

Seminole Independent School District
Seminole High School
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Seminole Independent School District, in cooperation with parents and community, will develop well educated citizens, who are assets to society, by maintaining a high quality staff utilizing the latest technology and resources.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Seminole High School has 688 students, 45% male and 54% female. (Based on Fall 2015-16 figures from On Data Suite)

- - 0% African-American, 47% Hispanic, 51% Anglo, 0% Am. Indian, 0% Asian, 0% Two or more races, 0% Pacific Islander
- - 34% Economically Disadvantaged, 5 % LEP, 40% At-Risk

The following breakdown on each subgroup is based on Fall 2015-16 figures:

Special Education

65 students, 9% of the student population

LEP

33 students, 5% of the student population

GT

56 students, 8% of the student population

At-Risk

276 students, 40% of the student population

Economically Disadvantaged

233 students, 34% of the student population

CLASS SIZE COMPARISON 14/15 vs. 15/16

- ELA - 17.05 vs. 16.43
- For. Lang. - 16.9 vs. 16.8
- Math - 16.1 vs. 15.64
- Science - 16.1 vs. 16.73
- SS - 17.1 vs. 17.5

Demographics Strengths

- Student participation rates per System Safeguard Report
- Graduation Rates per System Safeguard Report

Demographics Needs

- Growing number of 504 and ELL students are a concern

Student Achievement

Student Achievement Summary

Gaps need to be closed between Hispanic and White subgroups in most tested areas. We are using inclusion to close the gap between SPED students and regular ed students. We have also developed monitor groups for struggling SPED and ELL students in all content areas. We will continue to use APEX and Grand Central Station to help with our struggling students.

Student Achievement Strengths

- GCS and APEX for accelerated instruction
- Morning, lunch and evening tutorials
- Case Managers to support SPED and LEP students

Student Achievement Needs

- Target Hispanic and SPED population
- Develop a plan to strengthen System Safeguards/Performance Rates for reading/writing among ELL and SPED students
- Target male students for enrollment and completion of nontraditional courses

School Culture and Climate

School Culture and Climate Summary

The facilities, resources, and atmosphere are all conducive to learning, due to our supportive administration and quality instructors. Students are given a multitude of elective choices each year from which to choose.

School Culture and Climate Strengths

- Quality Instruction
- Facilities
- Improved communication between administration and faculty

School Culture and Climate Needs

- Counseling ELL students new to the United States to help with their transition
- Train teachers/staff to inform and encourage students to take non-traditional electives/careers

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff quality at Seminole High School is outstanding. There is a need for maintaining this staff and recruiting new staff.

Staff Quality, Recruitment, and Retention Strengths

- New teacher training and mentoring

Staff Quality, Recruitment, and Retention Needs

- Maintaining high quality staff
- Continue teacher training for special needs students
- Encourage training for all teachers in ELPS for the ELL students
- Work towards 100% highly qualified teachers

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our curriculum that is written, taught, and tested is aligned. We use RTI and differentiation of instruction. Our curriculum needs to be sufficient in depth and rigor to prepare students for future endeavors.

Curriculum, Instruction, and Assessment Strengths

- Alignment of written, taught, and tested curriculum
- Use of data from state tests, benchmarks and checkpoints
- Access to Eduphoria, Aware, and Forethought
- One to one laptop usage for students and teachers

Curriculum, Instruction, and Assessment Needs

- Ensuring curriculum has sufficient depth, alignment, and rigor
- Maintaining strong remediation practices
- Continuing to provide high quality staff development

Family and Community Involvement

Family and Community Involvement Summary

Seminole High School does an outstanding job using technology and translations to communicate to our parents. Teachers and counselors call and email parents often about failing grades. Parents are informed and encouraged to check their child's progress online through Powerschool, to be apart of their child's schedule and four year plan, and to attend parenting seminars.

