

Somerset Independent School District

District Improvement Plan

2024-2025

Accountability Rating: A

Distinction Designations:
Postsecondary Readiness



Mission Statement

Mission

Somerset ISD will invest in developing a highly skilled workforce that is committed to graduating students who are college, career, and/or military ready.

Vision

To Be The Standard of Excellence in Education.

District Priority Goals

Retain, Recruit, and Develop Talent

Improve Academic Performance

Ensure Operational Efficiency

Foster a Safe, Secure, and Supportive Environment

Board of Trustees

Mr. Tim Segura, President (District 2)

Miss Andrea De La Cruz, Vice-President (District 5)

Mr. Don Green, Secretary (District 7)

Mr. Mike Lujan, Trustee (District 1)

Mrs. Elizabeth Hansen, Trustee (District 3)

Mr. Robert Sanchez, Trustee (District 4)

Mr. Francisco De Luna Jr., Trustee (District 6)

Somerset ISD District Leadership Team

Dr. Jose H. Moreno, Superintendent of Schools

Sheila Collazo, Deputy Superintendent

Kriesti Bunch, Chief Academic Officer

Michael Sanchez, Chief of Facilities and Operations

Luis Gomez, Chief Financial Officer

Brian Bielefeld, Chief of Police

Elida Guerra, Executive Director of Secondary Schools

Tracy Padilla, Director of Human Resources

Rose Chapa, Director of Support Services

Mario Goff, Director of Academic Programs and Fine Arts

Kelli Taylor, Director of Career and Technical Education

Yvette Trevino, Director of Health and Wellness

Giny Beltran, Director of Special Education

Jason Strunk, Director of Athletics

Michael Balderrama, Director of Transportation

Lisa Salazar, Director of Child Nutrition and Custodial Services

Natalie Martinez, Director of Communications

Somerset ISD Campus Principals

Cynthia Gamez, Somerset High School

Regina Moreno, Zacharias Early College Leadership Academy

Roni Gonzales, Somerset Junior High

Jessica Nombrana, Savannah Heights Intermediate

Nieves Carrales, Somerset Elementary

Mary Rodriguez, Barrera Veterans Elementary

Sara Gonzales, Early Childhood Elementary

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Somerset ISD occupies 85 square miles encompassing students from the cities of Somerset, Atascosa, Poteet, Von Ormy, San Antonio, and surrounding rural areas. SISD has seven (7) campuses serving students from Pre-Kindergarten through grade 12. This includes one comprehensive high school, one early college high school, one junior high (7-8), one intermediate school (5-6), two elementary schools (PK-4) and (1-4), and one early childhood campus (PK-3 - K, including Head Start). The fall snapshot enrollment student count was 4,147 with 4,509 students in attendance at any one point in the year.

Student Demographic Data Counts and Percentage of Total Students:

Economically Disadvantaged - 3,572- 86.13%

Hispanic - 3,806- - 91.78%

White - 278 - 6.7%

African American - 19 - 0.46%

American Indian/Alaskan -4 - 0.10%

Asian - 9 - 0.22%

Hawaiian/Pacific Islander - 3 - 0.07%

Other/Two or More Races - 28 - 0.68%

Special Program Data Counts and Percentage of Total Students

Bilingual/ESL - 872 - 21.03%

Migrant - 23 - 0.55%

Gifted and Talented - 206 - 4.97%

Dyslexia - 223 - 5.38%

Special Education - 503 - 12.13%

At-Risk - 2,366 - 57.05%

Homeless - 23 - 0.55%

Demographics Strengths

District and campus leadership teams are committed and well-versed in effective district practices, operations, and pedagogy, including a strong emphasis on instructional leadership and culture. Changes in campus leadership over the past three years have resulted in strong candidates who transitioned into these leadership positions. A district focus has been on creating a strong pool of administrative candidates from existing staff, so that they are familiar with the "Somerset Way."

Teacher and administrator recruitment pools have remained consistent, and candidates confirm that they are looking at Somerset's reputation and stability for employment opportunities. Teacher retention is a strength, and the Teacher Incentive Allotment (TIA) initiative has further supported recruitment and retention efforts. The TAP structure has provided instructional support and leadership opportunities outside of administration. Staff demographics closely align to the student demographics to ensure that equity and diversity are addressed.

Student mobility has remained constant when compared to prior years. Full day pre-kindergarten and the Head Start program options have been program strengths. The majority of students participate in Career and Technical Education courses at high school. This is a clear strength as students transition to college, career, and military options.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Gaps exist between the "all students" performance and the "SpEd" subgroup. CTE performance needs to closer mirror the State performance level for this group of students. **Root Cause:** Resources and support for both populations and consistent, targeted instruction for these groups. Ensure students follow their course sequences that prepare them with the knowledge and skills necessary to prepare them for post-secondary options.

Student Learning

Student Learning Summary

Learning in the district has been enhanced by adhering to a skillfully articulated, written curriculum that reflects district expectations of what students are expected to learn and promotes continuity through cumulative acquisition and mastery of knowledge and skills. Curriculum is the knowledge, skills, attitudes, and processes to be taught and learned at the appropriate levels/areas or courses. It reflects the academic, social, and emotional needs of learners. Somerset ISD continually develops and modifies its curriculum to meet changing needs and to ensure the highest quality instructional programming. This ongoing curriculum development cycle includes input from teachers, administrators, other staff, and students.

