Santo High School
Campus Improvement Plan
2021-2022

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Student Demographics/Information

Campus Type-Junior High/High School
Grades 06 - 12
Campus Size-257
Eco Dis-38.5 %
At-Risk-33.0%
504-12.8%
Special Education- 10.1%
Attendance 95.5%

Texas Education Agency
2021 Accountability Ratings Overall Summary
SANTO H S (182904001) - SANTO ISD
✴ Confidential ✴

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	52
College, Career and Military Readiness	93
Graduation Rate	100
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 41.8%)	73
Closing the Gaps % of Indicators Met	
Academic Achievement Status	83%
Growth Status	N/A
Graduation Status	100%
English Language Proficiency Status	N/A
Student Success Status	75%
School Quality Status	100%
% Participation (All Tests)	
2018-19	100%
2020-21	100%

Distinction Designations

Distinction designations were not awarded in 2021.

Santo ISD Core Beliefs

Schools Impacting Community
Community spirit and school success are mutually dependent and foster a sense of belonging

Evaluation and Continuous Improvement
A relevant, challenging curriculum and sustained student engagement build a culture that inspires all to excel and produces college and career-ready graduates

Parents as Partners
Parents are valued as partners in the education of students in Santo ISD

Balanced Programs
Balance in all decisions……..fiscal, curricular, and extra-curricular develops a well-rounded graduate

High Quality Staff
The foundation of student achievement originates from a high quality, caring, and collaborative staff

Campus Improvement Committee

Name	Position
Darla Henry	Secondary Principal
Jackie Stephens	Assistant Principal
Mark Belding	Music/Band
Jamie Browning	JH English
Nikki Byrd	JH Reading-Sped
Holly Wells	HS Math
Rodney Peugh	CTE (Ag Science)
Sayla Pustejovsky	HS English-Journalism
Julie Gilbert	Counselor

Legal References

Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)
Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

State Compensatory Education / At Risk Students

This District has written policies and procedures to identify the following:
- Students who are at risk of dropping out of school according to state criteria
- Students who are at risk of dropping out of school according to local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

The process used to identify students at risk is:
Each year, given the 15 indicators provided by the state, TJH disaggregates student data to see which students meet one or more of the given criterion. The principal prints the at-risk worksheets from ASCENDER, completes the worksheet, indicating correct indicators, and submits this list to the campus PEIMS coordinator before the October snapshot date.

The process used to exit students from the SCE program who no longer qualifies is:
Using student level data in comparison to the state indicators, the principal reviews which students/indicators are still relevant to needs/circumstance of the student. Adjustments are made when needed and changes are submitted through to the PEIMS coordinator.

State of Texas At Risk Student Eligibility Criteria:
A student under 21 years of age and who:

State Compensatory Education Procedures for Entering and Exiting Students in At-Risk Situations

Criteria to Enter a Student as "At-Risk":	Procedures to Exit the Student:
1. Student was retained in grade during a previous year.	The student graduates from high school. (Excludes PK or Kdg if retained by request of parents)

Criteria to Enter a Student as "At-Risk":	Procedures to Exit the Student:
2. A student in grades 7-12 is not passing <u>2 or more core subjects</u> at any time during a semester.	The student is not failing more than one core subject in the year the student was identified and in the following year. (2 years – current and next year)
3. Failed a state assessment given during the current or preceding school year.	Scored at least a 110% of the state's passing standard for the subtest previously failed. (Ex.: Failed 3rd grade Reading, must pass 4th grade Reading at 110% of passing score.)
4. Fails to meet the following cut off scores for the assessment instrument listed. Grade Assessment Cutoff PK,KG Determined Determined 1,2,3 by the District by the District	End of the current school year.
5. As soon as the school learns of a student's status as being pregnant or a parent	Individual case when the student no longer is pregnant or a parent.
6. Mandatory placement in a DAEP program during the current or preceding school year.	End of the school year after placement. (2 years – current and next year)
7. Student is expelled.	End of the school year after placement. (2 years – current and next year)
8. The student is placed on parole, probation, deferred prosecution or other conditional release.	End of the school year that the parole, probation, etc. ends.
9. Previously reported as a dropout on PEIMS.	Upon graduation from High School.
10. Limited English Proficient student.	Exited from the program by the LPAC (Language Proficiency Assessment Committee)
11. In the custody, care or has been referred to the Department of Family and Protective Services	At the end of the current school year.
12. Homeless according to 42 USC 11434 (a).	At the end of the current school year.