Family and Community Involvement Strengths

- SHAC and CIC, SISD webpage, calendar, Channel 16, Parent Portal Powerschool, Remind 101, Social Media
- District parent information meetings held at night/day for all students
- Career Cruising to facilitate parent, student, staff collaboration in student scheduling
- CISCO Parent Notification System

Family and Community Involvement Needs

- Greater opportunity for parent input

School Context and Organization

School Context and Organization Summary

Continue working on improving communication and collaboration between teachers, staff, and administration. Encourage greater parental involvement.

School Context and Organization Strengths

- Staff/Administration
- Technology

School Context and Organization Needs

- Continue communication/collaboration between staff/staff and staff/administration
- Increased parental involvement opportunities

Technology

Technology Summary

Our campus provides either a desktop or laptop to every teacher and student. Teachers have a promethean board to enhance their daily instruction. We are fortunate to have a technology specialists and integrator on our campus.

Technology Strengths

- Desktop/laptop for each teacher and student
- Promethean boards
- Technology integrator and specialist
- Student access to Google classroom and gmail

Technology Needs

- Continued training for both staff and students regarding technology use
- Assess students' capabilities of using internet/computers at home

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals




















Goal 1: Goal #1: Seminole High School will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 1: 90% of African-American, Hispanic, White, Economically Disadvantaged, At Risk, Limited English Proficient, Male/Female, Gifted and Talented, and Migrant students will pass all portions of the STAAR EOC and meet AYP.

Evaluation Data Source(s) 1: TAPR, STAAR, TELPAS

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
<p>State System Safeguard Strategy</p> <p>1) Coordination of programs by directed personnel: STAAR Platform, ESL, At-Risk, Special Education, Gifted and Talented, Immigrant, Migrant, 504, Attendance, Dyslexia, Pregnancy Related Services, Curriculum, Budget, Counseling, Discipline/Conflict Resolution, Dating Violence, Homeless, Suicide Prevention, Technology, State Programs, APEX and GCS</p>	2, 10	Staff Assigned, Principal	Needs addressed for each area.				
Funding Sources: Local - 0.00							
<p>State System Safeguard Strategy</p> <p>2) Subject area teams will develop instructional strategies and attack plans for each targeted student group while using disaggregated data</p>	8, 9	Subject Area Teams, Counselors, Principal	Weekly Meeting Schedule, TAPR, Aware				
Funding Sources: Local, Title I - 0.00							
<p>3) Teachers have full access to current disaggregated data, including student performance indicators, throughout the year.</p>	1, 8	Teachers, Campus Testing Coordinator, Principal, Counselors	TAPR, Aware				
Funding Sources: Local, Title I - 0.00							
<p>State System Safeguard Strategy</p> <p>4) Students who have failed to master one or more parts of STAAR will participate in appropriate remediation classes, tutorials and parent contact will be made.</p>	8, 9	Teachers, Campus Testing Coordinator, Counselors	Grades in remedial classes, STAAR retakes				
Funding Sources: Local, Title I - 0.00							
<p>5) Students who fail to achieve 70% mastery in any class will be assigned to mandatory tutoring.</p>	8	All staff	Tutorial attendance sheets				
Funding Sources: Local, Title I - 0.00							

6) All teachers will receive staff development in aligning the TEKS with STAAR reporting categories and in integrating the various curricular areas.		All staff	Schedule of staff development				
Funding Sources: Local, Title I - 0.00							
7) Pregnancy Related Services will be implemented and provided for students who qualify.		Assistant principal, counselor, homebound teacher	Roster of Students				
Funding Sources: Local - 0.00							
8) A four year plan will be developed for all students in grades 9-12 encouraging all students to pursue the Foundation Plan with an Endorsement.	10	Counselors and Staff	Student files, four year plan, PGP's				
Funding Sources: Local - 0.00							
State System Safeguard Strategy 9) Teachers will emphasize the importance of reading and writing skills for all students.		All staff	Improved English grades				
Funding Sources: Local, Title I - 0.00							
State System Safeguard Strategy 10) Emphasis will be placed on vocabulary development and comprehension, high level thinking skills, and mechanics of writing, spelling, capitalization, and punctuation. English teachers will attend a TCEA conference for English.		English teachers and subject area teams	Improved English grades				
Funding Sources: Local - 0.00							
11) The high school library will be accessible to students every evening until 5:30.		Librarian	Library Calendar				
Funding Sources: Local, Title I - 0.00							
12) Grand Central Station (GCS) and APEX are classes to accelerate instruction for students who struggle with required curriculum		GCS instructor, Counselors, Principal	Students failing grades will become passing grades.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							








Goal 1: Goal #1: Seminole High School will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 2: One hundred percent of CTE students will be provided adequate services to meet their special needs.

