluation Data Source(s) 3: Texas Assessment Performance Report
Performance-Based Monitoring Analysis System
Eduphoria Aware

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Science department teachers will identify failing students and provide tutoring. Emphasis will be placed on Eco-disadvantage, Special Education, At-Risk, and English Language Learners. Tutoring will be monitored by administration.	1, 2, 3	Principals, Assistant Principals, Dean of Instruction, Department Leaders and Teachers.	Progress Reports, Teacher Failure Lists, Tutoring Schedule and Sign-in Sheets. 10% decrease in special population students failing a science course.				
System Safeguard Strategy 2) SBHS will implement the TEKS Resource System curriculum in the areas of science: Biology. Support will be provided to teachers through staff development.	4	Director of Curriculum and Instruction, Principal, Assistant Principals, Dean of Instruction	Lesson Plans, Staff Development Sign-in Sheets and Agendas.				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 3) The Dean of Instruction will ensure that all teachers receive the questions and answer keys to released end-of-course assessments in their subject to provide opportunities for analysis.	4, 8, 9	Dean of Instruction, Department Leaders, Teachers	PLC and/or Departmental Meeting Sign-in Sheets, Agenda, STAAR EOC Scores, TAPR, PBMAS				
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7 4) Core Subject teachers will be monitored with a focus on establishing a data baseline and a projected student performance goal.	1, 8, 9	Principal, Assistant Principals, Dean of Instruction, Department Leaders, Teachers	Individual Teacher Sign-in Sheets, Eduphoria, TxEIS grade reports. 10% increase in students passing STAAR Biology EOC.				

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p>	9	Principal, Assistant Principals, Dean of Instruction, Counselors,	Increase the graduation rate of all student populations and sub-populations.				
5) Continue the use of Edgenuity/Compass Odyssey for credit recovery to meet graduation credit requirements.			Funding Sources: 199 - General Fund - \$6,300.00				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: San Benito High School will increase the academic achievement for all students and close the performance gap between sub-populations.

Performance Objective 4: By June 2018, increase the Approaches, Meets and Masters Grade Level performance of all students taking STAAR EOC U.S. History to 95%, 60%, 30% respectively.

Evaluation Data Source(s) 4: Texas Assessment Performance Report
Performance-Based Monitoring Analysis System
Eduphoria Aware

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Social Studies department teachers will identify failing students and provide tutoring. Emphasis will be placed on Eco-disadvantage, Special Education, At-Risk, and English Language Learners.</p> <p>Tutoring will be monitored by administration.</p>	1, 2, 3	Principals, Assistant Principals, Dean of Instruction, Department Leaders and Teachers.	Progress Reports, Teacher Failure Lists, Tutoring Schedule and Sign-in Sheets. 10% increase of special population students passing social studies courses.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>2) SBHS will implement the TEKS Resource System curriculum in the areas of social studies. Support will be provided to teachers through staff development.</p>	4	Director of Curriculum and Instruction, Principal, Assistant Principals, Dean of Instruction	Lesson Plans, Staff Development Sign-in Sheets and Agendas.				
<p>System Safeguard Strategy Critical Success Factors CSF 7</p> <p>3) The Dean of Instruction will ensure that all teachers receive the questions and answer keys to released end-of-course assessments in their subject to provide opportunities for analysis.</p>	4, 8, 9	Dean of Instruction, Department Leaders, Teachers	PLC and/or Departmental Meeting Sign-in Sheets, Agenda, STAAR EOC Scores, TAPR, PBMAS				

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Core Subject teachers will be monitored with a focus on establishing a data baseline and a projected student performance goal.</p>	1, 8, 9	Principal, Assistant Principals, Dean of Instruction, Department Leaders, Teachers	Individual Teacher Sign-in Sheets, Eduphoria, TxEIS grade reports. 10% increase of students of special populations passing the STAAR US History EOC.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>5) Continue the use of Edgenuity/Compass Odyssey for credit recovery to meet graduation credit requirements.</p>	9	Principal, Assistant Principals, Dean of Instruction, Counselors,	Increase the graduation rate of all student populations and sub-populations.				
Funding Sources: 199 - General Fund - \$6,300.00							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: San Benito High School will increase the academic achievement for all students and close the performance gap between sub-populations.

Performance Objective 5: By June 2018, increase the Approaches, Meets and Masters Grade Level performance of all students taking STAAR EOC English I to 70% 60%, 30% respectively.

Evaluation Data Source(s) 5: Texas Assessment Performance Report
Performance-Based Monitoring Analysis System
Eduphoria Aware

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) English department teachers will identify failing students and provide tutoring. Emphasis will be placed on Eco-disadvantage, Special Education, At-Risk, and English Language Learners.</p> <p>Tutoring will be monitored by administration.</p>	1, 2, 3	Principals, Assistant Principals, Dean of Instruction, Department Leaders and Teachers.	Progress Reports, Teacher Failure Lists, Tutoring Schedule and Sign-in Sheets. 10% decrease in special population students failing an English Language Arts course.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>2) SBHS will implement the TEKS Resource System curriculum in the areas of English I. Support will be provided to teachers through staff development.</p>	4	Director of Curriculum and Instruction, Principal, Assistant Principals, Dean of Instruction	Lesson Plans, Staff Development Sign-in Sheets and Agendas.				
<p>System Safeguard Strategy Critical Success Factors CSF 7</p> <p>3) The Dean of Instruction will ensure that all teachers receive the questions and answer keys to released end-of-course assessments in their subject to provide opportunities for analysis.</p>	4, 8, 9	Dean of Instruction, Department Leaders, Teachers	PLC and/or Departmental Meeting Sign-in Sheets, Agenda, STAAR EOC Scores, TAPR, PBMAS				

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Core Subject teachers will be monitored with a focus on establishing a data baseline and a projected student performance goal.</p>	1, 8, 9	Principal, Assistant Principals, Dean of Instruction, Department Leaders, Teachers	Individual Teacher Sign-in Sheets, Eduphoria, TxEIS grade reports. 10% increase in students passing STAAR English I EOC.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>5) SBHS will contract with Region One ESC to provide professional development in writing strategies, quality questioning, relevant classroom discussions, curriculum mapping. Region One consultant will also provide instructional coaching.</p>	2, 4	Principal, Assistant Principals, Dean of Instruction, Department Leader	Improved classroom instruction resulting in improved EOC scores.				
Funding Sources: 199 - General Fund - \$8,200.00							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>6) English department teachers will utilize online sources such as Newsela, ReadWorks, and English for Everyone, as well as novels, graphic novels and nonfiction books, to improve students' comprehension of informational texts, literary texts, and conventions of writing or grammar.</p>	3, 9	Principal, Assistant Principals, Dean of Instruction, Department Leader, Department Teachers	Improved classroom instruction resulting in improved EOC scores.				
Funding Sources: 199 - State Compensatory Education (SCE) - \$5,800.00							
<p>Critical Success Factors CSF 1</p> <p>7) English department teachers will utilize remediation sources such as Measuring Up English I, STAAR EOC Coach, and Kamico to improve students' comprehension of information texts, literary texts, and conventions of writing and grammar.</p>	1, 3, 9	Principal, Assistant Principals, Dean of Instruction, Department Leader, Department Teachers	Improved classroom instruction resulting in improved EOC scores.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>8) Continue the use of Edgenuity/Compass Odyssey for credit recovery to meet graduation credit requirements.</p>	9	Principal, Assistant Principals, Dean of Instruction, Counselors,	Increase the graduation rate of all student populations and sub-populations.				
Funding Sources: 199 - General Fund - \$6,300.00							
<p style="text-align: center;"> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 1: San Benito High School will increase the academic achievement for all students and close the performance gap between sub-populations.

