

**Sharyland Independent School District**  
**Sharyland Pioneer High School**  
**2017-2018 Campus Improvement Plan**



# Mission Statement

*In collaboration with our community, Pioneer High School is committed to creating a high quality opportunity for all students by providing a challenging learning environment that enable students to be college ready for a rapidly changing economic, political, and social world.*

## Vision

*Sharyland Pioneer High School will provide students with:*

- *Progressive skills and strong moral character so that they may become global leaders.*
  - *A learning environment that enables students to be college and career ready.*
- *Diverse learning opportunities with the goal of preparing our students for rapidly changing political, economic, and social realities.*
  - *A safe environment that will allow each individual student be a creative thinker.*
  - *A commitment to ensure students reach their educational and personal goals*

## Nondiscrimination Notice

SHARYLAND PIONEER HIGH SCHOOL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

ENROLLMENT BY ETHNICITY	# ENROLL	% ENROLL
AMER. INDIAN/ALASKAN	2	.13%
ASIAN	12	.93%
BLACK/AFRICAN AMER.	9	.46%
HISPANIC/LATINO	1453	92.16%
WHITE	86	5.98%
HAWAIIAN/PAC ISLAND	1	.13%
TWO OR MORE	3	.20%
--TOTAL--	1566	%

ENROLLMENT BY POPULATION	# ENROLL	% ENROLL
LEP	178	8.37%
IMMIGRANT	45	2.52%
ECONOMIC DISADVANTAGE	1008	60.33%
MILITARY CONNECTED	5	.33%
FOSTER CARE	4	.13%
HOMELESS	5	-
UNACCOMPANIED YOUTH	0	-
DYSLEXIA	36	2.06%
BILINGUAL	-	-
MIGRANTS	15	1.86%
ESL	177	8.37%
ELIGIBLE FOR FREE OR REDUCED-PRICE MEAL	1008	60.33%
GIFTED AND TALENTED	182	12.29%

CAREER AND TECHNICAL	1295	69.50%
AT RISK	682	41.99%
SPECIAL EDUCATION	110	7.51%

### Demographics Strengths

- Truancy Prevention Management System in place
- District wide Social Worker
- After school tutoring and enrichment programs
- Highly qualified teachers and staff
- Strong Career and Technology Education (CTE) Program

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The Hispanic population across all grade levels account for 92% of the total days absent. **Root Cause:** Students with excessive absenteeism feel education is not a priority. Family responsibilities take precedence over their education.

**Problem Statement 2:** 64 % of our student body is identified as socioeconomically disadvantaged. **Root Cause:** Students lack financial resources and parental support to focus on their education.

## Student Academic Achievement

### Student Academic Achievement Summary

STAAR – Algebra I EOC 1st Time Testers (2016-2017)				
	Level II: Approaches		Level III: Masters	
	2017%	2018 Target %	2017%	2018 Target %
All	92	97	25	30
Eco Dis	91	95	21	25
ELL	83	85	17	20
Sp Ed	91	93	0	10
STAAR – Biology EOC 1st Time Testers (2016-2017)				
	Level II: Approaches		Level III: Masters	
	2017 %	2018 Target %	2017 %	2018 Target %
All	96	98	19	25
Eco Dis	95	98	15	25
ELL	90	95	2	10
Sp Ed	60	75	0	10
STAAR – English I EOC 1st Time Testers (2016-2017)				
	Level II: Approaches		Level III: Masters	
	2017 %	2018 Target %	2017 %	2018 Target %
All	78	85	13	20
Eco Dis	75	80	10	15
ELL	43	60	1	10
Sp Ed	12	25	0	10
STAAR – English II EOC 1st Time Testers (2016-2017)				
	Level II: Approaches		Level III: Masters	
	2017 %	2018 Target %	2017 %	2018 Target %
All	79	85	12	20
Eco Dis	73	80	5	15

