

Nixon-Smilely CISD

Nixon-Smilely High School

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

WE ARE COMMUNITY



#mustangSTRONG

Board Approval Date: October 17, 2022

Public Presentation Date: September 15, 2022

Mission Statement

Inspire and empower everyone to grow, lead, and serve through meaningful educational opportunities and experiences.

Vision

Our students will be successful in their future, maximizing their full potential and making positive contributions to society.

Value Statement

We Are Community

We Listen

We Care

We Grow

We Protect

Never Give Up On Us...We Will Never Give Up On You

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Nixon-Smiley High School Demographics

NSHS Student class size according to the subject compared to state average class size:

	NSHS 2021	STATE 2021	NSHS 2020	STATE 2020	NSHS 2019	STATE 2019	NSHS 2018	STATE 2018
ELA	10.4	15.7	11.1	16.4	9.9	16.6	11.1	16.7
Foreign Lang.	10.9	17.8	13.6	18.7	8.8	18.9	10.9	18.6
Math	10.6	16.9	11.4	17.8	10.2	17.8	11.0	17.9
Science	14.9	17.9	16.1	18.8	15.1	18.9	17.0	19.0
Social Studies	12.1	18.3	17.2	19.3	13.8	19.3	12.3	19.3

Nixon-Smiley High School Completion Rate 3-Year Trend

Class of	2021 NSHS	2021 STATE	2020 NSHS	2020 STATE	2019 NSHS	2019 STATE	2018 NSHS	2018 State	2017 NSHS	2017 State
Graduated			100%	90.3%	98.6%	90%	97.6%	90.0%	97.5%	89.7%
GED			0%	0%	0%	0.5%	0%	0.4%	0%	0.5%
Continued			0%	3.9%	1.4%	3.7%	1.2%	3.8%	2.5%	4.2%
4 Year Dropout			0%	5.4%	0.0%	5.9%	1.2%	5.7%	0%	6.2%

Post High School Data Summary 3-Year Trend*

	Class of 2022	Class of 2021	Class of 2020	Class of 2019
# of Graduates	52	74	71	69 (11 Early Grads.)
2-Year / Vocational/ Technical	9	18	22	9
4-Year College	14	15	16	5
Military	1	7	3	4
Workforce	20	13	15	43
Undecided	8	21	15	8

***Internal Data by HS Counselor**

Nixon-Smilely High School 3-Year Trend in Campus Demographics

	2021	2020	2019	2018
Campus Size	285	294	287	300
% Economically Disadvantaged	77.5	71.3	82.6	77.3
% Bilingual/English Language Learners	8.4	8.2	6.3	8.0
Mobility Rate	12.3	13.4	10.0	15.5
% Served by Special Education	16.8	15.6	12.9	13.3
% Attendance Rate	N/A	N/A	94.1	93.7
% Career & Technical Education	N/A	69.7	77.4	77.7
% Gifted & Talented Education	10.5	9.2	7.3	6.7

N/A - Attendance is one year behind in TAPR. Will have 2020 attendance in 20-21 TAPR.

Teacher Data

Degrees Held	2021	2021	2020	2020	2019	2019	2018	2018
	NSHS	STATE	NSHS	State	NSHS	State	NSHS	State
% Bachelors	88.3%	73%	83.3%	73.4%	80.6%	73.6%	77.0%	74.1%
%Masters	7.8%	25%	13%	24.5%	13.1%	24.3%	17.2%	23.8%
%Doctorate	3.9%	.07%	3.7%	0.7%	6.3%	0.7%	5.9%	0.7%

2019-2020 TAPR Data

NSHS College Readiness Data-ACT

Grad Year	Total Tested	English		Math		Reading		Science		Composite	
	NSHS	NSHS	State	NSHS	State	NSHS	State	NSHS	State	NSHS	State
2018	25	17.0	19.6	18.4	20.6	19.1	21.1	18.5	20.8	18.3	20.6
2019	16	16.5	19.5	17.4	20.4	19.4	21.1	19.2	20.6	18.3	20.5
2020	16	15.4	19.1	16.8	20.1	17.5	20.8	17.2	20.4	16.9	20.2
2021	18	17.1	18.9	18.8	20	19.9	20.6	19.1	20.3	18.9	20.1
2022	22	18.8	18.7	20.1	19.5	22.5	20.4	20.6	19.8	20.6	19.8

2021 ACT Profile Report - High School

Demographics Strengths

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- Current High School enrollment continues to hold with approximately 287-301 students enrolled for the last three consecutive school years.
- Secondary student class size continues to be smaller than the state average.
- High School students are offered targeted tutorials for STAAR remediation and opportunities for FAFSA applications, scholarship assistance, voting registration and rights, Pre-SAT/SAT preparation, TSIA, and ASVAB testing.
- Students have increased opportunities to take course sequences, earning potential certifications used after graduation (e.g., medical assistant, nurse's aide, welding, floral design, GoogleSuite, Serve Safe, OSHA).
- Nixon-Smilely High School has a partnership with UT Permian Basin for Dual Credit English and Victoria College English, College Algebra, and Government.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Small number of graduates are taking the ACT and SAT compared to overall state, scoring slightly lower than the state in all tested content areas, supporting college-readiness. **Root Cause:** Due to rural location and student limited experiences, exposure to higher educational opportunities are minimal, with limited prep for ACT and SAT, including pre-assessments and practice tests.

Student Learning

Student Learning Summary

The High School received the 2020 Accountability Rating of **Not Rated: Declared State of Disaster** due to COVID-19. The State of Texas Assessments of Academic Readiness (STAAR) assessments were not given in the 2019-2020 school year.

Below is assessment data from the 20018-2019 and 2020-2021 school years.

Nixon-Smilely High School EOC STAAR Performance Comparison Compared to [State](#) 2021/2019

	% Met Passing Standard	Met Passing Standard at:		
EOC		<i>Approaching Grade Level</i>	<i>Meets Grade Level</i>	<i>Masters Grade Level</i>
English 1				
2022				
2021	71% (55%)	17% (16%)	44% (38%)	10% (12%)
2019	63% (63%)	18% (14%)	38% (27%)	7% (12%)
English 2				
2022				
2021	65% (70%)	15% (13%)	40% (46%)	10% (11%)
2019	65% (67%)	21% (16%)	42% (43%)	2% (8%)
English 3*				
2021	66%	14%	46%	6%
2019	59%	24%	35%	9%
Algebra 1+				
2022				

	% Met Passing Standard	Met Passing Standard at:		
2021	87% (72%)	7% (31%)	28% (18%)	52% (23%)
2019	92% (84%)	33% (22%)	32% (23%)	27% (39%)
Algebra 2*				
2022				
2021	61%	363%	21%	4%
2019	59%	37%	21%	1%
Biology				
2022				
2021	81% (81%)	36% (27%)	32% (32%)	13% (22%)
2019	90% (88%)	45% (25%)	37% (37%)	8% (26%)
US History				
2022				
2021	90% (88%)	21% (19%)	36% (26%)	33% (43%)
2019	87% (93%)	27% (18%)	31% (28%)	29% (47%)

+ Includes 8th grade student scores.