Performance Objective 6: By June 2018, increase the Approaches, Meets and Masters Grade Level performance of all students taking STAAR EOC English II to 75%, 60%, 30% respectively.

Evaluation Data Source(s) 6: Texas Assessment Performance Report
Performance-Based Monitoring Analysis System
Eduphoria Aware

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) English Language Arts department teachers will identify failing students and provide tutoring. Emphasis will be placed on Eco-disadvantage, Special Education, At-Risk, and English Language Learners.</p>	1, 2, 3	Principals, Assistant Principals, Dean of Instruction, Department Leaders and Teachers.	Progress Reports, Teacher Failure Lists, Tutoring Schedule and Sign-in Sheets. 10% decrease in special population students failing an English Language Arts course.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>2) SBHS will implement the TEKS Resource System curriculum in the areas of English II. Support will be provided to teachers through staff development.</p>	4	Director of Curriculum and Instruction, Principal, Assistant Principals, Dean of Instruction	Lesson Plans, Staff Development Sign-in Sheets and Agendas.				
<p>System Safeguard Strategy Critical Success Factors CSF 7</p> <p>3) The Dean of Instruction will ensure that all teachers receive the questions and answer keys to released end-of-course assessments in their subject to provide opportunities for analysis.</p>	4, 8, 9	Dean of Instruction, Department Leaders, Teachers	PLC and/or Departmental Meeting Sign-in Sheets, Agenda, STAAR EOC Scores, TAPR, PBMAS				

<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Core Subject teachers will be monitored with a focus on establishing a data baseline and a projected student performance goal.</p>	1, 8, 9	Principal, Assistant Principals, Dean of Instruction, Department Leaders, Teachers	Individual Teacher Sign-in Sheets, Eduphoria, TxEIS grade reports. 10% increase in students passing STAAR English II EOC.				
<p>Critical Success Factors CSF 7</p> <p>5) SBHS will contract with Region One ESC to provide professional development in writing strategies, quality questioning, relevant classroom discussions, curriculum mapping. Region One consultant will also provide instructional coaching.</p>	2, 4	Principal, Assistant Principals, Dean of Instruction, Department Leader	Improved classroom instruction resulting in improved EOC scores.				
Funding Sources: 199 - General Fund - \$8,200.00							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>6) English department teachers will utilize online sources such as Newsela, ReadWorks, and English for Everyone to improve students' comprehension of informational texts, literary texts, and conventions of writing or grammar.</p>	3, 9	Principal, Assistant Principals, Dean of Instruction, Department Leader, Department Teachers	Improved classroom instruction resulting in improved EOC scores.				
<p>Critical Success Factors CSF 1</p> <p>7) English department teachers will utilize remediation sources such as Measuring Up English II, STAAR EOC Coach, and Kamico to improve students' comprehension of information texts, literary texts, and conventions of writing and grammar.</p>	3, 9	Principal, Assistant Principals, Dean of Instruction, Department Leader, Department Teachers	Improved classroom instruction resulting in improved EOC scores.				
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>8) Continue the use of Edgenuity/Compass Odyssey for credit recovery to meet graduation credit requirements.</p>	9	Principal, Assistant Principals, Dean of Instruction, Counselors,	Increase the graduation rate of all student populations and sub-populations.				
Funding Sources: 199 - General Fund - \$6,300.00							
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue</p>							









Goal 1: San Benito High School will increase the academic achievement for all students and close the performance gap between sub-populations.

Performance Objective 7: SBHS will help improve Special Education (SPED) student's performance and ensure SPED students receive appropriate instruction.

Evaluation Data Source(s) 7: TAPR, PBMAS, Eduphoria, IEPs, TxEIS Grade Report, Student Promotion and Graduation Rate and Plan.

Summative Evaluation 7: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 3</p> <p>1) All Special Education referral packages will continue to be monitored to ensure evaluations are done in a timely manner according to SPED Guidelines.</p>	1, 2, 3, 9, 10	Director of Special Education, Principal, Assistant Principal of Special Education, Department Leader of Special Education, Special Education Case Managers	eStar Reports, i.e. IEP, Amendments, ARD Sign-in Sheets,				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Ensure appropriate Special Education identification, evaluation, and Individual Education Plan (IEP) implementation through:</p> <ul style="list-style-type: none"> - Opportunities for staff development - Provision of instructional materials and supplementary aides and services as needed for IEP implementation - Monitoring the frequency and duration of the IEP - Consideration of language, cultural, and other sociological factors throughout the process 	1, 2, 3, 6, 9, 10	Director of Special Education, Principal, Assistant Principal of Special Education, Department Leader of Special Education, Special Education Case Manager	ARD Sign-in Sheets, IEP, eStar, 10% increase in students passing core subjects and meeting standard on STAAR EOC.				

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>3) The district will continue to provide training for classroom teachers, special education teachers, paraprofessionals in the implementation of inclusive education.</p>	<p>1, 9, 10</p>	<p>Director of Special Education, Principal, Assistant Principal of Special Education, Department Leader of Special Education, Special Education Case Managers</p>	<p>Professional Development certificates of Attendance, Sign-in Sheets</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: San Benito High School will increase the academic achievement for all students and close the performance gap between sub-populations.

Performance Objective 8: SBHS will monitor the ESL program to improve English Language Learners' performance and ensure they receive appropriate instruction.

Evaluation Data Source(s) 8: TAPR, PBMAS, Eduphoria, Language Proficiency Assessment Committee (LPAC), TELPAS Report

Summative Evaluation 8: Significant progress made toward meeting Performance Objective









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
System Safeguard Strategy PBMAS Critical Success Factors CSF 5 1) SBCISD Bilingual/ESL program design will be communicated to all stakeholders. i.e., brochure, electronically.	1, 2, 9, 10	District Bilingual Coordinator, Principal, Assistant Principal of ESL program, ESL teacher	LPAC Sign-in Sheets, Meeting/Presentation Agendas and Sign-in Sheets				
System Safeguard Strategy PBMAS Critical Success Factors CSF 7 2) Training will be provided for all LPAC members annually.	1, 2, 3, 4, 9, 10	District Bilingual Coordinator, Principal, Assistant Principal of ESL program, ESL teacher	LPAC Sign-in Sheets, Meeting/Presentation Agendas and Sign-in Sheets				
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 7 3) SBHS will use Title III funds to ensure high academic standards for all English Language Learners.	1, 2, 3, 4, 9, 10	District Bilingual Coordinator, Principal, Assistant Principal of ESL program, ESL teacher	Title III Requisitions, 10% increase of ESL students passing STAAR EOCs.				
Funding Sources: 199 - State Bilingual/ESL - \$25,000.00							
Critical Success Factors CSF 1 4) Career and Technical Education teachers implement ELPS strategies via weekly lesson plans and daily instruction.	9	Principal Assistant Principal CTE Director	Identification of content and language objectives on lesson plans.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: San Benito High School will increase the academic achievement for all students and close the performance gap between sub-populations.

Performance Objective 9: San Benito High School CIS staff will provide a bridge of relationships and coordinate with the community, businesses, health care providers and other nonprofits to bring outside resources inside schools to help students succeed.

Evaluation Data Source(s) 9: Increase number of students assisted in 2017-2018

Summative Evaluation 9: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 1) CIS Personnel will continue to counsel and assist students and family with needs.	6	Principal, Community In Schools Coordinator	Increase support for students and family in need.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: San Benito High School will increase the academic achievement for all students and close the performance gap between sub-populations.