Somerset ISD has a clear focus on overall student performance and student achievement on TEA's STAAR redesign. Clear formative assessment measures are continuously implemented to gather data regarding efficiency and effectiveness of instruction and overall operations as a model district. District and campus personnel use multiple sources of data to assess student performance and growth across grades, subjects, and special program participation groups. A focus for the 2023-2024 school year is ensuring that students who were not successful on the STAAR Grades 3-8 or EOC's are tracked through HB4545/1416 and receiving the additional support needed to ensure that the existing gaps in their learning are closed or closing. Additional forms of data are used to assess non-STAAR or EOC grade levels and content to track student progress throughout the school year.

As an annual process, unit assessments are reviewed to assess and align these progress measure tools with summative STAAR results, including redesign strategies. Formative assessment data are administered using appropriate diagnostics to determine where learning loss/gaps have occurred. Students who did not pass STAAR Grades 3-8 or EOCs will be required to engage in accelerated instruction. Accelerated Learning Committees (ALC) will be established for these students to determine needed supports and interventions with expected results and closely mirrored actual state assessment data points. Depth of Knowledge (DOK) levels are used to further assess the alignment and construct of assessment items. The district previously provided an aggressive monitoring training districtwide and will continue to emphasize the expectation for all teachers to utilize this progress monitoring strategy. The transition to STAAR 2.0 has prompted proactive measures to ensure that administrators and teachers are prepared for evolving changes in state assessments and the changing construct and format.

As in the past, the mid-year benchmark assessment more closely mirrored the state results. Closing achievement gaps continues to be a priority for special education, Bilingual/ESL, and economically disadvantaged students, utilizing specific instructional strategies and meeting individual student needs. Using the latest state data results, the "Approaches" level of performance has improved and "Meets" and "Masters" levels of performance continue to be a point of emphasis. Our focus is on students performing at a minimum at the "Meets" level, rather than "Approaches."

Thinking, problem solving, and other inquiry-based approaches need to be used consistently in all instructional settings and across grade levels to increase student performance and student-centered instruction. Also, standards-based vertical and horizontal alignment of curriculum will be strengthened, specifically in all core content areas.

Results for AP, Dual Credit and SAT/ACT/TSIA2 results convey a need to address performance with these college-readiness assessments, including the alignment of course work, assessments and instruction that reflects the rigor of these expectations. Also, the College, Career and Military Readiness (CCMR) indicators and data need to be addressed, so that 100% of students are meeting at least one of the indicators eligible for CCMR reporting. Graduation and dropout data are also points of focal points for improvement.

Student Learning Strengths

Somerset ISD is currently an A-rated district with five (5) "A" campuses and two (2) "B" campuses. Data comparisons by grade and subject show Somerset results primarily in the top two positions across Bexar County. As part of TEA's last reported accountability ratings in 2022, Somerset ISD received an overall rating of A or a 90. This rating was comparable to other top performing districts in Bexar County and placed Somerset in the top quartile. The Closing the Gaps Domain continues to be our area of focus. 2023 accountability data is still pending.

Data from the last three years shows that the LEP students made significant gains from 2019 results. Special education students made some gains, though this group continues to be an area of focus. The district implemented a case management process to track and monitor the implementation of services, IEP goals and objectives, and where instructional adjustments

needed to occur. The MTSS (RTI) process was also refined to identify when students struggled and promote early identification for special education, as appropriate. These strategic efforts have led to significant increases in closing the gaps and addressing learning loss for these student groups.

In general, the "meets and masters" data continues to rise for most grades and subjects, and is a priority area of focus across campuses. Foundational preparation at the lower grades has resulted in increased cohort performance the last three years. Third and fourth grade reading and math performance ranks at the top in Bexar county. This early emphasis has been a contributing factor to student success and outcomes as they progress through our system.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Special population groups continue to perform below the "all students" group, particularly with special education and ELL students in some grades and subjects. **Root Cause:** Instructional strategies and interventions need to be consistent and targeted to yield expected results.

Problem Statement 2 (Prioritized): Advanced placement and college readiness assessments for secondary campuses are below state results for performance. **Root Cause:** Instructional rigor and instructional alignment to these assessments is inconsistent. A tracking system must be put in place to ensure ALL students are on target.

Problem Statement 3: Meets and Masters performance needs to increase across grades and subjects to reflect accelerated performance levels that exceed state performance for all campuses. **Root Cause:** Not consistently maintaining expected levels of rigor, student discourse, and targeted instruction/real-time feedback.

Problem Statement 4 (Prioritized): TELPAS scores are not fully reflective of expected language proficiency growth across campuses. **Root Cause:** Implementation of the Bilingual/ESL Framework and instructional delivery are inconsistent districtwide.