Evaluation Data Source(s) 2: Courses scheduled

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Ensure CTE students have a four year plan showing the consecutive sequence of courses they are pursuing		CTE coordinator, Counselors	Annual review of four year plans/ PGP's				
Funding Sources: CTE - 0.00							
2) Provide staff development for professional staff regarding CTE, including nontraditional course training.	3	Administrators	Staff development registrations				
Funding Sources: CTE, Local - 0.00							
3) Continue to provide Career Awareness programs in grades 9-12		Administrators and CTE coordinator	Schedule of programs				
Funding Sources: CTE, Local - 0.00							
4) Use a nine period schedule to allow for STAAR intensification classes to help Limited English Proficiency(LEP) students pass the STAAR subject test (ELA, Social Studies, Math and Science) and therefore increasing the percent of CTE 9-12th grade students who are LEP.	9	Staff assigned, CTE coordinator, Campus Testing Coordinator, Counselors, Principal	Correlation of STAAR reporting categories as documented by teachers and benchmark testing.				
Funding Sources: CTE, Local - 0.00							
5) To increase the percent of CTE students in (Grades 9-12) who receive special education services and who are mainstreamed in passing the STAAR subject test (ELA, Social Studies, Math, and Science) by placing them in STAAR intensification classes.		Staff assigned, CTE coordinator, Campus Testing Coordinator, Counselors, Principal	Correlation of STAAR reporting categories as documented by teachers and benchmark testing.				
Funding Sources: CTE, Local - 0.00							
6) Implement Career Pathways/Endorsement Tracks for all CTE Students		CTE coordinator	Annual review student plans				
Funding Sources: CTE - 0.00							

7) Encourage all CTE students, male and female, to take nontraditional courses, during the elective assembly and individual student planning time for class registration. These courses will be explained in detail to all students and teachers will be trained to encourage students to try any of the electives they are interested in.		Staff assigned, CTE coordinator, Counselors, Principal	Nontraditional indicator				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Goal #1: Seminole High School will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 3: One hundred percent of ESL students will be provided adequate services to meet their special needs.

Evaluation Data Source(s) 3: TELPAS Scores, STAAR Scores, Grades and TAKS scores

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
State System Safeguard Strategy 1) To increase the percent of LEP/ESL students passing the ELA EOC tests, by placing LEP students in an accelerated ESL class. This class will be with a certified ESL teacher. Focus will be on writing and comprehension of the English language to assist the students with mastery of the ELA EOC test.	1	Staff assigned, Counselors, Principals, Campus Testing Coordinator	Correlation of STAAR Reporting Categories as documented by teachers and benchmark testing.				
State System Safeguard Strategy 2) 60% of ESL/LEP students will improve at least one rating level in reading and writing on the TELPAS.	1	Principal, Counselors, trained ESL teachers and staff	TELPAS State Report				
3) All ELL students will have access to and work on Imagine Learning weekly. The students will use specially purchased earphones with a microphone to work on this program.		ELL teacher, Counselor, Technology Integrator					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							










Goal 1: Goal #1: Seminole High School will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 4: One hundred percent of students identified as special education will be provided adequate services to meet their special needs.

Evaluation Data Source(s) 4: Teacher/Teacher assistants certificates on file. A sufficient number of Inclusion Teachers/Teacher Assistants are assigned to special education student cluster so that ratios are as small as possible for strong support.