Criteria to Enter a Student as "At-Risk":	Procedures to Exit the Student:
13. Resided or resides in a residential placement facility.	At the end of the school year after the placement has ended. (2 years – current and next year)
14. Has been incarcerated or has a parent/guardian has been incarcerated.	Upon graduation from High School
15. Enrolled in a designated dropout recovery school Under TEC39.0548	Upon graduation from High School

☐ In & Out   ☐ Annual   ☐ Forever

10/13/2021 (updated)

Comprehensive Needs Assessment

Data Sources Reviewed

Local assessment data including MAPS for 6th-8th students, students in Algebra 1 and 10th grade SPED/504 students; PEIMS reports including attendance reports, discipline/office referrals, personnel records, surveys (parent, teacher, student), campus master schedule, meeting sign-in sheets & notes, PD transcripts & records, classroom grades, failure reports, input from stakeholders; STAAR and EOC Assessment results (Academic Growth component unavailable due to the COVID-19 pandemic).

Identified Strengths
- 100% graduation rate
- Highly qualified staff with a mix of veteran teachers, who provide knowledge and stability, and young teachers who provide energy and enthusiasm
- Strong culture of "school family"
- High student/staff standards
- Strong technology acquisition/upgrade program across district
- Strong school-community relations
- Student participation and success in extracurricular activities

Identified Needs & Priorities

1. Intervention processes to ensure individual students' educational needs are met in a timely manner—particularly the needs of low-achieving, low-growth students and closing the learning gaps of all students at risk of not meeting the state standards on STAAR/EOC assessments (Student Achievement)

2. Increase student engagement and College and Career Readiness by implementing evidence-based instructional strategies and programs (Student Engagement/CCMR)

3. Maintain a high quality staff and ensure teachers have the opportunity to collaborate and participate in high quality professional development (HQ Staff/Professional Development)

4. Increase opportunities for parent, family and community engagement (Family/Community Engagement)

5. Provide students with a safe place to grow and learn (Campus Climate—Student)

Student Achievement

Identified Need #1: Intervention processes to ensure individual students' educational needs are met in a timely manner—particularly the needs of low-achieving, low-growth students and closing the learning gaps of all students at risk of not meeting the state standards on STAAR/EOC assessments

Objective A: Address HB 4545 by providing accelerated instruction to identified students as well special populations in need of academic assistance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation/Evidence
Continue in-class Inclusion Support for small-group instruction & special population assistance in regular education classrooms	Campus Administration	Ongoing	Master Schedule	Increase inclusion support/teacher surveys/teacher feedback
JH/HS SPED teacher collaborates with general ed teachers on modifications/accommodations to weekly lessons plans for 504/SPED learners	SPED Teacher Campus Admin	Ongoing	Local	Lesson plans/ SPED documentation
Beta Club offers Peer Tutorials after school one day per week	Beta Club sponsor; students	Ongoing	Local	Tutoring Log/student feedback
Hired additional staff person trained in Reading Intervention to work with struggling readers and one scheduled period per day to work with JH students coded as Dyslexic using Lexia and the Neuhaus Program	Campus Admin/District TIS	Ongoing	State-Local-SCE	SPAS walkthroughs & appraisals, student/parent/ teacher feedback
Continue to improve close reading and reading comprehension for all students, with special attention to special populations (ELL, DYS, SPED, EcoDis, CTE). Continue Lexia reading program for students identified with Dyslexia and Related Disorders	Campus administration Staff	Ongoing	State-Local-SCE	Monitor lists, staff development transcripts
Continue MAPS testing to monitor growth gr. 6-8, Algebra 1, and some 10th	Staff TIS	Ongoing	Local/NWEA	Benchmark/MAPS results
Assist teachers with STAAR/EOC/MAPS data disaggregation to identify the weaknesses of the At-Risk students	Campus Admin/ Counselor/TIS/ Staff	Ongoing	Local-SCE	Improved test scores and growth measurements