*English III and Algebra II EOCs are not required state assessments.

Nixon-Smilely High School
EOC STAAR Results by Sub-population
2021/2019 Comparison
(% Achieving APPROACHES Performance)

	% All	#Male/Female	%Hispanic	%White	%ECO Dis	%ESL	%SPED	%At-Risk
ENG I								
2022								
2021	72	39/30	74	26	78	.09	14	19
2019	63	57/69	65	57	64	27	20	42
ENG II								
2022								
2021	65	39/40	80	20	72	.03	23	34
2019	65	64/66	62	85	65	22	10	32
ALG I*								
2022								
2021	87	33/28	80	20	84	.08	15	15
2019	92	91/92	96	78	94	-	75	86
BIO								
2022								
2021	82	45/39	76	24	79	.08	21	26
2019	90	89/90	92	79	92	86	64	84
USH								
2022								
2021	91	31/35	76	23	82	.03	11	35

	% All	#Male/Female	%Hispanic	%White	%ECO Dis	%ESL	%SPED	%At-Risk
2019	87	88/86	88	83	83	-	0	71

*Includes 8th-grade student scores.

Student Learning Strengths

Student assessment data below is based on 2020-2021 data.

- Nixon-Smiley High School students continue to increase performance on the spring administration of the EOC English 1 and exceeded the state average by 16%.
- Students meeting passing standards on the spring administration of the EOC English II fell 5% below the state average of 70%.
- Students meeting passing standards on the spring administration of the EOC Algebra I exceeded the state average by 15%.
- Students meeting passing standards on the spring administration of the EOC Biology met the state average of 81%.
- Students meeting passing standards on the spring administration of the EOB US History exceeded the state average by 2%
- The High School continues to focus on student quarterly monitoring and implements a monitoring system for LEP/ELL students collaboratively developed based on feedback from various stakeholders to encourage effective communication and individualized support for students.
- The administrative leadership team continues to revise the RTI process, identifying students, and providing differentiated instruction and professional development.
- The High School will continue to further enrich students beyond classroom walls (e.g. UIL, innovative GT field trips/planned STEM activities).
- The master schedule continues to afford ELA teachers a common planning/conference period during the school day, allowing for increased collaboration, analyzing student data, and strategy implementation/reflection. The ELA PLC will target specific achievement gaps identified in the 2021 Closing the Gaps Status Table.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Per the Accountability System, there are achievement gaps in student learning in various sub-populations. **Root Cause:** A single teacher responsible for all English 1 and a separate-single teacher responsible for all English 2 students, minimal student progress measures through out the school year and minimal opportunities for ELA teachers to collaborate on student data, instructional strategies and intervention planning.

School Processes & Programs

School Processes & Programs Summary

Professional development and a variety of support systems are available for teachers and staff, including but not limited to coaches, support personnel, and contract service providers, due to grants and Title funds. Teacher professional development opportunities are tailored to meet individual needs and support instructional norms presented in the District WAVE initiative. Teacher professional development is supported by T-TESS data, utilizing instructional planning and environmental factors presented in the T-TESS rubric, with focused efforts on Student Growth Measurements (SGM) through the Teacher Excellence Stipend.

Due to grants and school improvement efforts, multiple personnel have been put in place as a resource for teachers, support staff, and administration. The high school will continue to implement Achieve3000 as a student reading intervention, supported in core content areas. The high school uses DMAC for student data segregation across content areas and assessment areas. The high school uses DMAC testing to determine areas of student growth and areas of student need. The high school develops an assessment calendar to support core content areas, obtaining more student data. Ongoing professional development concerning DMAC is held during the school day and after school. Teachers receive help with developing appropriate assessments for testing and bench-marking. Teachers use student reports to check for student understanding and TEKS mastery. Teachers use the TEKS Resource System to vertically align readiness and supporting standards.

Professional development includes time for committees to meet evaluating campus goals and District goals. A yearly calendar is developed to align assessment with targeted goals, improvement areas for teachers and students, and planning time for content areas. Teachers and Administration develop supervision schedules, emergency procedures and discuss drill procedures in case of an emergency. Campus Improvement Committee meets 3 times a school year in conjunction with the District Site-Base Committee and uses outcomes from the June Goal Setting meeting from the prior year.

School Processes & Programs Strengths

Administration trains teachers and staff on ALL District and campus policies and procedures. Staff is well informed on a continuous basis, via phone, social media, faculty meetings, Google Classroom, face-to-face, and email. The administration maintains an "open-door" policy welcoming staff at all times. All necessary high school information is contained in a shared folder via Google Drive, where teachers can access necessary information at all times. Any and all changes are made in Google Drive and teachers/staff are notified immediately of changes.

Teacher Data

Degrees Held	2021 NSHS	2021 State	2020 NSHS	2020 State	2019 NSHS	2019 State	2018 NSHS	2018 State
% Bachelors	88.3%	73%	83.3%	73.4%	80.6%	73.6%	77.0%	74.1%
%Masters	7.8%	25%	13%	24.5%	13.1%	24.3%	17.2%	23.8%
%Doctorate	3.9%	.7%	3.7%	0.7%	6.3%	0.7%	5.9%	0.7%

Teachers by Years of Experience

	NSHS 2021	State 2021	NSHS 2020	State 2020	NSHS 2019	State 2019	NSHS 2018	State 2018
%Beginning	11.7%	6.7%	11.2%	7.4%	7.5%	7.0%	9.5%	8.2%
% 1-5 Years	22.6%	27.8%	21.3%	27.9%	19.4%	28.9%	14.3%	29.1%
% 6-10 Years	11.4%	20.3%	15.1%	19.4%	12.5%	19.0%	9.1%	19.1%
% 11-20 Years	23.4%	29.1%	23.8%	29.4%	20.5%	29.3%	24.8%	28.2%
% 20+ Years	24.1%	13%	28.7%	15.9%	40.1%	15.7%	42.3%	15.3%
Average Years Experience	13.6	11.2	14.4	11.1	15.6	11.1	17.5	10.9
Average Years Experience in District	5.4	7.2	7.6	7.2	8.3%	7.2%	8.3	7.1

Funding is provided for student reading interventions programs and teacher personnel resources (e.g. Achieve3000, DMAC, Jennifer Faulkner-Technology Specialist). NSCISD has developed a comprehensive writing/research plan to align necessary student skills for all content areas, including electives. Funding

assists the high school with identified needs in vocabulary, writing, research, and reading, helping students become college and career-ready.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers need continued support in building effective lessons, and planning for student engagement (continued evolution of the T-TESS process, including required implementation of the Student Growth Measure). **Root Cause:** Students performing at the masters level on EOC assessments, ACT, and SAT is lower than the state average.