District Processes & Programs

District Processes & Programs Summary

Over the past few year, a 'Systems Thinking' approach to change has been established and is being embraced by the majority of staff with a focus on development and growth at all levels. Organizational structures are being established to create cohesive links at all levels, and roles and responsibilities are being redefined as a means of maximizing all positions and providing the appropriate level of support in each classroom for each teacher and student. Somerset ISD uses the TAP system as a sequential, coherent structure for evaluating and monitoring instruction and determining job-embedded professional development needs, support, and growth areas for instructional staff and leadership teams. The model has been adjusted to meet the needs of the district. Somerset ISD provides performance-based pay for campus instructional professionals, as established by the superintendent and board of trustees.

Somerset ISD also uses the TEKS Resource System, a curriculum management system, as an instructional framework for all core academic areas. Somerset ISD administers unit assessments across campuses to inform and adjust instruction. These unit assessments are being revised to increase the difficulty of items and align these further to the construct of the state assessment with STAAR 2.0 and national college entrance exams. The Lead4Ward documents and portal system are also used to inform curricula and instructional decisions. All core area teachers are expected to use these resources for planning and assessing instruction.

Somerset ISD has numerous structures and processes in place designed for staff and students to achieve their own personal successes. Data-driven instruction is a priority. The district and all campuses have specific weekly leadership and professional development systems in place. This model has been showcased numerous times by TEA as an exemplar. Data analysis and student progress monitoring systems have been developed using district-designed trackers. These data trackers are driven by valid and reliable unit assessments which have been used to predict student performance scores across state assessments within two points. Each core area has clear, vertically aligned instructional models. Our non-negotiable focus in on the “A” accountability rating. Central office staff conveys and communicates a unified vision, mission, and support for goal attainment. The Five Instructional Priorities and sub-objectives that all campuses are expected to incorporate are as follows:

Diagnostics and Data to Drive Instruction

- Utilize vetted diagnostics
- Determine what students know and need to know
- Know and address the gap
- Use data for intentional planning and instruction
- Focus on grade level and course content

Power Standards and Expected Rigor

- Define the most critical and essential standards
- Remain cognizant of the standards, scope, and sequence
- Create clear vertical alignment
- Use Depth of Knowledge (DOK) for expected levels of rigor
- Identify the scaffolds and supports

Student Engagement and Ownership

- Create learning experiences that increase motivation, attention, and focus
- Integrate authentic technology for blended and project-based learning
- Shift from student engagement to ownership

Aggressive Monitoring

- Determine what students should do independently
- Establish exemplars
- Incorporate aggressive monitoring protocols
- Provide students with real-time feedback
- Use aggressive monitoring data to plan for follow up

Monitoring and Tracking Growth

- Establish and implement monitoring and tracking systems
- Consistently monitor and track performance and progress
- Analyze and act on growth data

A planning protocol is used to guide instructional planning districtwide. A districtwide system to gather, review and analyze data will continue to be implemented with regularly scheduled data meetings led by campus administrative teams to communicate how learning is occurring, where priorities exist, and how the campuses will address priorities. Depth of Knowledge (DoK) levels are used to ensure that rigor is addressed with instruction and assessments. Aggressive monitoring systems will be emphasized at all levels, and campuses will utilize data to design and develop action plans to adjust instruction for increased student achievement. Ongoing coaching with established actionable steps will be incorporated in every campus and utilized by all instructional leaders.

District Processes & Programs Strengths

Somerset ISD performance continues to increase as a result of systemic processes and consistent implementation districtwide. Knowing that teacher quality is the most impactful factor for student success, our district work focuses on teacher effectiveness and is rooted in principles and practices that lead to increased student performance and growth.

All Somerset ISD campuses are expected to follow the Somerset ISD District Improvement Plan's identified strategies. Data is used to consistently drive decisions and is monitored at all levels of the organization.

The Instructional Services Division is responsible for ensuring cross-functional departments create training and workshops that not only meet the school district's strategic goals but also enhance staff growth and development. Staff is provided with weekly, job-embedded, student-centered professional development led by master and mentor teachers at respective

campus and is tied to data and needs. The school day has been restructured to provide time during the regular school day for staff to meet, learn, plan, mentor, and share with others. This common time allows staff to constantly improve the quality of their instruction and hence, increase their students' academic achievement.

Campuses will use one or more of the following instructional learning management systems/instructional platforms:

- Google Classroom
- Nearpod
- SeeSaw
- CIRCLES
- HMH
- TXKEA
- IXL Math
- Edgenuity

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): The one-to-one technology initiative at the secondary level is streamlined to ensure that classroom instruction is engaging, motivating, and used to enhance teaching and learning. **Root Cause:** Keeping students engaged in high impact, dialogic instructional practices is a need. STAAR 2.0 new question types will allow students the opportunity to practice in the manner they will be tested.

Perceptions

Perceptions Summary

The expectations for high-quality instruction and high-leverage practices are deeply embedded in Somerset ISD's culture. There is a clear focus on monitoring of curriculum, instruction, and assessment at all levels of the organization.

"One Team, One Voice" is the district's mantra for leadership, as it precisely communicates a unified team approach to leadership with consistent messaging about our mission and focus: **students**. There are high levels of accountability for individual and team outcomes, and every decision is based on what is right for students. Leaders in Somerset ISD understand that their primary purpose is to serve the constituents: students, parents, teachers, and our community in a way that ensures collective direction and unity when taking action. What we know is that in its most authentic form, leadership is dynamic and so are our leaders. We assume a 360 degree approach to leading that mobilizes, influences, and guides others towards desired experiences, beliefs, actions, and results.

