



Santo High School
Campus Improvement Plan
2017-2018

Table of Contents

Santo ISD Core Beliefs	4
Campus Improvement Committee.....	5
Legal References.....	5
State Compensatory Education / At Risk Students.....	6
State Compensatory Education / At Risk Students.....	7
Comprehensive Needs Assessment.....	8
Identified Needs & Priorities	9
Student Achievement.....	10
Objective A: Address PBMAS Staging and Systems Safeguards by providing accelerated instruction to identified special population groups (JH/HS SPED ELAR, JH SPED Math, JH ELL Reading, CTE EcoDis ELAR).....	10
Objective B: Revise the Master Schedule to allow time for teachers to provide both intervention for struggling students and enrichment opportunities.....	12
Objective C: Continually monitor all low performing students to provide timely interventions.....	13
Student Engagement/CCR.....	14
Objective A: Staff will review and develop skills/strategies to increase student engagement in the learning process.....	14
Objective B: Students will engage in meaningful academic coursework that relates directly to real-work skills and application.....	16
HQ Staff/Professional Development.....	17
Objective A: Recruit, develop, and retain high quality staff	17
Objective B: SHS will provide teachers the opportunity to participate in relevant, quality professional development.....	19
Technology.....	21
Objective A: Continue to upgrade and increase technology available to students/staff and maintain existing hardware	21
Objective B: Teachers will continue to be trained on a variety of integration methods in order to engage students and meet diversified learning styles.....	22
Family/Community Engagement.....	23
Objective A: Continue to seek opportunities to increase communication & engagement between the school and parents/community	23

Objective C: 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 25

Campus Climate—Student..... 26

Objective A : SHS will continue to provide a community expected safe and nurturing environment for students to be able to learn and grow 26

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
Michele Bandy	JH ELA
Jamie Browning	JH Reading/Social Studies
Mitzi Mann	Secondary Spec. Ed.
Tammi Perry	HS Math/Science
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 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 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 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

Data Sources Reviewed

STAAR & EOC Assessment results/Accountability Reports, local assessment data, PEIMS reports , personnel records, surveys (parent, teacher, student), campus master schedule, meeting sign-in sheets & notes, PD transcripts & records, classroom grades, failure reports, input from stakeholders

Identified Strengths

- Stable enrollment
- Low percentage of ELL students
- Overall STAAR/EOC score are higher than state average
- 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”, including high student/staff standards
- Teachers are increasing the use of technology in the classroom to boost student engagement
- Strong school -community relations
- Strong technology acquisition/upgrade program across district

Student Demographics

Campus Type	Elementary/Secondary
Campus Size	265 Students
Grade Span	06 - 12
Percent Economically Disadvantaged	41.9
Percent English Language Learners	0.4
Mobility Rate	9.2
Percent Served by Special Education	8.3

Identified Needs & Priorities

1. Intervention processes to ensure individual students' educational needs are met in a timely manner—particularly the needs of low-achieving students and those 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/CCR)
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 the level to which relevant technology is integrated into instruction and available to students (Technology)
5. Increase opportunities for parent, family and community engagement (Family/Community Engagement)
6. 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 students and those at risk of not meeting the state standards on STAAR/EOC assessments

Objective A: Address PBMAS Staging and Systems Safeguards by providing accelerated instruction to identified special population groups (JH/HS SPED ELAR, JH SPED Math, JH ELL Reading, CTE EcoDis ELAR)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation/Evidence
Hire additional SPED staff to provide small-group instruction and assist special populations who are in a mainstream setting (reduction in class size)	Campus Administration	Prior to 2017-18 school year	State-SPED	Increased number of SPED certified staff
Provide training on Eduphoria Aware Monitor lists to track low-performing students	Campus Admin/District TIS	Ongoing	Local	Eduphoria Aware reports; creation of teacher/admin monitor groups
Improve close reading and reading comprehension for all students, with special attention to special populations (ELL, SPED, EcoDis, CTE)	Campus administration Staff	Ongoing	State-Local-SCE	Monitor lists, staff development transcripts
More frequent benchmarks to assess student progress identified areas	Staff TIS	Ongoing	Local	Benchmark results
Assist teachers with STAAR/EOC data disaggregation to identify the weaknesses of the At-Risk students	Campus Admin/Counselor/Staff	Ongoing	Local-SCE	Improved test scores/grades
Create and maintain an accelerated instruction schedule for students who have failed an STAAR/EOC assessment or are at risk of failing a class or the next assessment (before and after school, pull-out)	Admin/Staff	Ongoing	SCE-State	Increased STARR & EOC passing & progress measures; decreased failure rate on report card grades