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation/Evidence
All teachers will attend 1 professional development workshop within their teaching field annually	Admin/Staff	Ongoing	Local	Increased STARR & EOC passing & progress measures; lesson plans; walkthroughs
Create and maintain an accelerated instruction schedule for students who have failed STAAR/EOC assessment or are at risk of failing a class or the next assessment (before and after school, pull-out) per HB 4545	Admin/Staff	Ongoing	SCE-State Master Schedule	Increased STARR & EOC passing & progress measures; decreased failure rate on report card grades
Utilize available software programs to assist struggling learners/Study Island per MAPS data/Lexia	Staff	Ongoing	Local-State	Improved test scores/passing rates/grades
Continue RTI process to monitor struggling students, and pinpoint students' needs to provide the correct interventions/Accelerated instruction/MAPS testing	Campus admin/ Staff	Ongoing	Local-SCE-State	Improved test scores/grades
Monitor students through the RTI process and provide personalized interventions for- Odyssey Ware Tutorials/RTI Pullout & Class/Lexia reading program for students identified with Dyslexia and Related Disorders	Staff	Ongoing	Local-SCE-State	Student progress
Continue the Talent Search program with Weatherford College	Counselor	Ongoing	Local	Number of students enrolled
Provide JH/HS students with the ability to access classroom teachers during Activity Period and before and after school	Admin/Staff	Ongoing	SCE	Increased course passing rate
Monitor identified students' grades weekly	Admin, Couns. Staff	Weekly	Local	Opportunity for just-in-time remediation
Utilize Odyssey Ware, Study Island, Adaptive Curriculum, Khan Academy, Kessler Science, Lowman Consulting etc. for student remediation and credit recovery	Staff	Ongoing	Local-SCE-State	Increased student progress
In-service concerning SPED/504 modifications/accommodations & ELL students provided to staff, along with resources	Staff	August 2020	Local	Increased student progress

Objective B: Revise the Master Schedule to allow time for teachers to provide both intervention for struggling students and enrichment opportunities

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation/Evidence
JH RTI & Enrichment periods included in Master Schedule	Administration Counselor	Ongoing	Local	Increased course passing rate
Create a master schedule that provides quality course offerings and utilizes staff efficiently.	Administration Counselor	Ongoing	Local	Equitable distribution of staff to meet student needs
Master schedule provides one scheduled period per day for JH/HS SPED teacher to serve as SPED Coordinator	SPED Teacher Campus Admin	Ongoing	Master Schedule	ARD meeting documentation/test scores/report cards
Create and maintain an accelerated instruction schedule for students who previously failed an STAAR/EOC assessment or are at risk of failing a class or the next assessment (before and after school, pull-out) per HB 4545	Admin/Staff	Ongoing	Local-SCE-State-SPED	Increased STARR/EOC passing rates; decreased failure rate
Provide students with the ability to access classroom teachers during Activity Period and before and after school	Admin/Staff	Ongoing	State-SCE-SPED	Increased course passing rate
Utilize Activity Period to gain extra practice time for students in competitive events (Academic UIL, Sci Oly, FFA)	Team sponsors	Ongoing	Local-State	Increased participation in competitive academic and leadership events
Utilize Activity Period to allow students to meet with club and class sponsors	Class & Club sponsors	Ongoing	Local	Increased participation in school activities
Continue to require all teachers to display and emphasize Campus Writing Standards	ELA Staff	Fall 2019	Local	Formal writing standard document
Additional teacher training will be provided on the Campus Writing Standard	ELA Staff	Fall 2019	Local	Increased writing assignments on lesson plans in all subject areas

Objective C: Continually monitor all low performing students to provide timely interventions