Leadership exists throughout the district at all levels. It begins with a fully functional and committed team of eight: the school board and superintendent. They confidently approach challenging issues, seek input from stakeholders, ensure collective direction, and model expected behaviors. Central office and campus leadership includes tenured administrators with strong records of success, yet humbled and committed to do whatever it takes at all levels.

Priority Problem Statements

Problem Statement 1: Gaps exist between the "all students" performance and the "SpEd" subgroup. CTE performance needs to closer mirror the State performance level for this group of students.

Root Cause 1: Resources and support for both populations and consistent, targeted instruction for these groups. Ensure students follow their course sequences that prepare them with the knowledge and skills necessary to prepare them for post-secondary options.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Special population groups continue to perform below the "all students" group, particularly with special education and ELL students in some grades and subjects.

Root Cause 2: Instructional strategies and interventions need to be consistent and targeted to yield expected results.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Advanced placement and college readiness assessments for secondary campuses are below state results for performance.

Root Cause 3: Instructional rigor and instructional alignment to these assessments is inconsistent. A tracking system must be put in place to ensure ALL students are on target.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The one-to-one technology initiative at the secondary level is streamlined to ensure that classroom instruction is engaging, motivating, and used to enhance teaching and learning.

Root Cause 4: Keeping students engaged in high impact, dialogic instructional practices is a need. STAAR 2.0 new question types will allow students the opportunity to practice in the manner they will be tested.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: TELPAS scores are not fully reflective of expected language proficiency growth across campuses.

Root Cause 5: Implementation of the Bilingual/ESL Framework and instructional delivery are inconsistent districtwide.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- RDA data

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
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Somerset ISD will improve academic performance.





Performance Objective 1: Increase student achievement in all state tested grades and subjects to meet or exceed state level performance outcomes.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, EOC, STAAR-Alt, TELPAS, SAT, ACT, TSIA2

Strategy 1 Details	Reviews			
<p>Strategy 1: Systems implementation of districtwide leadership and professional development forums:</p> <ul style="list-style-type: none"> - Weekly Executive Cabinet - Weekly SALT - Weekly Clusters /Professional Development - Teacher Pathways - Campus Long-Range Plan - Formal and Informal Evaluations, Feedback, and Coaching - Instructional Leadership Team Support -District/Campus Data Meetings <p>Strategy's Expected Result/Impact: Teacher and principal capacity building of practices that impact student achievement; data-driven sessions to build leadership and staff capacity; Improved student achievement</p> <p>Staff Responsible for Monitoring: District and campus administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Prepare and conduct data meetings as scheduled through Instructional Services to report the ongoing state of the campus, grades, subjects, teachers, and students.</p> <p>Note: Indicators TBD prior to each data meeting with a focus on all core academic area subjects and tested grades.</p> <p>Note: All campuses will prepare and present applicable data.</p> <p>Strategy's Expected Result/Impact: Data-driven decision-making; Targeted interventions and support; Improved teacher and student outcomes</p> <p>Staff Responsible for Monitoring: Instructional Services Team and Principals</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Create alignment between SAT, ACT, and TSIA2 courses with high school/dual enrollment credit courses.</p> <p>Strategy's Expected Result/Impact: Alignment results in increased preparation for college-ready courses and overall performance.</p> <p>Staff Responsible for Monitoring: High school principal and associate principal; ; Executive Director of Advanced Academics.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students remain on track for graduation within their designated cohort, beginning in pre-kindergarten, by knowing each student by name and need, and providing accelerated instruction/guidance that is documented and proven to yield results.</p> <p>Strategy's Expected Result/Impact: All students graduate on time with their cohort; Fewer retentions/credit denials</p> <p>Staff Responsible for Monitoring: District and campus administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 1: Somerset ISD will improve academic performance.


Performance Objective 2: College and Career Readiness Indicators are met as follows: CCMR (90%), Graduation Rate (96%), Dropout Rate (less than 3%), College Acceptance/Continuation (75%).


HB3 Goal


Evaluation Data Sources: CCMR Reports, Graduation/Dropout Reports, and College Acceptance/Continuation Data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Align CTE courses to San Antonio top 10 industries; Increase student support systems with graduation endorsements and certifications for CTE courses, including aligned and rigorous pathway courses/college advising and counselor tracking; Ensure that all high school students meet CCMR through at least one indicator and track all students' credits to align with credits for on-time graduation.</p> <p>Strategy's Expected Result/Impact: CCMR @ 90%; Graduation @ 96%; On-time graduation rate increase; Increased number of endorsements and certifications; Clear pathway "completers" and "concentrators" with CTE courses.</p> <p>Staff Responsible for Monitoring: District administrators, high school principal, and CTE coordinator; Secondary counselors; Go Center Advisor</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

Goal 1: Somerset ISD will improve academic performance.

