



Santo High School
Campus Improvement Plan
2014-2015

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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)

Santo ISD Core Beliefs

Evaluation and Continuous Improvement

A relevant, challenging curriculum and sustained student engagement build a culture that inspires all to excel and produces ready graduates

Balanced Programs

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

Parents as Partners

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

Schools Impacting Community

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

High Quality Staff

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

Campus Improvement Committee

Name	Position
Mike Scott	Secondary Principal
Michele Bandy	JH ELA
Jamie Browning	JH ELA
Courtney Hopkins	HS Math
Tammi Perry	HS Math
Rodney Peugh	CTE (Ag)
Christy Taliaferro	CTE (Business)

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 under state criteria
- Students who are at risk of dropping out of school under 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 we use to identify students at risk is:

Each year, given the 13 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 TXEIS, completes the worksheet, indicating correct indicators, and submits this list to the campus secretary for entry into PEIMS before the October snapshot date.

The process we use to exit students from the SCE program who no longer qualify is:

Using student level data in comparison to the state indicators, the principal reviews which students/indicators are still pertinent to needs/circumstance of the student. Adjustments are made where needed, and the changes are submitted through worksheets to the campus secretary.

State Compensatory Education / At Risk Students

State of Texas At Risk Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Comprehensive Needs Assessment

Summary of Findings

*In this plan, the term “student groups” refers to students who are H, ED, and SPED

Data Sources Reviewed

STAAR scores, classroom grades, failure reports, accountability data tables, TAPR report, teacher/parent/administration input

Area of Assessment: Demographics		
Strengths	Needs	Priorities
Fairly stable population (mobility rate 14%)	Lower the percentage of at-risk students	Provide the support necessary to lower the percentage of At-Risk students from 32% to 25%
Manageable SES rate (37%)		
Low percentage of ELL students (2%)		
Area of Assessment: Student Achievement		
Strengths	Needs	Priorities
Overall, STAAR scores are higher than state average	Increase focus on writing across all grade levels	Place an increased emphasis on writing skills/process across the curriculum
Reading scores are very strong	The incoming 8 th grade class has approximately 10 students who need intensive individual/small group instruction for them to be successful at grade level	Continually monitor the achievement levels of this year’s 8 th grade students, providing extra interventions as needed to increase their level of academic and personal success
Math scores, overall, are a little above state average	Strengthen the academic foundation being built in Math	Modify the master schedule in a way that allows for more math time at JH level

Area of Assessment: School Culture & Climate

Strengths	Needs	Priorities
Strong culture of “school family”, including high student/staff standards	The Bring Your Own Technology (BYOT) policy needs to be strengthened and refined	Explore ways to get technology devices to Economically Disadvantaged and At-Risk students who lack financial resources

Area of Assessment: Staff Quality/Professional Development

Strengths	Needs	Priorities
High quality staff	Staff needs to gain confidence and knowledge in the use of data disaggregation in relation to student strengths and weaknesses	Provide professional development in the efficient and effective use of data disaggregation to guide instruction
Mix of veteran teachers, who provide knowledge and stability, and young teachers who provide energy and enthusiasm	Improve dialogue between grade levels and within departments regarding curriculum, instruction, student progress and behavior	Create a plan to allow teachers time to collaborate and begin to vertically align curriculum
	Ongoing staff development in the overarching area of technology	Provide opportunities for technology PD, idea sharing, collaboration, and innovation

Area of Assessment: Curriculum, Instruction and Assessment

Strengths	Needs	Priorities
Overall student achievement is strong	Periodic benchmarks to assess student progress in courses that are accountable for state assessments	Benchmark students in state-assessed courses at least once per year
Teachers are increasing the use of technology in the classroom to boost student engagement	Continue to upgrade and increase technology available to students, and provide maintenance on existing hardware	Pursue grants to provide additional technology for student use, both at school and at home
Project-based learning continues to be utilized, thereby increasing student engagement and critical thinking skills	Increase the number of project-based activities to extend student innovation and critical-thinking skills	Provide time and resources for teachers to plan and implement project-based activities