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation/Evidence
Monitor student grades at three and six weeks	Admin/Counselor	Ongoing	Local	Students failing
Monitor students through the RTI process and provide personalized interventions – including Adaptive Curriculum, EduPuzzle/EduSmart, Odyssey Ware Tutorials/RTI Pullout/Lexia reading program for students identified with Dyslexia and Related Disorders, as well as text-to-speech available on devices	Staff	Ongoing	Local-State-SCE	Student progress
Utilize Odyssey Ware for student remediation for students who are behind, need to review concepts, or are in need of credit recovery	Staff	Ongoing	State-SCE	Increased student progress
Use MAPS to monitor student growth & achievement in tested subjects for students in grades 6-8, Algebra 1, and some 10th, and benchmark all state-assessed subjects at least one time prior to the state assessment	Staff	Ongoing	Local-State	Assess student learning
JH RTI Period built into Master Schedule	Admin/Counselor	Ongoing	Local	

Student Engagement/CCR

Identified Need #2: Increase student engagement and College and Career Readiness by implementing evidence-based instructional strategies and programs

Objective A: Staff will review and develop skills/strategies to increase student engagement in the learning process while providing opportunities for students to explore post-secondary opportunities

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation/Evidence
Continue to increase student engagement & project-based learning activities with rubrics & evidence of learning	Campus Admin/Staff	Ongoing	Local-State	Increased student engagement and innovation/critical thinking skills
Provide information to parents and students about CTE Programs of Study and courses aligned to Industry Based Certifications	Campus Admin Counselor CTE staff	Ongoing	Local-State	Increased awareness/ certifications/PEIMS reports
Provide opportunities for students to gain relevant, real-world application needed to earn Industry Based Certifications	Staff	Ongoing	Local-State	Certifications/PEIMS reports
Provide funding, time, and resources needed for students to take CTE Industry Based Certification Exams	Staff	Ongoing	Local-State	Certifications/PEIMS reports
Allow students who choose to do so time to meet with Armed Forces recruiters during the school day	Admin/Counselor	Ongoing	Local-State	Sign-in logs/attendance reports
Work with Texas Workforce Commission, Region 11 Service Center, and area school districts to provide students opportunities to attend College and Career Events	Admin/Counselor	Ongoing	Local-State	Attendance reports/district calendar
Provide students with opportunities to experience blended learning and college-level courses through dual-credit opportunities with area colleges and blended learning courses with other school districts	Administration Counselor Staff	Ongoing	Local-State	Increased student engagement, credit hours awarded

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation/Evidence
Teachers use Google Classroom to create a blended-learning environment to boost student engagement and simulate a post-secondary environment.	Staff	Ongoing	Local -State	Increased student engagement; evidence of differentiated instruction/diverse learners in lesson plans
Continue to provide multiple avenues of communication to parents and community members regarding the Foundation Graduation Program requirements and endorsements for CCR	Staff	Ongoing	Local-State	Increased awareness
Audit/Evaluate course offerings for Endorsements- expand course offerings to students whenever possible	Staff	Ongoing	Local-State	Master schedule that enables our students to have quality course options and utilizes staff in the most effective and efficient way possible.
Continue the Talent Search/TRIO program with Weatherford College	Counselor	Ongoing	Local	Number of students enrolled
Offer ASVAB, TSI, P-SAT, and SAT tests on-campus	Counselor	Ongoing	Local-State	Number of students enrolled; scores

Objective B: Students will engage in meaningful academic coursework that relates directly to real-work skills and application

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation/Evidence
Teachers will present at least 6 lessons/projects per semester that tie to real-world skills/application Blogs-Workshops-Conferences	Admin TIS Staff	Ongoing	Local-State	Lesson plans; student feedback/engagement
Provide class for JH students about graduation plans, endorsement options/Programs of Study	Admin Counselor Staff	Ongoing	Local-State	Master schedule
Continue to offer CTE courses that prepare students for employability/Programs of Study	Admin Counselor CTE Staff	Ongoing	Local-State	Master schedule, conference sign-in sheets
Offer CCR math & English to seniors to prepare them for post-secondary education/training/workforce	Counselor	Ongoing	Local-State	Number of students enrolled
Offer dual-credit and blended learning courses to prepare students for tasks required in post-secondary education and the workforce	Admin Counselor Staff	Ongoing	Local-State	Number of students enrolled
Offer CCR Math/English course for students to gain a TSI exemption	Admin Counselor Staff	Ongoing	Local-State-EMAT	Number of students enrolled; test scores
Provide information to parents and students about CTE Programs of Study and courses aligned to Industry Based Certifications	Campus Admin Counselor CTE staff	Ongoing	Local-State	Increased awareness/ certifications/PEIMS reports
Provide opportunities for students to gain relevant, real-world application needed to earn Industry Based Certifications	CTE Staff	Ongoing	Local-State	Certifications/PEIMS reports
Provide funding, time, and resources needed for students to take CTE Industry Based Certification Exams	CTE Staff	Ongoing	Local-State	Number of certifications/PEIMS reports