Perceptions

Perceptions Summary

Nixon-Smilely High School has a strong, supporting, caring staff, devoted to all students. The high school campus covers a large area, with manicured landscaping and clean campus grounds. Direct communication with the Director of Maintenance helps keep building issues to a minimum, handling issues in a timely manner. Capturing Kids Hearts and PBIS initiatives teach students how to behave in ALL common areas and promote appropriate behavior even when moving from one area to the other. Teachers teach students expected behaviors during the first two weeks of tutorials, promoting a culture of safety, and developing social contracts. The administration continues to support PBIS student recognition, attendance recognition, and staff recognition during scheduled assemblies, pep rallies, and School Board meetings. Elicit drug use and fighting have significantly decreased from the 2016-17 school year.

High School parent involvement representatives are attending parent involvement committee meetings and making meaningful contributions. Parents are checking their child's attendance and grades using Gradebook. Parents and students are using the after-hours library time for tutorials and academic support. Parents are being notified of District and campus events via Facebook, Twitter, and push notifications sent via the new NSCISD website. Frequent communication by teachers and administration with parents, in a timely manner, continues to keep parents up to date on their student(s). The Principal will continue to send a Google Form (survey) via email to parents who have an email on file with the high school office. The survey asks for parent input in the campus improvement effort. The high school will continue to develop individual student plans according to need (e.g. behavior, attendance, graduation plans) with parent input. The high school will continue to visit students' homes in a time of need and mail appropriate correspondence as necessary.

Nixon-Smilely High School gives each teacher a MacBook Pro, access to Gmail resources, including Google sharing capabilities, and district email. Each student has a District email and passwords unique to them, affording students and teachers access to online learning resources and communication. Teachers have either a classroom set of MacBook Pros, Chromebooks, and/or iPads (1-to-1 student-technology device ratio). Recent textbook adoptions include online textbooks and teacher resources, create increased access for continued student learning. Implementation of Google Classroom allows students and teachers access to learning 24-7. Teachers receive individualized technology training based on individual needs, equipment, and student needs from our academic technology staff support person. Two technologically advanced high school teachers are used to support student technology issues and as teacher resources.

Perceptions Strengths

Consistent and timely discipline consequences and frequent parent communication exhibited by the High School Administration prevent further incidents and encourage student reflection pertaining to inappropriate behaviors. Administrators use restorative practices to help students reach friendly agreements and learn to work with others. Administration implements the NSCISD Student Code of Conduct to address areas of concern and an online discipline referral system titled Educator Handbook (e.g. Bullying, dress code, inappropriate technology usage, social media). Frequent communication between staff and Administration helps with preventing student altercations and timely use of faculty meetings. Teachers are assigned a daily "duty" station located in high-traffic areas and during lunchtime to help supervise students and provide constant monitoring. Emergency teams are established to address a wide variety of drills according to various emergency situations. Consistent debriefing after an emergency situation allows each individual on the emergency team to contribute to what works well and what does not work well. The High School campus has a trained CPI team, to ensure student safety. The High School staff has a productive and cooperative working relationship with the local police department and county law enforcement. The High School will continue to monitor students bringing illegal drugs to school through the use of a contracted service that provides trained drug dogs.

The High School will continue to build new and innovative ways of communicating with educational stakeholders, using current resources. The High School will continue to use parent survey results and annual goal-setting feedback to build better communication systems and innovative ways to increase parent participation. The High School will continue to use multiple facets for timely communication and be responsible for building the school-home relationship. High school Administration will continue to communicate and collaborate with parents based on individual student needs involving *all* education stakeholders, with a primary goal of student graduation and success after graduation.

The High School campus maintains a one-to-one student-to-technology ratio. Teachers receive ongoing support for technology implementation in instruction, curriculum, and multiple Google platforms (e.g. Google Classroom, Google Forms (surveys), Google Documents/Spreadsheets, and GoGuardian). Students have access to instructional content accessible via individual Gmail log-ins from any device supported by internet/wifi capabilities. Teachers are able to demo new and innovative technology products prior to District purchases to ensure effective usage (e.g. Chromebooks, Interactive TVs, Smartboards).

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Implementation of a variety of behavior intervention plans, 504 plans, and meeting individual student needs, while addressing student incidents in a timely manner and obtaining all facts prior to making a decision in conjunction with the NSCISD Student Code of Conduct requires a lot of time and resources. **Root Cause:** There is an increase in student mobility rate.

Problem Statement 2 (Prioritized): Finding ways to increase effective communication, especially when addressing advanced notice, finding parent representation for committees, and continuing to build the parent-school relationship is a challenge. **Root Cause:** Language and cultural barriers continue to influence parent involvement and economically disadvantaged families work long hours.

Problem Statement 3 (Prioritized): Providing and supporting updated technological instruction (maintaining one-to-one student ratio) is expensive, requires constant updating and the process can be timely. **Root Cause:** Technology is constantly evolving and students need technology skills as 21st Century learners in secondary education.

Priority Problem Statements

Problem Statement 1: Per the Accountability System, there are achievement gaps in student learning in various sub-populations.

Root Cause 1: A single teacher responsible for all English 1 and a separate-single teacher responsible for all English 2 students, minimal student progress measures through out the school year and minimal opportunities for ELA teachers to collaborate on student data, instructional strategies and intervention planning.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Small number of graduates are taking the ACT and SAT compared to overall state, scoring slightly lower than the state in all tested content areas, supporting college-readiness.

Root Cause 2: Due to rural location and student limited experiences, exposure to higher educational opportunities are minimal, with limited prep for ACT and SAT, including pre-assessments and practice tests.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Implementation of a variety of behavior intervention plans, 504 plans, and meeting individual student needs, while addressing student incidents in a timely manner and obtaining all facts prior to making a decision in conjunction with the NSCISD Student Code of Conduct requires a lot of time and resources.