Area of Assessment: Family and Community Involvement

Strengths	Needs	Priorities
Positive, continuous support from both parents and community members	Provide multiple avenues of communication to parents and community members regarding the Foundation Graduation Program and requirements	Continue mailings and face-to-face meetings with students and parents about graduation plan requirements
Attendance at school events continues to grow across all programs	Increase the number of community service projects, allowing our students to give back to the community	Encourage student leadership groups to participate in, and create, community service projects to benefit both the Santo area and our students
	Continue to seek opportunities to increase communication between the school and parents/community	Increase the frequency of information being broadcast, as well as the amount of content available. Continue to monitor the effectiveness of our communication methods and adjust accordingly

Area of Assessment: School Context and Organization

Strengths	Needs	Priorities
Campuses are strategically located, increasing the efficiency of the district	Master schedule needs to be tweaked to include daily opportunities for teachers to work with struggling students	Build a master schedule to provide for a period during the day to be used for remediation as well as enrichment
	The structure of course offerings needs to be audited as we move forward into the new Foundation Graduation Plan, increasing the offerings to students while being as efficient as possible	Undertake a curriculum audit to allow for more efficiency in staffing and scheduling

Area of Assessment: Technology

Strengths	Needs	Priorities
Continuing investment in infrastructure, including wireless capabilities, bandwidth, teacher/student equipment, and technical support	Strengthen the current BYOT policy	Explore ways to get technology devices to EcoDis and At-Risk students who lack financial resources
	Ongoing staff development in the overarching area of technology	Provide opportunities for technology professional development, idea sharing, collaboration, and innovation
	Continue to upgrade and increase technology available to students, and provide maintenance on existing hardware	Pursue grants to provide additional technology for student use, both at school and at home

Summary of Campus Goals

Demographics

Goal: Provide the support and resources necessary to lower the percent of At-Risk students by the beginning of the 2015-2016 school year

Objective: SHS will track and monitor At-Risk students during the calendar year, providing appropriate interventions as needed, including Success Period, mentoring, peer-to-peer tutoring, and other available services

Summative Evaluation: Comparison of At-Risk data from September 2014 to August 2015 data should show a decrease in the number of students labeled At-Risk

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Continue the Talent Search program with Weatherford College	Gilbert	Ongoing	None	Number of students enrolled
Utilize the Success Period (see School Context and Organization)	Scott Staff	Ongoing	None	Improved test scores
Provide tutorials as needed for At Risk students struggling in a course	Staff	Ongoing	None	Improved test scores
Utilize available software programs to assist struggling learners	Scott Staff	Ongoing	District funds SAIL lab	Improved test scores
Use benchmark testing to regularly assess the progress of At-Risk students	Scott Staff	Ongoing	Eduphoria	Improved test scores
Assist teachers with STAAR data disaggregation to identify the weaknesses of the At-Risk student	Scott Gilbert Staff	Ongoing	Eduphoria	Improved test scores
Meet with the parents of At-Risk students, providing them with study guides and other materials necessary to help their student succeed on STAAR	Scott Gilbert Staff	Ongoing	District funds	Improved test scores

Student Achievement

Goal: Reconfigure the learning environment in order to more effectively deliver needed remediation and enrichment

Objective: SJH/SHS will create a Success Period to help struggling students while providing tutorial and enrichment time.