HQ Staff/Professional Development

Identified Need #3: Maintain a high quality staff and ensure teachers have the opportunity to collaborate and participate in high quality professional development

Objective A: Recruit, develop, and retain high quality staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation/Evidence
Recruit experienced teachers who meet highly-qualified standards of state and federal certification Santo ISD website Facebook University job postings	Principal	Ongoing	Local	Number of applicants for posted positions; percentage of highly-qualified staff
Ensure that new teachers hired meet fully certified status	Campus Admin	Ongoing	Local-State	Percentage of fully certified teachers on campus
Strongly encourage core-subject teachers to become ESL-certified	Campus Admin	Ongoing	Local-State	Percentage of ESL certified core-subject teachers on campus
Hire highly-qualified paraprofessionals (classroom aides) or assist them in reaching highly-qualified status	Campus Admin	Ongoing	Local -State	Percentage of highly qualified or certified paraprofessionals on campus
Provide first-year teachers with ample support/resources. Informal mentoring program, PD documentation, feedback from principals and other staff	Campus Admin/ Staff	Ongoing	Local-State	New teacher job satisfaction and student classroom performance
Continue to analyze teacher certification and experience; encourage teachers to obtain additional certifications as needed/desired	Campus Admin/District HR	Ongoing	Local-State	Percentage of fully certified teachers on campus
JH/HS SPED teacher collaborates with general ed teachers on modifications & accommodations to weekly lessons plans for 504/SPED learners	SPED Teacher Campus Admin	Ongoing	Local	Lesson plans/ SPED documentation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation/Evidence
Continue in-class Inclusion Support for small-group instruction & special population assistance in regular education classrooms	Campus Administration	Ongoing	Master Schedule	Increase inclusion support/teacher surveys/teacher feedback
Campus will investigate methods or continue strategies to increase and maintain a highly motivated staff	Campus Admin Staff	Ongoing	Local-State	Faculty survey, events & activities, teacher retention data
Continue to utilize local teacher appraisal system (SPAS) to enable professional development and teacher improvement	Campus Admin	Ongoing	Local-State	Consistent monitoring/feedback/reflection
Address equity gap between seasoned and inexperienced teachers; address teacher recruitment and retention. Campus climate surveys; establish an informal mentor program for teachers with 2 years or less experience; provide high-quality, local professional development targeted to Santo HS needs/priorities	Administration HR/TIS	Ongoing	Local-State	Teacher survey results, retention rates, feedback

Objective B: SHS will provide teachers the opportunity to participate in relevant, quality professional development