Root Cause 3: There is an increase in student mobility rate.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Finding ways to increase effective communication, especially when addressing advanced notice, finding parent representation for committees, and continuing to build the parent-school relationship is a challenge.

Root Cause 4: Language and cultural barriers continue to influence parent involvement and economically disadvantaged families work long hours.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Providing and supporting updated technological instruction (maintaining one-to-one student ratio) is expensive, requires constant updating and the process can be timely.

Root Cause 5: Technology is constantly evolving and students need technology skills as 21st Century learners in secondary education.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Teachers need continued support in building effective lessons, and planning for student engagement (continued evolution of the T-TESS process, including required implementation of the Student Growth Measure).

Root Cause 6: Students performing at the masters level on EOC assessments, ACT, and SAT is lower than the state average.

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data

Student Data: Student Groups

- Dyslexia 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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data







- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data





Goals

Goal 1: Recruit, support, and retain teachers and principals.

Performance Objective 1: Continue support in personal and professional growth for all educational stakeholders.

Evaluation Data Sources: T-TESS Observation Data and Student Growth Measures (SGM)






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide high-quality professional development: a) provide PD based on identified District and campus needs from developed teacher PD survey and individual teachers' goals for improvement (including but not limited to, STAAR, RtI, and school improvement strategies); and b) provide the opportunity for teachers to develop quality lessons that focus on writing, vocabulary, and differentiation. (REQ) Title II, Part A: Jennifer Faulkner</p> <p>Strategy's Expected Result/Impact: Increase number of teachers earning Proficient ratings in overall low rated areas. Increase teacher proficient development of Student Growth Measures.</p> <p>Staff Responsible for Monitoring: Administrators/Professional Development Staff/Teachers/Writing Specialist (Dawn Bergquist)/Technology Specialist (Jennifer Faulkner)</p> <p>Title I: 2.5</p> <p>Funding Sources: Salaries & Supplies - 199-PIC 30 SCE, Title IA, Schoolwide Activity, - 255 Title II, Part A, TPTR</p>	Formative		
	Jan	May	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers and support staff will fulfill training/professional development requirements of the District WAVE initiative, specifically focusing on PD related to the school improvement efforts, and identified areas of concern: vocabulary, engagement, differentiation and writing across all content areas, in an effort to retain quality staff.</p> <p>Strategy's Expected Result/Impact: Increased student growth, engaging lessons and increased opportunities for pre/post assessments in writing across all content areas.</p> <p>Staff Responsible for Monitoring: Campus Administration/Counselor/Professional Development Staff/ Mentor Teachers/Data Specialist/Instructional Coach</p> <p>Title I: 2.6</p>	Formative		
	Jan	May	June
			


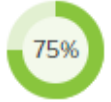







Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide parent involvement training to administration, teachers, and support staff. (REQ) SCE: Maggie Gaytan, Christina Cowey, & Patrick Garcez</p> <p>Strategy's Expected Result/Impact: Increased parent engagement.</p> <p>Staff Responsible for Monitoring: Professional Development Support Staff/Counselor/ Student Services Coordinator/Teachers/Campus Administration</p> <p>Title I: 4.1</p> <p>Funding Sources: Salaries & Supplies - 199-PIC 30 SCE, Title IA, Schoolwide Activity</p>	Formative		
	Jan	May	June
	N/A	N/A	
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Recruit, support, and retain teachers and principals.

Performance Objective 2: Recruit, retain, and support high quality staff.

Evaluation Data Sources: Teacher Excellence Stipend










Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will work with consultant(s) and District staff to focus on pedagogy, using peer mentors and instructional strategies to most impact learning based on observation feedback and student data/products. (REQ)</p> <p>Strategy's Expected Result/Impact: Ongoing, meaningful professional development with specific learning outcomes that directly impact instruction.</p> <p>Staff Responsible for Monitoring: Professional Development Support Staff /Campus Administration/Mentor Teachers/Counselor/Data Specialist (D. Bergquist)</p> <p>Title I: 2.5</p> <p>Funding Sources: Salaries & Supplies - 199-PIC 30 SCE, Title IA, Schoolwide Activity</p>	Formative		
	Jan	May	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide opportunities for teachers to meet departmentally, as well as time to work with content area teachers across grade levels to work on vertical alignment of curriculum.</p> <p>Strategy's Expected Result/Impact: Increased opportunities for common planning in all subject areas developing vertical alignment (PLCs) during Intersession and Early Release Days.</p> <p>Staff Responsible for Monitoring: Administrators/Teachers/Professional Development Staff/Data Specialist</p> <p>Title I: 2.5</p>	Formative		
	Jan	May	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Work with District administration to continue to find ways to optimize current staff and their credentials, while actively searching for certified staff. Provide mentoring to new staff.</p> <p>Strategy's Expected Result/Impact: Increase teacher opportunity to go on/facilitate Learning Walks using strategic reflection. Implement Teacher PD Reflection (Google Form) and increase teacher opportunity to "turn-a-round" trainings. First and Second year teachers participate in New Teacher Academy throughout the school year.</p> <p>Staff Responsible for Monitoring: Administrators/Teachers/Mentor Teachers/Professional Development Staff/Data Specialist/Deputy Superintendent</p> <p>Title I: 2.5</p>	Formative		
	Jan	May	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The Teacher Excellence Stipend will be offered for each teacher.</p> <p>Strategy's Expected Result/Impact: Increase the amount of teachers participating in the Teacher Excellence Stipend.</p> <p>Staff Responsible for Monitoring: Administrators/Teachers</p> <p>Title I: 2.5</p>	Formative		
	Jan	May	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Recruit, support, and retain teachers and principals.

Performance Objective 3: Provide meaningful and appropriate professional development for all staff.