<b>ELL</b>	<b>34</b>	40	0	10
<b>Sp Ed</b>	13	25	0	10
<b>STAAR – US History EOC 1st Time Testers (2016-2017)</b>				
	<b>Level II: Approaches</b>		<b>Level III: Masters</b>	
	<b>2017 %</b>	<b>2018 Target %</b>	<b>2017 %</b>	<b>2018 Target %</b>
<b>All</b>	96	99	31	41
<b>Eco Dis</b>	94	98	22	30
<b>ELL</b>	59	65	0	10
<b>Sp Ed</b>	78	80	22	30

### Student Academic Achievement Strengths

#### Academic Achievement Strengths to Target ELL Population

- \* Year round English I and English II courses
- \* Full time ESL strategist
- \* English I and English II planning
- \* Achieve 3000 reading software
- \* Benchmark mirroring EOC testing

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** There continues to be a significant difference in academic performance between all students versus ELL students in the area of reading. **Root Cause:** Many ELL students come to this country with a lack of any formal education and as they progress from grade level to grade level, teachers may not know how to address the needs of these students.



## School Processes & Programs

### School Processes & Programs Summary

Currently the district is in the process of conducting a Pk -12 curriculum realignment in all core areas. By the end of this year, we should have vertical and horizontal alignment in ELA, Social Studies, Science and math. This should assist to meet the needs of our special population groups. Currently, data indicates that there is a learning gap with our ELL and Special education students in the area of Reading and Science.

## System Safeguards 2017

STAAR EOC	All Students	Special Ed	ELL
Reading	72%	24%	46%
Math	90%	81%	82%
Science	93%	54%	85%
Social Studies	95%	67%	79%

### School Processes & Programs Strengths

Areas of strength for Pioneer High School in addressing these needs would be the following

- Intentional scheduling-Cohorts and Inclusion assistance
- Year Round ELA I and II Course
- Regular school day remediation
- Writing and Reading across the curriculum
- Achieve 3000 Reading software
- ESL Strategiest working with cohort teachers and students

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Currently Data indicates that our Special education and English language learners are significantly lagging behind other students in the areas Science and Reading. **Root Cause:** Students are not utilizing our online reading programs such as Achieve 3000, ESL Smart, Read 180, with fidelity.

**Problem Statement 2:** Implementation of reading programs and reading across the curriculum needs to be a priority. **Root Cause:** little or no follow

through or staff developments to support teachers in the area of reading.

## Perceptions

### Perceptions Summary

#### Pioneer High School

Clear, appropriate and consistent expectations and consequence are part of the school culture we have created since the 1st year. Our school culture has always focus on students learning and high expectations for students success but at the same time on providing a safe environment and a collaborative relationship between the students, our school teachers/staff, and community.

### Perceptions Strengths

#### Areas of Strengths at Pioneer High School

- Large number of parent and community members that will be available to be active in this process.
- Information Booth at events
- Using Skylert
- Web-page
- Social Media
- Pamphlets

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Lack of parent/community involvement in SBDM process results in a disconnect between school and community their by preventing a two-way communication (Input and feedback). **Root Cause:** 1.Parents tend to be involved in multiple ways. 2.Lack of knowledge in process. 3.Not a clear understanding of which method of communication works best.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data
- Community and student engagement rating data

## Student Data: Assessments

- 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
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

## 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.
- Economically Disadvantaged / Non-economically disadvantaged 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






# Goals

## Goal 1: Parents will be full partners in the education of their children.

**Performance Objective 1:** Increase parental, and community involvement by 10%

**Evaluation Data Source(s) 1:** Sign in Sheets and Agendas

### Summative Evaluation 1:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	Apr
1) Encourage parents and community to attend all extracurricular and academic events in the fall and spring through Remind 101, district and campus facebook, and Twitter account.	6	Principal, Librarian, club sponsors, coaches and teachers	Increase parental and community involvement.			
	Funding Sources: 199 - General Funds - 2000.00					
2) Campus Librarian promoting campus facebook as an outreach to parents and community.	6	Administrators, Teachers, Librarian	Increase parental and community involvement.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

## Goal 2: Students will be encouraged and challenged to meet their full educational potential.

**Performance Objective 1:** Increase percentage of students TAKING SAT/ACT/TSI by 35%

**Evaluation Data Source(s) 1:** Testing Rosters and Reports

### Summative Evaluation 1:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	Apr
1) Increase the number of student workshops in fall and spring terms to better prepare students.	2, 6	Go Center Counselor	Increase percentage of College ready students.			
2) Incorporate ACT, SAT, and TSI testing and instructional strategies in ELA III and Algebra II curriculum.	2	Administrators and Teachers	Increase percentage of college ready students.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 2:** Students will be encouraged and challenged to meet their full educational potential.