Summative Evaluation: An increase in remediation and enrichment should create a higher achieving campus by the summer of 2015

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Create a daily Success Pod system for SHS students, ensuring they receive needed remediation in all tested subjects	Scott Bandy Browning JH staff	Ongoing	STAAR materials	Increase in passing rate on STAAR
Create and maintain a remediation schedule for SHS students to serve those who have failed an EOC assessment or are at risk of failing the next assessment	Scott Bandy Browning	Ongoing	None	Increased STARR passing and progress rates
Provide SHS students with the ability to access classroom teachers for tutorials during Success Period	Scott Staff	Ongoing	None	Increased course passing rate
Utilize the high school Success Period to gain extra practice time for students in competitive events (UIL, Science Olympiad, FFA)	Scott Team sponsors	Ongoing	None	Increased participation in competitive academic events
Utilize the high school Success Period to allow students to meet with club and class sponsors	Scott Class & Club sponsors	Ongoing	None	Increased participation in schoolwide activities
Create and maintain a remediation schedule for SHS students to serve those who have failed an EOC assessment or are at risk of failing the next assessment	Scott Bandy Browning	Ongoing	None	Increased STARR passing and progress rates

Student Achievement

Goal: Place an increased focus on writing expectations across all curriculums and grade levels

Objective: Teachers will be trained on standard writing expectations

Summative Evaluation: Increased scores on the STAAR writing and ELA assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
English teachers will create a Campus Writing Standard	Bandy, Browning Harris, Miller	Fall 2014	Curriculum TEKS	Formal writing standard document
Teacher training will be provided on the Campus Writing Standard	Bandy, Browning Harris, Miller	Fall 2014	Time	Increased writing assignments on lesson plans in all subject areas

Goal: Continually monitor all low performing students and provide extra interventions as needed

Objective: Track low-performing student groups

Summative Evaluation: Increase in the STAAR progress measure scores for these students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Monitor student grades at three and six weeks	Scott	Ongoing	Campus reports	Students failing
Provide personalized interventions when needed	Scott Staff	Ongoing	Success Period	Student progress
Effectively utilize technology to remediate students who are behind	Scott Staff	Ongoing	TMSDS, Eduphoria, OdysseyWare, text resources, MVRC, SAIL Lab, MobyMax	Student progress
Teacher phone calls or conferences with parents whose child is struggling	Scott Staff	Ongoing	Phone log	Student success due to contact w/ parents

School Culture & Climate

Goal: Provide students with a safe environment in which to grow and learn

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

Summative Evaluation: Retention and graduation rates at SHS will remain high

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Continue to maintain campus facilities at a high level	Scott Staff	Ongoing	District Funds	State of facilities, community feedback
Provide training to all students in areas like bullying prevention, drug abuse, pregnancy and disease prevention, and character education	Scott Gilbert	Ongoing	District Funds	Campus climate and safety
CPR/AED training provided to staff	Scott Bubenik Thornton	Ongoing	None	Campus safety
Increase campus security by installing a buzzer at the JH hallway	Stephens	Ongoing	District Funds	Campus safety
Procure Safe Locks for all classroom doors	Stephens	Ongoing	District Funds	Campus safety
Emphasize a dress and grooming code that effectively communicates community values	Scott Stephens	Ongoing	None	Campus climate and safety
Implement a discipline management plan that is cohesive, structured, timely, and fair	Scott Stephens	Ongoing	None	Campus climate and safety
Implement and maintain attendance policies and procedures which ensure consistently high attendance	Scott, Stephens Ellis, Mann	Ongoing	None	Campus climate and safety
Implement a school safety policy that emphasizes consistency	Scott Stephens	Ongoing	None	Campus climate and safety
Continue to participate in the MWISD DAEP	Scott Stephens	Ongoing	District Funds	Campus climate and safety

Staff Quality/Professional Development

Goal: Continue our tradition of hiring highly-qualified staff

Objective: SHS will seek highly-qualified teachers and use available alternatives to move all staff to highly-qualified status