Evaluation Data Sources: Professional Development Evaluations, WAVE and TTESS Teacher Observational Data








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide new staff with professional development related to NSCISD initiatives (e.g. WAVE, CKH, T-TESS, NAVIGATE safety protocols).</p> <p>Strategy's Expected Result/Impact: New staff will implement the District initiatives that will positively impact student success.</p> <p>Staff Responsible for Monitoring: Professional Development Support Staff/Counselor/Mentor Teachers/Administration</p> <p>Title I: 2.5</p>	Formative		
	Jan	May	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to utilize the Texas Teacher Evaluation and Support System (T-TESS) to observe teacher instruction, where administrators can facilitate a meaningful process for building instructional capacity among teachers through observation, identified strengths and areas of growth. Additional support is provided through teacher walkthroughs and additional opportunities for teachers to observe another teacher's strengths (e.g. learning walks, reflection).</p> <p>Strategy's Expected Result/Impact: Strengthened teacher instruction , which will directly impact student learning.</p> <p>Staff Responsible for Monitoring: Professional Development Staff/Mentor Teachers/Administration</p> <p>Title I: 2.5</p>	Formative		
	Jan	May	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Staff will set annual goals based upon a comprehensive needs assessment from parents, students, and staff regarding curriculum, data, policies and procedures, and facilities for distribution and availability in print and electronic formats, available in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Gather valuable information from stakeholders to impact planning for next school year.</p> <p>Staff Responsible for Monitoring: Professional Development Staff/Counselor/Student Services Coordinator/Data Specialist/Mentor Teachers/Administration</p> <p>Title I: 2.5</p>	Formative		
	Jan	May	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation of math and reading.

Performance Objective 1: Improve intervention identification/support processes (Response to Intervention & HB4545 tutorials) to reach all at-risk students.

Evaluation Data Sources: Student Data, Interim Assessments and Student Growth Measures (SGM)







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Analyze assessment data with teachers and specifically identify, monitor, and serve special student populations, including but not limited to economically disadvantaged, LEP/ESL, Migrant, SPED, GT, at-risk, and 504 students as part of school improvement initiatives using, STAAR & DMAC (data desegregation tool). (REQ) SPED: Lisa Nixon, Susan Williams, Jennifer Morgan ESSER III: Christina Cowey, Janna Wheat, Patrick Garcez SCE: Maggie Gaytan</p> <p>Strategy's Expected Result/Impact: Increase the opportunity for student data analysis/instructional strategy analysis. Increase student growth and monitor student progress over time. Increased use of state-provided interim assessments.</p> <p>Staff Responsible for Monitoring: Teachers./Administration/Executive Director of Special Programs/Student Services Department</p> <p>Title I: 2.4, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: Salaries & Supplies - 224 IDEA B - Formula Special Ed (SpEd), Salaries & Supplies - 199-PIC 30 SCE, Title IA, Schoolwide Activity</p>	Formative		
	Jan	May	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monitor continued student progress through regularly scheduled quarterly monitoring meetings utilizing a common student tracking form, ensuring all students' needs are identified and a plan of action is established.</p> <p>Strategy's Expected Result/Impact: Increase opportunity for quarterly scheduled student data analysis. Increase student growth and monitor student progress over time.</p> <p>Staff Responsible for Monitoring: Administrators/ Student Services Department/Counselor/Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Jan	May	June
			







Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize lead4ward resources and testing/classroom bench-marking data to provide research-based interventions for below-level students through differentiation in the classroom and various other methods, including but not limited to, small groups, targeted tutoring, after-school library hours, remediation software, special education, part of the developed initiatives.</p> <p>Strategy's Expected Result/Impact: Increase the # teachers that earn proficient or higher in T-TESS observation in 2 specific areas: differentiation & monitor-adjust. Increased student opportunities to receive a targeted tutorial with a certified teacher.</p> <p>Staff Responsible for Monitoring: Administrators/Counselor/Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Jan	May	June
			
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Goal 2: Build a foundation of math and reading.

Performance Objective 2: Increase instructional rigor across all content areas to support reading and writing scores in End of Course (EOC) exams, ACT, SAT, and TSI for all students. Honors Course differentiation to reflect increased rigor and support better testing outcomes.

Evaluation Data Sources: ACT, SAT, TSI, EOC STAAR, Lesson Plans











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monitor and provide necessary support to ELL and Migrant students through LPAC meetings, student and family engagement, and Quarterly Monitoring meetings to ensure progress; continue ELL student tracking system to encourage better communication between staff and better support for students; provide teacher training for ELL students (ELPS and Sheltered Instruction). (REQ) SEC: Maggie Gaytan ESSER III: Janna Wheat</p> <p>Strategy's Expected Result/Impact: Increase the opportunity for student data analysis/instructional strategy analysis. Increase student growth and monitor student progress over time.</p> <p>Staff Responsible for Monitoring: Administrators/Counselor/Teachers/ESL Coordinator/Migrant Coordinator/Professional Development Support Staff</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Salaries & Supplies - 199-PIC 30 SCE, Title IA, Schoolwide Activity, Salaries & Supplies - 282 ESSER III</p>	Formative		
	Jan	May	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Thoughtfully develop benchmark exams using quality STAAR/College Level questions and use data from benchmarks to drive future instructional strategies, professional development, and coaching as needed. Data will be stored in a data collection tool for future use.</p> <p>Strategy's Expected Result/Impact: Increase opportunity for student data analysis/instructional strategy analysis. Increase student growth and monitor student progress over time. Increased use of TFAR resources and DMAC.</p> <p>Staff Responsible for Monitoring: Administrators/Counselor/Teachers/Deputy Superintendent/Executive Director of Special Programs/Data & Curriculum Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Jan	May	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase collaboration between EOC content and CTE teachers to monitor and support Special Education students in achieving passing standards on EOCs and help to make the connection between real-world and academics. (REQ)</p> <p>Strategy's Expected Result/Impact: Increase achievement on EOC assessments for Special Education students.</p> <p>Staff Responsible for Monitoring: Administrators/Special Education Director/Teachers/Deputy Superintendent</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Jan	May	June
			
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Goal 2: Build a foundation of math and reading.

Performance Objective 3: Increase instructional rigor meeting the academic needs of students performing in the top 20%, facilitating continued student growth.






Evaluation Data Sources: ACT, SAT, EOC STAAR Masters-level Student Performance

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use multiple resources including the TEKS Resource System curriculum framework, College Readiness Standards, supplemental/online textbooks and materials, library and media resources, lead4ward resources, TEKS and STAAR Readiness/Supporting Standards to guide and plan differentiated instruction throughout the school year. Implement teacher PD reflection Google Form and a Teacher PD survey.</p> <p>Strategy's Expected Result/Impact: Increase teacher opportunity to "turn-a-round" trainings so that more teacher benefit from PD and student achievement increases.</p> <p>Staff Responsible for Monitoring: Administrators/ Data & Curriculum Specialist/Teachers</p> <p>Title I: 2.5 - Additional Targeted Support Strategy</p>	Formative		
	Jan	May	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide differentiated instructional practices for all students, including GT students, as part of Tier I services to students. Offer advanced opportunities for college bound and gifted students (including travel and PD for teachers), including but not limited to student internships and Spanish CLEP credit opportunities.</p> <p>Strategy's Expected Result/Impact: Increase opportunity for student data analysis/instructional strategy analysis. Increase student growth (masters level) and monitor student progress over time, increasing the # students taking ACT/SAT.</p> <p>Staff Responsible for Monitoring: Administrators/District GT Coordinator/Counselor/Teachers/Additional District Staff as needed (e.g. transportation, college professionals, community members, etc.)</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Jan	May	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Prepare students for high school and career.