**Performance Objective 2:** Increase AP-Dual enrollment program participation by 10%

**Evaluation Data Source(s) 2:** Class Rosters

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	Apr
1) Offer a fall and spring AP parent meeting to discuss course offerings, expectations, and student commitment. Invite former AP students to talk about their experiences in AP courses.	2, 6	Counselors AP Teachers Dean of Instruction	Increase communication with parents and community about AP course offerings.			
2) Recognize students' performance on AP Exams in campus, district, and local newspaper and media outlets.	2	Principal Counselors	Increase the number of students participating and passing AP exams.			
3) Increase the number of courses offered by preparing and planning for the implementation of AP Music Theory in our 2018-19 master schedule.	2	Dean of Instruction Counselor Teacher	Increase student enrollment in AP courses.			
Funding Sources: 191 - State High School Allotment - 0.00						
4) Offer more opportunities for Freshmen to take AP courses by adding AP Biology to the course master list at the 9th grade level. The course will be paired up with Pre-Biology class first term and AP Biology 2nd term.	2	Administrators Counselors	Increase student enrollment in AP courses.			
5) Offer a summer AP boot camp for students in grades 9th -12th grades, so students can better equipped to handle the day to day challenges faced with taking AP courses.	2	Administrators Teachers	Increase the number of students that pass all AP exams with a score of 3 or better.			
Funding Sources: 191 - State High School Allotment - 500.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						








**Goal 2:** Students will be encouraged and challenged to meet their full educational potential.

**Performance Objective 3:** Ensure that All students are provided with the opportunities to be college/career ready by the end of their Senior year.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	Apr
1) Provide staff development opportunities to improve effective teaching practices. Target: All, NCLB: 3	4	High School Principal, Dean of Instruction	Increase the number of college ready students.			
Funding Sources: 199 - General Funds - 6000.00, 191 - State High School Allotment - 7500.00						
<b>System Safeguard Strategy</b> 2) Increase the level of rigor in classroom instruction to address and prepare students for STAAR/EOC assessments as well as post-secondary education.	8	Administration Teachers	Increase the number of college ready students.			
Funding Sources: 191 - State High School Allotment - 0.00, 199 - General Funds - 0.00						
3) Incorporate authentic writing in weekly lesson plans in support of district's initiative, writing across the curriculum.	2	Administration, Dean of Instructions, Testing Coordinator, Department Heads	Students will become better writers.			
<b>System Safeguard Strategy</b> 4) Implement NewsELA in all subject areas to encourage reading across the curriculum.	2	Administration, Dean of Instructions, Testing Coordinator, Department Heads	Improve students' reading comprehension levels.			
Funding Sources: 211 - Title I, Part A - 9000.00						
<b>System Safeguard Strategy</b> 5) Address system safeguards for special education and ELL students via "Writing Across the Curriculum" (WAC) and Reading Across Curriculum Initiatives.	2	Administration, Dean of Instruction, Teachers	Increase number of special education and ELL students passing rate on End of Course exam.			
Funding Sources: 191 - State High School Allotment - 0.00, 199 - General Funds - 0.00						
<b>System Safeguard Strategy</b> 6) Address reading comprehension levels for all 9th grade students and to include at risk identified 10th grade students via "Achieve 3000".	2	Administration, Dean of Instruction, Teachers, Department Head	Increase number of at risk students passing rate on End of Course exam.			
Funding Sources: 191 - State High School Allotment - 13000.00						
7) Invite incoming 9th grade students to tour the campus, visit classrooms and talk to them about our academic expectations and supports.	7	Principal Asst. Principals Dean Counselor				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 2:** Students will be encouraged and challenged to meet their full educational potential.