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Ensure that all students with disabilities have access to the general curriculum. Provide inclusion teachers, teachers assistants and classroom teachers time to plan together weekly.	10	Principal, Assistant Principal, Special Education Coordinator, diagnostician, regular education teachers	ARD/IEP, Inclusion Teacher/Inclusion Teacher Assistant schedule				
				Funding Sources: Local, Title I, SPED - 0.00			
2) Provide training to teachers regarding modifying the curriculum for students with disabilities		Special Education Coordinator, diagnostician, ESC	Agenda				
				Funding Sources: Local, SPED - 0.00			
3) Provide parental involvement and provide opportunities for parents of students with disabilities to participate in school-sponsored activities	6	Principal, Director of Special Services, staff	Parent Involvement activity calendar				
				Funding Sources: Local, Title I, SPED - 0.00			
4) Prepare ALL special student populations in the appropriate grade levels for STAAR.		ARD Committee	PBM, System Safeguards/Performance Rates, STAAR results				
				Funding Sources: Local, SPED - 0.00			
5) Decrease the potential disproportionate discretionary placement of students served in special education in Disciplinary Alternative Education Programs (DAEPs) by following the student code of conduct, developing effective Behavior Intervention Plans (BIP) through functional behavioral assessments, teacher surveys, parent surveys, student input.		Administration, Counselors, Director of Special Services, staff.	Monitoring of type and number of referrals and number of days in ISS or Restricted ISS				
				Funding Sources: Local - 0.00			










6) Address PBMAS areas with Risk Levels, which are: CTE Non Traditional Course Completion Rate Males Hispanic Male rate of participation in SPED SPED Discretionary Placements		Assistant Superintendent, Director of Special Services	Current PBMAS report				
7) All Special Education Students are assigned to a mentor teacher who monitors their daily assignments, test grades, and well being.		Diagnostician, Principal, Counselor	Teacher/Student/Parent contact documentation				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Goal #1: Seminole High School will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 5: The percentage of students taking College Admission Tests (SAT/ACT) will meet or exceed the state percentage according to the TEA Distinction Designation Summary (DDS) Quartile 1 Minimum Score

Evaluation Data Source(s) 5: SISD percentage of students taking SAT/ACT as reported on AEIS and DDS increased

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) All juniors and seniors will be highly encouraged to take both the ACT and SAT. We will continue to use Remind 101 and we will begin using CISCO phone system, flyers, letters home and a convenient ACT/SAT link on SHS homepage so students can register quickly and easily.		Counselors, teachers	List of participants				
2) All juniors and sophomores will be encouraged to take the PSAT.		Campus testing coordinator, counselors, teachers	List of participants				
Funding Sources: Local - 0.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Goal #2: Instruction will be provided by highly qualified professional staff

Performance Objective 1: Continuing professional education opportunities will be provided annually for all staff.

Evaluation Data Source(s) 1: List of staff attending

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Jan	May	July
1) All staff will receive confidentiality, sexual harassment, bullying, and child abuse training	4	Principal	Agenda				
Funding Sources: Local - 0.00							
2) Teachers, aides, and secretarial staff will have opportunities to attend local and regional in-services/conferences on current educational practices and in areas of identified need in the high school.	4	Teachers, Principal	Conference Registration, Computer generated staff development offerings/attendance				
Funding Sources: Local, Title I - 0.00							
3) Honors, AP and G/T teachers will attend a six hour yearly update		Principal, Counselor	Registration				
Funding Sources: Local, Title I - 0.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Goal #2: Instruction will be provided by highly qualified professional staff

Performance Objective 2: To attract and retain highly qualified teachers.

Evaluation Data Source(s) 2: List of highly qualified teachers

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Administration goes to job fairs to recruit.	5	Administration.	A list of our teachers and their credentials. The percentage of highly qualified teachers vs. non highly qualified teachers.				
2) 2) Pay above state minimum, small class size ratio, majority of health care paid for by the District (above state minimum), SHARS fund for continuing education, large amount of free school supplies available to all teachers, outstanding administrative and technical support and excellent up-to-date facilities.	5	Seminole ISD Administration and Principal	A list of teacher pay, class ratios, health care benefits, SHARS expenditures, school supply expenditures, technical support ratios and building maintenance expenses.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Goal #3: Technology will be integrated into instructional, administrative, and community programs.