Performance Objective 10: 90% of Migrant will achieve a passing rate on all applicable state assessments

Evaluation Data Source(s) 10: PBMAS Report, STAAR EOC data

Summative Evaluation 10: Exceeded Performance Objective









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Coordinate with Migrant Department to refer families that have indicated that they have been involved in agricultural and/or fishing industry-type employment for possible eligibility of their children.</p>	1, 10	Admission Clerk, Migrant Recruiters, Migrant Coordinator, Migrant Counselor	Increase enrollment of migrant students.				
Funding Sources: 212 - Title I, Part C, Migrant - \$75,360.00							
<p>Critical Success Factors CSF 1</p> <p>2) A Migrant Go-Center will be created and implemented at SBHS to expose migrant students to higher education opportunities.</p>	1, 9	Principal, Coordinator of Migrant Programs, Migrant Counselor	Increase of migrant students attending postsecondary institutions of higher learning.				
Funding Sources: 212 - Title I, Part C, Migrant - \$18,670.00							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: San Benito High School will increase the academic achievement for all students and close the performance gap between sub-populations.

Performance Objective 11: 85% of students in AP Art History and AP Studio 2-D will perform a 3, 4, or 5 on the AP Exam.

Evaluation Data Source(s) 11: AP scores in AP Art History

Summative Evaluation 11:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Fine Arts Department will implement tutorial sessions 4 days out of the week, throughout the year.</p>	1, 8	Principles, Assistant Principles, Dean of Instruction, Department Leaders, Teachers	Increase of passing rates in AP Art History and Art History Dual Enrollment				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: San Benito High School will increase the academic achievement for all students and close the performance gap between sub-populations.

Performance Objective 12: Library will continue to be an enrichment program to involve students in activities that encourage learning at all levels.

Evaluation Data Source(s) 12: Increase usage of library services.

Summative Evaluation 12:



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Librarian will host events periodical to engage students in learning, using cultural themes, creating a book readers club, and charity oriented events.</p>	9	Principal, Assistant Principal, Librarian	Increase usage of library services and student learning.				
Funding Sources: 199 - General Fund - \$10,000.00							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Library and Fine Arts Dept will collaborate to bring students and community together to create art work for the library.</p>	6	Librarian, Fines Arts Teacher, Club Sponsors, Volunteer Community members	Increase student ownership and usage of the library space in order to positively impact student learning.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							










Goal 2: San Benito High School will recruit, develop, support, and retain effective teachers, principals, and instructional support staff.

Performance Objective 1: ESSA: Quality professional development will be provided to all instructional staff thus ensuring student success.

Evaluation Data Source(s) 1: Professional Development Sign-in Sheets
Professional Development Surveys

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) 2018 Conference for the Advancement of Mathematics Teaching (July 16-18)	4	Principal, Assistant Principals, Mathematics Department Leader, Dean of Instruction	Travel Requisition, Purchase Order, Certificate of Attendance, Implementation of Best Practices.				
	Funding Sources: 199 - State Compensatory Education (SCE) - \$6,000.00						
Critical Success Factors CSF 7 2) Advanced Placement Summer Institutes (June-August)	4	Principal, Assistant Principals, Higher Education Coordinator, Dean of Instruction	Travel Requisition, Purchase Order, Certificate of Attendance, Implementation of Best Practices.				
	Funding Sources: 199 - State High School Allotment - \$8,500.00						
3) 5) 2017 Science Teachers Association of Texas (CAST) 2017 Conference (November 9-11, 2017) Rio Grande Valley Science Association (RGVSA Oct. 7, 2017)	4	Principal, Assistant Principals, Science Department Leader, Dean of Instruction	Travel Requisition, Purchase Order, Certificate of Attendance, Implementation of Best Practices.	✓	✓	✓	
	Funding Sources: 255 - Title II, Part A, TPTR - \$6,000.00						
Critical Success Factors CSF 7 4) Teachers will be provided with opportunities to attend professional development offerings provided by SBCISD Central Office.	4	Principal, Assistant Principals, Dean of Instruction, Department Leaders	Sign-in Sheets, Credit Awarded in Eduphoria Workshop.				
	Funding Sources: 255 - Title II, Part A, TPTR - \$1,200.00						
Critical Success Factors CSF 1 CSF 3 CSF 7 5) Career and Technical Education Teachers attend TEA sponsored Summer and/or Mid-Winter professional development conference.	3, 4	Principal CTE Director	Full implementation of new CTE TEKS for newly adopted CTE courses 2017-2018.				
	Funding Sources: 199 - State Career & Technical Education (State CT - \$35,000.00						









6) Sp Ed ACU Teachers will participate in a book study: Autism Apps.	2	E. Bisailon, AP monitoring SBHS Special Services	Improved motivation, learning and communication for all ACU students.				
Funding Sources: 199 - General Fund - \$0.00							
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 7</p> 7) Professional Development will be provided to English Language Department by Region 1 ESC English Specialist (Write to Read, Expository Writing, Persuasive Writing for EOC, etc.)	4, 8	Principal, Assistant Principals, Dean of Instruction	English I EOC scores will increase by 20% and English II Scores will increase by 10%.				
Funding Sources: 211 - Title I, Part A - \$8,200.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: San Benito High School will recruit, develop, support, and retain effective teachers, principals, and instructional support staff.

Performance Objective 2: ESSA: 100% of all teachers will meet state requirements for certification in area being taught.

Evaluation Data Source(s) 2: State Board of Educator Certification Record
University/College Transcripts

Summative Evaluation 2: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) 1) Screening of teaching applicants conducted by SBCISD Human Resource. 2) Screening of candidates and interviews by hiring committees.</p>	5	Executive Director of Human Resource, Principal	Employment of HQ teachers, term contracts, T-TESS formative and summative evaluation, data reports of student performance.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: San Benito High School will recruit, develop, support, and retain effective teachers, principals, and instructional support staff.

Performance Objective 3: By June 2018, 90% of professional staff will demonstrate proficiency or above on their T-TESS Evaluation.

Evaluation Data Source(s) 3: T-TESS Summative Evaluation
T-TESS Walkthrough Data

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) SBHS Administration will perform pre-conference, walkthroughs, a 45 minute observation, and post-conference within the required district T-TESS calendar</p>	1, 3	Principal, Assistant Principals	1. T-TESS Summative Summary Report 2.				
<p>Critical Success Factors CSF 7</p> <p>2) 1. On going professional learning opportunities via Teachers Teaching Teachers. 2. Professional Learning Communities</p>	2, 4	Principal, Assistant Principal, Dean of Instruction	TTT sign-in sheets, observations, TTT lesson plans PLC sign-in sheets, agendas				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 2: San Benito High School will recruit, develop, support, and retain effective teachers, principals, and instructional support staff.

Performance Objective 4: By June 2018, 100% of 1st year teachers and new to the district teachers will demonstrate an understanding of campus goals, expectations, procedures and needs.

Evaluation Data Source(s) 4: Mentor/Mentee meeting documentation.
 PLC meeting and/or department meeting documentation

Summative Evaluation 4: Significant progress made toward meeting Performance Objective









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 7 1) During PLC meetings state accountability data will be reviewed and discussed, campus expectations and CIP will be reviewed. Mentors will attend training on Mentorship.	4, 8	Principal, Assistant Principal, Dean of Instruction, Department Leaders, Mentors	Professional growth of 1st and new teachers to the district.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: San Benito High School will recruit, develop, support, and retain effective teachers, principals, and instructional support staff.