Performance Objective 1: Encourage strong pedagogical practices focusing on secondary curriculum and integration of technology. Added Fundamentals of Computer Science to the technology CTE curriculum and Digital Media/ Animation for the Graphic Design & Multi-Media Arts CTE pathway.

Evaluation Data Sources: Technology Student Opportunities, Google Classroom, Smart TVs, Chromebooks 1:1.

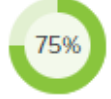






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide all content areas with strategies to increase writing scores, specifically short answers, and essay scores, and increase writing opportunities for students in all content areas through implementing common strategies, terminologies, etc.</p> <p>Strategy's Expected Result/Impact: Increased writing scores, specifically short answers and essays, on state assessments.</p> <p>Staff Responsible for Monitoring: Administrators/Counselor/Teachers/Technology Support Staff/Data Specialist</p> <p>Title I: 2.5</p>	Formative		
	Jan	May	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will be able to receive more frequent and timely feedback on instructional strategies from the campus administration.</p> <p>Strategy's Expected Result/Impact: Increased staff awareness of students' social emotional needs.</p> <p>A safe learning environment for students.</p> <p>Staff Responsible for Monitoring: Administrators/Professional Development Staff/Outside Resources</p> <p>Title I: 2.5</p>	Formative		
	Jan	May	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to focus on increasing technology integration efforts and optimize the student to technology ratio. Provide students with instruction in popular software and platforms used by universities and businesses. (REQ) Title II, Part A: Jennifer Faulkner</p> <p>Strategy's Expected Result/Impact: Increase students' technology skills to develop into 21st Century learners.</p> <p>Staff Responsible for Monitoring: Administrators/Technology Support Staff/Professional Development Support Staff</p> <p>Title I: 2.5</p> <p>Funding Sources: Salaries & Supplies - 255 Title II, Part A, TPTR</p>	Formative		
	Jan	May	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue to provide just-in-time and targeted professional development to teachers on technology integration strategies via campus and District technology personnel and contracted service providers. Provide opportunities for teachers to receive training in order to provide industry certifications for our students. (REQ) Title II, Part A: Jennifer Faulkner</p> <p>Strategy's Expected Result/Impact: Increased use of technology in teachers' instructional practices.</p> <p>Staff Responsible for Monitoring: Administrators/Teachers/Technology Support Staff/Professional Development Support Staff/Outside Training Staff based on Program/Technology Specialist</p> <p>Title I: 2.5</p> <p>Funding Sources: Salaries & Supplies - 255 Title II, Part A, TPTR</p>	Formative		
	Jan	May	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement classroom strategies to meet the needs of the identified at-risk students, including small class sizes at the high school, teachers trained in serving the at-risk student, tutorial times, and small group settings in the classroom (differentiation); offer a content mastery type lab for all students for remediation and skill-building. (REQ) SCE: Marisol Contreras, Jordan Estrada, Tasha Janicek, Kim Moses, Troy Moses, and Patrice Turner</p> <p>Strategy's Expected Result/Impact: Increase student achievement.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: Salaries & Supplies - 199-PIC 30 SCE, Title IA, Schoolwide Activity</p>	Formative		
	Jan	May	June
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Prepare students for high school and career.

Performance Objective 2: Provide staff to facilitate college platforms supporting all juniors and seniors in college preparatory and dual credit courses.








Evaluation Data Sources: Partnerships with Victoria College, TTESS Observations, Student Success in College & Career (Longitudinal data/TAPR Report)







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue working with local colleges to offer Dual Credit and vocational opportunities while working to increase student participation. Also, offer students career interest and investigation opportunities. (REQ) ESSER II: Christina Cowey</p> <p>Strategy's Expected Result/Impact: Increased student participation in vocational opportunities. Increased college, career, and military readiness.</p> <p>Staff Responsible for Monitoring: Counselor/Teachers/Mentor Teachers/Administrators /College Partners/Community Members</p> <p>Title I: 2.5</p> <p>Funding Sources: Salaries & Supplies - 281 ESSER II</p>	Formative		
	Jan	May	June
			
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Goal 3: Prepare students for high school and career.

Performance Objective 3: Continued instructional support for students preparing for college-career entry-level testing utilizing a variety of resources, including additional testing opportunities (e.g. Pre-SAT/ACT, ASVAB, TSI)

Evaluation Data Sources: SAT, ACT, TSI, ASVAB, Edmentum





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to use targeted tutorials to provide students with foundations in personal finance, voting education, FAFSA applications, career exploration, scholarship assistance, drug-alcohol education, and general employability skills implemented after high school.</p> <p>Strategy's Expected Result/Impact: Increase FAFSA completion. Increase of parents attending EOY informative graduation planning meeting. Fewer incidents of drug-related discipline. Increase student workforce after graduation. Increase professional job skills. Increase in students earning certification. Increase number of graduates attending 2 year/4 year college.</p> <p>Staff Responsible for Monitoring: Counselor/College Partners/Teachers/Data Specialist/Administrators</p> <p>Title I: 2.5</p>	Formative		
	Jan	May	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to build course sequences that provide students with certification opportunities applicable after graduation (e.g. certified nurse's aide, educational aide, ServSafe, TSFA Floral Level 1, OSHA 30 HR)</p> <p>Strategy's Expected Result/Impact: Increase student workforce after graduation and increase students earning certification.</p> <p>Staff Responsible for Monitoring: Counselor /College Partners/Teachers/Data Specialist/Administrators/Community Members</p> <p>Title I: 2.5</p>	Formative		
	Jan	May	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement strategies proven to impact SAT/ACT and standardized test scores by: encouraging PSAT testing; implementing practice applications for ACT/SAT and Exit Level prep; conducting vocabulary enrichment in all areas/tutorials; and, encouraging Juniors/Seniors not CCR to take TSI.</p> <p>Strategy's Expected Result/Impact: Increase number of students taking the SAT/ACT and increase overall scores. Increase number of juniors/seniors taking TSI to be CCR.</p> <p>Staff Responsible for Monitoring: Administrators/Counselor/Teachers/College Partners</p> <p>Title I: 2.5</p>	Formative		
	Jan	May	June
			








Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide college and career counseling, including the importance of preparing for and taking the TSI and ACT/SAT exams, including intensive focus for juniors and seniors on specific colleges, universities, and vocational schools they plan to attend by providing insight on higher education admissions and financial aid opportunities, the TEXAS and the Teach for Texas grant programs, internet research, mentoring opportunities, guest speakers, tutorials, etc. (REQ)</p> <p>Strategy's Expected Result/Impact: Increase number of graduates attending 2-year/4-year college or vocational schools.</p> <p>Staff Responsible for Monitoring: Administrators/Counselor/Teachers/ College & Military Partners</p> <p>Title I: 2.5</p>	Formative		
	Jan	May	June
			
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



Goal 4: Improve schools through campus climate, safety, and parent and community involvement.