Performance Objective 1: Technology integration will be an annual focus for both the district and campus improvement committees.

Evaluation Data Source(s) 1: Sign In Sheets, Staff Development certificates

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Jan	May	July
1) The Director of Technology and campus technology support staff will provide training and technical assistance to the staff.		Principal and Director of Technology	List of staff development offerings				
	Funding Sources: Local, Title I - 0.00						
2) Implementation of an integrated technology plan: software compatibility with curriculum		Principal, Director of Technology, staff	Planning agendas				
	Funding Sources: Local, Title I - 0.00						
3) All students are given a laptop in order to utilize technology to accelerate learning		Classroom teachers, Computer aides	One to one computers				
	Funding Sources: Local, Title I, SCE - 0.00						
4) A full time campus technology integrator and two tech support aides will be maintained on each campus.		Principal, technology staff	Staff Roster, list of technology staff development				
	Funding Sources: Local, Title I - 0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Goal #4: Seminole High School will ensure a safe environment conducive to student learning.

Performance Objective 1: Seminole High School will implement programs to improve responsible behavior, decision-making skills, and self esteem.

Evaluation Data Source(s) 1: Counseling Log

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Jan	May	July
1) Implementation of Wednesday lunch detention, ISS, CAP, and Success Center		Administration	Review 360, sign-in sheets, and logs				
	Funding Sources: Local, Title I - 0.00						
2) Outside speakers will be scheduled to inform and motivate students		Counselors	List of approved speakers				
	Funding Sources: Local - 0.00						
3) Zero Tolerance for weapons and drugs will be enforced.		Administration, staff, parents, students	Code of Conduct				
	Funding Sources: Local - 0.00						
4) Drug/Violence/Suicide Prevention/Conflict Resolution/Dating Violence/Classroom Management/Crisis Management/Discipline Strategies/Student Code of Conduct activities will be implemented with staff and students		Administration, Counselors, staff	Training agendas, lesson plans, and practice of emergency procedures				
	Funding Sources: Local, Title I - 0.00						
5) Teachers and administrators are using Review 360 to maintain records about student incidents and behavior. It is used as an effective communication tool/data collection shared between teachers and administrators about our students.		Administration and staff	Student behavior and incidents are taken care of quickly and fairly. Incidents should diminish over time as students know consequences and are counseled with in a timely manner.				
6) 13) There is a Bullying Tip Line advertised throughout the school. Anyone can use this, to report bullying and/or get help with a situation involving bullying.		Administrators, Counselors	Fewer incidents of bullying will be reported because bullies will know that they will be turned into the hotline. More students will speak up and not continue to let others bully them.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Goal #4: Seminole High School will ensure a safe environment conducive to student learning.

Performance Objective 2: Seminole High School will annually review and implement the district's Student Code of Conduct.

Evaluation Data Source(s) 2: Board Approval

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) The school will review and update the Student Code of Conduct.		Administration	Draft copy	✓	✓		
Funding Sources: Local - 0.00							
2) Orientation and distribution of Student Code of Conduct will take place.		Administration, Registrar	Registration folders and electronic copy available	✓	✓		
Funding Sources: Local - 0.00							
3) Student Code of Conduct will be posted		Principal, Counselors, Registrar, staff	Board policy and Seminole Website	✓	✓		
Funding Sources: Local - 0.00							
							

Goal 4: Goal #4: Seminole High School will ensure a safe environment conducive to student learning.

Performance Objective 3: Seminole High School will review and improve safety concerns on campus.

Evaluation Data Source(s) 3: Safety manager

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Numbers have been put on every outside door, so outside emergency personnel can attend to problems quickly.		Assistant Superintendent, Principal	Door numbers visible				
2) Panic buttons will be given to every teacher in case of an emergency.		Assistant Superintendent, Principal	Implementation of emergency procedures are followed				
3) Bullet proof glass and window coverings throughout the building.		Assistant Superintendent, Principal	Implementation of emergency procedures are followed.				
4) 7) 14) Parents may complete a parent survey on Eduphoria regarding student safety and concerns, yearly.	1	Administration	Parent concerns diminish each year, as they feel that their students are in a safer environment. Parents have more positive things to report than negative regarding their child's experience at school.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							





Goal 5: Goal #5: Seminole High School will collaborate efforts with parents/guardians to increase student learning and student learning and success.