Performance Objective 5: August 2017 to June 2018, Professional Learning Communities (PLC) meetings will be held to develop and support teachers.

Evaluation Data Source(s) 5: PLC meeting agendas and sign-in sheets

Summative Evaluation 5: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Frequent Meetings to support teachers.	4	Principal, Assistant Principals, Dean of Instruction.	10% increase in student performance on state STAAR EOCs.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: San Benito High School will recruit, develop, support, and retain effective teachers, principals, and instructional support staff.

Performance Objective 6: By June 2018, 75-90% of Faculty & Staff will achieve proficient usage of instructional and communication software programs provided on campus and by the district.

Evaluation Data Source(s) 6: Usage Reports, PD attendance/sign-in sheets

Summative Evaluation 6: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 7 1) By June 2018, a needs assessment will be conducted to determine the strengths and weaknesses of all professionals and paraprofessionals for the use software programs utilized in instruction and communications on campus and within the district.	1	Principal Asst Principals Dean Campus Computer Technologist	75-90% utilization of software programs purchased and utilized throughout the campus/				
Critical Success Factors CSF 2 CSF 4 2) Review usage reports of software programs to ensure the fidelity of utilization.	9	Principal Dean Asst. Principal in charge of content areas	75-90% utilization of the software programs				
Critical Success Factors CSF 7 3) Conduct PD for the faculty & staff in need of knowledge and skills in order to run the software programs with a rate of 75-90% fidelity.	4	Principal Dean Asst Principals	75-90 % more effective utilization of the software programs provided on campus.				
System Safeguard Strategy Critical Success Factors CSF 2 CSF 4 CSF 5 CSF 6 CSF 7 4) Conduct a pilot program for the usage of GradeCam.com software application to determine the efficiency and effectiveness of the program in decreasing time taken to grade papers by teachers.	2, 5, 8, 9	Principal Asst. Principal	50% reduction in time to grade papers and submit to grade book.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: San Benito High School will implement program initiatives and activities that reflect a commitment to preparing all students for postsecondary education and career paths.

Performance Objective 1: ESSA: By June 2018, 90% of all graduates will meet college ready requirements.

Evaluation Data Source(s) 1: TSI scores, SAT scores, ACT scores, and CTE coherent sequence completion

Summative Evaluation 1:









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Presentations will be conducted by SBHS Higher Education Coordinator about College and Career Readiness.	9	Principal, Higher Education Coordinator,	Agenda, Sign-in Sheets,				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>2) The continuation of Senior seminar sessions (College Readiness) for selected CTE courses.</p>	2	Principal Assistant Principals Higher Ed Coordinator CTE Director	Top 30% of Senior class will participate, complete college admissions applications, apply for FAFSA, apply for National and local scholarships.				
Funding Sources: 199 - State Career & Technical Education (State CT - \$1,500.00)							
<p>Critical Success Factors CSF 1</p> <p>3) SBHS will provide opportunities for students to test with the Texas Success Initiative (TSI), ACT and SAT throughout the 2017-2018 year.</p>	10	Principal, Higher Education Coordinator	Increase the number of student successfully meeting the college ready standard on college ready assessments.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: San Benito High School will implement program initiatives and activities that reflect a commitment to preparing all students for postsecondary education and career paths.

Performance Objective 2: 100% of students will participate in TSI, ACT, and SAT testing as applicable by their Junior year.

Evaluation Data Source(s) 2: Data/records as per SBHS Higher Education Coordinator

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) As students progress through the secondary curriculum SBHS will ensure all students via the go center will participate in TSI, SAT, and ACT as applicable.</p> <p>TSI, SAT, and ACT tutorials will be provided after-school</p>	2	Principal Assistant Principals Dean of Instruction Higher Education Coordinator	records and rosters as maintained by the Higher Education Coordinator. Exam registrations				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: San Benito High School will implement program initiatives and activities that reflect a commitment to preparing all students for postsecondary education and career paths.

Performance Objective 3: All San Benito High School 90% of students will graduate with an endorsement and/or state, national or internationally recognized industry certification.

Evaluation Data Source(s) 3: Academic Achievement Record (AAR)
Domain IV Postsecondary Readiness

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) SBHS Counseling Department will conduct HB 5 and FHSP Graduation plan.</p>	9	Principal, Assistant Principals, Lead Counselor, Counselors, Dean of Instruction	94% of graduating class will graduate with an endorsement or recognized industry certification.				
<p>2) Counseling Department will meet with their Alpha students on an annual basis to review Personal Graduation Plans.</p>	9	Principal, Assistant Principals, Lead Counselor, Counselors, Dean of Instruction	100% of SBHS students will meet with counselor to review Personal Graduation Plans.				
<p>Critical Success Factors CSF 7</p> <p>3) Counseling Department will attend professional development to stay current with legal changes that affect State graduation requirements</p>	9	Principal, Assistant Principals, Lead Counselors, Counselors, Dean of Instruction	100% of SBHS counselors will attend professional development on State graduation requirements.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) San Benito High School will offer new certification opportunities for Senior students in the are of Federal Law Enforcement (Security Guard Training) and Audio Video Production (Broadcast Television Engineering).</p>	3	Principal Assistant Principal CTE Director	Expect 50 students to receive security guard certificate by June 2018. Expect 10 students to receive television broadcast engineer certificate.				
Funding Sources: 199 - State Career & Technical Education (State CT - \$3,500.00)							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: San Benito High School will implement program initiatives and activities that reflect a commitment to preparing all students for postsecondary education and career paths.

Performance Objective 4: By June 2018, increase the total number of students scoring a 3, 4, or 5 on all Advanced Placement Exam by 15%.

Evaluation Data Source(s) 4: College Board Online AP Reports

Summative Evaluation 4: Significant progress made toward meeting Performance Objective









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) AP teachers will continue to host tutorials for AP exam candidates in their content.</p>	8, 9	Principal, assistant principals, Dean of Instruction, AP Teachers	Increase in number of students scoring a 3, 4, or 5 on the AP Exams as indicated on the AP Summary Report.				
Funding Sources: 199 - General Fund - \$0.00							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: San Benito High School will implement program initiatives and activities that reflect a commitment to preparing all students for postsecondary education and career paths.

Performance Objective 5: All SBHS students will have a personal graduation plan (PGP). Students will specify on their PGP an endorsement to be pursued, which will be reviewed by their alpha counselor. PGP must have student, parent and counselor signature.

Evaluation Data Source(s) 5: Copies of Paper PGP, TxEIS PGP report, Texas Education Agency PEIMS audit report.

Summative Evaluation 5: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Counselors will meet annually with all students to review PGP and provide individual planning to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development	9	Principal, Assistant Principals, counselors	Counselor Department Sign-in Sheets, PGPs				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: San Benito High School will implement program initiatives and activities that reflect a commitment to preparing all students for postsecondary education and career paths.

Performance Objective 6: Greater than 90% of students receiving Special Services will be trained in "soft skills" in order to prepare for CCMR.

Evaluation Data Source(s) 6: Attendance sheets

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Goal 3: San Benito High School will implement program initiatives and activities that reflect a commitment to preparing all students for postsecondary education and career paths.

Performance Objective 7: By May, 2018, all SBHS senior students will receive training in "soft skills" presented by TX Workforce Commission in order to prepare for CCMR

Evaluation Data Source(s) 7: Attendance, Sign-In sheets

Summative Evaluation 7: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Monthly sessions for senior students will be created by campus personnel and attended by assigned seniors via the ELA IV classes.	10	J. Fernandez, AP for Senior Activities, E. Bisailon, AP for Sp Ed Services, Vocational Rehabilitation and TX Workforce Commission.	SBHS Senior students will be more equipped with the soft skills necessary to obtain gainful employment or entrance into post-secondary education.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: San Benito High School will implement program initiatives and activities that reflect a commitment to preparing all students for postsecondary education and career paths.

