

San Benito Consolidated Independent School District

San Benito High School

2018-2019 Campus Improvement Plan



Mission Statement

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

Vision

To Be A Premier Educational Institution

Core Beliefs

San Benito High School believes in:

Respecting

Educating

Accountability

Caring

High Expectations

FOR ALL INDIVIDUALS

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Academic Achievement	10
School Processes & Programs	16
Perceptions	22
Comprehensive Needs Assessment Data Documentation	26
Goals	29
Goal 1: San Benito High School will increase the academic achievement for all students and close the performance gap between sub-populations. . .	29
Goal 2: San Benito High School will recruit, develop, support, and retain effective teachers, principals, and instructional support staff.	63
Goal 3: San Benito High School will implement program initiatives and activities that reflect a commitment to preparing all students for postsecondary education and career paths.	70
Goal 4: San Benito High School will provide all students with a safe and drug free learning environment that is conducive to learning.	80
Goal 5: San Benito High School will collaborate with parents and the community to ensure all students receive a "Gold Standard" education.	88
Comprehensive Support Strategies	94
State Compensatory	97
Budget for San Benito High School:	97
Title I Schoolwide Elements	98
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	98
1.1: Comprehensive Needs Assessment	98
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	98
2.1: Campus Improvement Plan developed with appropriate stakeholders	98
2.2: Regular monitoring and revision	98
2.3: Available to parents and community in an understandable format and language	98
2.4: Opportunities for all children to meet State standards	98
2.5: Increased learning time and well-rounded education	98
2.6: Address needs of all students, particularly at-risk	99
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	99
3.1: Develop and distribute Parent and Family Engagement Policy	99
3.2: Offer flexible number of parent involvement meetings	99
2018-2019 Site Based Decision Making Team	100
Campus Funding Summary	101

Comprehensive Needs Assessment

Demographics

Demographics Summary

WHO ARE WE?

San Benito High School is a 10th-12th Grade campus which currently maintains a number of high performing programs and areas. The school received two distinctions from TEA for the 2017-2018 school year including a distinction in the area of Science and in Postsecondary Readiness.

These accolades are worked towards and achieved as a team; many stakeholders including teachers, administrators, specialists and district-level leadership all come together to develop and implement the improvement plan and other initiatives.

Our staff is highly qualified, fully certified and provide educational opportunities to all students including Gifted and Talented, CTE, ESL, Title I, Fine Arts, and Athletics. Our philosophy as a campus and as a working organization is to produce the best well-rounded students who are ready to tackle the challenges of the 21st Century.

San Benito High School currently has a population of roughly 2130 students. The campus classifies as a 6A school under UIL. The age of students at our campus ranges from 15 to 18 but also includes an 18+ population. We are situated at 450 S. Williams Road in San Benito north of US Highway 69 and house many of our programs and facilities on site including all athletic fields (i.e. softball, baseball, tennis, football, and track). Any students currently residing within the city limits are admitted along with any students from outside of our district contingent on them providing their own transportation. The school has students living nearby commuting on foot (15 minute walk) and also accounts for students who travel as much as 14 miles to get to school by bus (roughly 30 min bus ride). San Benito High School is the only high school in city with a population of 24, 530. Some of our programs are housed at a separate campus, San Benito Veterans Memorial Academy, which also houses the 9th Grade population. Some of these programs include the burgeoning Early College Academy along with some of our Health Science programs and Audio Visual Programs.

STUDENTS

The ethnic distribution at SBHS (San Benito High School) is as follows: African American .1%, Hispanic 98.8%, White .8%, and Two or More Races .1%. Since the population is predominantly Hispanic there is also a greater need for the Spanish language to be spoken in maintaining communication with students' households.

80.9% of the population is also Economically Disadvantaged, 10.3% of the population is ELL, 4.6% of the population has a disability, and 12.6% of the

population are mobile. SBHS then accounts for 41.6% of our population being At-Risk.

Enrollment is always slightly fluctuating. From last year to this year enrollment has dropped from 2,168 to roughly 2,130.

For students who are mobile or migratory, we provide Migrant services including counseling, academic supports, and specific college and career guidance. The campus currently has 125 Migrant students enrolled (5.87%).

The Class of 2018 saw a total number of 623 graduates (100%). Multiple initiatives including access to the Gateway for Graduation Academy help students who are in danger of dropping out or not completing their graduation plans in time in order to help support a high graduation rate.

Many students graduating from SBHS procure either a trade/industry certification through our CTE programs while enrolled in our school or continue on to a 2-year college (e.g. Texas State Technical College in Harlingen). A lower number of students graduating from SBHS procure Dual-Enrollment credits and go on to a 4-year college. Along with this are also students who do not complete any college hours and go straight to a 4-year university. A majority of the students attending either a 2 or 4 year college graduating from SBHS remain in-state for their postsecondary education.

SBHS's Class of 2016 was comprised of 595 graduates. 59 of these graduates completed the Minimum H.S. Plan and 536 of these graduates completed the Recommended H.S. Plan. In 2018, 55% of SBHS graduates were College, Career and Military Ready.

The attendance rate for 2016-2017 was 92.8%. This is a drop from the 2015-2016 year which was at 93.6%. This shows a greater number of unexcused absences and a greater need for follow-up with truancy and excessive student absences.

The student enrollment by special program are as follows: ESL 198 students (9.1%), CTE 1,822 students (84%), G/T 97 students (4.5%), and Special Education 172 students (7.9%).

SBHS currently has a population of 19 Homeless students (.89%). Students are put in contact with Communities in Schools and families are provided assistance. Assistance comes in the form of food, clothing, supplies and access to local shelters and other resources.

STAFF QUALITY, RECRUITMENT AND RETENTION

SBHS has a total staff of 196. This is comprised of 173 Professional Staff and 23 Educational Aides. Professional staff includes 7 administrators, 19 professional support staff, and 147 teachers. All staff is highly qualified and certified. 110 teachers hold Bachelor's Degrees, 32 teachers hold Masters Degrees, and 5 hold an industry certification. The level of experience amongst teachers is as follows: 8 Beginning Teachers, 48 1-5 Year Teachers, 34 6-10 Year Teachers, 28 11-20 Year Teachers, and 29 Teachers with Over 20 Years of Experience. Provided this data, it is evident there is a great need for teacher development and support provided a large group of teachers are within the 0-5 Years of experience.

Educational Aides are all certified and are indispensably used across the campus but primarily with our Special Needs Sub-groups, especially with Life-Skills and Behavior Management Units.

New teachers are provided a mentor teacher to provide support and someone to refer to. At the district level, new teachers receive additional support in the

form of experienced mentors and continuous professional development. The Human Resources Department has a Mentor Teacher Facilitator who ensures all new teachers are designated mentors and additional supports as needed.

Many of the professional development needs of the campus are determined by academic areas of improvement, but current district initiatives are driving the course of campus professional development. Three major initiatives include: 1) a partnership with the International Center for Leadership in Education which is working to build teacher capacity and the incorporation of blended strategies in the classroom for high yields in learning and teacher growth; 2) the implementation of the TEKS Resource System as the base curriculum for all core-content courses; and 3) the support of Lead4Ward strategies and tools to support student achievement and growth. Additionally, a number of new technologies including a new integrated system (Skyward) and the implementation of Epson Interactive Whiteboards and wireless devices in classrooms have opened a need for support and training needs.

Teachers along with administrators attended the TEKS Resource System conference in San Antonio for the first time providing a greater awareness of the parts and tools provided. Region One (local education support center) provides continuous training and support to teachers if needed. Additionally, district-level instructional coaches come to work with teachers and support them in their implementation of the curriculum. ICLE trainers come in twice a semester to provide support and training to a select group of teachers. The goal is to have areas discussed and developed in these sessions turned around for the rest of the staff. Principals and other school leaders attended Lead4Ward conferences to garner a better understanding of the tools and resources which will support academic success in the core content areas. All other areas of the school (Electives, CTE, and Athletics) seek out and attend professional development sessions or conferences based on their departmental needs.

All professional staff is evaluated on a yearly basis and provided feedback, tools, resources and action plans for improving their performance. Teachers in particular who have students performing at a low level are conferenced with by an administrator. Currently, these teachers are not specifically asked to attend particular trainings nor is there a plan for distinctly helping teachers improve their performance.

Core-content area teachers all partake in Professional Learning Communities. Teachers are provided at least two 90 or 61 minute sessions a week to share and speak about best practices based on their data and their own observations and experiences. Teachers, though, may benefit from opportunities to observe or partner up with effective teachers in order to improve the quality of their lesson delivery and overall professional performance.

All FTE's are evaluated for their professional performance either using the TPESS, TTESS or PAKS instruments.

The average class size at SBHS is 14.7. The average is low because of specialty classes and programs which allow only for very few students to enroll because of program restrictions. General Education core content classrooms, though, typically account for over 20 students and can reach up to 32-34 students in some cases.

PARENTS/GUARDIANS and COMMUNITY

The median household income in San Benito is currently \$26,736.00 and the city has a 37.5% poverty rate. Of the 24,442 residents 7,918 are employed (32.3% a 1.58% decline from last year). Most of the jobs available are in the service industry. This is reflective of student needs and the composition of the student population. Most students come from households with levels of education not exceeding a high school diploma.

Most common jobs in the community involve Administrative, Sales and Management with the greatest employers being healthcare providers and the local school districts.

Community expectations for SBHS graduates are of course to attend college but a greater number of households want their students to be workforce ready and expect the school and its programs to prepare them.

SBHS is part of San Benito C.I.S.D. which currently competes with two charter school districts (IDEA and South Texas ISD). It is here that community expectations of college-ready graduates is apparent as many of the local resident students who attend these schools desire greater opportunities to attend 4 year colleges and universities. Both of these districts caused a decline in SBCISD and consequently SBHS enrollment rates and have spurred a greater campaign to promote SBCISD (SBHS) schools and programs for their programs and ability to produce college-ready graduates.

A juvenile detention center (Darrell Hester) is located in San Benito. It services our students as well as neighboring school districts.

Adult Education is available through the local Adult Literacy Center. SBCISD also tries to help individuals seeking adult education.

There are currently no colleges or universities located in San Benito but the school district does maintain multiple partnerships with the University of Texas Austin, Texas A&M University Kingsville, Texas State Technical College, and Texas Southmost College offering our students opportunities to garner college credit.

Demographics Strengths

SBHS DEMOGRAPHIC STRENGTHS:

- Highly-qualified and fully certified staff;
- Ability to service all special programs (CTE, G/T, SPED, ESL, Migrant, At-risk);
- High Graduation Rates;
- CCMR Rate higher than State average;
- Streamlined and District-supported Professional Development Initiatives;
- Partnerships with Colleges and Universities providing opportunities for students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Weak supports for teachers with 0-5 Years of Experience. **Root Cause:** No systematic supports built in place for 0-5 Year teachers/Newly implemented systematic supports.

Problem Statement 2: Weak supports for teachers whose student performance is low. **Root Cause:** No systematic supports built in place for low performing

teachers/New PD initiatives just started.

Problem Statement 3: Inconsistent levels of fidelity with implementation of TEKS Resource System. **Root Cause:** No systematic oversight of implementation of components/recently started district-wide supports for the system.

Problem Statement 4: Low community awareness of programs success. **Root Cause:** Community and parental involvement is low.

Problem Statement 5: Attendance Rate lower than State average. **Root Cause:** Lack in initiatives and incentives for perfect attendance and systematic approaches to monitoring and addressing low attendance.

Student Academic Achievement

Student Academic Achievement Summary

OVERALL 2017-2018

	Algebra Approaches	Biology Approaches	English I Approaches	English II Approaches	US History Approaches
San Benito	81	83	59	59	88
State of Texas	82	85	60	62	92
Difference	-1	-2	-1	-3	-4

STAAR PERFORMANCE 2017-2018 with SPECIAL POPULATIONS

2018 STAAR PERFORMANCE	OVERALL APPROACHES	OVERALL MEETS	OVERALL MASTERS
ELA	57%	31%	3%
MATHEMATICS	56%	3%	0%
SCIENCE	47%	9%	1%
SOCIAL STUDIES	90%	58%	24%
	SPED APPROACHES	SPED MEETS	SPED MASTERS
ELA	17%	8%	4%
MATHEMATICS	13%	0%	0%
SCIENCE	28%	3%	0%
SOCIAL STUDIES	61%	31%	10%
	LEP APPROACHES	LEP MEETS	LEP MASTERS
ELA	32%	10%	0%
MATHEMATICS	70%	4%	0%
SCIENCE	47%	9%	0%
SOCIAL STUDIES	74%	30%	6%

STAAR 3-YEAR ANALYSIS

Subject	16-17			17-18			18-19		
							Goals		
	All	LEP	SE	All	LEP	SE	All	LEP	SE
Reading (combined E1 & II)	54%	28%	12%	57%	17%	22%	67%	67%	32%
English I	34%	28%	*	32%	20%	9%	42%	30%	20%
English II	61%	28%	16%	63%	24%	13%	73%	35%	25%
Algebra I	57%	57%	19%	56%	68%	13%	78%	78%	25%
Biology	54%	53%	31%	47%	45%	28%	57%	55%	40%
US History	91%	68%	55%	90%	69%	61%	100%	79%	71%

DISTINCTION SUMMARY

READING/ELA

CRITERIA	2018 STATE STANDARD	2018 PERFORMANCE	QUARTILE	2019 GOALS
Attendance Rate	94.6	92.8	Q3	95%
Accelerated Student Growth in ELA/Reading	1	2	Q1	2%
English I Performance (Masters Grade Level	4	0	Q4	10%
English II Performance (Masters Grade Level	5	4	Q2	10%

READING/ELA CONT.

CRITERIA	2018 STATE STANDARD	2018 PERFORMANCE	QUARTILE	2019 GOALS
AP Examination Participation	16.4	13	Q2	23%
AP Examination Results	26.3	9.1	Q3	27%
SAT/ACT Participation	100	54	Q4	100%

SAT Score: Reading Writing	486	479	Q2	489
ACT Score: Reading & Writing	18.1	17.8	Q2	19
Advanced/Dual Credit Course Completion Rate	17.4	13	Q2	23%

MATH

CRITERIA	2018 STATE STANDARD	2018 PERFORMANCE	QUARTILE	2019 GOALS
Attendance Rate	94.6	92.8	Q3	95%
Algebra I Performance (Masters Grade Level)	20.5	0	Q4	20.5%
AP Examination Participation	5.6	1.9	Q4	11.9%
AP Examination Performance	40	8.3	Q4	40%
SAT/ACT Participation	100	54	Q4	100%
SAT Score: Math	482	480	Q2	490
ACT Score: Math	19.1	18.8	Q2	19.2
Advanced/Dual Credit completion	21.8	15.4	Q3	25.4%

SCIENCE

CRITERIA	2018 STATE STANDARD	2018 PERFORMANCE	QUARTILE	2019 GOALS
Attendance Rate	94.6	92.8	Q3	95%
EOC Biology Performance (Masters Grade Level)	16.5	1	Q4	16.5%
AP Participation	13.1	7.6	Q3	17.6%
AP Performance	22.3	22.7	Q1	32.7%
ACT Score: Science	19.2	19.4	Q1	19.5
Advanced/Dual Credit Course Completion Rate	3.8	4.8	Q1	14.8%

SOCIAL STUDIES

CRITERIA	2018 STATE STANDARD	2018 PERFORMANCE	QUARTILE	2019 GOALS
Attendance Rate	94.6	92.8	Q3	95%
EOC US History Performance (Masters Grade Level)	39	24	Q2	40%
AP Participation	17	8.8	Q3	20%
AP Performance	24.6	7.1	Q3	25%
Advanced/Dual Credit Course Completion Rate	21.2	20.5	Q2	22%

CLOSING PERFORMANCE GAPS

CRITERIA	2018 STATE STANDARD	2018 PERFORMANCE	QUARTILE	2019 GOALS
Performance Gap (# of ED students attaining MASTERS in 2 or more subjects)	75%	71%	Q3	81%

POST SECONDARY READINESS

CRITERIA	2018 STATE STANDARD	2018 PERFORMANCE	QUARTILE	2019 GOALS
Pct of STAAR Results at Meets Grade Level (All Subjects)	48.5	37	Q3	49%
Four Year Longitudinal Graduation Rate	94.7	96	Q1	97%
Four Year Longitudinal Graduation Plan Rate	95.5	93	Q3	96%
TSI Criteria Graduates	30.5	31.5	Q1	41.5%
College, Career, and Military Ready Graduates	52	55	Q1	65%

POST-SECONDARY READINESS CONT.