Performance Objective 3: Ensure that all campuses consistently implement the Five Instructional Priorities: Diagnostics and Data to Drive Instruction; Power Standards and Expected Rigor; Student Engagement and Ownership; Aggressive Monitoring; Monitoring and Tracking Growth

High Priority

Evaluation Data Sources: Executive Cabinet Agendas/Minutes; SALT and Cluster Agendas; District and Campus Team Meeting Agendas and Actions; Growth Measure and Tracking Tools; Data Meetings

Strategy 1 Details	Reviews			
<p>Strategy 1: All campuses will utilize the Five Instructional Priorities as a continuous improvement process model.</p> <p>Strategy's Expected Result/Impact: Teachers' increased content and pedagogical knowledge and skills; Aligned, guaranteed and viable curricula, instruction, and assessments; Targeted student support services and increased student performance; Highly effective continuous improvement cycle and results</p> <p>Staff Responsible for Monitoring: Campus Instructional Leadership Team and Instructional Services Team</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Somerset ISD will improve academic performance.


Performance Objective 4: Address learning loss and academic gaps for individual students and student groups to ensure they are on track for grade level expectations and graduation.


High Priority


HB3 Goal


Evaluation Data Sources: Diagnostics; Unit Assessment Results; Benchmark Results; STAAR Results; TELPAS; Other Student Results Measures; Student Performance Data; Course Credit Data; At-Risk Data from Varied Sources

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will create individualized learning groups and assignments that target the learning needs of each student and are determined based on data and need, including extended day options and attendance recovery expectations for persistently absent students. Create alignment between curriculum, instruction and assessment that is research-based, standards-based, and vertically aligned to address all students and their individual learning needs.</p> <p>Strategy's Expected Result/Impact: Improved student performance for at-risk students as measured through varied sources and end-of-year performance results; DOK Levels 3 and 4 curriculum, instruction, and assessment; alignment and collaboration both vertically and horizontally; student on-grade level data</p> <p>Staff Responsible for Monitoring: Principals, Associate Superintendent, and Chief Academic Officer</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Goal 1: Somerset ISD will improve academic performance.


Performance Objective 5: Incorporate data-driven decision-making processes and clear instructional interventions to target the needs of students in pre-kindergarten through 2nd grade, resulting in at least 90% on grade level in reading and math by the end of year.


High Priority

Evaluation Data Sources: Evidence of Data Analysis and Defined Follow Up Actions; Evidence of Formative Assessments; Student Committee Decision-Making Meeting Outcomes and Documentation; MTSS Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Standardize data collection and analysis processes with a focus on core academic subjects and tested areas to drive instructional decisions and student support services on a consistent, ongoing basis.</p> <p>Strategy's Expected Result/Impact: Immediate acceleration and interventions for individual students to address learning needs; Targeted cluster professional development to enhance teacher content and pedagogy.</p> <p>Improved student outcomes and performance</p> <p>Staff Responsible for Monitoring: Instructional Services Team</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Prepare and conduct data meetings as scheduled through Instructional Services to report the ongoing state of the campus, grades, subjects, teachers, and students.</p> <p>Note: Indicators TBD prior to each data meeting with a focus on all core academic area subjects and tested grades.</p> <p>Note: All campuses will prepare and present applicable data.</p> <p>Strategy's Expected Result/Impact: Data-driven decision-making; Targeted interventions and support; Improved teacher and student outcomes</p> <p>Staff Responsible for Monitoring: Principals and Instructional Services Team</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Fully incorporate 'Aggressive Monitoring' and 'Student Work Analysis' processes at both district and campus levels.</p> <p>Strategy's Expected Result/Impact: Improved formative data measures; Real-time feedback to students; Evidence of analysis of student work</p> <p>Staff Responsible for Monitoring: District and Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 1: Somerset ISD will improve academic performance.

Performance Objective 6: Student learning experiences are consistently tied to real world thinking and problem solving and are engaging, connected, and result in high level products/projects.

High Priority





Evaluation Data Sources: Lesson Plans; Walkthroughs; Observations; Products and Projects; Achievement Results; Evidence of Student Engagement; Evidence of a Continuum of Services and Supports; Increased Performance (teacher and student); Incorporation of College and Career Readiness Standards; Google Certification Application of Knowledge and Skills

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in core and elective classes will engage students in student-centered, real-world, and personally-meaningful projects/products that are tied to course/grade level standards with an expectation of one project/product per semester.</p> <p>Strategy's Expected Result/Impact: Projects/Products; Integrated mastery of learning outcomes; Student motivation; Relevance and rigor; STAAR 2.0 alignment of cross-curricular content</p> <p>Staff Responsible for Monitoring: Principals and Instructional Leadership Teams; Instructional Services Team</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Somerset ISD will improve academic performance.

Performance Objective 7: Provide targeted cross-curricular instruction in elective courses that is research-based, standards-based, performance-based, and aligned to the knowledge and skills in core classes with an emphasis on short- and extended-constructed responses to fully incorporate writing.





Evaluation Data Sources: Elective Course Participation and Completion Rates; Skyward Grades; Student Work Examples.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that all students have access to elective courses and curriculum, and that high expectations are set for teaching and learning in all courses.</p> <p>Strategy's Expected Result/Impact: Strengthening elective course options through high school; Creating learning opportunities for students to authentically engage in writing</p> <p>Staff Responsible for Monitoring: District and campus administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Somerset ISD will improve academic performance.