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation/Evidence
Survey instructional staff on professional development needs/goals	TIS	Fall/Spring	Local-State	Record of individualized PD to teacher(s) based on survey results
Continue to create, develop, and update Scope and Sequence for all classes stored in staff X: folders	Campus Admin/counselor TIS	Ongoing	Local-State	Completed, regularly updated Scope & Sequence documents
Improve collaboration between grade levels (PLC) and within departments regarding curriculum, instruction, student progress and behavior	Campus Admin TIS Staff	Ongoing	Local-State	Feedback, PLC meeting notes
Continue use of Instructional Rounds within and between campuses for teachers to view instructional best practices	Campus Admin Staff	Ongoing	Local-State	Feedback
TIS will continue to email general instruction strategies, Google Classroom instructional videos, extensions, tips, etc. to staff to assist with continuous instructional improvement	TIS	Ongoing	Local	Emails, staff feedback
Make training available on Eduphoria Aware Test Bank to create and administer formative assessments	Campus Admin/District TIS	Ongoing	Local-State	Eduphoria Aware reports; increased staff confidence in data disaggregation skills as measured by EOY climate survey
Make training available on Eduphoria Aware Monitor lists to track low-performing students	Campus Admin/District TIS	Ongoing	Local-State	Eduphoria Aware reports; creation of teacher/admin monitor groups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation/Evidence
Make online testing available in the second semester for benchmarking and six weeks tests through Aware to simulate STAAR/EOC online platform	TIS IT Director Classroom Staff	Second Semester	Aware, State-Released Tests	Eduphoria Aware reports
Provide PD in the efficient and effective use of data disaggregation to guide instruction & identify student learning gaps	Campus Admin TIS	Ongoing	Local-State	Eduphoria Aware reports; increased staff confidence in data disaggregation skills as measured by EOY climate survey
PD for special populations through ESC 11, & SSA Co-op, including: • IEP content area for teachers • ARD meetings • Autism training • EB/ESL/ELL • Accelerated Instruction • Inclusion training	Campus admin SPED staff	Ongoing	Local-State-SPED-SCE	PD transcripts and increased student performance
PD relevant to all teachers through ESC 11 TIS, Conferences, including: • Critical thinking skills • Close Reading • Writing Across Curriculum • Cross-Curricular Instruction • Learning Strategies • Student Engagement Strategies • Questioning Strategies to access student learning	Campus admin TIS	Ongoing	Local-State-SPED-SCE	Increased student performance and staff innovation

Family/Community Engagement

Identified Need #4: Increase opportunities for parent, family and community engagement

Objective A: Continue to seek opportunities to increase communication & engagement between the school and parents/community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation/Evidence
Improve communication with the all stakeholders through district website, marquee, approved SHS social media accounts (Twitter, Facebook, Remind, SportsYou), and use of SchoolMessenger for texts, emails, and phone calls to parents/guardians	Administration All instructional staff	Ongoing	Local-State	Increased outbound communication/postings; feedback from parents/community
Make daily updates to the district's website to ensure all information is timely and relevant	Campus Admin/ Staff	Ongoing	Local-State	Increased outbound communication/postings
Provide opportunities for student leaders and student groups to engage in community/school service projects (Field Day, Food Drive)	Campus Admin/ Staff	Ongoing At least 1 per semester	Local	Increased interaction with community members; feedback from students and community
Parent/Community events: • Meet the Teacher Night • Pep Rallies/Send Offs • Ag Olympics • Fall Festival • Homecoming Week • Secondary Book Fair • Plant Sales & Floral Arrangement Sales • Extra-curricular/athletic events • Banquets & Awards Ceremonies • Academic Awards & Scholarship Ceremony • Graduation	Principal Staff	Varies	Local	Attendance; feedback

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation/Evidence
Parent and community surveys (technology, policy, course offerings/programs, etc.)	Principal TIS	Ongoing	Local-State	Survey results and subsequent action
Parent notification for all students considered at risk for failing: • Report cards • Daily attendance calls/SMS messages • Progress reports • Contact parents via phone or email regrading accelerated instruction/tutorials • Provide information about credit recovery via Odyssey Ware • ASCENDER Parent Portal • Accelerated instruction for students who failed STAAR or EOC-including summer 2022	Campus Admin Support staff Staff	Ongoing	Local-Sate	Communication logs

Objective B: Support an environment in which students, parents, guardians, and community members are informed about the College and Career Readiness Standards and actively involved in the graduation planning process