CRITERIA	2018 STATE STANDARD	2018 PERFORMANCE	QUARTILE	2019 GOALS
SAT/ACT Participation	100	54	Q4	100%
AP Examination Participation: Any Subject	31	22.5	Q3	32.5%
CTE Coherent Sequence Graduates	75.7	51	Q3	80%

Student Academic Achievement Strengths

Student Academic Achievement Strengths:

- High Number of Graduates Meeting TSI Criteria;
- High Number of College, Career and Military Ready Graduates;
- High Four Year Longitudinal Graduation Rate;
- AP Performance in Science;
- ACT Performance in Science;
- High Advanced/Dual Credit Course Completion Rates in Science;
- High Academic Student Growth in ELA/Reading.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Below State Average Performance on all EOC Examinations (Approaches, Meets, and Masters Levels) **Root Cause:** Lack of systematic approaches, resources and initiatives to support low performing students.

Problem Statement 2: Below State Standard in AP Examination Participation and Results in the areas of ELA, Math, and Social Studies. **Root Cause:** Lack of systematic approaches, resources and initiatives to increase student participation and support student readiness for AP examinations.

Problem Statement 3: Special Populations Average Performance Below District Average on all EOC Examinations (Approaches, Meets and Masters) **Root Cause:** Lack of systematic approaches, resources and initiatives to support Special Populations needs to improve performance.

Problem Statement 4: Low SAT/ACT Participation rate. **Root Cause:** Lack of test administration during the school day/Only available on Saturdays.

Problem Statement 5: Below State Average Performance on SAT and ACT Math and Reading **Root Cause:** Lack of systematic approaches, resources and initiatives to increase student performance.

Problem Statement 6: Below State Standard on Closing Performance Gaps **Root Cause:** Promote and support student growth to achieve Masters Levels in at least two STAAR examinations.

Problem Statement 7: Below State Standard on Four Year Longitudinal Graduation Plan Rates **Root Cause:** Greater need for graduation plan audits and counseling.

Problem Statement 8: Below State Standard on CTE Coherent Sequence Graduates. **Root Cause:** Greater need for CTE Career Pathway audits and resources/tools for students, parents, administrators, and teachers to refer to in promoting the awareness and completion of coherent CTE sequences.

School Processes & Programs

School Processes & Programs Summary

PERSONNEL – POLICY AND PROCEDURES

SBCISD has started several initiatives for recruiting high quality staff such as attending recruitment fairs across the State. SBCISD even held its own job fair to attract new staff members for the various needs across the district. New hires for the 2018-2019 school year at SBHS applied through Region One ESC from where the team then extracts highly qualified applicants and processes them for interviews. The interview process consists of a three-person committee asking ten questions and providing applicants opportunities to ask questions of their own. This process allows the administrative team to see which applicants are the best fit to address our campus needs.

PROFESSIONAL PRACTICES

SBCISD currently has several initiatives determining campus-level Professional Development. The first initiative is a partnership with the International Center for Leadership in Education (ICLE). ICLE is providing cohorts of teachers in-depth training on blended learning strategies. The training will then be turned around by classroom teachers for others on campus. Improvements in the implementation of the TEKS Resource System (TRS) is another Professional Development initiative. TRS is the district's viable curriculum for all grade levels in the four major content areas (Math, ELA, Science and Social Studies). Teachers attended the TRS Summer Conference to attend sessions providing supports. Other initiatives currently being developed include the promotion of Lead4Ward Resources and training accompanying the implementation of new technologies primarily the newly installed Epson Interactive White Boards and accompanying SMART technologies for teacher and student use. The SBCISD Superintendent's Advisory Council (SAC) provides feedback and suggestions to the district-level Professional Development Department for other areas needing training and growth. This committee approves the Fall, Spring and Summer Professional Development plans. As a campus, there are currently no other initiatives for Professional Development. There is a distinct campus need, though, for training in areas such as Gradebook, Google applications, and Eduphoria based on issues teachers asked about at the beginning of the year.

Typically, PLC's work on the ongoing development of their instructional components. PLC's do, though, gather at least twice a week with an instructional coach and an administrator. Often times, issues and concerns may come up which administrators can address or if needed bring to the campus principal or SBDM. Many times, these concerns result in immediate changes which teachers can carry out in their instruction to improve student achievement. Our campus site-based decision-making committee (SBDM) along with the Campus Department Heads are the primary decision-making bodies on campus. Department Heads gather with the principal and provide feedback periodically. When decisions which will affect a wide-range of students or teachers is to be made, Department Heads meet together to provide feedback and help guide the best decision for their teachers' and students' needs.

The goals for the district and campus are aligned. Primarily, efforts are concerted at improving student performance on State assessments. Different targets and goals have been established based on special programs and student needs, but as a campus a measurable increase of at least 10% from the 2017-2018 is set as a standard goal for all areas being tested. Each content area is focused on meeting their goals with regard to their distinctions as well. Throughout the

school year, teachers have been administering district-level Common Formative Assessments in tested areas every three weeks. These assessments test recently taught material to then provide data relevant to student achievement and teacher instructional approaches. Previously taught information is also spiraled into the next assessments to ensure the cumulative level of achievement is approaching our desired results. Teachers, administrators, and students all receive the performance data to reflect, analyze and grow from in attempts to improve overall academic achievement.

Goals are communicated to Department Heads and teachers at the onset of the school year and throughout the year. Expectations are accompanied with resources and planning set out by the administrative team. Formatively, teachers review their data with the instructional coaches. This process is new to our staff and as we proceed, the structure and reviews will consist of a greater set of analysis and planning.

Communication will be key in the process to root out our needs and priorities. An open and transparent process for decision-making is necessary for this to occur. Alongside this transparency must also come guidelines, structures, and processes for individuals/departments to share their needs and seek solvency. At this point in time, PLC's are in effect which provide a forum for analyzing our needs, but the mindset, training and processes for focusing on challenges and formulating solutions is still an area which requires a great deal of improvement.

Although improving student academic achievement is our major goal, many times daily processes and demands do overshadow the sense of urgency and sense of commitment to this goal. Given the school is so large and there are so many activities planned throughout the year for students, it is often difficult simply to find time in schedules to set aside for planning and refocusing. It is in this challenge that we find our greatest need, i.e. the establishment of a clear focus on instruction and student performance. Currently, initiatives for addressing and improving student performance are being planned as the year has already started. Many times, these initiatives clash with other scheduled events, so ideally a master yearly schedule or school improvement monitoring calendar with initiatives focusing on academic achievement, data disaggregation, strategy revisits, testing, mid-course adjustments etc. needs to be developed and shared with all other events before hand to establish academic performance on STAAR, SAT, and TSI as the number one priority for SBHS.

PROGRAMS AND OPPORTUNITIES FOR STUDENTS

The greatest tool SBHS uses to increase student achievement is the Master Schedule. Courses are offered for students to address their particular needs whether it may be enrichment or acceleration. Especially the at-risk population is considered when the Master Schedule is developed. Data in hand, our administrator in charge of Master Schedule along with the Counseling Team are able to determine the needs of the students. Given our school day already runs from 8:20-4:30 PM, there is a clear opportunity to provide students with remediation, advancement, and on-time program completion. Students who fail to meet State standards on their End-of-Course exams are provided intensive instruction through additional measures of ELA, Science, Math, and Social Studies. Teachers here are able to concentrate on student data and maximizing the amount and quality of learning time necessary for these students to meet State standards. Students are also allotted opportunities to make up credits through local credit courses when needing to retake or complete a portion of a course they may have lost due to extenuating circumstances. This initiative is supported by an online learning platform (Edgenuity) which allows students to log on and complete coursework at their own pace. The 100% graduation rate acts as data that supports the current scheduling and practices at SBHS. Students are afforded multiple opportunities regardless of their abilities and are provided the tools to meet challenging state academic standards. One of the greatest challenges faced is the amount and quality of learning time necessary for students to prove successful with their Advanced Placement (AP) exams. Many times, these courses are scheduled for the Fall and these tests are not taken until the Spring. This clear gap in instruction can be seen as a root cause for the low number of students participating and passing the AP exams. Additionally, the rigor of these exams also demands a greater amount of instructional time which the 90-minute period for a semester many times does not afford. This is certainly an area which needs to be revisited and refocused on providing

students with the best preparation possible to increase performance.

SBHS currently does not have an overall plan to improve instruction in STEAM. Individual departments, though, do recognize their needs particularly in the Arts. The Art Department intends to improve their Advanced Placement scores. The Choral Department intends to improve the quality of their students' overall experiences and abilities to perform. The Theater Arts Department also intends to improve the opportunities their students have to perform and to outdo their opponents in UIL One Act Play competition. In the realm of technology, as new forms of hardware and software are introduced to the campus, one new initiative to better prepare all stakeholders is the founding of a Tech Squad club through which our Campus Technology Representatives work with students to roll out and support commonly used forms of technology (i.e. apps, software, hardware, etc.) in the classroom. The club is in its infancy but will certainly continue to grow with support. In attempts to improve student use of technology in all areas, a greater push for 1-to-1 devices is in effect. 31 new laptop carts with 30 laptops each will be going into the core content classrooms to pair up with newly installed Epson Interactive White Boards. Of course, there are still additional supports and resources needed to ensure technology roll-outs are effective. Additionally, technologies already available on campus also need ongoing maintenance, parts, repairs, updates, and upgrades as they continue to be used in the classrooms and across the campus.

Postsecondary Readiness is a prime priority for SBHS. As students enroll, counselors ensure the following: check to see if they have a graduation plan with the correct number of credits, that they fall under one of the career clusters (pathways), that they are working towards an endorsement and that their planned schedule continues to prepare them for their postsecondary goals. Of the 623 total graduates in 2018, 345 met the CCMR criteria (55%). 32% met TSI Criteria in both ELA and Mathematics. 46% met TSI criteria for at least one indicator in ELA. 29% met TSI assessment criteria only in ELA. Only 4% met ACT criteria in ELA. 24% met SAT criteria in ELA. Only 3% earned credit for a college prep course in ELA. In Math, 37% met TSI criteria for at least one indicator. 25% met TSI assessment criteria only in Math. Only 4% met ACT criteria for Math. 14% met SAT criteria for Math. Only 2% earned college credit for a college prep course in Math. Only 14% met criterion score on an AP exam in any subject. 30% of the group earned credit for at least 3 hours in ELA or Math or 9 hours in any subject. Only 10% earned an industry-based certification from the approved TEA list. No students earned an Associate's Degree. No students graduated with a completed IEP and Workforce Readiness. 2% of the group enlisted in the U.S. Armed Forces. Only 5% of the group completed a CTE Coherent Sequence Coursework aligned with an industry-based certification. Initiatives to improve TSI, SAT, ACT and AP student performance are ongoing and being planned as the year proceeds.

As previously mentioned, the technology plan for the campus is currently to provide students a 1-to-1 device in all of their core content areas. Teachers are slowly becoming aware of and trained on blended learning experiences through Professional Development provided through ICLE. As more and more technologies become available there is a growing need for training which supports teachers in blended approaches in their instruction. An unsaid goal and realization many teachers are coming to with the implementation of new technologies is the movement towards paperless classrooms. Of course, vital improvements to the infrastructure and network capabilities will undergo testing and troubleshooting.

Coordinated School Health Services have an overall positive effect on our student population. Physical Education and Athletics provide cognitive content and learning experiences in a variety of activity areas such as basic movement skills; physical fitness; rhythms and dance; games; team, dual, and individual sports which students find motivation in and meet and surpass personal challenges. This is an effective tool for encouraging students to maintain good attendance and maintain passing averages in their classes. Our Child Nutrition Program provides students access to a variety of nutritious and appealing meals that accommodate the health and nutrition needs of all students. Our school nutrition program reflects the U.S. Dietary Guidelines for Americans and other criteria to achieve nutrition integrity and promote active thinking, good choices, and good general health for our students. Our Counseling Services are provided to improve students' mental, emotional, and social health. These services include individual and group assessments, interventions, and referrals. SBCISD has also extended these services to include Family Counseling after school hours for families who may be going through difficult moments or

simply need the resource. All of our students must also complete a ½ credit Health course which addresses the physical, mental, and emotional and social dimensions of health. Although these efforts are in place, we still have areas to improve when it comes to student health especially in relation to their social relationships with peers.

PROCEDURES, FACILITIES AND SAFETY

There is not a clear technology plan for the campus. As new laptops and desktop computers have been purchased for the campus, no master inventory has been kept so it is difficult to assert exactly what the technologies needs are. The initiative to go 1-to-1 stems from a district-level initiative to improve the quality and quantity of resources in each classroom. As the district raises the number of devices, though, it will be the campus's responsibility to plan, maintain, structure, and organize the implementation of the technologies. There is also a need to have presentaiton carts ready for check out and use in the library. Often time, presentations are planned in areas without any projection and a cart with a laptop, projector and surge protetcor is necessary. This is especially true when academic blitzes are planned, student assemblies are held, and special speakers come to the campus.

As previously mentioned, the Master Schedule works to maximize instructional times. On days which big interruptions will occur (i.e. Pep Rallies, etc.), separate schedules are prepared. Beyond these schedules, it is difficult to avoid interruptions to instructional times. Some common interruptions include: being called out to different offices, attending tutorial sessions (RtI), attending college fairs/job fairs/college speakers, different testing, athletic/academic/UII competitions, and celebrations. As always, administration strives to protect instructional times as much as possible, but many of these interruptions are difficult to avoid.

There is no defined classroom management plan. It is apparent there is a variety of levels of mastery of classroom management amongst staff. Given there are so many teachers and classrooms across the campus, there is also a varying level of fidelity to the classroom code of conduct as far as tardiness and other common discipline issues. Some teachers adhere to the code of conduct strictly and whereas others like to build a rapport of second-chances with students and like to work with their students. The campus could benefit from periodic trainings in Classroom Management to establish consistency across all classrooms.

School Safety Plans are in place. A Campus Crisis Intervention Plan has been developed to address situations ranging from natural disasters, to fires, to potential human threats inside and outside the building. Teachers have received training through a video produced by our campus administrator in charge of safety. Fire Drills are held every month allowing for practice and for solving potential issues. Lockdown Drills are also held which allow teachers to stress the importance of safety awareness to students. As a campus, the Texas Schools Risk Managers Association conducted an audit of the school's areas of improvement. The following areas of improvement were listed: Assembly Areas had no maximum occupancy numbers posted, not all entrances and exits are monitored during student arrival and dismissal, different signage is needed around the building, entrances need to be labeled, evacuation notices must be posted in all areas where students congregate, evacuation notices should show primary and secondary routes of evacuation, classroom doors should be locked from the inside to prevent unauthorized persons from entering the classroom, all staff members should wear their identification badges, shelves should be anchored to the wall, staff should be trained in proper use of a fire extinguisher, and multiple measures need to be addressed in the Science Labs including ensuring each lab has a sign with the total square footage to meet space requirements (Should be over 50 sq feet), ensuring each lab has a clearly labeled and easily accessible chemical spill kit, ensuring each lab has a clearly labeled corrosive cabinet, ensuring each lab has a clearly labeled and easily accessible flammable materials cabinet, ensuring a sink with hot water is available in the lab, and a clearly marked secondary exit should be labeled for each lab. Additionally, data garnered from discussions with the Science Department Head expressed there are gas lines, but there is no gas due to a gas leak before

2015 and the showers and eye wash stations are not functioning properly.

Along with these safety concerns, the facilities require some updates. The College and Career Center is too small to accommodate large groups particularly on Financial Aid Nights, college recruitment events, and general trainings. Approximately 50 desktop computers were moved to the College and Career Center but the infrastructure is still not available to construct the lab. A room for working with students who need specialized instruction such as Braille is also needed. General classroom furniture needs to be updated as many of the desks, tables and chairs are mismatched and are very dated. Much of the hardware on these pieces of furniture are also old, damaged and worn. A great challenge with the facility is not having one master key to open all doors. This would require rekeying/installing new handles for many doors. Library furniture is also outdated and requires upgrades to improve student use and to create a flexible space.