Performance Objective 1: Maintain student graduation rate of 100%.

Evaluation Data Sources: Graduation Data, TAPR Report

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the campus-wide tutorial time to assist students in providing focused interventions, as well as a time for completing homework, testing preparations, ACT/SAT preparation, remediation, APEX (credit recovery), general employ-ability skills, financial literacy, during the school day, as well as offering evening tutorials to all students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Administrators/Counselors/Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p>	Formative		
	Jan	May	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Promote UIL activities for students.</p> <p>Strategy's Expected Result/Impact: Increased number of students participating in UIL and "placing" in UIL events thus impacting student academic achievement.</p> <p>Staff Responsible for Monitoring: Administrators/Teachers</p> <p>Title I: 2.4</p>	Formative		
	Jan	May	June
			












Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide support services for students, focusing on those that are failing or are in danger of failing, including tutorials, communication with family, and small group settings in the classroom. Also, continue to provide students support through both the high school counselor and the NSCISD Student Services Coordinators.</p> <p>Title IV: Maggie Gaytan SCE: Christina Cowey, Patrick Garcez</p> <p>Strategy's Expected Result/Impact: Increase student achievement.</p> <p>Staff Responsible for Monitoring: Special Programs Director Data Specialist Administrators Counselor Teachers Parents Students</p> <p>Title I: 2.4</p> <p>Funding Sources: Supplies and Salaries - 289 Title IV, Part A</p>	Formative		
	Jan	May	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue to encourage parents to access their child's grades and attendance online via Student Portal, Parent Portal, and Rooms/ Thrillshare app. Continue to work to improve communication with our parents and community.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement and thus increasing student achievement.</p> <p>Staff Responsible for Monitoring: Administrators/Counselor/Student Services Department/Teachers</p> <p>Title I: 2.4, 4.1</p>	Formative		
	Jan	May	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide a disciplinary alternative educational placement setting for students needing additional intervention and learning outside of regular classroom (DAEP/Level III/PACE).</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Administrators/Counselor/Deputy Superintendent/Superintendent</p> <p>Title I: 2.4</p>	Formative		
	Jan	May	June
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Information sessions to inform parents about HB5 graduation requirements and Personal Graduation Plans (PGPs).</p> <p>Strategy's Expected Result/Impact: Increased parent engagement and increased graduation rates.</p> <p>Staff Responsible for Monitoring: Administrators/Counselor</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Jan	May	June
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve schools through campus climate, safety, and parent and community involvement.

Performance Objective 2: Increase student attendance to 98%, implementing attendance improvement plans, and increased student-parent communication.












Evaluation Data Sources: Attendance records/Student data, District Truancy Responsibilities, TxEIS Reports, Intersession Days

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Methodically monitor and follow up with students in need of assistance, both personally and academically, including necessary support services for identified homeless students. (REQ) Title IV: Maggie Gaytan ESSER III: Patrick Garcez</p> <p>Strategy's Expected Result/Impact: Increased student attendance and achievement. Staff Responsible for Monitoring: Administrators/Student Services Department/Counselor/Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Salary & Supplies - 289 Title IV, Part A, Salary & Supplies - 282 ESSER III</p>	Formative		
	Jan	May	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Maintain the comprehensive scholarship and the culminating scholarship program to recognize awardees. Strategy's Expected Result/Impact: Increase the number of scholarships accessible to all High School students. Increase students earning scholarships. Staff Responsible for Monitoring: Counselor/Administrators</p> <p>Title I: 2.5</p>	Formative		
	Jan	May	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase parent meetings, contacts (including positive), and home visits to build relationships and a shared responsibility in student success, referring to concerns and recommendations made in Quarterly Monitoring meetings. Strategy's Expected Result/Impact: Increase parent engagement and thus student achievement. Staff Responsible for Monitoring: Counselor.Administrators/Teachers/Student Services Department</p> <p>Title I: 2.4, 2.6, 4.1</p>	Formative		
	Jan	May	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve schools through campus climate, safety, and parent and community involvement.

Performance Objective 3: Establish a strong parental and community involvement through volunteers, mentors, and events (e.g. Trunk-or-Treat, SHAC Adventure Race).







Evaluation Data Sources: Parent Engagement Survey; District Goal Setting Meeting


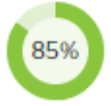

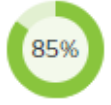




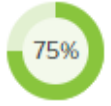
Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to improve communication between District employees, parents and patrons at the campus level (e.g. email, phone calls, Thrillshare/Rooms, Facebook, Twitter, website push-notifications).</p> <p>Strategy's Expected Result/Impact: Increase communication between all stakeholders.</p> <p>Staff Responsible for Monitoring: Administrators/Counselor/Teachers/Parents/Students</p> <p>Title I: 4.1</p>	Formative		
	Jan	May	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Encourage campus parents to participate in parent engagement committee meetings. Actively work with other parents to develop the campus parent engagement policy and student/teacher/parent compact, as well as find new ways to get more parents engaged at the high school.</p> <p>Strategy's Expected Result/Impact: Increase parent representation and feedback to impact student achievement.</p> <p>Staff Responsible for Monitoring: Administrators/Counselor/Teachers/Student Services Department</p> <p>Title I: 4.1</p>	Formative		
	Jan	May	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to offer multiple opportunities for parents to visit the high school.</p> <p>Strategy's Expected Result/Impact: Increase parent engagement.</p> <p>Staff Responsible for Monitoring: Administrators/Counselor/Teachers/Parents/Students/Campus Improvement Committee Members</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Jan	May	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			









Goal 4: Improve schools through campus climate, safety, and parent and community involvement.