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation/Evidence
Utilize available software programs to assist struggling learners	Staff	Ongoing	Local-State	Improved test scores/passing rates/grades
Use the RTI process to monitor struggling students, and pinpoint students' needs to provide the correct interventions/ Accelerated instruction	Campus admin/ Staff	Ongoing	Local-SCE-State	Improved test scores/grades
Monitor students through the RTI process and provide personalized interventions for Tier 2 and 3 students- Odyssey Ware Tutorials/RTI Pullout	Staff	Ongoing	Local-SCE-State	Student progress
Continue the Talent Search program with Weatherford College	Counselor	Ongoing	Local	Number of students enrolled
Provide SHS 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 Counselor Staff	Weekly	Local	Opportunity for just-in-time remediation
Utilize OdysseyWare for student remediation	Staff	Ongoing	Local-SCE-State	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
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
Create and maintain an accelerated instruction schedule for students who have failed an STAAR/EOC assessment or are at risk of failing a class or the next assessment (before and after school, pull-out)	Admin/Staff	Ongoing	Local-SCE-State-SPED	Increased STARR and EOC passing and progress measures; decreased failure rate on report card grades
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 (UIL, Science Olympiad, 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
All teachers will display and emphasize Campus Writing Standards	ELA Staff	Fall 2016	Local	Formal writing standard document
Additional teacher training will be provided on the Campus Writing Standard	ELA Staff	Spring 2017	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 for Tier 2 and 3 students- Odyssey Ware Tutorials/RTI Pullout	Staff	Ongoing	Local-State-SCE	Student progress
Utilize OdysseyWare 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
Benchmark all students in tested subjects at least twice per year/ Eduphoria	Staff	Ongoing	Local-State	Assess student learning
Encourage teachers to implement six weeks testing in Aware for data disaggregation student learning gaps/ Eduphoria	Staff	Ongoing	Local-State	Test data and reports

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation/Evidence
Increase project-based learning activities with rubrics & evidence of learning	Campus Admin/Staff	Ongoing	Local-State	Increased student engagement and innovation/critical thinking skills
Provide opportunities for students to gain relevant, real-world application. Utilize Pinterest Blogs Conferences Professional Development Planning Time	Staff	Ongoing	Local-State	Lesson plans, walkthroughs
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
Teachers are increasing the use of relevant technology in the classroom to boost student engagement	Staff TIS	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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation/Evidence
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 program with Weatherford College	Counselor	Ongoing	Local	Number of students enrolled

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 Pinterest-Blogs-Workshops-Conferences	Admin TIS Staff	Ongoing	Local-State	Lesson plans; student feedback/engagement
Offer a Career Investigations class to junior high students	Admin Counselor Staff	Ongoing	Local-State	Master schedule
Inform JH students about graduation plans, endorsement options, Career Pathways	Admin Counselor Staff	Ongoing	Local-State	Master schedule, conference sign-in sheets
Continue to offer CTE courses that prepare students for employability	Staff	Ongoing	Local-State-EMAT	Increased student progress
Continue to grow programs that offer Certifications & Licenses to students relevant to future employment	Counselor	Ongoing	Local-State	Number of students enrolled
Offer CCR math & English to seniors to prepare them for college/trade school	Admin Counselor Staff	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-EMAT	Number of students enrolled
Offer TSI test & CCR Math/English course for students to gain a TSI exemption-	Admin Counselor Staff	Ongoing	Local-State	Number of students enrolled; test scores

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
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
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
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
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
Create a local teacher appraisal	Campus Admin	Ongoing	Local_State	Consistent

system (SPAS) to enable professional development and teacher improvement				monitoring/feedback/reflection
Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation/Evidence
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 H: 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
Provide training 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
Provide training 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
Provide professional development in the efficient and effective use of data disaggregation to guide instruction, identify student learning gaps, and teacher instruction methods	Campus Admin TIS	Ongoing	Local-State	Eduphoria Aware reports; increased staff confidence in data disaggregation skills as measured by EOY climate survey
Seek professional development in areas of special population needs	Campus	Ongoing	Local-State-SPED-SCE	PD transcripts and increased student performance
Provide local staff development during teacher conference periods during the school year	Campus admin TIS	Ongoing	Local-State	Increased student performance and staff innovation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation/Evidence
Address content areas specifically in IEPs and follow guidance of ARD/504 committee decisions for individual students to provide effective, timely, and additional assistance- ESC 11 MW SSA Co-op	Campus admin SPED staff	Ongoing	Local-State-SCE	Increased student performance; accommodation/modification documentation each six-weeks
Professional development for special populations through ESC 11 MW SSA Co-op , including: <ul style="list-style-type: none"> • IEP content area for teachers • ARD meetings • Autism training • ESL/ELL • Accelerated Instruction • Inclusion training 	Campus admin SPED staff	Ongoing	Local-State-SPED-SCE	Increased student performance and staff innovation
Professional development relevant to all teachers through ESC 11 TIS,Conferences, including: <ul style="list-style-type: none"> • Critical thinking skills • Close Reading • Writing Across Curriculum • Cross-Curricular Instruction • Questioning • Learning Strategies • Student Engagement Strategies • Questioning Strategies to gauge student learning 	Campus admin TIS	Ongoing	Local-State-SPED-SCE	Increased student performance and staff innovation