School Processes & Programs Strengths

School Processes & Programs Strengths

- District-wide Professional Development Initiatives;
- Flexible Master Schedule to meet student needs for Graduation Requirements;
- Fine Arts programs constantly growing;
- Purchases to implement 1-to-1 student device initiatives;
- Strong Coordinated School Health Services including Athletics, CNP, and Counseling Departments;
- School Safety Plans in place and practiced often.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: No campus initiatives for Professional Development. **Root Cause:** Lack of feedback gathered from campus teachers to build school-wide training list.

Problem Statement 2: Still improving the implementation of TRS in all core content areas. **Root Cause:** Teachers need more refreshers and training on the use of TRS components and how they directly transfer into their Lesson Plans.

Problem Statement 3: Teachers are still not completely aware of how to disaggregate data and analyze it for instructional purposes. **Root Cause:** Teachers need training, modeling and support on analyzing their data and translating that into instructional strategies.

Problem Statement 4: PLC guidelines, structures, and processes for individuals/departments to share their needs and seek solvency still in infancy. **Root Cause:** PLC guidelines were only shared within this first semester of the year.

Problem Statement 5: Daily processes and demands overshadow the sense of urgency and sense of commitment to our goal of increasing student

achievement. **Root Cause:** SBHS is a large campus with a large enrollment of students with many needs; these needs are often addressed immediately tying up instructional leaders.

Problem Statement 6: Inefficient amount and quality of learning time necessary for students to prove successful with their Advanced Placement (AP) exams. **Root Cause:** Classes are scheduled for a semester as opposed to year-long providing a brief window for learning and mastering rigorous content.

Problem Statement 7: Only 55% of graduating Seniors met CCMR criteria. **Root Cause:** Low student performance on ACT, SAT and TSI ELA/Math, low completion rate of CTE coherent coursework, and low rate of industry certification completion.

Problem Statement 8: No campus technology plan. **Root Cause:** Lack of a systematic approach to developing a technology plan for the campus and departments.

Problem Statement 9: Lack of functional and practical technology applications across campus (e.g. computer/projector presentation cart). **Root Cause:** Lack of a Campus Technology Plan.

Problem Statement 10: The school has several issues and areas of improvement with the Safety Plan. **Root Cause:** Issues with the facilities, lacking necessary signage, and lacking some necessary materials in Science Labs.

Problem Statement 11: Much of the furniture across the campus is worn and outdated and some facilities are too small to meet the needs of students. **Root Cause:** Furniture and facilities need to be updated periodically.

Perceptions

Perceptions Summary

How well do we do business?

STUDENT ENGAGEMENT

For the 2017-2018 school year the average daily attendance rate was 92.8% which is 1.8% lower than the State average.

Based on observations by administrators, trends in referrals and DAEP placements reflect on student achievement. Thus far in the 2018-2019 school year (End of November) there have been 522 referrals to the Discipline Center. Each case has been addressed by an administrator regardless of its severity (ranges from warnings/reprimands to DAEP placements and expulsions). Consequences and alternative behaviors are discussed in these meetings. More often than not, parent contact is made for each of these meetings between administrator and student in attempts to bring in as many stakeholders with an interest in improving student success. Only 24 of these cases have required a change of placement to an off-site DAEP (Positive Redirection Center) and are typically a result of a mandatory placement as opposed to a discretionary placement. This indicates the number one priority is ensuring students make the most of their instructional time on campus.

With the passage of David's Law, our district has implemented several initiatives to work at reducing the threat of bullying. These efforts are coordinated through our Counseling Department and include several components. Counselors provide presentations to students and teachers about the dangers of bullying for victims and offenders. Our district has also begun the implementation of an anonymous tips page where individuals can reach out for help. So far, not enough data has been collected to determine whether the strategies are effective, but this will be revisited at the end of the school year.

Students who struggle with behavior may be referred to a counselor. Sometimes counseling sessions along with administrator and teacher feedback may result in an RtI referral especially in cases of excessive absences and unwillingness to attend school.

A 2016-2017, secondary climate survey provided the following data on student descriptions of the campus:

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

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

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

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

Based on this data and with regards to respect, relationships, behavior, support, belonging the majority of student perceptions are overall positive. Students'

perceptions about their teachers are also inclined in the same position. The same survey provided the following data on student perceptions concerning their teachers:

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

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

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

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

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

This data shows that students believe they can and will learn at SBHS. Additionally, there are many procedures in place at SBHS to promote student safety. Monthly fire drills and scheduled lockdown drills are practiced to ensure students and staff are aware of procedures to follow in the event of an emergency. Also, a well-trained security and police force are always on hand to help with any issue which may jeopardize student safety.

STAFF ENGAGEMENT

San Benito CISD (SBCISD) has worked to improve teacher retention across the district. Teachers are currently earning some of the highest average wages in the region. Staff are encouraged to work towards several different incentives as well. A \$500.00 annual Mid-Year stipend is available for staff completing Beginning-of-Year training videos (11 videos on areas typically covered in the first week of professional development). Additionally, this year teachers and professional staff are eligible for performance pay incentives based on the campus's performance on State tested areas. Campuses whose scores are over the district and state average are eligible to receive stipends up to \$1,000.00. As always, improving campus climate and striving to find a good balance for teachers and staff is also a critical element to improving long-term teacher retention; this is an area in which SBHS is working diligently to find solutions and grow in.

Inexperienced teachers are afforded a campus mentor teacher for which they can refer to for questions or concerns. They are also included in our Professional Learning Communities which enables them to garner ideas and feedback from other more experienced teachers. All new/inexperienced teachers are evaluated directly by the campus head principal which conferences with them periodically to see their progress and provide any learning experience and opportunities as needed for them to grow. Additionally, SBCISD also provides inexperienced/new teachers with a district-level mentor. These mentors are experienced ex-principals and individuals who have worked in education who provide valuable feedback and direction for inexperienced teachers. Although these initiatives are in place, developing and working with inexperienced teachers is an area the campus wants to improve and grow in.

In a similar climate and culture survey completed by staff in the 2017-2018 school year, the following responses were provided summarizing teacher perceptions of the school:

89.34% of teachers said they strongly agree/agreed they enjoy teaching/working at SBHS

81.65% of teachers said they strongly agree/agreed teachers at this school value and respect each other.

57.39% of teachers said they strongly agree/agreed they felt listened to, represented and feel that have a voice.

75.15% of teachers said they strongly agree/agreed they felt respected and valued by building administration.

It is apparent not all staff feel the climate is completely positive or conducive to achieving goals, so this is an area which the campus must improve in. Additionally, greater attempts to include staff on improvement planning and decision making must also be made. It is through this process by which we can improve transparency, staff voice, and a collective sense of ownership and accountability for all.

PARENT/GUARDIAN and COMMUNITY ENGAGEMENT

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

The campus currently makes use of common social media outlets to inform the public, parents, and students of special events, special recognitions, and major announcements. This includes Facebook, Instagram, and Twitter. The school also maintains a school website which highlights major school activities and provides important information to parents and students. When needed, the school may mail out and issue flyers or letters to relay important information to parents. SBCISD has started distributing their own publication as well to inform the public of all of the things occurring and accomplished across the district. Although we make use of these applications and avenues of publicizing information, we are still working on developing better real-time updates and a stronger Facebook, etc. followers base to improve communication with the community.

The campus currently does not translate everything provided to students, but if information is needed or requested by a parent we may have translated documents. When translated documents are not available, we offer oral translations to best communicate important information with parents.

The Site-Based Decision Making Committee makes use of parent members. We reach out to our parent liaison who then in turn helps us find parents who are interested in taking part in the decision making body's meetings. There, parents can provide feedback and participate in the process to best establish transparency and a shared decision-making role with community/parent members.

One of the greatest barriers to parent/guardian participation is coordination of scheduled meeting times. Parents typically hold jobs that require they work during the hours of 8:00 AM – 5:00 PM and stops them from coming during the hours of school operation. Given SBHS has a large student population, many times it is also difficult to find a facility large enough to host an event for the majority of the school parental community.

Perceptions Strengths

Culture, Climate, Values, and Beliefs

- Lower incidence of off-site DAEP placements;
- Increased effort to reducing the threat of bullying;
- RtI Specialist on campus dedicated to At-risk students;
- Increased efforts from the district level to retain teachers through pay incentives;
- Improved efforts from the district-level to work with new and inexperienced teachers;
- Multiple school-wide events held to improve Parental Involvement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Lack of initiatives to address students with repeat behavior issues/referral incidences and how it affects their academic achievement.

Root Cause: Lack of structures and systematic approaches to improve purposefully processing referrals to include character education and academic supports.

Problem Statement 2: Student perceptions and description of their school are not 95-100% positive. **Root Cause:** Lack of systematic approach to listen to the student body and assertively address student concerns and issues.

Problem Statement 3: Teacher and staff perceptions and description of the school are not 95-100% positive. **Root Cause:** Lack of systematic approaches and resources to provide teachers voice, ensure equity and fairness across all areas, and effectively address questions, concerns, and major issues teachers feel need to be remedied.

Problem Statement 4: Struggling new and inexperienced teachers. **Root Cause:** Lack of a wide range of campus-level supports, initiatives to build a positive culture, and resources for new and inexperienced teachers.

Problem Statement 5: Lack of coordination of teacher, staff, parent and student efforts to maximize student achievement. **Root Cause:** Lack of flexible scheduling of committee meetings, number of meetings held throughout the year, and purposeful planning for periodical meetings based on school calendar deadlines.

Problem Statement 6: Not all messages, news and pertinent information is received by all parents and stakeholders. **Root Cause:** Although social media and other methods of communication are utilized, a consistent presentation of information for all stakeholders must be ensured through the use of every technology at hand including marquees, building closed circuit tv's, etc.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Observation Survey results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

- Parent Involvement Rate

Support Systems and Other Data

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

Goals

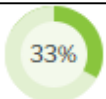
Revised/Approved: December 18, 2018






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





Performance Objective 1: By June 2019, 80% (district) of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) SBHS will require the disaggregation of STAAR EOC scores and Common Formative Assessments scores to include a breakdown by reporting category, by student expectations (SE), by sub-populations, by tested subjects and by teacher.</p>	2.4, 2.6	Principals, Assistant Principals, Dean of Instruction, Counseling Department, Department Leaders, Teachers, Special Population Teachers (inclusion teachers)	1. T-TESS Formative and Summative Evaluation indicating implementation of strategies and student growth with all students and special populations.				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 199 - State Compensatory Education (SCE) - 3000.00</p>							

<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Departmental and Professional Learning Communities will meet regularly to review data and plan for required interventions.</p>	2.4, 2.6	Principal, Assistant Principal, Dean of Instruction, Department Leaders & professional teaching staff.	Sign-in Sheets, Agenda T-TESS Formative and Summative Evaluation, TAPR and PBMAS Reports.				
Problem Statements: Student Academic Achievement 1, 3							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 2 CSF 3</p> <p>3) Department Leaders will review STAAR blueprints and release test with their teachers to identify any changes in TEKS content to support instructional pedagogy, interventions and student academic performance.</p>	2.4, 2.6	Principals, Assistant Principals, Dean of Instruction, Department Leaders	Department Meetings, Agendas, Sign-in Sheets. Improved Common Formative Assessments, intervention strategies.				
Problem Statements: Demographics 3 - School Processes & Programs 2							
<p>Critical Success Factors CSF 1 CSF 5</p> <p>4) SBHS will continue to send 3 week progress reports and semester report cards followed with teachers making parent contact.</p>	2.4, 2.6	Principals, Assistant Principals, PEIMS coordinator	Expenditure report for mailing report cards, PEIMS grade reports. Monitoring of student academic performance.				
Problem Statements: Demographics 4 - Perceptions 6							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) RtI specialist will continue to work with teaching staff to monitor, implement and provide one on one instructional intervention strategies in core area.</p>	2.4, 2.6	Principal, Assistant Principal, Dean of Instruction, RtI Specialist, classroom teacher	Number of students who passed a course or STAAR End-of-Course assessment based on TxEIS grade report and STAAR EOC Report				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 7 - Perceptions 1							
Funding Sources: 211 - Title I, Part A - 0.00							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>6) Students will not be removed from a regularly scheduled class for remedial tutoring or test preparation, if the removal of the student would result in missing more than 10% of the school days on which the class is offered. Students will, though, participate in scheduled EOC and TSI blitzes.</p>		Principal, Assistant Principal, Dean of Instruction, teachers	Tutoring Schedule, TxEIS Attendance Report. Compliance with Texas Education Code.				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 5							

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>7) SBHS will implement after-school tutoring and Saturday academies throughout the year to address the academic needs of At-Risk, LEP, and Special Education students through the After School Program Academic Assistance. Specialized tutorial sessions for special populations will be offered focusing on Reading and Math Support.</p>	2.4, 2.6	Principal, Assistant Principals, Dean of Instruction, Teachers, After School Program Site Coordinator	10% performance increase on STAAR EOCs.				
<p>Problem Statements: Student Academic Achievement 1, 3 Funding Sources: 199 - State Compensatory Education (SCE) - 20000.00</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 2 CSF 4 CSF 5</p> <p>8) Accelerated instruction will be provided to all students who did not meet Approaches Grade Level performance on the STAAR End-of-Course after-school, Saturday Academies, and Credit Recovery. After School Program Academic Assistance will support by offering Edgenuity sessions in Mathematics, Science, Social Studies, and English Language Arts as well as Advanced Placement and TSI/SAT/ACT support.</p>	2.4, 2.5, 2.6	Principal, Assistant Principals, Dean of Instruction, Counselors, Department Leaders, Teachers, After School Program Site Coordinator	Improvement of STAAR EOC/AP/TSI/SAT/ACT scores in all tested subjects and among all populations and sub-populations.				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6 Funding Sources: 199 - State Compensatory Education (SCE) - 93000.00, 211 - Title I, Part A - 3900.00</p>							
<p>Critical Success Factors CSF 1</p> <p>9) Implementation of English Language Proficiency Standards (ELPS) in all core subjects and electives classrooms and progress monitoring of ELL students coupled with tutorials.</p>	2.4, 2.6	Principal, Assistant Principals, Dean of Instruction, Department Leaders, Teachers	Improve content mastery among English Language Learners (ELL) and STAAR EOC passing.				
<p>Problem Statements: Student Academic Achievement 3</p>							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>10) 2018-2019 the creation of Common Formative Assessments (CFA) for all core areas testing to create a more equitable instrument to measure student mastery of content across same courses among different instructors.</p>	2.6	Principal, Assistant Principals, Dean of Instruction, Department Leaders, teachers	Improvement of student mastery of content demonstrated with in increase of passing rates on STAAR EOCs				
<p>Problem Statements: Student Academic Achievement 1, 3</p>							

Critical Success Factors CSF 1 11) Implement the use of End-of-Course prep materials i.e., eMeasuring Up, Kamico, STAAR Coach, to supplement instruction in Algebra I, Biology, English Language Arts I and II	2.4	Principal, Assistant Principals, Dean of Instruction, Department Leaders, Teachers	Increase the passing rate of all students taking the STAAR EOCs for Algebra, Biology, English I and English II.				
	Problem Statements: Student Academic Achievement 1, 3 Funding Sources: 199 - State Compensatory Education (SCE) - 15466.95						
Critical Success Factors CSF 1 12) All core contents will utilize additional resources, such as novels, instructional workbooks, prep materials, laptops, and calculators to support curriculum and/or enhance curriculum.	2.4, 2.6	Principal, Assistant Principals, Dean of Instruction, Department Leaders	Increase mastery of content TEKS and subject matter.				
	Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 211 - Title I, Part A - 600.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics	
Problem Statement 3: Inconsistent levels of fidelity with implementation of TEKS Resource System. Root Cause 3: No systematic oversight of implementation of components/recently started district-wide supports for the system.	Root Cause 3: No systematic oversight of implementation of components/recently started district-wide supports for the system.
Problem Statement 4: Low community awareness of programs success. Root Cause 4: Community and parental involvement is low.	Root Cause 4: Community and parental involvement is low.
Student Academic Achievement	
Problem Statement 1: Below State Average Performance on all EOC Examinations (Approaches, Meets, and Masters Levels) Root Cause 1: Lack of systematic approaches, resources and initiatives to support low performing students.	Root Cause 1: Lack of systematic approaches, resources and initiatives to support low performing students.
Problem Statement 2: Below State Standard in AP Examination Participation and Results in the areas of ELA, Math, and Social Studies. Root Cause 2: Lack of systematic approaches, resources and initiatives to increase student participation and support student readiness for AP examinations.	Root Cause 2: Lack of systematic approaches, resources and initiatives to increase student participation and support student readiness for AP examinations.
Problem Statement 3: Special Populations Average Performance Below District Average on all EOC Examinations (Approaches, Meets and Masters) Root Cause 3: Lack of systematic approaches, resources and initiatives to support Special Populations needs to improve performance.	Root Cause 3: Lack of systematic approaches, resources and initiatives to support Special Populations needs to improve performance.
Problem Statement 4: Low SAT/ACT Participation rate. Root Cause 4: Lack of test administration during the school day/Only available on Saturdays.	Root Cause 4: Lack of test administration during the school day/Only available on Saturdays.
Problem Statement 5: Below State Average Performance on SAT and ACT Math and Reading Root Cause 5: Lack of systematic approaches, resources and initiatives to increase student performance.	Root Cause 5: Lack of systematic approaches, resources and initiatives to increase student performance.
Problem Statement 6: Below State Standard on Closing Performance Gaps Root Cause 6: Promote and support student growth to achieve Masters Levels in at least two STAAR examinations.	Root Cause 6: Promote and support student growth to achieve Masters Levels in at least two STAAR examinations.
School Processes & Programs	
Problem Statement 2: Still improving the implementation of TRS in all core content areas. Root Cause 2: Teachers need more refreshers and training on the use of TRS components and how they directly transfer into their Lesson Plans.	Root Cause 2: Teachers need more refreshers and training on the use of TRS components and how they directly transfer into their Lesson Plans.