Performance Objective 1: Seminole High School will collaborate efforts with parents/guardians to increase student learning and success.

Evaluation Data Source(s) 1: Contact report

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Parent meetings will be held in English, German, and Spanish to involve all parents	6	Bilingual, ESL, Title I personnel, Parent Involvement Liaison, Practical Parenting Education	Meeting Agendas				
Funding Sources: Local, Title I - 0.00							
2) A compact for students, teachers and parents will be provided		Principal, counselors, Registrar	Compact				
Funding Sources: Local - 0.00							
3) Maintain health advisory committee, made up of parents, community members and staff, to review health curriculum and provide input about concerns and needs	1	Assistant Superintendent	Meeting agendas				
Funding Sources: Local - 0.00							
4) Students will be provided notification of entry to most state universities if in the top 10% of the graduating class, financial aid, notification of higher education admission requirements		Counselors	Meeting agendas				
Funding Sources: Local - 0.00							
5) Parents will be notified regularly by a computer messaging system, local radio station, SISD television channel, web/Facebook pages, Remind 101 texting system, parent liaison and the newspaper	6	Principal, Counselors, technology staff	Activity/information announcements				
6) Parents will sign a PGP for their child that includes information about their child's schedule, four year plan, endorsement track, testing information, and how to access scholarship information.	6	Campus Testing Coordinator, Counselors	PGP's on record				
7) 2) Provide activities, i.e. registration day, classroom/campus visitation, Transition Meeting for parents to ensure a smooth transition for students into the public school setting, Meet the Teacher	7	FJ Young	Activities scheduled, motivations, agenda, handouts, Sign-in sheets				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Coordination of programs by directed personnel: STAAR Platform, ESL, At-Risk, Special Education, Gifted and Talented, Immigrant, Migrant, 504, Attendance, Dyslexia, Pregnancy Related Services, Curriculum, Budget, Counseling, Discipline/Conflict Resolution, Dating Violence, Homeless, Suicide Prevention, Technology, State Programs, APEX and GCS
1	1	2	Subject area teams will develop instructional strategies and attack plans for each targeted student group while using disaggregated data
1	1	4	Students who have failed to master one or more parts of STAAR will participate in appropriate remediation classes, tutorials and parent contact will be made.
1	1	9	Teachers will emphasize the importance of reading and writing skills for all students.
1	1	10	Emphasis will be placed on vocabulary development and comprehension, high level thinking skills, and mechanics of writing, spelling, capitalization, and punctuation. English teachers will attend a TCEA conference for English.
1	3	1	To increase the percent of LEP/ESL students passing the ELA EOC tests, by placing LEP students in an accelerated ESL class. This class will be with a certified ESL teacher. Focus will be on writing and comprehension of the English language to assist the students with mastery of the ELA EOC test.
1	3	2	60% of ESL/LEP students will improve at least one rating level in reading and writing on the TELPAS.
1	4	4	Prepare ALL special student populations in the appropriate grade levels for STAAR.

State Compensatory

Budget for Seminole High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
19911611200001030000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,500.00
19923611200001030000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$500.00
19912612800001030000	6128 Overtime Pay - Locally Defined	\$1,000.00
19923612800001030000	6128 Overtime Pay - Locally Defined	\$2,000.00
19911612900001030000	6129 Salaries or Wages for Support Personnel	\$91,908.00
19912612900001030000	6129 Salaries or Wages for Support Personnel	\$28,115.00
19923612900001030000	6129 Salaries or Wages for Support Personnel	\$107,792.00
19931612900001030000	6129 Salaries or Wages for Support Personnel	\$35,982.00
19911614100001030000	6141 Social Security/Medicare	\$1,296.00
19923614100001030000	6141 Social Security/Medicare	\$1,530.00
19911614200001030000	6142 Group Health and Life Insurance	\$23,760.00
19912614200001030000	6142 Group Health and Life Insurance	\$4,752.00
19923614200001030000	6142 Group Health and Life Insurance	\$19,008.00
19931614200001030000	6142 Group Health and Life Insurance	\$4,752.00
19911614300001030000	6143 Workers' Compensation	\$1,341.00
19912614300001030000	6143 Workers' Compensation	\$414.00
19923614300001030000	6143 Workers' Compensation	\$1,583.00
19931614300001030000	6143 Workers' Compensation	\$530.00
19911614500001030000	6145 Unemployment Compensation	\$45.00
19912614500001030000	6145 Unemployment Compensation	\$14.00
19923614500001030000	6145 Unemployment Compensation	\$53.00