Summative Evaluation: Cumulative percentage of highly-qualified staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Ensure that new teachers hired meet the highly-qualified status	Scott	Ongoing	Highly-qualified regulations	Percentage of highly-qualified teachers on campus
Use available alternatives to move all staff to highly-qualified status	Scott	Ongoing	Certification exams Alternative Certification programs	Percentage of highly-qualified teachers on campus
Continue to analyze teacher certification and experience to ensure highly-qualified status	Scott	Ongoing	Highly-qualified regulations	Percentage of highly-qualified teachers on campus
Provide quality new teacher in-service	Scott	Fall of 2014	Campus resources	New teacher adaptability
Provide first-year teachers with a mentor teacher	Scott Staff	2014-2015 school year	None	New teacher job satisfaction and classroom performance
Create a culture of continuous improvement by using a formal walkthrough program	Scott Stephens	Ongoing	Power Walks Program	Consistency of expectations between classrooms

Staff Quality/Professional Development

Goal: Train all staff on data disaggregation and its application in the classroom

Objective: SHS will train teachers to disaggregate achievement data to analyze and improve student performance

Summative Evaluation: Increased student performance and progress on all required assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide training and resources for teachers to disaggregate testing data	Scott Gilbert	Ongoing	Region XI Service Center Qualified speakers	Teachers have basic knowledge of data disaggregation techniques
Track the TEKS being taught in core classes, with emphasis on subjects being tested	Scott	Ongoing	TEKS Forethought Curriculum resources	Lesson Plans Forethought reports
Work on a plan to allow time during the school day for team meetings about data and PLNs to meet	Scott Gilbert	Ongoing	Master schedule Substitutes Teacher input	Increased vertical and horizontal alignment

Staff Quality/Professional Development

Goal: Provide meaningful professional development, directly related to student needs, to all instructional staff

Objective: SHS staff will participate in appropriate professional development before and during the school year

Summative Evaluation: Increased student performance and progress on all required assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide access to relevant professional development, based on teacher/campus needs	Scott Gilbert	Ongoing	Region XI Service Center Qualified speakers	Teachers will gain knowledge about critical thinking skills, which will then translate to the classroom
Teacher input on professional development topics will be sought and considered	Scott Gilbert	Ongoing	Teacher input	More focused and meaningful professional development

Goal: Explore ways to vertically and horizontally align curriculum

Objective: To begin the process of aligning curriculum within departments by the end of 2015 school year

Summative Evaluation: Scope and Sequences

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Work on a plan to allow time during the school day for department meetings	Scott	Ongoing	Scope and Sequence documents Alignment resources	A scope and sequence for all core areas for grades 6-12
Develop relationships w/ elementary campus	Staff	Ongoing	Time	Increased alignment dialogue/collaboration,
Teacher input on professional development topics will be sought and considered	Scott Gilbert	Ongoing	Teacher input	More focused and meaningful professional development

Curriculum, Instruction, and Assessment

Increased project-based activities to extend student innovation /critical thinking skills: provide time and resources for planning

Goal: Maximize our state accountability rating

Objective: Campus will use benchmarking to assess student learning and, with the expected tech grant, provide more access to learning opportunities for EcoDis and other students

Summative Evaluation: Increased assessment results and student involvement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Benchmark all students in tested subjects at least once per year	Scott Staff	Ongoing	Eduphoria	Assess student learning
Provide personal technology devices and personal wi-fi to students with no access	Scott Thornton Keller	After October 1	Dependent upon grant funding	Increased student engagement
Increase project-based learning activities	Scott Staff	Ongoing	District funds	Increased student engagement and innovation/critical thinking skills
Provide teacher's time for department planning	Scott	Ongoing	District funds for subs	More teacher innovation and aligned curriculum
Continue to implement a JH Summer School program consistent with the demands of SSI	Scott Selected Teachers	June, 2015	Campus Budget Multiple campus curriculum resources	Reduced SIT referrals
Continue remediation program for low performance on EOC assessments	Scott Selected Teachers	Ongoing	Campus Budget Multiple campus curriculum resources	Increased percentages of students meeting assessment expectations

Family and Community Involvement

Goal: Continue to seek opportunities to increase communication between the school, parents, and the community

Objective: SHS will continue to utilize the district marquee, website, social media accounts, mailouts, newsletters, and face-to-face meetings to communicate information to all stakeholders, while constantly evaluating and adjusting these methods of communication