Problem Statement 5: Daily processes and demands overshadow the sense of urgency and sense of commitment to our goal of increasing student achievement. **Root Cause 5:** SBHS is a large campus with a large enrollment of students with many needs; these needs are often addressed immediately tying up instructional leaders.

Problem Statement 7: Only 55% of graduating Seniors met CCMR criteria. **Root Cause 7:** Low student performance on ACT, SAT and TSI ELA/Math, low completion rate of CTE coherent coursework, and low rate of industry certification completion.

Perceptions

Problem Statement 1: Lack of initiatives to address students with repeat behavior issues/referral incidences and how it affects their academic achievement. **Root Cause 1:** Lack of structures and systematic approaches to improve purposefully processing referrals to include character education and academic supports.



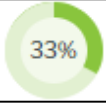
Problem Statement 6: Not all messages, news and pertinent information is received by all parents and stakeholders. **Root Cause 6:** Although social media and other methods of communication are utilized, a consistent presentation of information for all stakeholders must be ensured through the use of every technology at hand including marquees, building closed circuit tv's, etc.

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

Performance Objective 2: By June 2019, increase the Approaches, Meets and Masters Grade Level performance of all students taking STAAR EOC Algebra I including SPED and LEP populations to 80%, 60%, 30% respectively.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Math department teachers will identify failing students and provide tutoring. Emphasis will be placed on Eco-disadvantage, Special Education, At-Risk, and English Language Learners. Tutoring will be monitored by administration.	2.4, 2.6	Principals, Assistant Principals, Dean of Instruction, Department Leaders and Teachers.	Progress Reports, Teacher Failure Lists, Tutoring Schedule and Sign-in Sheets. 10% decrease in special population students failing a math course.				
				Problem Statements: Student Academic Achievement 1, 3			
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7 2) SBHS will implement the TEKS Resource System curriculum in the areas of math: Algebra I. Support will be provided to teachers through staff development.	2.4, 2.6	Director of Curriculum and Instruction, Principal, Assistant Principals, Dean of Instruction	Lesson Plans, Staff Development Sign-in Sheets and Agendas.				
				Problem Statements: Demographics 3 - School Processes & Programs 2			
Comprehensive Support Strategy Critical Success Factors CSF 2 CSF 7 3) The Dean of Instruction will ensure that all teachers receive the questions and answer keys to released end-of-course assessments in their subject to provide opportunities for analysis.	2.4, 2.6	Dean of Instruction, Department Leaders, Teachers	PLC and/or Departmental Meeting Sign-in Sheets, Agendas, STAAR EOC Scores, TAPR, PBMAS				
				Problem Statements: School Processes & Programs 3, 4			

<p>Critical Success Factors CSF 2 CSF 7</p> <p>4) Math teachers will be monitored with a focus on establishing a data baseline and a projected student performance goal on Algebra I EOC and TSI Math.</p>	2.4, 2.6	Principal, Assistant Principals, Dean of Instruction, Department Leaders, Teachers	Individual Teacher Sign-in Sheets, Eduphoria, TxEIS grade reports. 10% increase in students passing STAAR Algebra I EOC.				
	<p>Problem Statements: Student Academic Achievement 1, 5 - School Processes & Programs 7</p>						
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Continue the use of Edgenuity for credit recovery/course acceleration to meet graduation credit requirements through After School Program Academic Assistance.</p>	2.4, 2.5, 2.6	Principal, Assistant Principals, Dean of Instruction, Counselors, After School Program Site Coordinator	Increase the graduation rate of all student populations and sub-populations.				
	<p>Problem Statements: Student Academic Achievement 7</p> <p>Funding Sources: 199 - General Fund - 6300.00</p>						
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) 2017-2018 implementation of ALEKS (Assessment and Learning in Knowledge Spaces) Web-based, artificially intelligent assessment and learning system. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions and will supplement the Algebra I course.</p>	2.4, 2.6	Principal, Assistant Principal, Dean of Instruction, Math Department Head, teacher	15% improvement in retest students passing the Algebra I STAAR EOC.				
	<p>Problem Statements: School Processes & Programs 9</p> <p>Funding Sources: 199 - State High School Allotment - 6500.00</p>						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Inconsistent levels of fidelity with implementation of TEKS Resource System. Root Cause 3: No systematic oversight of implementation of components/recently started district-wide supports for the system.
Student Academic Achievement
Problem Statement 1: Below State Average Performance on all EOC Examinations (Approaches, Meets, and Masters Levels) Root Cause 1: Lack of systematic approaches, resources and initiatives to support low performing students.
Problem Statement 3: Special Populations Average Performance Below District Average on all EOC Examinations (Approaches, Meets and Masters) Root Cause 3: Lack of systematic approaches, resources and initiatives to support Special Populations needs to improve performance.
Problem Statement 5: Below State Average Performance on SAT and ACT Math and Reading Root Cause 5: Lack of systematic approaches, resources and initiatives to increase student performance.

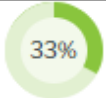


Problem Statement 7: Below State Standard on Four Year Longitudinal Graduation Plan Rates Root Cause 7: Greater need for graduation plan audits and counseling.
School Processes & Programs
Problem Statement 2: Still improving the implementation of TRS in all core content areas. Root Cause 2: Teachers need more refreshers and training on the use of TRS components and how they directly transfer into their Lesson Plans.
Problem Statement 3: Teachers are still not completely aware of how to disaggregate data and analyze it for instructional purposes. Root Cause 3: Teachers need training, modeling and support on analyzing their data and translating that into instructional strategies.
Problem Statement 4: PLC guidelines, structures, and processes for individuals/departments to share their needs and seek solvency still in infancy. Root Cause 4: PLC guidelines were only shared within this first semester of the year.
Problem Statement 7: Only 55% of graduating Seniors met CCMR criteria. Root Cause 7: Low student performance on ACT, SAT and TSI ELA/Math, low completion rate of CTE coherent coursework, and low rate of industry certification completion.
Problem Statement 9: Lack of functional and practical technology applications across campus (e.g. computer/projector presentation cart). Root Cause 9: Lack of a Campus Technology Plan.

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

Performance Objective 3: By June 2019, increase the Approaches, Meets and Masters Grade Level performance of all students taking STAAR EOC Biology including SPED and LEP populations to 80%, 60% 30% respectively.

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Science department teachers will identify failing students and provide tutoring. Emphasis will be placed on Eco-disadvantage, Special Education, At-Risk, and English Language Learners.</p> <p>Tutoring will be monitored by administration.</p>	2.4, 2.6	Principals, Assistant Principals, Dean of Instruction, Department Leaders and Teachers.	Progress Reports, Teacher Failure Lists, Tutoring Schedule and Sign-in Sheets. 10% decrease in special population students failing a science course.				
Problem Statements: Student Academic Achievement 1, 3							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) SBHS will implement the TEKS Resource System curriculum in the areas of science: Biology. Support will be provided to teachers through staff development.</p>	2.4, 2.6	Director of Curriculum and Instruction, Principal, Assistant Principals, Dean of Instruction	Lesson Plans, Staff Development Sign-in Sheets and Agendas.				
Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 3 - School Processes & Programs 2							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) The Dean of Instruction will ensure that all teachers receive the questions and answer keys to released end-of-course assessments in their subject to provide opportunities for analysis and will guide data disaggregation with teachers.</p>	2.4, 2.6	Dean of Instruction, Department Leaders, Teachers	PLC and/or Departmental Meeting Sign-in Sheets, Agenda, STAAR EOC Scores, TAPR, PBMAS				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 3							

Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 4) Core Subject teachers will be monitored with a focus on establishing a data baseline and a projected student performance goal based on Biology CFA's.	2.4, 2.6	Principal, Assistant Principals, Dean of Instruction, Department Leaders, Teachers	Individual Teacher Sign-in Sheets, Eduphoria, TxEIS grade reports. 10% increase in students passing STAAR Biology EOC.				
	Problem Statements: Student Academic Achievement 1, 3 - School Processes & Programs 3						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 5) Continue the use of Edgenuity/Compass Odyssey for credit recovery to meet graduation credit requirements.	2.4, 2.6	Principal, Assistant Principals, Dean of Instruction, Counselors,	Increase the graduation rate of all student populations and sub-populations.				
	Problem Statements: Student Academic Achievement 7 Funding Sources: 199 - General Fund - 6300.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

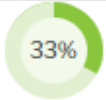

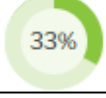
Demographics
Problem Statement 1: Weak supports for teachers with 0-5 Years of Experience. Root Cause 1: No systematic supports built in place for 0-5 Year teachers/Newly implemented systematic supports.
Problem Statement 2: Weak supports for teachers whose student performance is low. Root Cause 2: No systematic supports built in place for low performing teachers/New PD initiatives just started.
Problem Statement 3: Inconsistent levels of fidelity with implementation of TEKS Resource System. Root Cause 3: No systematic oversight of implementation of components/recently started district-wide supports for the system.
Student Academic Achievement
Problem Statement 1: Below State Average Performance on all EOC Examinations (Approaches, Meets, and Masters Levels) Root Cause 1: Lack of systematic approaches, resources and initiatives to support low performing students.
Problem Statement 3: Special Populations Average Performance Below District Average on all EOC Examinations (Approaches, Meets and Masters) Root Cause 3: Lack of systematic approaches, resources and initiatives to support Special Populations needs to improve performance.
Problem Statement 7: Below State Standard on Four Year Longitudinal Graduation Plan Rates Root Cause 7: Greater need for graduation plan audits and counseling.
School Processes & Programs
Problem Statement 2: Still improving the implementation of TRS in all core content areas. Root Cause 2: Teachers need more refreshers and training on the use of TRS components and how they directly transfer into their Lesson Plans.
Problem Statement 3: Teachers are still not completely aware of how to disaggregate data and analyze it for instructional purposes. Root Cause 3: Teachers need training, modeling and support on analyzing their data and translating that into instructional strategies.

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

Performance Objective 4: By June 2019 increase the Approaches, Meets and Masters Grade Level performance of: all students taking STAAR EOC U.S. History to 100%, 60%, 40%; SPED students taking STAAR EOC U.S. History to 90%,60%, 30%; and LEP students taking STAAR EOC U.S. History to 90%, 60%, 30% respectively.

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

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Social Studies department teachers will identify failing students and provide tutoring. Emphasis will be placed on Eco-disadvantage, Special Education, At-Risk, and English Language Learners.</p> <p>Tutoring will be monitored by administration.</p>	2.4, 2.6	Principals, Assistant Principals, Dean of Instruction, Department Leaders and Teachers.	Progress Reports, Teacher Failure Lists, Tutoring Schedule and Sign-in Sheets. 10% increase of special population students passing social studies courses.				
	Problem Statements: Student Academic Achievement 1, 3						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>2) SBHS will implement the TEKS Resource System curriculum in the areas of social studies. Support will be provided to teachers through staff development.</p>	2.4, 2.5, 2.6	Director of Curriculum and Instruction, Principal, Assistant Principals, Dean of Instruction	Lesson Plans, Staff Development Sign-in Sheets and Agendas.				
	Problem Statements: Demographics 3 - School Processes & Programs 2						
<p>Comprehensive Support Strategy Critical Success Factors CSF 7</p> <p>3) The Dean of Instruction will ensure that all teachers receive the questions and answer keys to released end-of-course assessments in their subject to provide opportunities for analysis and guided disaggregation of data</p>	2.4, 2.6	Dean of Instruction, Department Leaders, Teachers	PLC and/or Departmental Meeting Sign-in Sheets, Agenda, STAAR EOC Scores, TAPR, PBMAS				
	Problem Statements: School Processes & Programs 3						

Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 4) Core Subject teachers will be monitored with a focus on establishing a data baseline and a projected student performance goal based on CFA's and benchmarks.	2.4, 2.6	Principal, Assistant Principals, Dean of Instruction, Department Leaders, Teachers	Individual Teacher Sign-in Sheets, Eduphoria, TxEIS grade reports. 10% increase of students of special populations passing the STAAR US History EOC.				
	Problem Statements: Student Academic Achievement 1, 3						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 5) Continue the use of Edgenuity for credit recovery/course acceleration to meet graduation credit requirements through After School Program Academic Assistance.	2.4, 2.5, 2.6	Principal, Assistant Principals, Dean of Instruction, Counselors, After School Program Site Coordinator	Increase the graduation rate of all student populations and sub-populations.				
	Problem Statements: Student Academic Achievement 7 Funding Sources: 199 - General Fund - 6300.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

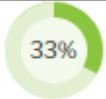

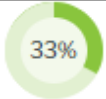
Demographics
Problem Statement 3: Inconsistent levels of fidelity with implementation of TEKS Resource System. Root Cause 3: No systematic oversight of implementation of components/recently started district-wide supports for the system.
Student Academic Achievement
Problem Statement 1: Below State Average Performance on all EOC Examinations (Approaches, Meets, and Masters Levels) Root Cause 1: Lack of systematic approaches, resources and initiatives to support low performing students.
Problem Statement 3: Special Populations Average Performance Below District Average on all EOC Examinations (Approaches, Meets and Masters) Root Cause 3: Lack of systematic approaches, resources and initiatives to support Special Populations needs to improve performance.
Problem Statement 7: Below State Standard on Four Year Longitudinal Graduation Plan Rates Root Cause 7: Greater need for graduation plan audits and counseling.
School Processes & Programs
Problem Statement 2: Still improving the implementation of TRS in all core content areas. Root Cause 2: Teachers need more refreshers and training on the use of TRS components and how they directly transfer into their Lesson Plans.
Problem Statement 3: Teachers are still not completely aware of how to disaggregate data and analyze it for instructional purposes. Root Cause 3: Teachers need training, modeling and support on analyzing their data and translating that into instructional strategies.



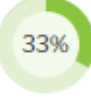


Goal 1: San Benito High School will increase the academic achievement for all students and close the performance gap between sub-populations.







Performance Objective 5: By 2019, San Benito High School will increase the STAAR English I EOC scores for all demographic and special population students by 10% from the previous year.