Performance Objective 8: By Nov. 2017, a campus-wide Technology Needs Assessment will be completed to identify areas of strengths and weaknesses to fully prepare the students for CCMR through the utilization of technology.

Evaluation Data Source(s) 8:

Summative Evaluation 8: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Replace outdated, damaged and/or not working technology hardware to ensure effective utilization of software programs by faculty, staff and students.	1, 10	Principal, Asst Principal	Increased faculty, staff and students utilization of technology via truly functioning electronics throughout the campus such as hand radios, computer labs, COWs, etc.				
Funding Sources: 199 - State Compensatory Education (SCE) - \$100,000.00							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: San Benito High School will provide all students with a safe and drug free learning environment that is conducive to learning.

Performance Objective 1: 100% of students will receive drug awareness and prevention education.

Evaluation Data Source(s) 1: Physical Education rosters and TEKS objective timelines.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Students will receive drug use prevention education through the Counseling Department and/or Physical Education class.	2	Principal, Assistant Principals Counselors, PE Instructors	Counselor Presentations, agendas, sign-in sheets, PE Instructors lesson plans				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: San Benito High School will provide all students with a safe and drug free learning environment that is conducive to learning.

Performance Objective 2: Students will be actively monitored to ensure student safety.

Evaluation Data Source(s) 2: Reduction of student discipline reports and incidents reports.
 Teacher duty assignments.
 Increase use of campus wide video surveillance and video record retention.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Student safety will be enhanced via the use of technology (surveillance cameras), security and police officers, use of trained K9, and active monitoring by campus faculty and staff.</p>	10	Principal Assistant Principals Chief of Police SBHS Security Head	Reduction of student referral. Reduction of incident reports.				
<p>2) 1) Student safety will be enhanced via the use of technology (radio communication), security and police officers, and active monitoring by campus faculty and staff.</p>	10	Administration Security Police Officers Staff	Reduction of incident reports				
Funding Sources: 199 - General Fund - \$8,000.00							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: San Benito High School will provide all students with a safe and drug free learning environment that is conducive to learning.

Performance Objective 3: All students will receive Cardiopulmonary Resuscitation Awareness Training. 100% of all seniors will have completed the CPR Awareness Training prior to graduation.

Evaluation Data Source(s) 3: TxEIS PGP Report
 Texas Assessment Performance Report
 Texas Education Agency Audit

Summative Evaluation 3: Met Performance Objective



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) CPR Awareness training for all students. Training will be conducted using American Heart Association (AHA) approved videos, AHA Hands Only Fact sheet in English and Spanish.	10	Principal, Assistant Principals, Dean of Instruction	TxEIS PGP report and state auditing report				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: San Benito High School will provide all students with a safe and drug free learning environment that is conducive to learning.

Performance Objective 4: By June 2018, referrals for disciplinary action requiring placement in alternative educational setting will decrease by 5%.

Evaluation Data Source(s) 4: TxEIS Discipline Summary Report
 Reduction in number of PRC placements
 Reduction in number of ISS placements
 Teacher documented parent contact logs

Summative Evaluation 4: Significant progress made toward meeting Performance Objective









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) 1. Using Project Wisdom during announcements read from a collection of thought-provoking messages.	2	Dean of Instruction	A decline in disruptive behavior by students reflected in discipline referrals.				
Funding Sources: 199 - General Fund - \$600.00							
							

Goal 4: San Benito High School will provide all students with a safe and drug free learning environment that is conducive to learning.

Performance Objective 5: SBHS will implement "Project Wisdom" character education to help students understand, care about, and act upon core ethical values. Good character education improves social and emotional competencies as well as academic performance.

Evaluation Data Source(s) 5: Significant reduction of disciplinary referrals, tardies, and student disruptions and improvement in overall school climate.

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Everyday a Project Wisdom thought provoking message will be said during the morning announcement by various members of the campus, community and student body.</p>	1, 2	Principal, Assistant Principals, Dean of Instruction	Reduced number of disciplinary actions indicated on TxEIS discipline report.				
Funding Sources: 199 - State Compensatory Education (SCE) - \$0.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: San Benito High School will provide all students with a safe and drug free learning environment that is conducive to learning.

Performance Objective 6: SBHS Counseling Department will conduct presentations of Cyberbullying, Bullying, Suicide Prevention, Dating Violence, and Sexual Harassment.

Evaluation Data Source(s) 6: Agendas, Sign-in Sheets of participants

Summative Evaluation 6: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 6 1) Counseling Department will conduct presentations on Cyberbullying.	2	Principal, Assistant Principals, Lead Counselor	Eliminate incidents of cyberbullying and bullying for 2017-2018.	✓			
Critical Success Factors CSF 6 2) Administration will conduct presentation on Suicide Prevention for professional and paraprofessional staff on procedures to identify warning sign, responding to outcry and reporting incidents.	4	Campus Crisis Team	Zero incidents of suicide on campus for 2017-2018.		✓		

Goal 4: San Benito High School will provide all students with a safe and drug free learning environment that is conducive to learning.

Performance Objective 7: SBHS will provide Teacher Code of Ethics Training to all staff members to promote and safe and healthy learning environment.

Evaluation Data Source(s) 7: Agenda, Sign-in Sheets

Summative Evaluation 7: Met Performance Objective









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 6 CSF 7 1) Teacher Code of Ethics Training will be conducted for all staff at SBHS.	4	Principals, Assistant Principals	All staff at SBHS will be trained. Reduction or no violations of Teacher Code of Ethics.	✓	✓	✓	
Critical Success Factors CSF 6 2) Training will be provided to all staff on Sexual Harassment.	4	Principals, Assistant Principals	Reduction or no violations of Sexual Harassment.	✓	✓	✓	
Critical Success Factors CSF 6 CSF 7 3) Training will be provided to all staff on Conflict Resolution.	4	Principal, Assistant Principals, Dean of Instruction, Counseling Department	Increase awareness of the warning signs and intervention strategies to prevent incidents or de-escalate conflicts.	●	●		

Goal 5: San Benito High School will collaborate with parents and the community to ensure all students receive a "Gold Standard" education.

Performance Objective 1: ESSA: By May 2017, 90% of all students' parents/guardians/families will participate in at least one school sponsored academic activity.

Evaluation Data Source(s) 1: Parental Involvement Documentation
Sign-in Sheets for sponsored academic activity

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Information regarding school sponsored academic activities will be announced using SBCISD district website banner, San Benito High School website, school messengers announcements to parents, and poster flyers at SBHS campus entrance and hallways.</p> <p>Communications through SBHS Parental Involvement Liaison.</p>	6	Principal, Assistant Principals, Counseling Department, Parental Involvement Liaison.	Sign-in Sheets, Observation of attendance				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							









Goal 5: San Benito High School will collaborate with parents and the community to ensure all students receive a "Gold Standard" education.

Performance Objective 2: August 2017 - June 2018, San Benito High school will increase parental involvement participation by 10%.