Summative Evaluation: Increasing the attendance at both academic and community events, while decreasing the number of parent phone calls that deal with routine questions about athletic schedules, time changes, etc.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Frequently update the marquee with events from all campuses	Scott Gilbert Terrell	Ongoing	Time	Increased outbound communication
Publish regular issues of “The Prowler” newsletter and post to the SISD website	Taliaferro Gilbert	Ongoing	District funds	Increased interest in district events by community members
Continue communication with the community through appropriate social media channels like Facebook, Twitter, and Remind	Administration All instructional staff	Ongoing	Time	Increased outbound communication
Make daily updates to the district’s website to be sure all information is timely and relevant	Ellis Taliaferro Principals	Ongoing	Time	Increased outbound communication
Update teacher, sports, and extracurricular web pages on a regular basis	Staff	Ongoing	Time	Parent involvement Website visit data
Provide opportunities for student leaders and student groups to engage in community service projects	Principal Staff	Ongoing At least 1 per semester	Time District Funds	Increased interaction with community members and sense of accomplishment from students
SHS will create a community open-house night to coincide with band concerts to showcase academics and extracurriculars	Principal Staff	1 per semester	Time District Funds	Increased knowledge about and buy-in for the academic and extracurricular programs we offer

Family and Community Involvement

Goal: 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

Objective: SHS will continue to provide a variety of communication methods about CCR and PGP to all stakeholders

Summative Evaluation: Increasing community/parent knowledge about the College and Career Readiness Standards and the graduation plan process while boosting the number of students gaining Endorsements on the Foundation Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide students and parents online access to their personalized Graduation Plan and scheduling	Scott Gilbert Chesnut	Ongoing	Career Cruising	Increased knowledge of and input about graduation plan and requirements
Provide students and parents online access to real-time student grades and attendance through Parent Portal	Scott Chesnut	Ongoing	TeXis	Monitor the number of parents and students who utilize the software and reinforce the helpfulness of Parent Portal with non-users; survey results and parent comments
Continue to encourage scheduled parent conferences with administrators, counselors, and teachers to discuss the CCR standards, graduation plan, and student success	Administration Staff	Ongoing	Time	Log of scheduled parent conferences
Teachers will use social media (Twitter, Remind, Facebook) to keep parents and students informed about academic coursework	Scott Staff	Ongoing	Time	Increased communication with parents and students
Provide important documents, and State Assessment results to parents in their native language	Scott	Within 14 days	Translation Resources	Increased understanding of data by non-English speakers
Continue to provide community events that involve our secondary campus, including Tailgate Party, Fall Festival, athletic events, band concerts, athletic banquets, and graduation	Administration Staff	Ongoing	District funds	Increased community involvement and support for SHS

School Context and Organization

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

Objective: SHS will utilize a Success Period every morning for intervention and enrichment activities.

Summative Evaluation: Comparing the 2014 STAAR data to the 2015 data should show an increased passing or progress rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Create and maintain a schedule for SHS Success period to remediate and reinforce core skills for all students	Scott Bandy Browning	Ongoing	None	Increased STARR passing and progress rates
Ensure that quality teaching is occurring during the daily SHS Success Period	Scott Stephens	Ongoing	STAAR resources	Increased STARR passing and progress rates
Create and maintain a remediation schedule for SHS students to serve those who have failed an EOC assessment or are at risk of failing the next assessment	Scott Bandy Browning	Ongoing	None	Increased STARR passing and progress rates
Ensure that quality remediation is occurring during the daily SHS Success Period	Scott Stephens	Ongoing	STAAR resources	Increased STARR passing and progress rates
Provide SHS students with the ability to access classroom teachers for tutorials during Success Period	Scott Staff	Ongoing	None	Increased course passing rate
Utilize the SHS Success Period to gain extra practice time for students in competitive events (UIL, Science Olympiad, FFA)	Scott Team sponsors	Ongoing	None	Increased participation in competitive academic events
Utilize the SHS Success Period to allow students to meet with club and class sponsors	Scott Class & Club sponsors	Ongoing	None	Increased participation in schoolwide activities