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

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) English department teachers will identify failing students and provide tutoring. Emphasis will be placed on Eco-disadvantage, Special Education, At-Risk, and English Language Learners.</p> <p>Tutoring will be monitored by administration.</p>	2.4, 2.5, 2.6	Principals, Assistant Principals, Dean of Instruction, Department Leaders and Teachers.	Progress Reports, Teacher Failure Lists, Tutoring Schedule and Sign-in Sheets. 10% decrease in special population students failing an English Language Arts course.				
Problem Statements: Student Academic Achievement 1, 3, 5							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) SBHS will implement the TEKS Resource System curriculum in the areas of English I. Support will be provided to teachers through staff development.</p>	2.4, 2.5, 2.6	Director of Curriculum and Instruction, Principal, Assistant Principals, Dean of Instruction	Lesson Plans, Staff Development Sign-in Sheets and Agendas.				
Problem Statements: Demographics 3 - School Processes & Programs 2							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 7</p> <p>3) The Dean of Instruction will ensure that all teachers receive the questions and answer keys to released end-of-course assessments in their subject to provide opportunities for analysis and guided disaggregation.</p>	2.4, 2.6	Dean of Instruction, Department Leaders, Teachers	PLC and/or Departmental Meeting Sign-in Sheets, Agenda, STAAR EOC Scores, TAPR, PBMAS				
Problem Statements: School Processes & Programs 3							

<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Core Subject teachers will be monitored with a focus on establishing a data baseline and a projected student performance goal based on CFA's and benchmarks.</p>	2.4, 2.6	Principal, Assistant Principals, Dean of Instruction, Department Leaders, Teachers	Individual Teacher Sign-in Sheets, Eduphoria, TxEIS grade reports. 10% increase in students passing STAAR English I EOC.				
<p>Problem Statements: Student Academic Achievement 1, 3</p>							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>5) SBHS will contract with Region One ESC and other consultants to provide professional development in writing strategies, quality questioning, relevant classroom discussions, curriculum mapping. Region One or other consultant will also provide instructional coaching.</p>	2.4, 2.6	Principal, Assistant Principals, Dean of Instruction, Department Leader	Improved classroom instruction resulting in improved EOC scores.				
<p>Problem Statements: Demographics 2 - Student Academic Achievement 1, 3 - School Processes & Programs 1</p> <p>Funding Sources: 199 - General Fund - 8200.00</p>							
<p>Critical Success Factors CSF 1 CSF 5</p> <p>6) English department teachers will utilize online instructional resources such as Newsela, CommonLit, Actively Learn, and NoRedInk to improve students' comprehension of informational texts, literary texts, the writing process, and conventions of grammar.</p>	2.4, 2.6	Principal, Assistant Principals, Dean of Instruction, Department Leader, Department Teachers	Improved classroom instruction resulting in improved EOC scores.				
<p>Problem Statements: Student Academic Achievement 1, 3</p>							
<p>Critical Success Factors CSF 1</p> <p>7) English department teachers will utilize test-prep sources such as Measuring Up English I, STAAR EOC Coach, Kamico, and Sirius EOC English I Reading and Writing to improve students' comprehension of informational texts, literary texts, the writing process, and conventions of grammar.</p>	2.4, 2.6	Principal, Assistant Principals, Dean of Instruction, Department Leader, Department Teachers	Improved classroom instruction resulting in improved EOC scores.				
<p>Problem Statements: Student Academic Achievement 1, 3</p>							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>8) Continue the use of Edgenuity for credit recovery/course acceleration to meet graduation credit requirements through After School Academic Assistance.</p>	2.4, 2.5, 2.6	Principal, Assistant Principals, Dean of Instruction, Counselors, After School Program Site Coordinator	Increase the graduation rate of all student populations and sub-populations.				
<p>Problem Statements: Student Academic Achievement 7</p> <p>Funding Sources: 199 - General Fund - 6300.00</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>9) Research and Technical Writing teachers will utilize a universal STAAR writing format to administer a 40-minute quick write at least every two weeks, analyze students' writing samples to drive future writing instruction, and identify areas of remediation in the writing process.</p>	2.4, 2.6	Principal, Assistant Principal, Dean of Instruction, Department Leader, Department Teachers	Improved classroom instruction resulting in improved EOC scores.				
	<p>Problem Statements: Student Academic Achievement 1, 3</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>10) Research and Technical Writing teachers will administer CFAs (Common Formative Assessments) every six weeks to measure students' progress on English II EOC criteria, analyze data to drive future instruction, and identify areas of remediation.</p>	2.4, 2.6	Principal, Assistant Principal, Dean of Instruction, Department Leader, Department Teachers	Improved classroom instruction resulting in improved EOC scores.				
	<p>Problem Statements: Student Academic Achievement 1, 3</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: Weak supports for teachers whose student performance is low. Root Cause 2: No systematic supports built in place for low performing teachers/New PD initiatives just started.
Problem Statement 3: Inconsistent levels of fidelity with implementation of TEKS Resource System. Root Cause 3: No systematic oversight of implementation of components/recently started district-wide supports for the system.
Student Academic Achievement
Problem Statement 1: Below State Average Performance on all EOC Examinations (Approaches, Meets, and Masters Levels) Root Cause 1: Lack of systematic approaches, resources and initiatives to support low performing students.
Problem Statement 3: Special Populations Average Performance Below District Average on all EOC Examinations (Approaches, Meets and Masters) Root Cause 3: Lack of systematic approaches, resources and initiatives to support Special Populations needs to improve performance.
Problem Statement 5: Below State Average Performance on SAT and ACT Math and Reading Root Cause 5: Lack of systematic approaches, resources and initiatives to increase student performance.
Problem Statement 7: Below State Standard on Four Year Longitudinal Graduation Plan Rates Root Cause 7: Greater need for graduation plan audits and counseling.
School Processes & Programs
Problem Statement 1: No campus initiatives for Professional Development. Root Cause 1: Lack of feedback gathered from campus teachers to build school-wide training list.
Problem Statement 2: Still improving the implementation of TRS in all core content areas. Root Cause 2: Teachers need more refreshers and training on the use of TRS components and how they directly transfer into their Lesson Plans.




Problem Statement 3: Teachers are still not completely aware of how to disaggregate data and analyze it for instructional purposes. **Root Cause 3:** Teachers need training, modeling and support on analyzing their data and translating that into instructional strategies.






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







Performance Objective 6: By 2019, San Benito High School will increase the STAAR English II EOC scores for all demographic and special population students by 10% from the previous year.

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

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) English Language Arts department teachers will identify failing students and provide tutoring. Emphasis will be placed on Eco-disadvantage, Special Education, At-Risk, and English Language Learners.</p>	2.4, 2.6	Principals, Assistant Principals, Dean of Instruction, Department Leaders and Teachers.	Progress Reports, Teacher Failure Lists, Tutoring Schedule and Sign-in Sheets. 10% decrease in special population students failing an English Language Arts course.				
Problem Statements: Student Academic Achievement 1, 3							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) SBHS will continue utilizing the TEKS Resource System curriculum in the areas of English II. Support will be provided to teachers through staff development.</p>	2.4, 2.5, 2.6	Director of Curriculum and Instruction, Principal, Assistant Principals, Dean of Instruction	Lesson Plans, Staff Development Sign-in Sheets and Agendas.				
Problem Statements: Demographics 3 - Student Academic Achievement 1, 3 - School Processes & Programs 2							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 7</p> <p>3) The Dean of Instruction will ensure that all teachers receive the questions and answer keys to released end-of-course assessments in their subject to provide opportunities for analysis and guided disaggregation.</p>	2.4, 2.6	Dean of Instruction, Department Leaders, Teachers	PLC and/or Departmental Meeting Sign-in Sheets, Agenda, STAAR EOC Scores, TAPR, PBMAS				
Problem Statements: School Processes & Programs 3							

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Core Subject teachers will be monitored with a focus on establishing a data baseline and a projected student performance goal based on CFA's and Benchmarks.</p>	2.4, 2.6	Principal, Assistant Principals, Dean of Instruction, Department Leaders, Teachers	Individual Teacher Sign-in Sheets, Eduphoria, TxEIS grade reports. 10% increase in students passing STAAR English II EOC.				
<p>Problem Statements: Student Academic Achievement 1, 3 - School Processes & Programs 3</p>							
<p>Critical Success Factors CSF 7</p> <p>5) SBHS will contract with Region One ESC and other consultants to provide professional development in writing strategies, quality questioning, relevant classroom discussions, curriculum mapping. Region One and other consultants will also provide instructional coaching.</p>	2.4, 2.6	Principal, Assistant Principals, Dean of Instruction, Department Leader	Improved classroom instruction resulting in improved EOC scores.				
<p>Problem Statements: Student Academic Achievement 1, 3</p> <p>Funding Sources: 199 - General Fund - 8200.00</p>							
<p>Critical Success Factors CSF 1</p> <p>6) English department teachers will utilize online instructional resources such as Newsela, CommonLit, Actively Learn, and NoRedInk to improve students' comprehension of informational texts, literary texts, the writing process, and conventions of grammar.</p>	2.4, 2.6	Principal, Assistant Principals, Dean of Instruction, Department Leader, Department Teachers	Improved classroom instruction resulting in improved EOC scores.				
<p>Problem Statements: Student Academic Achievement 1, 3</p>							
<p>Critical Success Factors CSF 1</p> <p>7) English department teachers will utilize test-prep sources such as Measuring Up English II, STAAR EOC Coach, Kamico, and Sirius EOC English II Reading and Writing to improve students' comprehension of informational texts, literary texts, the writing process, and conventions of grammar.</p>	2.4, 2.6	Principal, Assistant Principals, Dean of Instruction, Department Leader, Department Teachers	Improved classroom instruction resulting in improved EOC scores.				
<p>Problem Statements: Student Academic Achievement 1, 3</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>8) Continue the use of Edgenuity for credit recovery/course acceleration to meet graduation credit requirements through After School Academic Assistance.</p>	2.4, 2.6	Principal, Assistant Principals, Dean of Instruction, Counselors, After School Program Site Coordinator	Increase the graduation rate of all student populations and sub-populations.				
<p>Problem Statements: Student Academic Achievement 7</p> <p>Funding Sources: 199 - General Fund - 6300.00</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>9) English II teachers and Research and Technical Writing teachers will administer CFAs (Common Formative Assessments) every three weeks to measure students' progress on English II EOC criteria, analyze data to drive future instruction, and identify areas of remediation.</p>	2.4, 2.6	Principal, Assistant Principal, Dean of Instruction, Department Leader, Department Teachers	Improved classroom instruction resulting in improved EOC scores.				
	Problem Statements: Student Academic Achievement 1, 3						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>10) English II teachers and Research and Technical Writing teachers will utilize a universal STAAR writing format to administer a 40-minute quick write at least every two weeks, analyze students' writing samples to drive future writing instruction, and identify areas of remediation in the writing process.</p>	2.4, 2.6	Principal, Assistant Principal, Dean of Instruction, Department Leader, Department Teachers	Improved classroom instruction resulting in improved EOC scores.				
	Problem Statements: Student Academic Achievement 1, 3						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 6 Problem Statements:



Demographics
Problem Statement 3: Inconsistent levels of fidelity with implementation of TEKS Resource System. Root Cause 3: No systematic oversight of implementation of components/recently started district-wide supports for the system.
Student Academic Achievement
Problem Statement 1: Below State Average Performance on all EOC Examinations (Approaches, Meets, and Masters Levels) Root Cause 1: Lack of systematic approaches, resources and initiatives to support low performing students.
Problem Statement 3: Special Populations Average Performance Below District Average on all EOC Examinations (Approaches, Meets and Masters) Root Cause 3: Lack of systematic approaches, resources and initiatives to support Special Populations needs to improve performance.
Problem Statement 7: Below State Standard on Four Year Longitudinal Graduation Plan Rates Root Cause 7: Greater need for graduation plan audits and counseling.
School Processes & Programs
Problem Statement 2: Still improving the implementation of TRS in all core content areas. Root Cause 2: Teachers need more refreshers and training on the use of TRS components and how they directly transfer into their Lesson Plans.
Problem Statement 3: Teachers are still not completely aware of how to disaggregate data and analyze it for instructional purposes. Root Cause 3: Teachers need training, modeling and support on analyzing their data and translating that into instructional strategies.

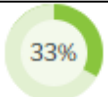
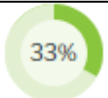




Goal 1: San Benito High School will increase the academic achievement for all students and close the performance gap between sub-populations.

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

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

Summative Evaluation 7:

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

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) The district will continue to provide training for classroom teachers, special education teachers, paraprofessionals in the implementation of inclusive education.</p>		Director of Special Education, Principal, Assistant Principal of Special Education, Department Leader of Special Education, Special Education Case Managers	Professional Development certificates of Attendance, Sign-in Sheets				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Utilize latest technologies available to work with At-Risk students including students in RTI, 504, Dyslexia, ELL and SPED programs to develop their reading and language skills.</p>	2.4	RTI, Principal, Assistant Principal	Increased student ability to read (greater Lexiles and a smaller gap between ability and actual grade level).				
<p>Problem Statements: Student Academic Achievement 3</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 7 Problem Statements:



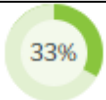

Student Academic Achievement
<p>Problem Statement 3: Special Populations Average Performance Below District Average on all EOC Examinations (Approaches, Meets and Masters) Root Cause 3: Lack of systematic approaches, resources and initiatives to support Special Populations needs to improve performance.</p>






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

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

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

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 5</p> <p>1) SBCISD Bilingual/ESL program design will be communicated to all stakeholders. i.e., brochure, electronically.</p>		District Bilingual Coordinator, Principal, Assistant Principal of ESL program, ESL teacher	LPAC Sign-in Sheets, Meeting/Presentation Agendas and Sign-in Sheets				
<p>Comprehensive Support Strategy Critical Success Factors CSF 7</p> <p>2) Training will be provided for all LPAC members annually.</p>		District Bilingual Coordinator, Principal, Assistant Principal of ESL program, ESL teacher	LPAC Sign-in Sheets, Meeting/Presentation Agendas and Sign-in Sheets				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) SBHS will use Title III funds to ensure high academic standards for all English Language Learners.</p>		District Bilingual Coordinator, Principal, Assistant Principal of ESL program, ESL teacher	Title III Requisitions, 10% increase of ESL students passing STAAR EOCs.				
Funding Sources: 199 - State Bilingual/ESL - 25000.00							
<p>Critical Success Factors CSF 1</p> <p>4) Career and Technical Education teachers implement ELPS strategies via weekly lesson plans and daily instruction.</p>		Principal Assistant Principal CTE Director	Identification of content and language objectives on lesson plans.				






5) Provide ESL students specialized EOC support through After School Program Academic Assistance.		Principal, Assistant Principals, LPAC Committee Chair, After School Program Site Coordinator					
Funding Sources: 199 - State Compensatory Education (SCE) - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

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

Summative Evaluation 9:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 1) CIS Personnel will continue to counsel and assist students and family with needs.		Principal, Community In Schools Coordinator	Increase support for students and family in need.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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

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

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

Summative Evaluation 10:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 5 1) Coordinate with Migrant Department to refer families that have indicated that they have been involved in agricultural and/or fishing industry-type employment for possible eligibility of their children.		Admission Clerk, Migrant Recruiters, Migrant Coordinator, Migrant Counselor	Increase enrollment of migrant students.				
	Funding Sources: 212 - Title I, Part C, Migrant - 75360.00						
Critical Success Factors CSF 1 2) A Migrant Go-Center will be created and implemented at SBHS to expose migrant students to higher education opportunities.		Principal, Coordinator of Migrant Programs, Migrant Counselor	Increase of migrant students attending postsecondary institutions of higher learning.				
	Funding Sources: 212 - Title I, Part C, Migrant - 18670.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 3) 3) Determine individual needs of eligible migrant children for instructional an support services and identify resources and make referrals for such resources.		Assistant Principals, Counselors, Dean of Instruction, Teachers	Increase of student success rate in classes as well as test scores				
	Funding Sources: 199 - State Compensatory Education (SCE) - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

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

Summative Evaluation 11:

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

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

Performance Objective 12: Library, Folkloriko Dance, VITA Tax Return Services, Chess, Welding, ROTC Leadership Mentoring, and the Character Leadership Academy will continue to serve as enrichment programs to involve students in activities that encourage learning at all levels.

Evaluation Data Source(s) 12: Increase the number of students involved in programs through After School Program Academic Assistance.