Evaluation Data Source(s) 2: Parental involvement Participation Report such as sign-in sheets.
 Annual Parent Conference Attendance Report
 Parent Contact Logs

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5</p> <p>1) SBHS teachers will make 15 documented parent contacts every three weeks.</p>	6	Principal Assistant Principal Dept. Chairs.	<p>1. Reduction in teacher written discipline referrals.</p> <p>2. Increased parent satisfaction</p>				
<p>Critical Success Factors CSF 5</p> <p>2) SBHS Family and Community Engagement (FACE) Specialists will continue to host informational parent meetings in the staff lounge weekly.</p>	6, 10	Family and Community Engagement Coordinator (FACE) Coordinator, Principal	Increase communication with families and community members.				
<p>Critical Success Factors CSF 4 CSF 5</p> <p>3) Family and Community Engagement Specialists will conduct home visits upon request by teachers, counselors, and administration.</p>	6, 9, 10	Family and Community Engagement Coordinator, Principal, Assistant Principals	Increased family engagement in the academic success of all student populations.				
<p>Critical Success Factors CSF 5</p> <p>4) SBCISD will continue to host a District Wide Parent Conference.</p>	6, 10	Family and Community Engagement Coordinator, Principal, Assistant Principals	Increase parental participation and an awareness of school and community support systems for parents.				


<p>Critical Success Factors CSF 5</p> <p>5) SBHS will host District's Annual Parent Conference.</p>	<p>2, 6</p>	<p>Director of After-School Program and Parental Involvement, Family and Community Engagement Coordinators, After-School Program Coordinator.</p>	<p>10% increase attendance of parents at the Annual Parent Conference.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: San Benito High School will collaborate with parents and the community to ensure all students receive a "Gold Standard" education.

Performance Objective 3: Parents of students receiving Special Services will participate in the 1st Annual Vocational Rehab/TX Workforce Commission Workshop to receive information regarding postsecondary school and work opportunities as well as needed skills for the students.

Evaluation Data Source(s) 3: Attendance at the Oct. 28th RV/TWC presentation.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) 1) Soft Skills Workshop for parents of students receiving Special Services will be created in collaboration with VR/TX Workforce Comm. Four sessions will be presented: Interviewing, resume writing, etc. within the format of a panel discussion process.</p> <p>2) Additional information will be provided to parents regarding employment opportunities for students with disabilities.</p>	10	E.Bisaillon, AP monitoring SBHS Sp Ed Dept, S.C.Garcia, District Sp Ed Coordinator	Parents will be more knowledgeable and therefore more capable of supporting their children regarding future employment opportunities as well as requirements for those students receiving Special Services.	✔			
							









Goal 5: San Benito High School will collaborate with parents and the community to ensure all students receive a "Gold Standard" education.

Performance Objective 4: Communication with parents of all students: at-risk, ESL, special education, gifted and talented, AP and dual enrollment will continue all year-round.

-School Messenger, mail-outs, district and campus website, report cards,

Evaluation Data Source(s) 4: Budget expenditures, history of web posting,

Summative Evaluation 4: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Mail-outs, website posting, letters, school messenger announcements to parents about educational opportunities; tutorials, Saturday Academies, SAT, ACT, TSI testing opportunities, AP Exams, Dual Enrollment opportunities.</p>	1, 2, 6	Principal, Assistant Principal, Counselors, Dean of Instruction, Higher Education Coordinator, Special Education Coordinator	Increase in student attendance in remedial opportunities, enrollment in Advanced Placement and Dual Enrollment courses, and SAT, ACT, and TSI testing.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	SBHS will require the disaggregation of STAAR EOC scores and Common Formative Assessments scores to include a breakdown by reporting category, by student expectations (SE), by sub-populations, by tested subjects and by teacher.
1	1	2	Departmental and Professional Learning Communities will meet regularly to review data and plan for required interventions.
1	1	3	Department Leaders will review STAAR blueprints and release test with their teachers to identify any changes in TEKS content to support instructional pedagogy, interventions and student academic performance.
1	1	6	A student will not be removed from a regularly scheduled class for remedial tutoring or test preparation, if the removal of the student would result in missing more than 10% of the school days on which the class is offered.
1	1	7	SBHS will implement after-school tutoring and Saturday academies throughout the year to address the academic needs of At-Risk, LEP, and Special Education students
1	1	8	Accelerated instruction will be provided to all students who did not meet Approaches Grade Level performance on the STAAR End-of-Course after-school, Saturday Academies, and Credit Recovery.
1	2	1	Math department teachers will identify failing students and provide tutoring. Emphasis will be placed on Eco-disadvantage, Special Education, At-Risk, and English Language Learners. Tutoring will be monitored by administration.
1	2	2	SBHS will implement the TEKS Resource System curriculum in the areas of math: Algebra I. Support will be provided to teachers through staff development.
1	2	3	The Dean of Instruction will ensure that all teachers receive the questions and answer keys to released end-of-course assessments in their subject to provide opportunities for analysis.
1	2	5	Continue the use of Edgenuity/Compass Odyssey for credit recovery to meet graduation credit requirements.
1	2	6	2017-2018 implementation of ALEKS (Assessment and LEarning in Knowledge Spaces) Web-based, artificially intelligent assessment and learning system. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions and will supplement the Algebra I course.
1	3	2	SBHS will implement the TEKS Resource System curriculum in the areas of science: Biology. Support will be provided to teachers through staff development.
1	3	3	The Dean of Instruction will ensure that all teachers receive the questions and answer keys to released end-of-course assessments in their subject to provide opportunities for analysis.
1	3	4	Core Subject teachers will be monitored with a focus on establishing a data baseline and a projected student performance goal.
1	3	5	Continue the use of Edgenuity/Compass Odyssey for credit recovery to meet graduation credit requirements.

Goal	Objective	Strategy	Description
1	4	2	SBHS will implement the TEKS Resource System curriculum in the areas of social studies. Support will be provided to teachers through staff development.
1	4	3	The Dean of Instruction will ensure that all teachers receive the questions and answer keys to released end-of-course assessments in their subject to provide opportunities for analysis.
1	4	4	Core Subject teachers will be monitored with a focus on establishing a data baseline and a projected student performance goal.
1	4	5	Continue the use of Edgenuity/Compass Odyssey for credit recovery to meet graduation credit requirements.
1	5	2	SBHS will implement the TEKS Resource System curriculum in the areas of English I. Support will be provided to teachers through staff development.
1	5	3	The Dean of Instruction will ensure that all teachers receive the questions and answer keys to released end-of-course assessments in their subject to provide opportunities for analysis.
1	5	4	Core Subject teachers will be monitored with a focus on establishing a data baseline and a projected student performance goal.
1	5	8	Continue the use of Edgenuity/Compass Odyssey for credit recovery to meet graduation credit requirements.
1	6	2	SBHS will implement the TEKS Resource System curriculum in the areas of English II. Support will be provided to teachers through staff development.
1	6	3	The Dean of Instruction will ensure that all teachers receive the questions and answer keys to released end-of-course assessments in their subject to provide opportunities for analysis.
1	6	4	Core Subject teachers will be monitored with a focus on establishing a data baseline and a projected student performance goal.
1	6	8	Continue the use of Edgenuity/Compass Odyssey for credit recovery to meet graduation credit requirements.
1	7	1	All Special Education referral packages will continue to be monitored to ensure evaluations are done in a timely manner according to SPED Guidelines.
1	7	2	Ensure appropriate Special Education identification, evaluation, and Individual Education Plan (IEP) implementation through: - Opportunities for staff development - Provision of instructional materials and supplementary aides and services as needed for IEP implementation - Monitoring the frequency and duration of the IEP - Consideration of language, cultural, and other sociological factors throughout the process
1	7	3	The district will continue to provide training for classroom teachers, special education teachers, paraprofessionals in the implementation of inclusive education.
1	8	1	SBCISD Bilingual/ESL program design will be communicated to all stakeholders. i.e., brochure, electronically.
1	8	2	Training will be provided for all LPAC members annually.
1	8	3	SBHS will use Title III funds to ensure high academic standards for all English Language Learners.