School Context and Organization

Goal: Audit course offerings to create more efficiency in staffing and scheduling, while moving toward a more diversified learning experience for secondary students

Objective: Teachers will work with administration to disaggregate TEKS and course expectations, while honing in on courses that offer the most benefit

Summative Evaluation: Next year's Master Schedule, plus additional offerings in the SAIL lab

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation	
Teachers will work with principal and department team to create a cohesive scope and sequence for both their course and subject area	Scott Staff	2014-2015 school year	Scope and sequence documents Time during day	Completed scope and sequences	
Teachers will use scope and sequence documents to work with elementary to vertically align curriculum and discover gaps in core areas	Scott Staff Longley	2014-2015 school year	Training days Assistance from Service Center staff	Vertically-aligned curriculum documents	
Address identified needs in the SHS ESL Program	Scott McDonald	Ongoing	Campus ESL Resources	Progress reports Report Cards	
Continue promotion and enhancement of CTE programs & graduation requirements	Scott Taliaferro Fox	Peugh Dowell	2014-2015 school year	Campus budget Campus CTE resources HB 5 resources	Four Year Plans Six Year Plans
Continue to meet the needs of our GT students	Scott Miller Tallant	2014-2015 school year	Campus budget Campus GT resources Sci. Olympiad resources	GT lesson plans and activities Sci. Olympiad results	
Continue high expectations in Special Education	Scott Patteson	Theriault	2014-2015 school year	TEKS Accommodations	IEP's IEP's Benchmarks

Technology

Goal: Improve the Bring Your Own Technology (BYOT) by adding more school-owned devices

Objective: SHS will continue to add personal technology devices, as funding allows

Summative Evaluation: An increased number of district-owned devices available to students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Write grants to pursue additional funding for technology devices	Gilbert Scott Thornton Taliaferro	Ongoing	Time	Amount awarded by grants
Provide EcoDis and other students with personal technology devices and wi-fi hotspots that can be used both at school and at home	Gilbert Scott Thornton Keller	After October 1	Grant funding	Amount awarded by grants

Goal: Increase the integration of technology in the classroom, while maintaining and upgrading our current systems

Objective: Teachers will continue to be trained on a variety of integration methods

Summative Evaluation: Increase in the number of lessons utilizing technology

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide ongoing training for teachers in the area of tech integration	Scott Taliaferro	Ongoing	Time	Increased use of technology in the classroom
Provide teachers with resources to seek out ideas for bringing student technology into the classroom	Scott, Keller Taliaferro	Ongoing	Online resources TCEA convention ESC11 workshops	Increased use of technology in the classroom
Create a user-friendly, updated library/research lab area for students to engage in research and supplemental activities	Scott Thornton Keller	Fall 2014	Hardware Software	Track the number of students using the library via the library calendar

Technology

Goal: Upgrade and maintain our current technology infrastructure

Objective: Increase our infrastructure to accommodate new and more powerful technology

Summative Evaluation: Periodic needs assessment, teacher feedback

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Continue to upgrade the campus' graphing calculator inventory and provide check-out for all high school student enrolled in a math class	Scott Hopkins Perry	Ongoing	Time	Increased use of technology in the classroom
Upgrade the junior high computer lab	Gilbert Scott Thornton	Summer-Fall 2014	Equipment Budget	Track the number of students using the lab
Create a Santo Acceleration and Intervention Lab (SAIL) to service both dual-credit students and those needing credit recovery	Scott Thornton	Fall 2014	Hardware Software	Increase passing rate for credit recovery students; create multiple opportunities for acceleration for sophomore-senior students
Continue to check out iPads to students via the cart in the HS Computer Lab	Scott Thornton	Ongoing	None	Track the usage of the 50 iPads by teacher and subject