19931614500001030000	6145 Unemployment Compensation	\$18.00
19911614600001030000	6146 Teacher Retirement/TRS Care	\$3,870.00
19912614600001030000	6146 Teacher Retirement/TRS Care	\$2,151.00
19923614600001030000	6146 Teacher Retirement/TRS Care	\$2,770.00
19931614600001030000	6146 Teacher Retirement/TRS Care	\$195.00
6100 Subtotal:		\$336,879.00

Personnel for Seminole High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Condarco, Rebecca	Administrative Assistant		1.00
Connally, Misty	Counselor Administrative Assistant		1.00
Flores, Sarah	Aide	Special Education	1.00
Gates, Kimberly	Aide	Special Education	1.00
Melendez, Joel	ISS Aide		1.00
Rodriguez, Ofelia	Administrative Assistant		1.00
Royball, John	Aide	Special Education	1.00
Self, Paula	Aide	Special Education	1.00
Villalva, Ellen	PEIMS Clerk		1.00

Title I

1: Comprehensive Needs Assessment

Goal 1, Objective 1, Strategy 3

Goal 1, Objective 3, Strategy 1

Goal 1, Objective 3, Strategy 2

Goal 4, Objective 3, Strategy 4

Goal 5, Objective 1, Strategy 3

2: Schoolwide Reform Strategies

Goal 1, Objective 1, Strategy 1

3: Instruction by highly qualified professional teachers

Goal 1, Objective 2, Strategy 2

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Goal 2, Objective 1, Strategy 1

Goal 2, Objective 1, Strategy 2

5: Strategies to attract highly qualified teachers

Goal 2, Objective 2, Strategy 1

Goal 2, Objective 2, Strategy 2

6: Strategies to increase parental involvement

Goal 1, Objective 4, Strategy 3

Goal 5, Objective 1, Strategy 1

Goal 5, Objective 1, Strategy 5

Goal 5, Objective 1, Strategy 6

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Goal 5, Objective 1, Strategy 7

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Goal 1, Objective 1 Strategy 2

Goal 1, Objective 1, Strategy 3

Goal 1, Objective 1, Strategy 4

Goal 1, Objective 1, Strategy 5

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Goal 1, Objective 1, Strategy 2

Goal 1, Objective 1, Strategy 4

Goal 1, Objective 2, Strategy 4

10: Coordination and integration of federal, state and local services and programs

Goal 1, Objective 1, Strategy 1

Goal 1, Objective 1, Strategy 8

Goal 1, Objective 4, Strategy 1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adam, Abigail	Technology Integrator		1.0
Robledo, Yolanda	Facilitator	Grand Central Station	1.0

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
1	1	10			\$0.00
1	4	5			\$0.00
1	5	2			\$0.00
2	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
Sub-Total					\$0.00
Local, Title I, SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3			\$0.00
Sub-Total					\$0.00
Local, Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00

1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	9			\$0.00
1	1	11			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	4			\$0.00
4	1	1			\$0.00
4	1	4			\$0.00
5	1	1			\$0.00

Sub-Total \$0.00

CTE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	6			\$0.00

Sub-Total \$0.00

CTE, Local

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00

Sub-Total \$0.00

Local, Title I, SPED

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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1	4	1			\$0.00
1	4	3			\$0.00
Sub-Total					\$0.00
Local, SPED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2			\$0.00
1	4	4			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00