Performance Objective 8: Attendance rates will increase to 93% districtwide.





Evaluation Data Sources: Attendance Data; Enrollment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct three week analyses at each campus to determine chronic student absenteeism; Attendance Review Committees (ARC) will meet with parents/guardians to address performance issues and resolutions; Attendance incentives will be allocated per the Attendance Incentive Plan.</p> <p>Strategy's Expected Result/Impact: Increased attendance counts</p> <p>Staff Responsible for Monitoring: Principal/principal designee</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Somerset ISD will foster a safe, secure, and supportive environment.

Performance Objective 1: Establish systematic tiered counseling support, including classroom guidance, that is tied to the approved Campus Counseling Framework and Character Education.





Evaluation Data Sources: Attendance Data; Discipline Data; Perceptual Data (students/parents/staff); STAAR Data; Counseling Referrals and Logs; Teacher Implementation and Impact Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide ongoing counselor sessions in classrooms based on students' needs to include bullying, harassment, student mental health, and other socially appropriate areas of focus.</p> <p>Strategy's Expected Result/Impact: Character development; social-emotional well-being</p> <p>Staff Responsible for Monitoring: Principals; THRIVE Center Staff; Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide required training for all staff to include bullying, child maltreatment, sexual harassment, suicide awareness, bloodborne pathogens, anaphylaxis and food allergies, student mental health, student drug and alcohol abuse, and Stop the Bleed.</p> <p>Strategy's Expected Result/Impact: Increase and maintain expected culture and climate; Preparedness for crisis scenarios</p> <p>Staff Responsible for Monitoring: Central Office and Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Somerset ISD will foster a safe, secure, and supportive environment.

Performance Objective 2: Consistently incorporate safety and security measures that safeguard all district facilities and the environment.

Evaluation Data Sources: Safety and Security Logs; Emergency Operations Plans; Camera Systems; Counseling Framework and Service Logs; Expenditure Reports





Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that 100% of all Emergency Operations Plans, safety drills, staff training, and facilities checks are conducted and debriefed with corrective actions, as necessary. Vape detectors are monitored to further address this strategy/goal.</p> <p>Strategy's Expected Result/Impact: Safe and secure campuses and facilities; Reduced vaping incidents</p> <p>Staff Responsible for Monitoring: Assist. Superintendent of Operations; Campus Principals; Facility Contacts</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Somerset ISD will foster a safe, secure, and supportive environment.

Performance Objective 3: Incorporate a health and wellness center (THRIVE) to provide wrap-around services to students and families; Implement systems that promote the development of social-emotional learning and Restorative Discipline Practices.

HB3 Goal

Evaluation Data Sources: Referrals and Service Logs; Impact Data; Attendance Data; Discipline Data; Perceptual Data (students/parents/staff); STAAR Data; Counseling Referrals and Logs; Teacher Implementation and Impact Data


Strategy 1 Details	Reviews			
<p>Strategy 1: Provide student-specific programs and services that address mental health needs; Secure outreach partners to provide services to students based on identified needs and outcries.</p> <p>Strategy's Expected Result/Impact: Social-emotional development and stability</p> <p>Staff Responsible for Monitoring: THRIVE Coordinator and Associate Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of all campuses will be provided evidence-based strategies and practices to promote self-awareness, self-management, social awareness, relationship skills and responsible decision making.</p> <p>Strategy's Expected Result/Impact: Maintain expertise and expand learning to benefit students and staff, in collaboration with Guidance Services by: (1) providing training in the areas of teen dating violence, suicide prevention, mental health, and bullying (2) attending training on best practices to develop components and/or programs that address violence, bullying, and drug/alcohol prevention (3) reviewing and sharing the latest research and trends in teen dating violence, suicide prevention, mental health, and bullying to campus staff (4) sharing information related to harmful effects of tobacco, alcohol, and other drugs (5) providing resources to all district counselors to support small groups and individual counseling sessions</p> <p>Staff Responsible for Monitoring: Associate Superintendent and Senior Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 2: Somerset ISD will foster a safe, secure, and supportive environment.


Performance Objective 4: Conduct a fall districtwide survey through an external source to ensure that all voices are heard and concerns are addressed; Establish Superintendent and school student advisory committees.

Evaluation Data Sources: External survey source; Survey data; Follow up strategies; Agendas and outcomes from advisory meetings

Strategy 1 Details	Reviews			
<p>Strategy 1: The THRIVE Center and school counselors will pilot the Restorative Discipline practices to build a community of support for social emotional learning areas:</p> <ul style="list-style-type: none"> - self-awareness - self-management - social awareness - relationship skills - responsible decision-making <p>Strategy's Expected Result/Impact: Students acquire and apply the knowledge, attitudes and skills that contribute to life-long impact; Increased adult-student relationships that promote learning; Decreased discipline and higher attendance</p> <p>Staff Responsible for Monitoring: THRIVE Staff; District and campus administrators; Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All schools will establish student leadership cohorts and activities to validate student success (to be determined based on campus and student needs).</p> <p>Strategy's Expected Result/Impact: Increased leadership and positive climate for students, staff and schools</p> <p>Staff Responsible for Monitoring: District and campus administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All school executive cabinets will assess and analyze school culture and climate data in conjunction with district staff and adjust, accordingly.</p> <p>Strategy's Expected Result/Impact: Positive school culture and climate that contributes to improved student outcomes</p> <p>Staff Responsible for Monitoring: District and campus administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 3: Somerset ISD will retain, recruit, and develop talent.