Summative Evaluation 12:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Librarian will host events periodical to engage students in learning, using cultural themes, creating a book readers club, and charity oriented events.</p>		Principal, Assistant Principal, Librarian	Increase usage of library services and student learning.				
Funding Sources: 199 - General Fund - 10000.00							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Library and Fine Arts Dept will collaborate to bring students and community together to create art work for the library.</p>		Librarian, Fines Arts Teacher, Club Sponsors, Volunteer Community members	Increase student ownership and usage of the library space in order to positively impact student learning.				
= Accomplished = Continue/Modify = No Progress = Discontinue							







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

Performance Objective 13: By 2019, San Benito High School will increase both the AP English Language & Composition scores and AP English Literature & Composition scores by 15% from the previous year.

Evaluation Data Source(s) 13: Texas Assessment Performance Report
 Performance-Based Monitoring Analysis System
 Eduphoria Aware
 AP Current Year Score Summary, AP District Summary by School, AP District Score Roster

Summative Evaluation 13:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) AP English teachers will administer weekly mini-writing assessments similar to the FRQs (free-response questions) on the AP English exams, analyze and evaluate students' writing samples using the rubric for each AP English exam, and identify areas of improvement to drive and enhance future instruction.</p>		Principal, Assistant Principal, Dean of Instruction, Department Leader, Department AP Teachers	Improved classroom instruction resulting in improved AP-exam scores.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) AP English teachers will administer unit-based assessments similar to the AP English exams, analyze and evaluate students' responses on multiple-choice questions, analyze and evaluate students' writing samples using the rubric for each AP English exam, and identify areas of improvement to drive and enhance future instruction.</p>		Principal, Assistant Principal, Dean of Instruction, Department Leader, Department AP Teachers	Improved classroom instruction resulting in improved AP-exam scores.				
<p>Critical Success Factors CSF 1</p> <p>3) AP English teachers will implement weekly assertion journals (AP English III) and prompt-analysis journals (AP English IV) to help develop and strengthen students' writing skills in argumentation, synthesis, rhetorical analysis, literary analysis, and contextual analysis.</p>		Principal, Assistant Principal, Dean of Instruction, Department Leader, Department AP Teachers	Improved classroom instruction resulting in improved AP-exam scores.				

<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) AP English teachers will implement 40-minute timed writings based on each AP English exam's writing section at least twice a week, analyze and evaluate students' writing samples using the rubric for each AP English exam, and identify areas of improvement to drive and enhance future instruction.</p>		<p>Principal, Assistant Principal, Dean of Instruction, Department Leader, Department AP Teachers</p>	<p>Improved classroom instruction resulting in improved AP-exam scores.</p>				
<p>Critical Success Factors CSF 1</p> <p>5) AP English teachers will use test-prep resources such as Barron's AP English Language & Composition, Barron's AP English Literature & Composition, Multiple-Choice & Free-Response Questions in Preparation for the AP English Language & Composition Examination, and Multiple-Choice & Free-Response Questions in Preparation for the AP English Literature & Composition Examination to improve students' critical reading skills and writing skills in argumentation, synthesis, rhetorical analysis, literary analysis, and contextual analysis.</p>		<p>Principal, Assistant Principal, Dean of Instruction, Department Leader, Department AP Teachers</p>	<p>Improved classroom instruction resulting in improved AP-exam scores.</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

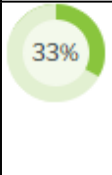




Performance Objective 14: Fine Arts will promote its positive effect as an enrichment program to involve students in activities which encourage learning at all levels.

Evaluation Data Source(s) 14: Performances, student data reflective of involvement and success in core academic areas, improved attendance data, accolades and awards, student recognitions

Summative Evaluation 14:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Choral Department will implement sectional and individual tutorial sessions 4 days out of the week, throughout the year.</p>	2.5	Choir director, Principal, Fine Arts Department Head	Increase number of students who place in District, Region, Texas All-State choirs, and superior performance in Solo & Ensemble.				
<p>Critical Success Factors CSF 1</p> <p>2) Choral Department will attend the Texas Music Educators Association convention and the Texas Choral Directors Association convention.</p>	2.4, 2.5	Choir director, Principal, Fine Arts Department Head	Increase number of students who place in District, Region, and Texas All-State choirs.				
<p>Critical Success Factors CSF 1</p> <p>3) Choral Department will implement the SMART program with all students.</p>	2.5	Choir Director, Principal, Fine Arts Department Head	Increase number of students who place in District, Region, and Texas All-State choirs.				
<p>Critical Success Factors CSF 1</p> <p>4) Choral Department will purchase and implement the use of eight headset microphones and update as much equipment necessary for improved student community performances.</p>	2.5	Choir Director, Principal, Fine Arts Department Head	The implementation of a Show Choir/ Jazz Ensemble to perform at district and community related performances.				
<p>Critical Success Factors CSF 1</p> <p>5) Choral Department will purchase and implement the use of an Epson Projector with a smart board.</p>	2.5		Increase the number of students that comprehend sight reading and through the use of technology are able to compare and contrast exemplary musical examples.				

<p>Critical Success Factors CSF 1</p> <p>6) Fine Arts Department will implement tutorial sessions 4 days out of the week, throughout the year.</p>	2.5	Fine Arts Department Head, Principal	Increase passing rates in AP Art History and Art History Dual Enrollment				
<p>Critical Success Factors CSF 1</p> <p>7) Fine Arts Department will attend AP Institute for AP Art History</p>	2.5	Fine Arts Department Head, Principal	Increase passing rates in AP Art History and History Dual Enrollment				
<p>Critical Success Factors CSF 1</p> <p>8) Fine Arts Department will implement Supplemental Testing Manuals (AP created/Barrons)</p>	2.5	Fine Arts Department Head, Principal	Increase Passing rate of essay based portion of AP Art History Exams				
<p>Critical Success Factors CSF 1</p> <p>9) Implement Commitment Letter with all students enrolled in AP Art History.</p>	2.5	Fine Arts Department Head, Principal	Increase Participation Rate of AP Exams				
<p>Critical Success Factors CSF 1</p> <p>10) Fine Arts Department will implement Photoshop into curriculum to improve portfolio requirements.</p>	2.5		Improve the required submission process of the AP Art Studio. Increase passing rates in AP Art Studio				
<p>Critical Success Factors CSF 1</p> <p>11) The Theater Arts Dept will implement the use of costumes and props to better serve the students in regards to meeting the TEKS that pertain to said items while also aiding in the production of the eight school shows throughout the year.</p>	2.5	Fine Arts Department Head, Theater Director, Principal	Increase UIL progress and passing rates in Varsity Theater and Technical Theater				
<p>Critical Success Factors CSF 1</p> <p>12) The Theatre Arts Dept will employ multi-faceted tutorials to cover the TEKS in regards to makeup.</p>	2.5	Fine Arts Department Head, Theater Director, Principal	UIL Progress & Passing rates in the subject of makeup will increase.				
<p>Critical Success Factors CSF 1</p> <p>13) The Theater Arts Dept will utilize transportation for spring time competition.</p>	2.5	Fine Arts Department Head, Theater Director, Principal	The Varsity Theater cast and crew will be able to compete in spring time competition as well as community based theatrical productions.				
<p>Critical Success Factors CSF 1</p> <p>14) The Theater Arts Dept will utilize building materials for set construction.</p>	2.5	Fine Arts Director, Theater Director, Principal	Technical Theater will improve on student skills through application in creating props and sets for community based theatrical productions.				

<p>Critical Success Factors CSF 1</p> <p>15) The Theatre Arts Dept will employ the use of scripts to cover the majority of the TEKS covering Theatre Arts I.</p>	<p>2.5</p>	<p>Fine Arts Director, Theater Director, Principal</p>	<p>The student body will have access to a more diverse collection of resources to more broadly and effectively cover the TEKS.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

Performance Objective 15: Classrooms will be outfitted with up-to-date technologies and improved infrastructures to promote environments conducive to high levels of learning.

Evaluation Data Source(s) 15: Classroom facility walk-throughs, work orders, e-tickets, technology inventories

Summative Evaluation 15:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 1) Outfit as many classrooms as possible with Epson interactive boards for instruction.	2.4, 2.6	Principal, Assistant Principals, Technology Director	Lessons will incorporate many more interactive components enhancing engagement in the classroom to improve student performance.				
Critical Success Factors CSF 1 2) Outfit as many classrooms as possible with integral infrastructural components (e.g. whiteboards, phone and internet drops, aesthetically appropriate and functional desks and furniture) to improve instruction.	2.4, 2.6	Principal, Assistant Principals, Department Heads	Increased ability of teachers to create an environment conducive to high levels of learning and improved accessibility and flow in the classroom.				

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

Performance Objective 16: The student population will meet a 96% Average Daily Attendance rate for the 2018-2019 school year.

Evaluation Data Source(s) 16: ADA Report

Summative Evaluation 16:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 2 CSF 4 1) Several initiatives will be carried out to improve ADA every 6 weeks driven by the Attendance Committee including incentives and school-wide events.	2.6	Principal, Assistant Principals, Attendance Committee	Increase in attendance rate from 2017-2018 school year.				
Problem Statements: Demographics 5							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 16 Problem Statements:

Demographics
Problem Statement 5: Attendance Rate lower than State average. Root Cause 5: Lack in initiatives and incentives for perfect attendance and systematic approaches to monitoring and addressing low attendance.

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) 2018 Conference for the Advancement of Mathematics Teaching (July 16-18)		Principal, Assistant Principals, Mathematics Department Leader, Dean of Instruction	Travel Requisition, Purchase Order, Certificate of Attendance, Implementation of Best Practices.				
	Funding Sources: 199 - State Compensatory Education (SCE) - 6000.00						
Critical Success Factors CSF 7 2) Advanced Placement Summer Institutes (June-August)		Principal, Assistant Principals, Higher Education Coordinator, Dean of Instruction	Travel Requisition, Purchase Order, Certificate of Attendance, Implementation of Best Practices.				
	Funding Sources: 199 - State High School Allotment - 8500.00						
3) 5) 2017 Science Teachers Association of Texas (CAST) 2017 Conference (November 9-11, 2017) Rio Grande Valley Science Association (RGVSA Oct. 7, 2017)		Principal, Assistant Principals, Science Department Leader, Dean of Instruction	Travel Requisition, Purchase Order, Certificate of Attendance, Implementation of Best Practices.				
	Funding Sources: 255 - Title II, Part A, TPTR - 6000.00						
Critical Success Factors CSF 7 4) Teachers will be provided with opportunities to attend professional development offerings provided by SBCISD Central Office.		Principal, Assistant Principals, Dean of Instruction, Department Leaders	Sign-in Sheets, Credit Awarded in Eduphoria Workshop.				
	Funding Sources: 255 - Title II, Part A, TPTR - 1200.00						







Critical Success Factors CSF 1 CSF 3 CSF 7 5) Career and Technical Education Teachers attend TEA sponsored Summer and/or Mid-Winter professional development conference.	Principal CTE Director	Full implementation of new CTE TEKS for newly adopted CTE courses 2017-2018.				
	Funding Sources: 199 - State Career & Technical Education (State CT - 35000.00)					
6) Sp Ed ACU Teachers will participate in a book study: Autism Apps.	E. Bisailon, AP monitoring SBHS Special Services	Improved motivation, learning and communication for all ACU students.				
	Funding Sources: 199 - General Fund - 0.00					
Critical Success Factors CSF 1 CSF 7 7) Professional Development will be provided to English Language Department by Region 1 ESC English Specialist (Write to Read, Expository Writing, Persuasive Writing for EOC, etc.)	Principal, Assistant Principals, Dean of Instruction	English I EOC scores will increase by 20% and English II Scores will increase by 10%.				
	Funding Sources: 211 - Title I, Part A - 8200.00					
Comprehensive Support Strategy Critical Success Factors CSF 3 8) Professional Development and Conferences will be made available to SBHS Administrators and Counselors to remain current in all Laws, rules and regulations as directed by the State.	Principal	Maintenance and/or improvement of all curricular and extra curricular programs				
	Funding Sources: 255 - Title II, Part A, TPTR - 10000.00					
= Accomplished = Continue/Modify = No Progress = Discontinue						

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

Performance Objective 2: By June 2018, 90% of professional staff will demonstrate proficiency or above on their T-TESS Evaluation.

Evaluation Data Source(s) 2: T-TESS Summative Evaluation
T-TESS Walkthrough Data

Summative Evaluation 2:

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

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

Performance Objective 3: By June 2018, 100% of 1st year teachers and new to the district teachers will demonstrate an understanding of campus goals, expectations, procedures and needs.

Evaluation Data Source(s) 3: Mentor/Mentee meeting documentation.
PLC meeting and/or department meeting documentation






Summative Evaluation 3:

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

Performance Objective 4: August 2017 to June 2018, Professional Learning Communities (PLC) meetings will be held to develop and support teachers.

Evaluation Data Source(s) 4: PLC meeting agendas and sign-in sheets

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) During PLC meetings state accountability data will be reviewed and discussed, campus expectations and CIP will be reviewed. Mentors will attend training on Mentorship.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Dean of Instruction, Department Leaders, Mentors	Professional growth of 1st and new teachers to the district.				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 4 - Perceptions 4							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 1: Below State Average Performance on all EOC Examinations (Approaches, Meets, and Masters Levels) Root Cause 1: Lack of systematic approaches, resources and initiatives to support low performing students.
School Processes & Programs
Problem Statement 1: No campus initiatives for Professional Development. Root Cause 1: Lack of feedback gathered from campus teachers to build school-wide training list.

Problem Statement 4: PLC guidelines, structures, and processes for individuals/departments to share their needs and seek solvency still in infancy. **Root Cause 4:** PLC guidelines were only shared within this first semester of the year.

Perceptions







Problem Statement 4: Struggling new and inexperienced teachers. **Root Cause 4:** Lack of a wide range of campus-level supports, initiatives to build a positive culture, and resources for new and inexperienced teachers.

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

Performance Objective 5: By June 2018, 75-90% of Faculty & Staff will achieve proficient usage of instructional and communication software programs provided on campus and by the district.

Evaluation Data Source(s) 5: Usage Reports, PD attendance/sign-in sheets

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 7</p> <p>1) By June 2018, a needs assessment will be conducted to determine the strengths and weaknesses of all professionals and paraprofessionals for the use software programs utilized in instruction and communications on campus and within the district.</p>		Principal Asst Principals Dean Campus Computer Technologist	75-90% utilization of software programs purchased and utilized throughout the campus/				
<p>Critical Success Factors CSF 2 CSF 4</p> <p>2) Review usage reports of software programs to ensure the fidelity of utilization.</p>		Principal Dean Asst. Principal in charge of content areas	75-90% utilization of the software programs				
<p>Critical Success Factors CSF 7</p> <p>3) Conduct PD for the faculty & staff in need of knowledge and skills in order to run the software programs with a rate of 75-90% fidelity.</p>		Principal Dean Asst Principals	75-90 % more effective utilization of the software programs provided on campus.				
<p>Comprehensive Support Strategy Critical Success Factors CSF 2 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Conduct a pilot program for the usage of GradeCam.com software application to determine the efficiency and effectiveness of the program in decreasing time taken to grade papers by teachers.</p>		Principal Asst. Principal	50% reduction in time to grade papers and submit to grade book.				



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

Performance Objective 1: ESSA: By June 2019, 90% of all graduates will meet college ready requirements.