**Performance Objective 4:** Increase college awareness and Readiness

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	Apr
1) Provide a comprehensive overview of the entire college financial planning process through FAFSA submission events. Target: all	2, 6	Counselors, Go Center Counselor	Increase number of Seniors that submit FAFSA application			
2) Provide career interest and aptitude inventory test to all students through Career Cruising. Target: all	2	Counselors, Go Center Counselor, Teachers, Librarian	Students will have a better understanding of the different career clusters.			
	Funding Sources: 244 - Perkins Career & Technical - 0.00					
3) Provide students with new avenues of finding scholarship information and also providing assistance to complete applications before the scheduled deadlines. Target: all	2	Go Center Counselor	Increase of number of scholarship awards.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 2:** Students will be encouraged and challenged to meet their full educational potential.

**Performance Objective 5:** Provide supplemental, research-based academic opportunities as well as social and emotional support for 100 % of migrant students.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	Apr
1) Offer multiple opportunities for course completion and credit recovery for Migrant students in 9th - 12th.	2, 9	Federal Programs Director, Principals, Counselors	Successful course completion			
	Funding Sources: 212 - Title 1, Part C - 0.00					
2) Continue to offer college experience opportunities for high school migrant students.	10	Federal Programs Director, Principals, Academic Counselors and Migrant Counselors	Program Completion, High School College Credits			
	Funding Sources: 212 - Title 1, Part C - 0.00					
3) Provide social and emotional support services for migrant families to assist in the academic success of migrant students.	2	Federal Programs Director, Principals, Migrant NGS Clerk, Academic Counselors & Migrant Counselors	PFS Reports, Family Needs Assessment, Sign in sheets			
	Funding Sources: 212 - Title 1, Part C - 0.00					
4) Provide academic support/materials to ensure school and college readiness for migrant students.		Federal Programs Director, Principals, Migrant NGS Clerk, Migrant Counselors	Participation log, usage reports			
	Funding Sources: 212 - Title 1, Part C - 0.00					
<div> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</div>						






**Goal 2:** Students will be encouraged and challenged to meet their full educational potential.

**Performance Objective 6:** : 100% of Priority for Service Migrant Students will be provided with intervention activities/strategies that address their unique needs. Priority for Service (PFS) Action Plan for Migrant Students as part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [ P.L. 107-110,1304 (d)]

### Evaluation Data Source(s) 6:

### Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	Apr
1) On a monthly basis, run NGS Priority for Services (PFS) reports to identify migrant children and youth who require priority access to MEP Services. Counselor will Identify PFS students and schedule meeting with teacher and campus team. Identify campus intervention activities already in place and recommend Migrant-funded intervention activities.	2	Federal Program Director, Migrant NGS Clerk, Migrant Counselor, Teacher, Campus Administrator	PFS Report, Report Card & Progress Report, Transcript Credit, Count PFS, Action Plan			
	Funding Sources: 212 - Title 1, Part C - 0.00					
2) Develop a PFS Action Plan for serving PFS Students including criteria for defining student success, including timelines for achieving stated goals and objectives. Dis-aggregate PFS students Test scores. Review Final Report Cards grades and credits earned. Review entry and withdrawal dates. Identify summer SSI and EOC re-testers and ensure attendance to SS program. Work collaboratively with MIP to coordinate out-of-state testing.	2	Federal Program Director, Migrant Counselor, Teacher, Campus Administrator	Assessment results, Sign-in sheets, meeting agenda, notes, Calendar, Documented e- mail and phone calls to parents and MIP Grades, State Assessment, Transcripts			
	Funding Sources: 212 - Title 1, Part C - 0.00					
3) Title I Migrant Coordinator will provide campus principals, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports.		Federal Program Director, Teacher, Migrant Counselor, Campus Administrator	Sign-in sheets, meeting minutes, Agenda			
	Funding Sources: 212 - Title 1, Part C - 0.00					
4) Complete home and / or community visits to update parents on the academic progress of their children.	6, 9	Federal Program Director, Migrant Counselor, Migrant Clerk, Counselors	Meeting agenda, minutes and sign-in sheets, Parent contact and home visit logs			
	Funding Sources: 212 - Title 1, Part C - 0.00					