Performance Objective 1: Establish cross-department/campus recruitment strategies to secure highly-qualified, highly-effective staff districtwide.

High Priority

Evaluation Data Sources: Recruitment Data;

Strategy 1 Details	Reviews			
<p>Strategy 1: To develop a district-wide recruitment plan that highlights the attributes of our system and address high need area.</p> <p>Strategy's Expected Result/Impact: 100% full staff with high-quality educators</p> <p>Staff Responsible for Monitoring: Director of Human Resources; Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 3: Somerset ISD will retain, recruit, and develop talent.


Performance Objective 2: Ensure highly-effective teachers and administrators are developed, coached, and strategically utilized to address student, school, and program needs.


High Priority


Evaluation Data Sources: Code Data; Individual and Collective STAAR Data Results; Principal Standards Rubric (PSR) Results; Walkthrough Data; SALT Evaluations; Cluster Evaluations; Professional Development Evaluations and Feedback; Career Pathway Progression Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Systems implementation of districtwide leadership and professional development forums:</p> <ul style="list-style-type: none"> - Weekly Executive Cabinet - Weekly SALT - Weekly Clusters /Professional Development - Teacher Pathways - Campus Long-Range Plan - Formal and Informal Evaluations, Feedback, and Coaching - Instructional Leadership Team Support <p>Strategy's Expected Result/Impact: Teacher and principal capacity building of practices that impact student achievement; data-driven sessions to build leadership and staff capacity; student achievement</p> <p>Staff Responsible for Monitoring: District and campus administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 3: Somerset ISD will retain, recruit, and develop talent.

Performance Objective 3: Develop and coach talent through Somerset ISD's career pathway structure: paraprofessional, career teacher, mentor teacher, master teacher, and administrator pipeline.

High Priority





Evaluation Data Sources: Career Pathway Profession Data; Teacher Advancement Data; Teacher Retention Data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Clearly communicate Somerset ISD's career pathway structure and engage in continuous coaching and feedback to elevate their knowledge and skill set.</p> <p>Strategy's Expected Result/Impact: Career advancement increases, including retention of advancement positions</p> <p>Staff Responsible for Monitoring: District and campus leaders</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Somerset ISD will ensure operational efficiency.

Performance Objective 1: Establish and expand systemic, two-way communication with parents and families to bridge and enhance authentic involvement and student learning.





Evaluation Data Sources: Communication Logs and Evaluations/Feedback; Monthly Communication

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain and update the campus website and Skyward to reflect access using multiple platforms: hand-held devices, etc., and meaningful communication with the school community; Ensure the school calendars are reflective of all scheduled events.</p> <p>Strategy's Expected Result/Impact: Enhanced communication systems and timely information; District calendar alignment</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase participation in district and campus events that bridge and connect the home and school, including an emphasis on quantity and quality of activities; Increase parent contacts to ensure that timely and adequate information is provided to keep them informed about students' progress and learning needs.</p> <p>Strategy's Expected Result/Impact: Authentic home and school connections and participation</p> <p>Staff Responsible for Monitoring: District and campus administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Somerset ISD will ensure operational efficiency.

Performance Objective 2: Ensure fiscal responsibility resulting in a balanced budget.

Evaluation Data Sources: Budget Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct TASB staffing and compensation studies and use the data to determine adjustments; Conduct a demographic study to determine district growth and capacity needs; Establish a long-range plan for 2024 and beyond.</p> <p>Strategy's Expected Result/Impact: Streamlining staffing and salaries; Demographic/facility projections; Clear direction on facility needs and a developed long-range facility plan</p> <p>Staff Responsible for Monitoring: Superintendent; Executive Cabinet</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Analyze fiscal expenditures to determine where budget streamlining is necessary; Commit and assign fund balance based on district needs; Establish clear replacement cycle plans for identified district resources.</p> <p>Strategy's Expected Result/Impact: Budget that reflects clear, identified district needs; Clear replacement cycles as anticipated expenditures.</p> <p>Staff Responsible for Monitoring: Superintendent; Executive Cabinet</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Addendums