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation/Evidence
Continue to provide multiple avenues of communication to parents and community members regarding the Foundation Graduation Program requirements and endorsements	Counselor, TIS	Ongoing	Local	Increased knowledge of and input about graduation plan and requirements
Conduct student and parent meetings with incoming freshmen regarding personal graduation plans, course offerings, and CTE Programs of Study/Endorsements	Counselor	Ongoing	Local	Increased knowledge of and input about graduation plan and requirements
Provide students and parents online access to student grades and attendance through ASCENDER Parent Portal	Staff	Ongoing	Local	Parent Portal usage reports
Continue to encourage scheduled parent conferences with administrators, counselors, and teachers to discuss the CCR standards, graduation plan, and CTE Programs of Study	Administration Counselor Staff	Ongoing	Local	Log of scheduled parent conferences
Provide important documents, and State Assessment results to parents in their native language/ Translation resources/apps	Administration Counselor	Within 14 days	Local	Increased understanding of data by non-English speakers
Continue to communicate with parents/students via methods listed above regarding upcoming State Assessment dates in their native language (where possible)	Counselor, TIS	Ongoing	Local	Increased awareness of upcoming test dates by all parents
Continue attend events related to college and career readiness and offer post-secondary institution visits for junior and seniors	Administration Counselor Staff	Ongoing	Local	Attendance
Distribute campus information via the district website, School Messenger, report card messages, social media,	Administration Staff	Ongoing	Local	Increased parent participation
Administer TSI, PSAT, SAT, and ASVAB on campus	Counselor	Annually	Local	Participation rates, scores

Campus Climate—Student

Identified Need #5: Provide students with a safe environment in which to grow and learn

Objective A: SHS will continue to provide a community expected safe and nurturing environment for students to be able to learn and grow

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation/Evidence
Seek resources to assist families with social/emotional issues	Staff	Ongoing	Local	Campus climate, discipline referrals, office referrals
All personnel are trained in COVID protocols and specific personnel are trained in diabetic and seizure management protocols	Admin	Ongoing	Local-State	Safety audit
Provide training to students, via assemblies or direct instruction in areas of dating violence, bullying prevention, trafficking/exploitation, drug abuse, pregnancy disease prevention, social media, vaping, leadership and Peace Officer Interaction	Admin/Counselor	Ongoing	Local	Campus climate and safety audit
Continue to maintain campus facilities at a high level to ensure safety and positive environment	Staff	Ongoing	Local	State of facilities, staff & community feedback
CPR/AED training provided to staff/Stop the Bleed Training	Admin/A.D.	Ongoing	Local	Campus climate and safety audit
Ongoing safety drills	Campus Admin	Ongoing	Local	Campus climate and safety audit
Procure Safe Locks for all classroom doors	Campus Admin	Ongoing	Local	Campus climate and safety audit
Emphasize a dress and grooming code that effectively maintains a safe & positive learning environment	Campus Admin	Ongoing	Local	Campus climate and safety audit
Implement a discipline management plan that is cohesive, structured, timely, and fair	Campus Admin	Ongoing	Local	Campus climate and safety audit
Maintain an anonymous, always-accessible reporting tool for students to inform administration about bullying, cyberbullying, or other threats to campus/student safety-Website/Apps	TIS	Ongoing	Local	Campus climate and safety audit

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation/Evidence
Implement and maintain attendance policies and procedures which ensure consistently high attendance	Campus Admin/Office staff	Ongoing	Local	Campus climate and safety audit
Implement and maintain responsible cell phone and technology usage/procedures	Campus Admin/staff	Ongoing	Local	Campus climate and safety audit
Maintain and upgrade controlled entrance points to campus/district facilities	District Admin	Ongoing	Local	Campus climate and safety audit
Maintain and upgrade security cameras and communication devices (walkie-talkies)	District Admin	Ongoing	Local	Campus climate and safety audit
Continue to implement Discipline Plan and Student Code of Conduct	Admin/staff	Ongoing	Local	Referrals
Provide information to parents and students about district attendance requirements, consequences of excessive absences	Campus Admin	Ongoing	Local	Attendance letters mailed and emailed to parents; ASCENDER reports
Continue random drug testing for students in grades 7-12 who participate in extra-curricular activities or park on campus	Superintendent Campus Admin School Board	Fall	Local	Campus climate and safety audit; Board policy
Continue to use an outside agency to provide searches by trained dogs	District & Campus Admin	Ongoing	Local	Search results
Provide CPI training to staff/MW SSA-Co-op	Campus Admin	Ongoing	Local	Training documentation
Provide UDCA (diabetic) training to staff/ESC 11	Campus Admin	Ongoing	Local	Training documentation