5) Title I Migrant Coordinator will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities. Follow process to identify PFS students. PFS students will be served first and foremost with MEP-funded intervention activities. Evaluate intervention effectiveness. PFS Students and parents notified of MEP intervention activities.	2	Federal Program Director	PFS Report, Student participation/non-participation log			
	Funding Sources: 212 - Title 1, Part C - 0.00					
6) District Title I Migrant Coordinator will ensure that Priority for Service students receive priority access to instructional services, as well as social workers and community social services/agencies.	9	Federal Program Director	PFS Reports, Family Needs Survey, Documented calls and e-mails			
	Funding Sources: 212 - Title 1, Part C - 0.00					
7) The district will offer Federal, state and local programs that service Priority for Service students such as TMIP, UTPRGV, STC, Region One, Headstart, Credit by Exam (CBE), Summer School, MUSE,TechPrep ACT/SAT Boot Camp, Participation of PFS Students.	2, 9, 10	Federal Program Director, Migrant Counselors, Counselors	Grades, credits and certificates of completion, attendance reports			
	Funding Sources: 212 - Title 1, Part C - 0.00					
<div> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</div>						

**Goal 2:** Students will be encouraged and challenged to meet their full educational potential.

**Performance Objective 7:** Ensure decision making process includes the site based decision making committee

**Evaluation Data Source(s) 7:** SBDM minutes; staff/parent sign in logs

**Summative Evaluation 7:**






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	Apr
1) Create agendas for monthly SBDM meetings reflecting campus needs that allows for campus wide input	1	Principal Dean of Instruction SBDM chair	All campus decisions that impact environment will include input, collaboration and buy in from all departments			
	Funding Sources: 199 - General Funds - 500.00					
<div><div> = Accomplished</div><div> = Considerable</div><div> = Some Progress</div><div> = No Progress</div><div> = Discontinue</div></div>						

### Goal 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

**Performance Objective 1:** Increase our graduation rates to 97%.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	Apr
1) offer the PLATO program for credit recovery during and after school hours. Target: all, NCLB: 2	2, 8	Counselors, Staff	Increase number of students completing graduation requirements.			
			Funding Sources: 191 - State High School Allotment - 15000.00, 199 - General Funds - 3000.00			
2) Encourage potential leavers to use credit by exam program for credit recovery. Target: all		Counselors	Increase number of students completing graduation requirements.			
			Funding Sources: 199 - General Funds - 0.00			
3) Utilize Options Program to work with students at risk of dropping out of school. Target: At Risk, NCLB: 2	2	Administration, High School Principal, Dean of Instruction, Counselor	Increase number of students completing graduation requirements.			
			Funding Sources: 191 - State High School Allotment - 0.00, 199 - General Funds - 0.00			
4) Create an outreach committee to try to locate leavers and have them register in one of our school programs.	2	Counselors Administrators	Increase number of students completing graduation requirements.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

## Goal 4: All well balanced and appropriate curriculum will be provided to all students.

**Performance Objective 1:** Require the state's recommended graduation plan with fulfillment of at least one endorsement and attainment of distinguished level of achievement.