Somerset ISD Strategic Plan

Priority 1 High-Performing Instructional Leaders and Engaged Workforce	Priority 2 Graduates are College, Career, Military, and Citizenship Ready	Priority 3 High-Performing Core Area Results	Priority 4 Organizational Foundations: Efficiency of Operations and Culture
Statement of Purpose: To develop transformational leaders	Statement of Purpose: To empower students to excel in our ever-changing society	Statement of Purpose: To develop critical thinkers and problem solvers	Statement of Purpose: To develop people of value who value people
Priority 1			
Strategic Actions	Key Performance Indicators	Key Progress Monitoring Measures	
<ol style="list-style-type: none"> Conduct weekly Somerset Academic Leadership Team (SALT) meetings at campuses following the Somerset SALT protocol Conduct weekly Cluster meetings at each campus following the Somerset Cluster protocol Refine the walkthrough/feedback/coaching process; conduct thorough appraisals for all instructional staff Conduct staff satisfaction surveys Conduct targeted professional development for specific audiences 	<ol style="list-style-type: none"> SALT evaluations averages are at least 3.5 for all campuses Cluster evaluation averages are at least 4.0 for all campuses Teacher evaluation averages ≥ 3.25 for years 1-3 and ≥ 3.75 for years 4+; administrators ≥ 3.5 Staff 9-week attendance for each campus and department is at 96% Somerset Satisfaction Survey at EOY is at 85% for top two scoring bands Implementation of practices and impact on instruction 	<ol style="list-style-type: none"> Central Office (CO) leads will attend and monitor meetings/agendas CO and campus administrators will attend and monitor meetings/Cluster Meeting Record CO and campus administrators will monitor CODE and T-PESS data CO will monitor and report attendance each 9 weeks Campus administrators will collect informal feedback and EOY Survey data Implementation Walks districtwide 	
Priority 2			
Strategic Actions	Key Performance Indicators	Key Progress Monitoring Measures	
<ol style="list-style-type: none"> Refine targeted credit accrual and credit recovery processes Incorporate College and Career Readiness Standards in all areas, and include semester products/projects for all core/elective classes CTE Industry-Based Certification and Level 1 and 2 Certificates are linked to course sequence and expectations for performance Establish strategies to address advanced academics, including placement and instructional decisions, and college exam prep Establish districtwide discipline management and attendance plans with aligned strategic actions 	<ol style="list-style-type: none"> Increase four-year graduation rates by 1% Instructional plans are 100% tied to CCRS All CTE pathways are tied to a TEA-approved certificate AP, DE, SAT, TSI participation and performance increase from the prior year to meet state by 2024 Discipline decreases at all campuses by 25% of 2020-2021 baseline; 9-week and EOY attendance is $\geq 95\%$ 	<ol style="list-style-type: none"> Admin/Counselor 9-week credit monitoring Admin/Master teacher instructional plan/classroom weekly monitoring CTE teacher/coordinator semester monitoring Admin/Counselor monitoring of course enrollments, instruction, and results CO/Admin monitoring of discipline and attendance each three weeks 	
Priority 3			
Strategic Actions	Key Performance Indicators	Key Progress Monitoring Measures	
<ol style="list-style-type: none"> Implement Somerset's 5 Instructional Priorities Conduct targeted progress monitoring for ELL, SPED, and GT populations to close performance gaps Develop and implement high-leverage instructional strategies Student learning experiences are consistently tied to real world thinking and problem solving with high level products/projects 	<ol style="list-style-type: none"> 5 Instructional Priorities are implemented districtwide Ongoing results for both student groups; instructional impact Campuses meet or exceed Closing the Gaps performance targets and overall at ≥ 75 for Domain 3 Strategies are mastered and implemented campuswide 	<ol style="list-style-type: none"> Districtwide walkthroughs Classroom/teacher observations and data Campus and district data meetings and results for each targeted population and student Districtwide walkthroughs; Management and showcase of products/projects 	
Priority 4			
Strategic Actions	Key Performance Indicators	Key Progress Monitoring Measures	
<ol style="list-style-type: none"> Conduct targeted needs assessments to align budget and operational resources Incorporate Social-Emotional Learning (SEL) strategies and counseling support Refine safety and emergency operations plans and procedures Model and incorporate customer service actions and high expectations with all organizational functions 	<ol style="list-style-type: none"> Quarterly budget benchmarks and evidence of resource impact on outcomes SEL and counseling positively impact on students, culture, and the organization Safety drills and EOP indicators Customer feedback at multiple levels and consistent expectations districtwide 	<ol style="list-style-type: none"> Budget management meetings with departments/principals Admin/Counselor monitoring of students, culture, and the organization's "health" Drill and EOP reviews Satisfaction feedback/surveys, as determined by district/campus administrators 	



Somerset ISD 2021 STAAR/EOC Results

	Approaches	Meets	Masters
Algebra	80%	45%	15%
Biology	72%	42%	9%
US History	86%	63%	30%
English I	53%	31%	3%
English II	65%	48%	4%
3rd Grade			
3 rd Math - English	86%	47%	27%
3 rd Reading - English	78%	44%	23%
4th Grade			
4 th Math - English	80%	62%	45%
4 th Reading - English	77%	45%	23%
4 th Writing - English	63%	27%	7%
5th Grade			
5 th Math - English	77%	48%	25%
5 th Reading - English	71%	38%	23%
5 th Science - English	62%	28%	8%
6th Grade			
6 th Math	71%	39%	9%
6 th Reading	66%	29%	9%
7th Grade			
7 th Math	57%	24%	11%
7 th Reading	65%	39%	16%
7 th Writing	52%	20%	2%
8th Grade			
8 th Algebra	83%	49%	17%
8 th Reading	74%	43%	15%
8 th Science	73%	45%	19%
8 th Social Studies	52%	19%	7%