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

Summative Evaluation 1:

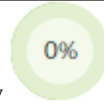
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Periodic and scheduled presentations will be conducted and arranged by SBHS Higher Education Coordinator about College and Career Readiness.</p>	2.6	Principal, Higher Education Coordinator,	Agenda, Sign-in Sheets,				
Problem Statements: Demographics 4 - Student Academic Achievement 4, 5, 7 - School Processes & Programs 7							
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>2) The continuation of Senior seminar sessions (College Readiness) for selected CTE courses to improve CCMR.</p>	2.4	Principal Assistant Principals Higher Ed Coordinator CTE Director	Top 30% of Senior class will participate, complete college admissions applications, apply for FAFSA, apply for National and local scholarships.				
Problem Statements: Student Academic Achievement 7, 8 - School Processes & Programs 7							
Funding Sources: 199 - State Career & Technical Education (State CT - 1500.00)							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) SBHS will provide as many opportunities as possible for students to test with the Texas Success Initiative (TSI), ACT and SAT throughout the 2018-2019 school year including a school-wide SAT day.</p>	2.4, 2.6	Principal, Higher Education Coordinator	Increase the number of student successfully meeting the college ready standard on college ready assessments.				
Problem Statements: Student Academic Achievement 4, 5 - School Processes & Programs 7							
<p>Critical Success Factors CSF 1</p> <p>4) Counselors will meet annually with all students to review PGP and provide individual planning to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development</p>	2.4, 2.6	Principal, Assistant Principals, counselors	Counselor Department Sign-in Sheets, PGPs				
Problem Statements: School Processes & Programs 7							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:






Demographics
Problem Statement 4: Low community awareness of programs success. Root Cause 4: Community and parental involvement is low.
Student Academic Achievement
Problem Statement 4: Low SAT/ACT Participation rate. Root Cause 4: Lack of test administration during the school day/Only available on Saturdays.
Problem Statement 5: Below State Average Performance on SAT and ACT Math and Reading Root Cause 5: Lack of systematic approaches, resources and initiatives to increase student performance.
Problem Statement 7: Below State Standard on Four Year Longitudinal Graduation Plan Rates Root Cause 7: Greater need for graduation plan audits and counseling.
Problem Statement 8: Below State Standard on CTE Coherent Sequence Graduates. Root Cause 8: Greater need for CTE Career Pathway audits and resources/tools for students, parents, administrators, and teachers to refer to in promoting the awareness and completion of coherent CTE sequences.
School Processes & Programs
Problem Statement 7: Only 55% of graduating Seniors met CCMR criteria. Root Cause 7: Low student performance on ACT, SAT and TSI ELA/Math, low completion rate of CTE coherent coursework, and low rate of industry certification completion.

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

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

Evaluation Data Source(s) 2: Data/records as per SBHS Higher Education Coordinator, After School Program Sign in Sheets

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) TSI, SAT, and ACT tutorials will be provided after-school and as part of planned blitzes throughout the school year.</p>	2.4, 2.6	Principal Assistant Principals Dean of Instruction Higher Education Coordinator	records and rosters as maintained by the Higher Education Coordinator. Exam registrations				
Problem Statements: Student Academic Achievement 4, 5 - School Processes & Programs 7							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:




Student Academic Achievement
Problem Statement 4: Low SAT/ACT Participation rate. Root Cause 4: Lack of test administration during the school day/Only available on Saturdays.
Problem Statement 5: Below State Average Performance on SAT and ACT Math and Reading Root Cause 5: Lack of systematic approaches, resources and initiatives to increase student performance.
School Processes & Programs
Problem Statement 7: Only 55% of graduating Seniors met CCMR criteria. Root Cause 7: Low student performance on ACT, SAT and TSI ELA/Math, low completion rate of CTE coherent coursework, and low rate of industry certification completion.









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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) SBHS Counseling Department will conduct HB 5 and FHSP Graduation plan.</p>	2.4, 2.6	Principal, Assistant Principals, Lead Counselor, Counselors, Dean of Instruction	94% of graduating class will graduate with an endorsement or recognized industry certification.				
Problem Statements: Student Academic Achievement 7, 8							
<p>Critical Success Factors CSF 1</p> <p>2) Counseling Department will meet with their cohort students to review Personal Graduation Plans to ensure they are following coherent sequences and meeting goals.</p>	2.4, 2.6	Principal, Assistant Principals, Lead Counselor, Counselors, Dean of Instruction	100% of SBHS students will meet with counselor to review Personal Graduation Plans.				
Problem Statements: Student Academic Achievement 7, 8							
<p>Critical Success Factors CSF 7</p> <p>3) Counseling Department will attend professional development to stay current with legal changes that affect State graduation requirements</p>	2.4	Principal, Assistant Principals, Lead Counselors, Dean of Instruction	100% of SBHS counselors will attend professional development on State graduation requirements.				
Problem Statements: Student Academic Achievement 7, 8							

<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) San Benito High School will offer certification opportunities for the following clusters: Agriculture, Food & Natural Resources, Architecture & Construction, Arts, A/V Technology & Communications, Business Management & Administration, Health Science, Human Services, Information Technology, Law, Public Safety, Corrections & Security, Transportation Distribution & Logistics and analyze yearly data to increase the number of students graduating with an industry certification.</p>	2.4, 2.6	Principal Assistant Principal CTE Director Teacher	85% of students that take the certifications exams in their respective pathways will receive a certification by graduation.				
<p>Problem Statements: Student Academic Achievement 8 - School Processes & Programs 7</p>							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>5) Career & Technical Education programs will review, renew, and/or obtain affiliation agreements; as well as, state and national standards agreements in order to maintain and improve program certifications and the number of students being industry-certified before graduation.</p>	2.4, 2.6	CTE Director Teachers	Students will acquire employability skills through on-the-job training, clinical rotations, mentorships, internships, and cooperative learning. Meet national and/or state requirements. Comply with site affiliation requirements.				
<p>Problem Statements: School Processes & Programs 7</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 3 Problem Statements:

<p>Student Academic Achievement</p>
<p>Problem Statement 7: Below State Standard on Four Year Longitudinal Graduation Plan Rates Root Cause 7: Greater need for graduation plan audits and counseling.</p>
<p>Problem Statement 8: Below State Standard on CTE Coherent Sequence Graduates. Root Cause 8: Greater need for CTE Career Pathway audits and resources/tools for students, parents, administrators, and teachers to refer to in promoting the awareness and completion of coherent CTE sequences.</p>
<p>School Processes & Programs</p>
<p>Problem Statement 7: Only 55% of graduating Seniors met CCMR criteria. Root Cause 7: Low student performance on ACT, SAT and TSI ELA/Math, low completion rate of CTE coherent coursework, and low rate of industry certification completion.</p>

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

Performance Objective 4: By June 2019, increase the total number of students scoring a 3, 4, or 5 on all Advanced Placement Exam by 15%.

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

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) AP teachers will continue to host tutorials for AP exam candidates in their content in the Spring semester.</p>	2.4	Principal, assistant principals, Dean of Instruction, AP Teachers	Increase in number of students scoring a 3, 4, or 5 on the AP Exams as indicated on the AP Summary Report.				
<p>Problem Statements: Student Academic Achievement 2 Funding Sources: 199 - General Fund - 0.00</p>							
<p>Critical Success Factors CSF 1</p> <p>2) AP teachers will attend AP Institute during the Summer to help improve understanding of AP -level assessments, strategies, and instruction.</p>	2.4, 2.6	Principal, Dean of Instruction	Increase in number of students scoring a 3, 4, or 5 on AP Exams.				
<p>Problem Statements: Student Academic Achievement 2</p>							
<p>Critical Success Factors CSF 1</p> <p>3) AP materials including practice materials will be purchased to help promote better AP scores.</p>	2.4, 2.6	Principal, Dean of Instruction, Assistant Principals, AP Teachers	Increase in number of students scoring a 3, 4, or 5 on AP Exams.				
<p>Problem Statements: Student Academic Achievement 2</p>							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

Student Academic Achievement
<p>Problem Statement 2: Below State Standard in AP Examination Participation and Results in the areas of ELA, Math, and Social Studies. Root Cause 2: Lack of systematic approaches, resources and initiatives to increase student participation and support student readiness for AP examinations.</p>

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

Performance Objective 5: 100% of students enrolled in Career and Technical Education Courses will be equipped with soft skills necessary to obtain gainful employment or entrance into post-secondary education.

Evaluation Data Source(s) 5: Attendance sheets

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>1) Students have the opportunity to increase learning using the following soft skills in order to be CCMR ready; such as communication, teamwork, creativity, leadership, problem solving, work ethics, time management, critical thinking and interpersonal skills.</p>	2.4, 2.6	Principal CTE Director Teacher	Improved post-secondary workforce readiness.				
Problem Statements: School Processes & Programs 7							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 5 Problem Statements:






School Processes & Programs
Problem Statement 7: Only 55% of graduating Seniors met CCMR criteria. Root Cause 7: Low student performance on ACT, SAT and TSI ELA/Math, low completion rate of CTE coherent coursework, and low rate of industry certification completion.

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

Performance Objective 6: 100% of students will have the opportunity to participate in Career and Technical Student Organizations (CTSO).

Evaluation Data Source(s) 6: Attendance, Sign-In sheets

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>1) Students are encouraged to participate in extended learning experiences through career and technical student organizations at leadership, district, regional, State, International, and World levels.</p>	2.4, 2.6	Principal CTE Director Teacher	Students participating with any CTSO will enhance their career readiness and work related skills by diligent study and ardent practice.				
<p>Problem Statements: Student Academic Achievement 8 - School Processes & Programs 7</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 6 Problem Statements:

Student Academic Achievement
<p>Problem Statement 8: Below State Standard on CTE Coherent Sequence Graduates. Root Cause 8: Greater need for CTE Career Pathway audits and resources/tools for students, parents, administrators, and teachers to refer to in promoting the awareness and completion of coherent CTE sequences.</p>
School Processes & Programs
<p>Problem Statement 7: Only 55% of graduating Seniors met CCMR criteria. Root Cause 7: Low student performance on ACT, SAT and TSI ELA/Math, low completion rate of CTE coherent coursework, and low rate of industry certification completion.</p>

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

Performance Objective 7: A yearly campus wide Technology Needs Assessment will be completed to identify areas of strengths and weaknesses to fully prepare the students for CCMR through the utilization of technology.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Replace outdated, damaged and/or not working technology hardware to ensure effective utilization of software programs by faculty, staff and students. Purchase devices to move towards a 1:1 ratio in all core content classrooms.</p>	2.4, 2.6	Principal, Asst Principal	Increased faculty, staff and students utilization of technology via truly functioning electronics throughout the campus such as hand radios, computer labs, COWs, etc.				
<p>Problem Statements: School Processes & Programs 8, 9 Funding Sources: 199 - State Compensatory Education (SCE) - 100000.00</p>							
<p>Critical Success Factors CSF 2 CSF 3</p> <p>2) A Campus Technology Plan will be developed to identify areas supported by technology, monitor the progress of initiatives, and address areas of need.</p>	2.4, 2.6	Principal, Assistant Principal, Dean of Instruction	Increased availability of technology, better functioning and coordinated efforts to implement technology, raised level of expectations with technology.				
<p>Problem Statements: School Processes & Programs 8, 9</p>							
<p> = Accomplished = Continue/Modify = No Progress = Discontinue</p>							

Performance Objective 7 Problem Statements:






School Processes & Programs
Problem Statement 8: No campus technology plan. Root Cause 8: Lack of a systematic approach to developing a technology plan for the campus and departments.
Problem Statement 9: Lack of functional and practical technology applications across campus (e.g. computer/projector presentation cart). Root Cause 9: Lack of a Campus Technology Plan.

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

Performance Objective 8: CTE collective efforts will be coordinated to address CCMR goals and fully prepare the students to be workforce ready.

Evaluation Data Source(s) 8: CTE teacher logs, CCMR criteria.

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>1) CTE courses will be facilitated by the use of textbooks, multimedia equipment, software, artistic supplies, tools & shop equipment, general instructional and classroom supplies including repairs and updates as needed.</p>	2.4, 2.6	Principal CTE Director Teacher	100% of students will succeed in content aligned, challenging academic standards, and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.				
Problem Statements: Student Academic Achievement 8 - School Processes & Programs 7							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 8 Problem Statements:

Student Academic Achievement
Problem Statement 8: Below State Standard on CTE Coherent Sequence Graduates. Root Cause 8: Greater need for CTE Career Pathway audits and resources/tools for students, parents, administrators, and teachers to refer to in promoting the awareness and completion of coherent CTE sequences.
School Processes & Programs
Problem Statement 7: Only 55% of graduating Seniors met CCMR criteria. Root Cause 7: Low student performance on ACT, SAT and TSI ELA/Math, low completion rate of CTE coherent coursework, and low rate of industry certification completion.

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 6 1) Students will receive drug use prevention education through the Counseling Department and/or Physical Education class.	2.5	Principal, Assistant Principals Counselors, PE Instructors	Counselor Presentations, agendas, sign-in sheets, PE Instructors lesson plans				
Problem Statements: Perceptions 1, 2							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Lack of initiatives to address students with repeat behavior issues/referral incidences and how it affects their academic achievement. Root Cause 1: Lack of structures and systematic approaches to improve purposefully processing referrals to include character education and academic supports.
Problem Statement 2: Student perceptions and description of their school are not 95-100% positive. Root Cause 2: Lack of systematic approach to listen to the student body and assertively address student concerns and issues.

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

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

Evaluation Data Source(s) 2: Reduction of student discipline reports and incidents reports.

Teacher duty assignments.

Increase use of campus wide video surveillance and video record retention.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Student safety will be enhanced via the use of technology (surveillance cameras), security and police officers, use of trained K9, and active monitoring by campus faculty and staff.</p>	2.5	Principal Assistant Principals Chief of Police SBHS Security Head	Reduction of student referral. Reduction of incident reports.				
Problem Statements: Perceptions 1							
<p>Critical Success Factors CSF 3 CSF 6</p> <p>2) 1) Student safety will be enhanced via the use of technology (radio communication), security and police officers, and active monitoring by campus faculty and staff.</p>	2.5	Administration Security Police Officers Staff	Reduction of incident reports				
Problem Statements: Perceptions 1							
Funding Sources: 199 - General Fund - 8000.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:






Perceptions
Problem Statement 1: Lack of initiatives to address students with repeat behavior issues/referral incidences and how it affects their academic achievement. Root Cause 1: Lack of structures and systematic approaches to improve purposefully processing referrals to include character education and academic supports.

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) CPR Awareness training for all students.</p> <p>Training will be conducted using American Heart Association (AHA) approved videos, AHA Hands Only Fact sheet in English and Spanish.</p>		Principal, Assistant Principals, Dean of Instruction	TxEIS PGP report and state auditing report				
<p>Problem Statements: School Processes & Programs 10</p>							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 10: The school has several issues and areas of improvement with the Safety Plan. Root Cause 10: Issues with the facilities, lacking necessary signage, and lacking some necessary materials in Science Labs.</p>

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

Performance Objective 4: By June 2019, referrals for disciplinary action requiring placement in alternative educational setting will decrease by 5%.

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

Summative Evaluation 4:

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

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

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

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

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Everyday a Project Wisdom thought provoking message will be said during the morning announcement by various members of the campus, community and student body.</p>		Principal, Assistant Principals, Dean of Instruction	Reduced number of disciplinary actions indicated on TxEIS discipline report.	✗	✗	✗	
<p>Funding Sources: 199 - State Compensatory Education (SCE) - 0.00</p>							

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

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

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

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Counseling Department will conduct presentations on Cyberbullying and continue initiatives to reduce the number of bullying incidences.</p>	2.6	Principal, Assistant Principals, Lead Counselor	Eliminate incidents of cyberbullying and bullying for 2018-2019.				
Problem Statements: Perceptions 1							
<p>Critical Success Factors CSF 6</p> <p>2) Administration will conduct presentation on Suicide Prevention for professional and paraprofessional staff on procedures to identify warning sign, responding to outcry and reporting incidents.</p>		Campus Crisis Team	Zero incidents of suicide on campus for 2018-2019.				
Problem Statements: Perceptions 6							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 6 Problem Statements:

Perceptions
<p>Problem Statement 1: Lack of initiatives to address students with repeat behavior issues/referral incidences and how it affects their academic achievement. Root Cause 1: Lack of structures and systematic approaches to improve purposefully processing referrals to include character education and academic supports.</p>
<p>Problem Statement 6: Not all messages, news and pertinent information is received by all parents and stakeholders. Root Cause 6: Although social media and other methods of communication are utilized, a consistent presentation of information for all stakeholders must be ensured through the use of every technology at hand including marquees, building closed circuit tv's, etc.</p>






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

Performance Objective 7: SBHS will provide training sessions and hold school-wide events with all staff members to promote a safe, healthy and positive work environment.