**Evaluation Data Source(s) 1:** Transcripts

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	Apr
1) Inform parents and students on requirements of the state's recommended graduation plan and endorsement requirements. Target: all, NCLB: 5	2, 6	Counselors, High School Principal, Secondary Curriculum Coordinator	Increase awareness with students and parents.			
2) Visit the Junior High in the spring to inform students/parents about states recommended graduation plan, and endorsement requirements. Target: all, NCLB: 5	2, 6, 7	Counselors, High School Principal, Jr. High Principals, Secondary Curriculum Coordinator	Increase awareness with students and parents.			
3) Pre-register the students individually reviewing the state curriculum and credits earned to date: Target: all, NCLB: 5	2	Counselors	Individualized plan for each student.			
4) Develop a 4-year plan for all students reflecting current curriculum requirements and new assessment requirements. Target: all, NCLB: 5	2	Counselors	Individualized plan for each student.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						








**Goal 4:** All well balanced and appropriate curriculum will be provided to all students.

**Performance Objective 2:** All special education students will be afforded the state mandated curriculum according to their level of achievement.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	Apr
<b>System Safeguard Strategy</b> 1) Disseminate information and monitoring list regarding current students. Target: SpEd, NCLB: 4	8	Special Education, Personnel	Increase teacher knowledge about students they service.			
<b>System Safeguard Strategy</b> 2) Incorporate In-Class (IC) support process in effort to mainstream Special Education students as much as possible. Target: SpEd, NCLB: 4	2, 8	Administrator, Special Education Personnel, Teachers	Increase student passing rates in state and local assessments.			
<b>System Safeguard Strategy</b> 3) Purchase and implement teacher created materials to provide additional learning resources and hands on manipulatives for transfer of knowledge from concrete to abstract in all content areas. Target: SpEd	2	Administrator, Special Education Teachers	Increase student passing rates in state and local assessments			
	Funding Sources: 199 - General Funds - 3100.00					
<b>System Safeguard Strategy</b> 4) Initiate Diamondback Den afterschool tutorial services and Saturday Tutoring to increase academic success. Target: SpEd	9	Administration, Special Education Personnel	Increase support for all students			
	Funding Sources: 191 - State High School Allotment - 0.00					
<div><div> = Accomplished</div><div> = Considerable</div><div> = Some Progress</div><div> = No Progress</div><div> = Discontinue</div></div>						






**Goal 4:** All well balanced and appropriate curriculum will be provided to all students.

**Performance Objective 3:** By graduation, 100% of our students will be college and career ready.

**Evaluation Data Source(s) 3:** Personal Graduation Plans of graduating seniors, skyward reports, meeting agendas, and sign in sheets.

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	Apr
1) Promote the use of Career Go Center resources at secondary campuses to provide support to students in the areas of college admissions, scholarships, and financial aid.	2, 10	Administrators Counselors	Increase number of Go Center utilization as evidence by general students sign-in sheets and participation in college/university presentations and other scheduled events.			
2) Provide online testing practice resources.	2	Administrators Librarians Counselors	Increase number of students taking and passing college/university entrance exams.			
3) Promote TSI and ACT testing at SISD testing sites.	2	Asst. Superintendent of Curriculum and instruction, Director of Assessment, Research and Evaluation	Increase number of students taking college /university entrance exams.			
4) Offer courses at secondary campuses that promote college and career planning.		Asst. Superintendent of Curriculum and Instruction, Curriculum Directors, CTE Director.				
5) Continue partnerships with colleges and technical schools to enhance Career and Technical Education (CTE) course offerings, to include local and statewide articulation courses with STC, TSTC, and other participating colleges statewide.	2	Asst. Superintendent of Curriculum and Instruction, Curriculum Directors, CTE Director	Increase number of students completing Advanced Technical Credit (ATC) coursework and CTE college course offerings.			
6) Utilize career exploration software to provide students career exploration opportunities, while administering the interest and skills inventories during the fall term in preparation for next year's course selection process.	2, 10	CTE Director, Administrators, CTE and Academic Counselor.	Increase students' understanding of career opportunities that match their career interests, skills and values.			
7) Encourage student involvement in Career and Technical Student Organizations (CTSO's) to foster student competition and leadership.	2	CTE Director, Health Science Coordinator, CTSO Sponsors	Better developed student leaders, and more well-rounded students			