Goal	Objective	Strategy	Description
2	6	1	By June 2018, a needs assessment will be conducted to determine the strengths and weaknesses of all professionals and paraprofessionals for the use software programs utilized in instruction and communications on campus and within the district.
2	6	4	Conduct a pilot program for the usage of GradeCam.com software application to determine the efficiency and effectiveness of the program in decreasing time taken to grade papers by teachers.

State Compensatory

Budget for San Benito High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6118-00-001-8-11-A-00	6118 Extra Duty Stipend - Locally Defined	\$137,545.00
199-11-6119-00-001-8-11-A-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$4,910,083.00
6100 Subtotal:		\$5,047,628.00
6200 Professional and Contracted Services		
199-11-6239-SU-001-11-A-00	6239 ESC Services	\$250,000.00
6200 Subtotal:		\$250,000.00

Title I

Schoolwide Program Plan

A schoolwide program allows a campus in which 40 percent or more of its students are from low-income families to use its Title I, Part A funds, along with other federal, state, and local funds, to operate a schoolwide program to upgrade its entire educational program (Section 1114[a][1]). The goal of the program is to improve the academic performance of all students, particularly

- the lowest-achieving students
- students at risk of not meeting the state student academic achievement standards
- students who are members of the target population of any program a campus includes in its schoolwide program.

A campus operating a schoolwide program is not required to identify specific students as eligible to participate in the schoolwide program, or to demonstrate that the services it provides with Title I, Part A funds are supplemental to services that it would provide in the absence of Title I, Part A funds (Section 1114[a][2]). This flexibility is in contrast to a targeted assistance program, in which a campus may only use Title I, Part A funds for supplementary educational services for children identified as being most at risk of not meeting state standards (Section 1115[a]).

SBCISD Schoolwide plan includes the following components: High-quality preschool or full-day kindergarten and services to facilitate the transition from early learning to elementary education programs.

- Recruitment and retention of effective teachers, particularly in high-need subjects.
- Increased learning time through extended day options.
- Evidence-based strategies to accelerate the acquisition of content knowledge for English learners through the early exit program.
- Dual Enrollment and Advanced Placement Program opportunities
- Career and technical education programs to prepare students for postsecondary education and the workforce.
- Counseling, school-based mental health programs, mentoring services, and softskills skills.
- Anti-bullying program for students.
- Use of Eduphoria to disaggregate data that will drive instruction.
- Response-to-intervention teachers on all campuses to assist with student experience difficulties mastering TEKS.

- District-wide parent conference.
- Updated electronic hardware on campuses: iPads, COWS, Desk top Computers, and RedCats.

Ten Components of Title I Schoolwide

1. A Needs Assessment, which lists areas of instruction that need improvement in order for all students to be successful and to meet state standards for achievement.
2. Develop Schoolwide strategies that : a. Provide opportunities for all children to meet Texas' standards for student achievement b. Use methods of teaching that have been proven to work with students. c. Meet the needs of all low-achieving and at-risk students in the school. Include such programs as counseling, pupil services, mentoring, innovative teaching methods, college and career awareness and guidance, career and technical education programs, etc. d. Decide how the school will determine whether students' needs are being met. e. Be certain that the school's Campus Improvement Plan matches the state's and the district's plans.
3. Ensure that all teachers meet Highly Qualified standards by hiring teachers Texas- certified to teach their subject or grade level and that instructional paraprofessionals are state-certified as teaching assistants .
4. Provide high-quality training for all school staff. Teachers, principals, nurses, paraprofessionals, and other staff members attend workshops and/or meetings designed to help them meet the needs of students.
5. Plan to attract highly qualified teachers to our schools. The campus, along with the Department of Human Resources, work toward attracting the best teachers to SBCISD.
6. Increase parent involvement through such activities as parent workshops, family nights, parent volunteer program, informational meetings, parent conferences with teachers, report card pick-up night (secondary), student programs, E.S.L. classes for parents, etc.
7. Develop plans to help preschool children successfully make the change to primary/elementary school. This includes students from programs like Head Start.
8. Include teachers in making decisions about how to use tests to provide information to improve student achievement.
9. Give effective, timely help to students who are having trouble reaching grade level standards in their core courses. Students' difficulties must be identified in a timely manner, and in such a way that the teacher knows the exact skills that the students must learn.
10. Coordinate local school programs with state and federal programs. This includes programs supported under ESSA, violence prevention, nutrition,

housing programs, Head Start, adult education, vocational & technical education, and job training.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Your CNA should focus on academic and other information about all students including economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, limited English proficient students, and migrant students. This information must include student achievement in relation to state standards, and should also include the campus's current status regarding student needs, curriculum and instruction, professional development, family and community involvement, and campus context and organization.

Using schoolwide planning teams SBCISD will create a school culture that engages staff in a data-driven process to conduct a comprehensive needs assessment, allowing them to:

- clarify their vision for reform,
- create a school profile,
- identify data sources, and
- analyze data to ensure that the learning needs of every child are met.

2: Schoolwide Reform Strategies

Schoolwide reform strategies must provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies should be based on effective means of improving achievement of children. Statute specifies guidelines in five different areas for use by campuses when evaluating effective instructional strategies.

SBCISD will review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research by:

- Identifying how each activity strengthens the core academic program.
- Identifying scientifically-based research programs that increase the amount and quality of learning time.
- Review the master schedule to identify opportunities for extended learning time.
- Investigate how PBLs are used in the various core areas.

- Identify programs within your school that address enriched and accelerated curriculum issues.
- Disaggregate the data by sub-groups to determine programs' effectiveness in meeting the needs of historically underserved student populations.

3: Instruction by highly qualified professional teachers

Beginning with the 2016-2017 school year, schools and teachers will only need to meet state requirements for certification. The federal term of “highly qualified teacher status” will no longer apply. It is important to note that all state certification requirements adopted in State Board for Educator Certification rule remain in place.

SBCISD will:

- Record certification[s] of teachers, their teaching position, the course(s) they teach, and their service records.
- Record highly qualified status of paraprofessionals, their assignments, and their service records.
- Record paraprofessional duties that increase the opportunities for all students to meet the academic achievement standards.
- Provide professional development that targets CNA.
- Assign teachers for a “best fit” of their strengths.
- Professional development of “in-place” programs prior to school year with ongoing evaluations of effectiveness.
- Monitor effectiveness of teachers by frequent walk-throughs.
- Provide time for teachers to observe master teachers in the classroom.
- Provide opportunity for teachers to have classroom materials explained as to their use in instruction.
- Provide opportunities for collaboration [through PLCs] in looking at benchmark and testing results and analyzing teaching strategies to provide needed instruction for non-mastered instruction

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Teachers and other staff in schoolwide program schools will be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, we must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional

development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

SBCISD will:

- Select the professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate.
- Utilize book study groups and department led training.
- Provide opportunities for all employees to obtain training in programs and initiatives that are already in place.
- Utilize video conferencing equipment and/or online training to meet the schedules of teachers.
- Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.
- Allow teachers to attend professional developments through the year on content areas specific to teacher's assignment.
- Rearrange the school day to include a block of time before, during, or after school for collaborative meetings or planning time across grade levels and content areas.