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

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Teacher Code of Ethics Training will be conducted for all staff at SBHS.</p>		Principals, Assistant Principals	All staff at SBHS will be trained. Reduction or no violations of Teacher Code of Ethics.				
Problem Statements: Perceptions 3							
<p>Critical Success Factors CSF 6</p> <p>2) Training will be provided to all staff on Sexual Harassment.</p>		Principals, Assistant Principals	Reduction or no violations of Sexual Harassment.				
Problem Statements: Perceptions 3							
<p>Critical Success Factors CSF 6 CSF 7</p> <p>3) Training will be provided to all staff on Conflict Resolution.</p>		Principal, Assistant Principals, Dean of Instruction, Counseling Department	Increase awareness of the warning signs and intervention strategies to prevent incidents or de-escalate conflicts.				
Problem Statements: Perceptions 3							
<p>Critical Success Factors CSF 6</p> <p>4) Luncheons will be held for all staff to improve morale and create a positive work environment.</p>		Principal, Assistant Principals, Dean of Instruction	Improved culture and climate				
Problem Statements: Perceptions 3							
<p>Critical Success Factors CSF 6</p> <p>5) SBHS will provide staff members that are Crisis Prevention Intervention responders with trainings in CPI restraints, etc. to ensure student and staff safety.</p>		Special Education Department	reduction in crisis events and incidences				
Problem Statements: School Processes & Programs 10							

<p>Critical Success Factors CSF 6</p> <p>6) Signage around the campus along with other items recommended by the Texas Schools Risk Managers Association Safety Audit will be rectified throughout the year. (See San Benito High School Audit). Seeking a 100% score.</p>		<p>Principal, Assistant Principal, Mr. Saldana, Chief Sosa</p>	<p>Improved campus climate and safety</p>				
<p>Problem Statements: School Processes & Programs 10</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 7 Problem Statements:

<p>School Processes & Programs</p>
<p>Problem Statement 10: The school has several issues and areas of improvement with the Safety Plan. Root Cause 10: Issues with the facilities, lacking necessary signage, and lacking some necessary materials in Science Labs.</p>
<p>Perceptions</p>
<p>Problem Statement 3: Teacher and staff perceptions and description of the school are not 95-100% positive. Root Cause 3: Lack of systematic approaches and resources to provide teachers voice, ensure equity and fairness across all areas, and effectively address questions, concerns, and major issues teachers feel need to be remedied.</p>

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

Performance Objective 1: ESSA: By June 2019, 90% of all students' parents/guardians/families will participate in at least one school sponsored academic activity.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Information regarding school sponsored academic activities will be announced using SBCISD district website banner, San Benito High School website, school messengers announcements to parents, social media sites and poster flyers at SBHS campus entrance and hallways.</p> <p>Communications through SBHS Parental Involvement Liaison.</p>	3.1, 3.2	Principal, Assistant Principals, Counseling Department, Parental Involvement Liaison.	Sign-in Sheets, Observation of attendance				
Problem Statements: Demographics 4 - Perceptions 5, 6							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Low community awareness of programs success. Root Cause 4: Community and parental involvement is low.
Perceptions
Problem Statement 5: Lack of coordination of teacher, staff, parent and student efforts to maximize student achievement. Root Cause 5: Lack of flexible scheduling of committee meetings, number of meetings held throughout the year, and purposeful planning for periodical meetings based on school calendar deadlines.



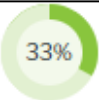
Problem Statement 6: Not all messages, news and pertinent information is received by all parents and stakeholders. **Root Cause 6:** Although social media and other methods of communication are utilized, a consistent presentation of information for all stakeholders must be ensured through the use of every technology at hand including marquees, building closed circuit tv's, etc.

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

Performance Objective 2: August 2018 - June 2019, San Benito High school will increase parental involvement participation by 10%.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 3 CSF 5 1) SBHS teachers will make 15 documented parent contacts every three weeks.	3.2	Principal Assistant Principal Dept. Chairs.	1. Reduction in teacher written discipline referrals. 2. Increased parent satisfaction				
	Problem Statements: Perceptions 5, 6						
Critical Success Factors CSF 5 2) SBHS Family and Community Engagement (FACE) Specialists will continue to host informational parent meetings in the staff lounge weekly.	3.1	Family and Community Engagement Coordinator (FACE) Coordinator, Principal	Increase communication with families and community members.				
	Problem Statements: Demographics 4						
Critical Success Factors CSF 4 CSF 5 3) Family and Community Engagement Specialists will conduct home visits upon request by teachers, counselors, and administration.	3.1, 3.2	Family and Community Engagement Coordinator, Principal, Assistant Principals	Increase family engagement in the academic success of all student populations.				
	Problem Statements: Demographics 4 - Perceptions 5						

Critical Success Factors CSF 5 4) SBCISD will continue to host a District Wide Parent Conference.	3.1, 3.2	Family and Community Engagement Coordinator, Principal, Assistant Principals	Increase parental participation and an awareness of school and community support systems for parents.				
	Problem Statements: Demographics 4 - Perceptions 5, 6						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: Low community awareness of programs success. Root Cause 4: Community and parental involvement is low.
Perceptions
Problem Statement 5: Lack of coordination of teacher, staff, parent and student efforts to maximize student achievement. Root Cause 5: Lack of flexible scheduling of committee meetings, number of meetings held throughout the year, and purposeful planning for periodical meetings based on school calendar deadlines.
Problem Statement 6: Not all messages, news and pertinent information is received by all parents and stakeholders. Root Cause 6: Although social media and other methods of communication are utilized, a consistent presentation of information for all stakeholders must be ensured through the use of every technology at hand including marquees, building closed circuit tv's, etc.

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) 1) Soft Skills Workshop for parents of students receiving Special Services will be created in collaboration with VR/TX Workforce Comm. Four sessions will be presented: Interviewing, resume writing, etc. within the format of a panel discussion process.</p> <p>2) Additional information will be provided to parents regarding employment opportunities for students with disabilities.</p>		AP monitoring SBHS Sp Ed Dept, District Sp Ed Coordinator	Parents will be more knowledgeable and therefore more capable of supporting their children regarding future employment opportunities as well as requirements for those students receiving Special Services.				
<p>Problem Statements: School Processes & Programs 5</p>							
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 5: Daily processes and demands overshadow the sense of urgency and sense of commitment to our goal of increasing student achievement. Root Cause 5: SBHS is a large campus with a large enrollment of students with many needs; these needs are often addressed immediately tying up instructional leaders.</p>






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

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

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

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

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Mail-outs, website posting, letters, school messenger announcements to parents about educational opportunities; tutorials, Saturday Academies, SAT, ACT, TSI testing opportunities, AP Exams, Dual Enrollment opportunities.</p>	2.4, 2.6	Principal, Assistant Principal, Counselors, Dean of Instruction, Higher Education Coordinator, Special Education Coordinator	Increase in student attendance in remedial opportunities, enrollment in Advanced Placement and Dual Enrollment courses, and SAT, ACT, and TSI testing.				
Problem Statements: Demographics 4 - Perceptions 5, 6							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 4: Low community awareness of programs success. Root Cause 4: Community and parental involvement is low.
Perceptions
Problem Statement 5: Lack of coordination of teacher, staff, parent and student efforts to maximize student achievement. Root Cause 5: Lack of flexible scheduling of committee meetings, number of meetings held throughout the year, and purposeful planning for periodical meetings based on school calendar deadlines.
Problem Statement 6: Not all messages, news and pertinent information is received by all parents and stakeholders. Root Cause 6: Although social media and other methods of communication are utilized, a consistent presentation of information for all stakeholders must be ensured through the use of every technology at hand including marquees, building closed circuit tv's, etc.

Comprehensive Support Strategies

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

Goal	Objective	Strategy	Description
1	3	3	The Dean of Instruction will ensure that all teachers receive the questions and answer keys to released end-of-course assessments in their subject to provide opportunities for analysis and will guide data disaggregation with teachers.
1	3	4	Core Subject teachers will be monitored with a focus on establishing a data baseline and a projected student performance goal based on Biology CFA's.
1	3	5	Continue the use of Edgenuity/Compass Odyssey for credit recovery to meet graduation credit requirements.
1	4	2	SBHS will implement the TEKS Resource System curriculum in the areas of social studies. Support will be provided to teachers through staff development.
1	4	3	The Dean of Instruction will ensure that all teachers receive the questions and answer keys to released end-of-course assessments in their subject to provide opportunities for analysis and guided disaggregation of data
1	4	4	Core Subject teachers will be monitored with a focus on establishing a data baseline and a projected student performance goal based on CFA's and benchmarks.
1	4	5	Continue the use of Edgenuity for credit recovery/course acceleration to meet graduation credit requirements through After School Program Academic Assistance.
1	5	2	SBHS will implement the TEKS Resource System curriculum in the areas of English I. Support will be provided to teachers through staff development.
1	5	3	The Dean of Instruction will ensure that all teachers receive the questions and answer keys to released end-of-course assessments in their subject to provide opportunities for analysis and guided disaggregation.
1	5	4	Core Subject teachers will be monitored with a focus on establishing a data baseline and a projected student performance goal based on CFA's and benchmarks.
1	5	8	Continue the use of Edgenuity for credit recovery/course acceleration to meet graduation credit requirements through After School Academic Assistance.
1	6	2	SBHS will continue utilizing the TEKS Resource System curriculum in the areas of English II. Support will be provided to teachers through staff development.
1	6	3	The Dean of Instruction will ensure that all teachers receive the questions and answer keys to released end-of-course assessments in their subject to provide opportunities for analysis and guided disaggregation.
1	6	4	Core Subject teachers will be monitored with a focus on establishing a data baseline and a projected student performance goal based on CFA's and Benchmarks.
1	6	8	Continue the use of Edgenuity for credit recovery/course acceleration to meet graduation credit requirements through After School Academic Assistance.
1	7	1	All Special Education referral packages will continue to be monitored to ensure evaluations are done in a timely manner according to SPED Guidelines.

Goal	Objective	Strategy	Description
1	7	2	Ensure appropriate Special Education identification, evaluation, and Individual Education Plan (IEP) implementation through: - Opportunities for staff development - Provision of instructional materials and supplementary aides and services as needed for IEP implementation - Monitoring the frequency and duration of the IEP - Consideration of language, cultural, and other sociological factors throughout the process
1	7	3	The district will continue to provide training for classroom teachers, special education teachers, paraprofessionals in the implementation of inclusive education.
1	8	1	SBCISD Bilingual/ESL program design will be communicated to all stakeholders. i.e., brochure, electronically.
1	8	2	Training will be provided for all LPAC members annually.
1	8	3	SBHS will use Title III funds to ensure high academic standards for all English Language Learners.
1	10	3	3) Determine individual needs of eligible migrant children for instructional an support services and identify resources and make referrals for such resources.
2	1	8	Professional Development and Conferences will be made available to SBHS Administrators and Counselors to remain current in all Laws, rules and regulations as directed by the State.
2	5	1	By June 2018, a needs assessment will be conducted to determine the strengths and weaknesses of all professionals and paraprofessionals for the use software programs utilized in instruction and communications on campus and within the district.
2	5	4	Conduct a pilot program for the usage of GradeCam.com software application to determine the efficiency and effectiveness of the program in decreasing time taken to grade papers by teachers.

State Compensatory

Budget for San Benito High School:

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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive school improvement planning process began with collecting data. This step is critical in creating a profile of the campus' successes and areas of improvement. The data has been analyzed in the Comprehensive Needs Assessment, and then the process to outline problem statements that lead to root causes was thoroughly examined. Professional Learning needs were determined within the analysis of our data. An Action Plan that includes how the Leadership Team will develop focused and streamlined SMART goals in the three areas that are of greatest need. Actions, strategies and interventions were identified in this process. Research tells us that our focus must be on instruction for our ultimate goal of improved academic success for our students.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, pupil services personnel, technical assistance providers, and school staff. This was accomplished through SBDM meetings.

2.2: Regular monitoring and revision

The CIP will be revised as data is evaluated throughout the school year in order to best support student TEKS acquisition and STAAR mastery. Formative reviews of the campus improvement plan will be conducted in October, January, and March. While the summative evaluation will be completed in June.

2.3: Available to parents and community in an understandable format and language

Campus Improvement Plan will be posted on campus website.

2.4: Opportunities for all children to meet State standards

TIER I Instruction: TEKS Resource System, Exemplar Lessons, Formative Assessments, ICLE strategies, Istation

TIER II: Tutorials and credit recovery

Afterschool Program Academic Support

2.5: Increased learning time and well-rounded education

Programs to support student learning:

Istation

ICLE

Lead4ward

ENIL/IRLA Reading Kits

Secondary Instructional Coaches

Extended Day Services

2.6: Address needs of all students, particularly at-risk

- At Risk student scores are significantly lower than all students scores. The greatest variance is in U.S. History at meets and masters grade level and for 8th grade at all performance levels.
- Supplemental services: tutorials, academic advisory period in middle schools, credit recovery opportunity built into the school day
- RtI teacher at every campus: directly serves TEIR II and III students 30% to 50% of the day

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Develop, distribute, and evaluate annually the District Family and Community Engagement Policy. And, monitor that each campus has provided annually, to parents and families, the campus parental engagement policy and school/parent compact.

3.2: Offer flexible number of parent involvement meetings

The District Family and Community Engagement Department Staff will coordinate district-wide meetings and activities that will promote the participation of parents/families of students in special education, migrant, bilingual, foster care, gifted and talented, and CTE programs. Additionally, the department staff will provide, at the campus parent centers, sessions that will to bring awareness of all services available through the special education, migrant, bilingual, foster care, gifted and talented, and CTE programs.

2018-2019 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Isabel Marichalar-Solis	Principal - Committee Chairperson
Administrator	Rebecca Martinez	Assistant Principal
Administrator	Rudy Ramirez	Assistant Principal
District-level Professional	Rolando Guerra	CTE Director
Classroom Teacher	Marcos Perez	Science Teacher
Classroom Teacher	Mary Maney	Math Teacher
Classroom Teacher	David Barron	Social Studies Teacher
Classroom Teacher	Rolando Ochoa	English Teacher
Classroom Teacher	Jason Shafer	CTE Teacher
Classroom Teacher	Derek Mcelyea	Fine Arts Teacher
Classroom Teacher	Ruby Medina	SPED Teacher
Classroom Teacher	Lisa McCrea	RTI Teacher
Classroom Teacher	Nels Swanson	NJROTC Instructor
Classroom Teacher	Rosa Valenzuela	Spanish Teacher

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$6,300.00
1	3	5			\$6,300.00
1	4	5			\$6,300.00
1	5	5		199-21-6291-16-001-8-11-00	\$8,200.00
1	5	8			\$6,300.00
1	6	5		199-21-6291-16-001-8-11-00	\$8,200.00
1	6	8			\$6,300.00
1	12	1			\$10,000.00
2	1	6	books	150.00	\$0.00
3	4	1		199-11-6118-00-001-8-11-A-00	\$0.00
4	2	2	New and/or repaired Kenwood Radios		\$8,000.00
4	4	1	Project Wisdom Curriculum	6399	\$600.00
Sub-Total					\$66,500.00
199 - State Career & Technical Education (State CT)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$35,000.00
3	1	2	Workbooks		\$1,500.00
Sub-Total					\$36,500.00
199 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	4 additional Brother ADS 3000 Scanners	199-11-6396-00-001-8-30-A-00	\$3,000.00
1	1	7			\$20,000.00
1	1	8			\$93,000.00
1	1	11		199-11-6399-00-001-7-24-A-00	\$15,466.95

1	8	5	Tutorial Teachers		\$0.00
1	10	3			\$0.00
2	1	1			\$6,000.00
3	7	1	Student desktops, staff hand radios, COWs, mice, screens, etc.		\$100,000.00
4	5	1			\$0.00
Sub-Total					\$237,466.95
199 - State High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6		199-11-6397-00-001-8-31-A-00	\$6,500.00
2	1	2			\$8,500.00
Sub-Total					\$15,000.00
199 - State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	3			\$25,000.00
Sub-Total					\$25,000.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	8		211-11-6397-00-001-8-30-A-00	\$3,900.00
1	1	12		211-11-6399-00-001-8-00-00	\$600.00
2	1	7		211-13-6291-00-001-8-30-A-00	\$8,200.00
Sub-Total					\$12,700.00
212 - Title I, Part C, Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	1			\$75,360.00
1	10	2			\$18,670.00
Sub-Total					\$94,030.00
255 - Title II, Part A, TPTR					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$6,000.00
2	1	4		255-13-6291-00-001-7-24-A-00	\$1,200.00
2	1	8			\$10,000.00
Sub-Total					\$17,200.00
Grand Total					\$504,396.95