8) Continue to provide staff development opportunities for CTE teachers and staff to allow them to obtain updates on CTE curriculum, innovative practices, and newest technologies.	2, 4	CTE Director, Principal, Dean of Instruction	Increase teachers' knowledge and ability to teach in their respective career cluster by allowing them to attend PD opportunities such as their respective summer conference, Region One workshops, and Academic Leadership Alliance (ALA) teacher internship program.			
9) Obtain text and/or on-line curriculum resources to continue to address the state adopted CTE TEKS.	2, 10	CTE Director, Health Science Coordinator	Facilitate the delivery of the state adopted CTE TEKS and provide the teachers additional resources to better deliver the curriculum to the students, as documented on weekly lesson plans.			
10) Continue the implementation of House Bill 5 requirements, to include orienting students, parents, and staff on the requirements of the state's high school graduation plan (Foundation High School Program), endorsements and assessment requirements.	2, 6	Curriculum Directors, Administrators, and Counselors	Increase students, parents, and staffs understanding of the HB 5 requirements.			
11) Continue to provide and promote in-district and community based college/career opportunities and related activities.	2	CTE Director, Administrators, Counselors	Increase students' awareness and participation in district and community based college and career events, such as: career days, guest speaker presentations, job shadowing days, student mentorship program, business/industry tours, etc.			
12) Increase number of students earning a certificate or taking a certification exam.	2, 3	CTE Director, Health Science Coordinator, CTE Counselors	Increase number of certificates awarded and students testing certification exams as evidence on Carl Perkins Program effectiveness report, STC student certificate rosters, and other internal reports.			
13) Continue promoting CTE Non-traditional courses and careers.	2	CTE Director, Health Science Coordinator, CTE Counselors	Increase number of students enrolled in non-traditional courses and related events.			
14) Continue to sustain and build the CTE Program to address student interests.	2, 10	CTE Director, Health Science Coordinator, Administrators	Overall, improved CTE program to include facilities, equipment, and innovative technologies.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

## Goal 5: Qualified and effective personnel will be recruited, developed, and retained via a highly qualified recruitmant plan

**Performance Objective 1:** Provide 100% of staff with targeted professional development that support campus initiative, i.e. Reading/Writing across the curriculum.

**Evaluation Data Source(s) 1:** staff surveys, walk-through data, ELA EOC scores, TSI scores, SAT/ACT scores

### Summative Evaluation 1:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	Apr
1) Encourage staff to participate in staff development to improve effective teaching practices. Target: all, NCLB: 3	4	Administration	Teachers will have more resources to implement in the classroom.			
	Funding Sources: 199 - General Funds - 0.00, 191 - State High School Allotment - 0.00, 211 - Title I, Part A - 0.00					
2) Promote professional development and collaboration among staff via monthly department meetings, campus Leadership Team meetings, and weekly grade level meetings. Target: all	4	Administrators, Dept. Heads	Create an environment of Professional Learning Communities			
3) Establish procedures to review data collected from staff development sessions in effort to assess its effectiveness and plan for intentional and relevant future trainings.	4, 8	Administration	Focused staff development based on teacher and staff feedback and needs of campus.			
4) Schedule Cross Curricular meetings once a month. Teachers will share best instructional practices during common planning.	4	Principal Dean of Instruction	Focused staff development based on teacher and staff feedback and needs of campus.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 5:** Qualified and effective personnel will be recruited, developed, and retained via a highly qualified recruitmant plan

**Performance Objective 2:** Support and assist all personnel employed with the campus by providing a mentor for 1st year teachers and a teacher buddy for new teachers with experience to improve retention rate of new staff to 100%.

**Evaluation Data Source(s) 2:** master schedule

**Summative Evaluation 2:**






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	Apr
1) Continue to provide PD in T-TESS evaluation system, and offer classroom support through weekly staff developments.	1	Principal, Dean of Instruction, Assistant Principals	Teachers and administrators will have a better understanding of TTESS expectations.			
	Funding Sources: 199 - General Funds - 0.00					
<div><div> = Accomplished</div><div> = Considerable</div><div> = Some Progress</div><div> = No Progress</div><div> = Discontinue</div></div>						

**Goal 5:** Qualified and effective personnel will be recruited, developed, and retained via a highly qualified recruitmant plan

**Performance Objective 3:** Provide 100% of staff with targeted professional development that supports campus initiative of staff building a better relationship with students

**Evaluation Data Source(s) 3:** walk through data, discipline referral data

**Summative Evaluation 3:**






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	Apr
1) Bring in Tara Brown, connection coach, to provide staff development for all staff.	4	Principal Dean of Instruction	Better staff/student relationships			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 5:** Qualified and effective personnel will be recruited, developed, and retained via a highly qualified recruitmant plan

**Performance Objective 4:** The campus follows district procedures for recruiting and attracting highly qualified teachers.