Performance Objective 4: Maintain a safe school environment for all educational stakeholders.

Evaluation Data Sources: Safety Walk-throughs, Student/Staff Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue teaching student-staff behavior expectations, provide student and staff incentives, and increased awareness (e.g. Bullying Awareness, teaching safety in school common areas, appropriate use of technology, consistent and fair implementation of the Student Code of Conduct). Implement and strengthen relationships through Capturing Kids Hearts initiatives and provide ongoing teacher, coach, and leadership support for student engagement.</p> <p>Strategy's Expected Result/Impact: Increase student attendance. Safe learning environment, which impacts student achievement.</p> <p>Staff Responsible for Monitoring: Administrators/Counselor/Teachers/Professional Development Staff/Educational Stakeholders/Student Services Department</p> <p>Title I: 2.6</p>	Formative		
	Jan	May	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement policies and procedures to increase the effectiveness of staff in emergencies through debriefing, continued education, applied information, and practice. Use data from Navigate program to drive safety instruction.</p> <p>Strategy's Expected Result/Impact: Continue to provide a safe learning environment, which impacts student achievement.</p> <p>Staff Responsible for Monitoring: Administrators/Counselor/Teachers/Nurse/Support Staff/Deputy Superintendent</p> <p>Title I: 2.5</p>	Formative		
	Jan	May	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus Improvement Committee and subcommittees, including teachers, parents and community stakeholders, to meet regularly to review and monitor progress towards all improvement goals, evaluating action strategies, making necessary recommendations.</p> <p>Strategy's Expected Result/Impact: Meaningful planning and feedback that impacts student engagement and achievement.</p> <p>Staff Responsible for Monitoring: Administrators/Counselor/Teachers/Parents/Students/Deputy Superintendent</p> <p>Title I: 2.5, 4.1, 4.2</p>	Formative		
	Jan	May	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue to monitor student-parent handbook with evaluation and feedback to make necessary revisions for distribution and availability in print and electronic formats, available in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Student-parent knowledge of campus/District expectations, which impacts student achievement.</p> <p>Staff Responsible for Monitoring: Administrators/Counselor /Teachers</p> <p>Title I: 4.2</p>	Formative		
	Jan	May	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continue to employ school safety measures: School Gate identification badges, posted evacuation routes, and an updated Emergency Operations Plan, Student Behavior Expectation Matrix Implementation, ongoing professional development, NaviGate Prepared (online safety support program).</p> <p>Strategy's Expected Result/Impact: Provide a safe learning environment for students.</p> <p>Staff Responsible for Monitoring: Administrators/Counselors/Teachers/Safety Director/School Support Staff/Law Enforcement & First Responders /Educational Stakeholders</p> <p>Title I: 2.6</p>	Formative		
	Jan	May	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Encourage proper digital citizenship for all students, parents, and staff through class meetings/student and staff training sessions - highlight prevention of cyberbullying, sexting, digital safety and responsibility, and legal ramifications. (REQ)</p> <p>Strategy's Expected Result/Impact: Develop digital citizens who use electronics appropriately.</p> <p>Staff Responsible for Monitoring: Administrators/Counselor/Teachers/Student Services Department/Technology Department</p> <p>Title I: 2.5</p>	Formative		
	Jan	May	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Conduct training, provide materials needed for staff addressing bullying, teen dating violence, suicide prevention, cultural and sensitivity training, sex trafficking, and other maltreatment of children as well as child abuse awareness using materials provided by Norma's House. Focus on the statutory training required by state, federal, and local. (REQ)</p> <p>Strategy's Expected Result/Impact: Education and prevention as well as providing a safe environment for our students and staff.</p> <p>Staff Responsible for Monitoring: Administrators/Counselor/Student Services Department</p>	Formative		
	Jan	May	June
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Continue drug, alcohol, self-esteem, and health awareness (ie conflict resolution, suicide prevention, sexting, and bullying prevention) activities and programs as part of the Red Ribbon Week and the school year. Additionally, support ongoing training efforts in child abuse awareness, sex trafficking, and other maltreatment of children. (REQ)</p> <p>Strategy's Expected Result/Impact: Decreased discipline and increased opportunities for use of outside resources with surrounding communities.</p> <p>Staff Responsible for Monitoring: Administration/Counselor/Student Services Department</p>	Formative		
	Jan	May	June
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: The campus will organize, plan, design, and implement a counseling program based on The Comprehensive Guidance Program for Texas Public Schools. This includes continuing professional growth in the areas of legal and ethical issues, normal growth and development, motivation/learning in the exceptional child, counseling, student appraisal, and counseling special populations. Focus on character education as prevention of bullying. (REQ)</p> <p>Strategy's Expected Result/Impact: Students will have social-emotional needs met, increasing attendance, increasing academic performance, and decreasing office referrals.</p> <p>Staff Responsible for Monitoring: Principal/Counselor/Student Services Coordinator/Executive Director of Special Programs</p>	Formative		
	Jan	May	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Nixon-Smiley High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 10

Brief Description of SCE Services and/or Programs

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Personnel for Nixon-Smiley High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anna Bergstrom	Teacher	1
Brooke Baker	Teacher	1
Jordan Estrada	Teacher	1
Kimberly Moses	Teacher	1
Lizbeth Colon	Technology Support	1
Magda Gaytan	Student Services Coordinator	1
Marisol Contreras	Teacher	1
Patrice Turner	Teacher	1
Tasha Janicek	Teacher	1
Troy Moses	Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Scarbrough	Teacher	APEX	1
Velma Aguirre	Support Staff	Library	1

Campus Funding Summary

199-PIC 30 SCE, Title IA, Schoolwide Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Salaries & Supplies		\$0.00
1	1	3	Salaries & Supplies		\$0.00
1	2	1	Salaries & Supplies		\$0.00
2	1	1	Salaries & Supplies		\$0.00
2	2	1	Salaries & Supplies		\$0.00
3	1	5	Salaries & Supplies		\$0.00
Sub-Total					\$0.00
224 IDEA B - Formula Special Ed (SpEd)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Salaries & Supplies		\$0.00
Sub-Total					\$0.00
255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
3	1	3	Salaries & Supplies		\$0.00
3	1	4	Salaries & Supplies		\$0.00
Sub-Total					\$0.00
289 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Supplies and Salaries		\$0.00
4	2	1	Salary & Supplies		\$0.00
Sub-Total					\$0.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Salaries & Supplies		\$0.00
4	2	1	Salary & Supplies		\$0.00

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
281 ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Salaries & Supplies		\$0.00
Sub-Total					\$0.00