Technology

Identified Need #4: Increase the level to which technology is integrated into instruction and available to students/staff

Objective A: Continue to upgrade and increase technology available to students/staff and maintain existing hardware

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation/Evidence
Pursue grants for additional funding for purchase of technology devices	Administration Tech Director TIS	Ongoing	Local-State	Amount awarded by grants
Explore ways to lend/provide technology resources for academic purposes to all students, with priority given to special populations, both at school and at home	Administration Technology Director	Ongoing	Local-State-EMAT	Amount awarded by grants
Regular, scheduled maintenance on technology devices and in-time technical assistance provided to staff/students	Tech Director TIS	Ongoing	Local-State	Decrease in technology down-time

Objective B: Teachers will continue to be trained on a variety of integration methods in order to engage students and meet diversified learning styles

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation/Evidence
Teachers will continue to be trained on a variety of integration methods in order to engage students and meet diversified learning styles	Administration Tech Director TIS Staff	Ongoing	Local-State	Increased use of technology in the classroom as evidenced by walkthroughs and lesson plans
Provide teachers with resources to seek out ideas for bringing student technology into the classroom- Online resources-Conference attendance-ESC 11 workshops	Administration Tech Director TIS Staff	Ongoing	Local-State	Increased use of technology in the classroom as evidenced by walkthroughs and lesson plans
Provide all students/staff with current and appropriate technological resources and support <ul style="list-style-type: none"> • Access to computer labs • SmartBoards • iPads (carts for students, iPads issued to staff) • Chromebooks (carts for students) • Interactive projectors • Real-time technology support • Graphing calculators (check-out provided to all students enrolled in a high school math class) 	Administration Tech Director TIS Staff	Ongoing	Local-State- EMAT-HS Allotement	Inventories; equipment in place

Family/Community Engagement

Identified Need #5: 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), 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, Hurricane Harvey, etc)	Campus Admin/ Staff	Ongoing At least 1 per semester	Local	Increased interaction with community members; feedback from students and community
Community events: <ul style="list-style-type: none"> • Open House • Fall Festival • Homecoming • Extra-curricular/athletic events • Academic Awards & Scholarship Ceremony 	Principal Staff	Varies	Local	Attendance; feedback
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: <ul style="list-style-type: none"> • Report cards • Daily attendance calls/SMS messages • Progress reports • Contact parents via phone or email regrading 	Campus Admin Support staff Staff	Ongoing	Local-Sate	Communication logs

accelerated instruction/tutorials				
<ul style="list-style-type: none">• Provide information about credit recovery via Odysseyware• Parent Portal• Summer accelerated instruction for students who failed STAAR or EOC				

Objective C: 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 Career Pathways/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 Parent Portal/TXEIS	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 Career Pathways	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, SchoolMessenger, report card messages, social media, and local newspapers	Administration Staff	Ongoing	Local	Increased parent participation
Administer TSI, PSAT, SAT, and ASVAB	Counselor	Annually	Local	Participation rates, scores

Campus Climate—Student

Identified Need #6: 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
Continue to maintain campus facilities at a high level to ensure safety and positive environment	Staff	Ongoing	Local	State of facilities, staff & community feedback
Provide training to all students in areas of bullying prevention, drug abuse, pregnancy and disease prevention, and character education	Admin/Counselor	Ongoing	Local-State	Campus climate and safety audit
CPR/AED training provided to staff	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
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	District Admin	Ongoing	Local	Campus climate and safety audit
Annual staff development on child abuse, suicide prevention, texting with students, etc.	District Admin	Prior to school	Local	Campus climate and safety audit

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation/Evidence
Continue to implement Discipline Plan and Student Code of Conduct	Admin/staff	Ongoing	Local	Referrals
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
Post Steroid Laws in district athletic facilities	Athletic Director	Prior to school	Local	Campus climate and safety audit
Provide information to parents and students about district attendance requirements, consequences of excessive absences, and cost to the district	Campus Admin	Ongoing	Local	Attendance letters mailed to parents; TxEIS reports
Hold assemblies to inform students about prevention programs (cyberbullying, human trafficking, Red Ribbon Week, etc.)	Campus Admin Counselor	Ongoing	Local	Campus climate and safety audit
Explore random drug testing for students in grades 9-12 who participate in extra-curricular activities	Superintendent Campus Admin School Board	Fall	Local	Campus climate and safety audit; Board policy
Continue to use an outside agency to provide searches by drug 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