5: Strategies to attract highly qualified teachers

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

SBCISD Human Resource Department will:

- Advertise on the web and television.
- Attend college and ESC job fairs.
- Provide salary based incentives for high-need content areas, i.e. math and science.
- Guarantee small classroom size.
- Provide mentoring program.
- Retain teaching staff through reform strategies to change the characteristics of the campus to become more personally and professionally satisfying.

- Promote quality leadership (campus administration).
- Provide on-going and “catch-up” training for programs that are in place on a campus for both teachers and instructional paraprofessionals.

6: Strategies to increase parental involvement

Parental involvement is the participation of parents in regular, two-way, and meaningful communication involving student academic learning and school activities. It is required that schools develop strategies that increase parental involvement.

The Family and Community Engagement Department will ensure:

- Notification: Schools shall send information to parents in a language and format they can understand, including: parents’ right to know teacher qualifications, parents’ right to know certified teacher information, annual report cards, reports regarding student achievement, parental involvement policy and school-parent compact.
- Consultation: Schools shall include parents in the development of the parental involvement policy and school-parent compact, seek input from parents to evaluate the parental involvement program, and have face-to-face parent teacher conferences at least at the elementary grade level.
- Building Capacity: Schools shall assist parents in understanding the state’s academic content and achievement standards and requirements of the Title I program. Schools shall provide materials and training in areas such as literacy or technology.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

In addition to state performance data, measures are in place to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

SBCISD will:

- Provide opportunities for teachers to work together in developing student assessments such as: formative assessments, teacher observations, performance assessments, teacher made assessments during grading periods, and student inventories.
- Provide opportunities for teachers to meet for collaboration and evaluation of assessments by examining student work/response to assessments.
- Provide opportunities for teachers to use assessment data to determine gaps in curriculum and evaluate teaching strategies.
- Teachers are provided professional development in the types of different assessments, how to design effective assessments, and how to analyze the data.

- Provide professional development on using data to make instructional decisions, improve curriculum, and design assessments.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

The schoolwide plan must include activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement levels shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- Analyze individual student data and/or student work to determine appropriate activities.
- Provide for extended learning opportunities such as tutoring before/after school, Saturday school, summer school.
- Provide individualized/small group learning sessions. • Provide a rich curriculum that includes real world connections and enrichment activities.
- Incorporate computer assisted learning.
- Incorporate modifications/accommodations for curriculum activities.
- Conduct parent/teacher conferences to keep parents informed.
- Provide school counseling services.
- Link parents to appropriate resources such as: counseling services, out-reach programs, community agencies, mentoring programs, etc.
- Provide professional development in effective teaching strategies or best practices, and implement strategies for appropriate activities. analyze individual student data and/or student work to determine appropriate activities.
- Provide for extended learning opportunities such as tutoring before/after school, Saturday school, summer school. • Provide individualized/small group learning sessions.
- Provide a rich curriculum that includes real world connections and enrichment activities.
- Incorporate computer assisted learning.
- Incorporate modifications/accommodations for curriculum activities.

10: Coordination and integration of federal, state and local services and programs

Section 1114 of Title I, Part A, Public Law 107-110 of NCLB authorizes eligible schools to consolidate Title I funds, along with other Federal, State and local funds to operate schoolwide programs. The ability to consolidate funding is provided so that planners can focus on the programmatic design of the schoolwide first and then determine how the plan will be funded, rather than using the fiscal resources to determine program design. Title I schoolwide programs are also encouraged to use the flexibility available to them to coordinate and integrate services and programs, as well as funding, with the aim of upgrading the entire educational program for all students. Effective schools coordinate and integrate programs and services by drawing on a wide range of resources such as funding, human, organizational, and facility, etc. Research shows the importance of monitoring the impact of this component to ensure that all students receive a quality education, becoming academically proficient and reaching advanced levels of achievement.

- Document the Federal, State, and local services and programs at each schoolwide school such as:
 - Title Programs
 - Career and Technical Education
 - Nutrition Programs
 - Homeless Programs
 - Head Start
 - Violence Prevention Programs
 - Adult Education
 - Job Training o Family Literacy
- List resources and services that have common requirements such as: Professional Development, Parental Involvement, Violence Prevention and Family Literacy
- Determine where coordination and integration can occur based on program intent and purpose.
- Document all coordinated programs, services, and funds in the correct location on the Campus Improvement Plan to show the school has met the intent and purpose of each program

16-17 Campus BLT

Committee Role	Name	Position
Administrator	Jo Anne Fernandez	Assistant Principal
Classroom Teacher	Bertha Ledesma	Science Department Leader
Classroom Teacher	Clara Briseno	Math Department Leader
Classroom Teacher	Hector De La Garza	Social Studies Department Leader
Non-classroom Professional	Mary Aguilera	RtI Specialist
Classroom Teacher	Rolando Ochoa	ELA Department Leader
Classroom Teacher	Sonia Flores	CTE Department Leader
Classroom Teacher	Orlando Ambriz	Fine Arts Department Leader
Classroom Teacher	Ruby Medina	SPED Department Leader
Parent	Sonia Olvera	Parent
Community Representative	Oscar and Minnie Quintanilla	Community Representative

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$6,300.00
1	3	5			\$6,300.00
1	4	5			\$6,300.00
1	5	5		199-21-6291-16-001-8-11-00	\$8,200.00
1	5	8			\$6,300.00
1	6	5		199-21-6291-16-001-8-11-00	\$8,200.00
1	6	8			\$6,300.00
1	12	1			\$10,000.00
2	1	6	books	150.00	\$0.00
3	4	1		199-11-6118-00-001-8-11-A-00	\$0.00
4	2	2	New and/or repaired Kenwood Radios		\$8,000.00
4	4	1	Project Wisdom Curriculum	6399	\$600.00
Sub-Total					\$66,500.00
199 - State Career & Technical Education (State CT)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$35,000.00
3	1	2	Workbooks		\$1,500.00
3	3	4			\$3,500.00
Sub-Total					\$40,000.00
199 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	4 additional Brother ADS 3000 Scanners	199-11-6396-00-001-8-30-A-00	\$3,000.00
1	1	7			\$20,000.00
1	1	8			\$93,000.00

1	1	11		199-11-6399-00-001-7-24-A-00	\$15,466.95
1	5	6		199-11-6399-00-001-8-24-A-00	\$5,800.00
2	1	1			\$6,000.00
3	8	1	Student desktops, staff hand radios, COWs, mice, screens, etc.		\$100,000.00
4	5	1			\$0.00
Sub-Total					\$243,266.95
199 - State High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6		199-11-6397-00-001-8-31-A-00	\$6,500.00
2	1	2			\$8,500.00
Sub-Total					\$15,000.00
199 - State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	3			\$25,000.00
Sub-Total					\$25,000.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	8		211-11-6397-00-001-8-30-A-00	\$3,900.00
1	1	12		211-11-6399-00-001-8-00-00	\$600.00
2	1	7		211-13-6291-00-001-8-30-A-00	\$8,200.00
Sub-Total					\$12,700.00
212 - Title I, Part C, Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	1			\$75,360.00
1	10	2			\$18,670.00
Sub-Total					\$94,030.00
255 - Title II, Part A, TPTR					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$6,000.00
2	1	4		255-13-6291-00-001-7-24-A-00	\$1,200.00
Sub-Total					\$7,200.00
Grand Total					\$503,696.95

Addendums

2015 - 2016 Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none">- Student Achievement- Student Progress- Closing Performance Gaps- Postsecondary Readiness	<ul style="list-style-type: none">- NONE
In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Performance Index Report