**Evaluation Data Source(s) 4:** Sign in sheets, Calendar of events

**Summative Evaluation 4:**






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	Apr
1) Campus will participate in district teacher requirement events to attract highly qualified teachers.	5	Principal Asst. Principals Dean	100% highly qualified teachers			
<div> = Accomplished</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>						

## Goal 6: Sharyland pioneer students will demonstrate exemplary performance in comparison to local, state, and national standards.

**Performance Objective 1:** Reduce failure rates in all core area subjects, with a targeted focus on special education and ELL students, by 10%.

**Evaluation Data Source(s) 1:** Semester grades

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	Apr
<b>System Safeguard Strategy</b> 1) Track student progress of at risk students by provide administrators and department heads with campus grade analysis report for each grading period to drive intentional instruction for student's success. Target: At Risk	4	Counselors, Dean of Instruction, Department Head, High school Principal, Assistant Principal	Increase Student classroom Performance and participation			
<b>System Safeguard Strategy</b> 2) Provide centralized after-school and before school academic tutorials in our "Diamondback Den" from 7:15-7:50 and 4:00-5:15. Instructional Aid present to assist students with homework and content reinforcement. Students will also have access to library technology in order to complete homework. Target: All, NCLB: 1,2	9	Dean of Instruction, Testing Coordinator, Teachers, Department Head, Librarian	Increase homework completion, Increase student performance			
Funding Sources: 191 - State High School Allotment - 20000.00, 211 - Title I, Part A - 0.00						
<b>System Safeguard Strategy</b> 3) Teachers provide academic support before and after school reinforcing academic objectives. Students will be able to attend tutoring. NCLB 1,2,5	2, 3, 9	Dean of Instruction, Librarian	Increase students classroom performance			
Funding Sources: 191 - State High School Allotment - 0.00, 211 - Title I, Part A - 0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						








**Goal 6:** Sharyland pioneer students will demonstrate exemplary performance in comparison to local, state, and national standards.

**Performance Objective 2:** Increase the number of students achieving meets and master performance standards on End of Course State Assessment by 10%.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	Apr
1) Provide teachers with an appropriate, vertically, and horizontally aligned curriculum which will ensure that all students will be college ready by their senior year. Target: All	2	Dean of Instruction, High School Assistant Principal, High School Principal, Testing Coordinator	Increase student performance on all state assessments			
Funding Sources: 191 - State High School Allotment - 0.00						
<b>System Safeguard Strategy</b> 2) Utilize on-line Reading and Math online enrichment programs such as Achieve 3000, and Imagine Math in order to support differentiated instruction in the classrooms Target: All	9	Dean of Instruction, Teachers, Department Head	Increase student performance on EOC, Meet State and Federal safeguards in Reading, Math, and Social Studies			
Funding Sources: 191 - State High School Allotment - 0.00, 211 - Title I, Part A - 0.00						
3) Assign each administrator and counselor a group of re-testers to mentor and encourage students to attend tutoring and monitor their overall academic performance. Target: All	9	Dean of Instruction, High School Principal, High School Assistant Principal, Counselor, Testing Coordinator	Increase student performance on EOC			
4) Provide afterschool STAAR/EOC tutorials. Math/Science on Mondays and Wednesdays ELA/Social Studies on Tuesdays and Thursdays. Target: All	9	Administration, Dean of Instruction, Teachers, Department Heads	Increase student performance on EOC, Meet State and Federal safeguards in Reading, Math, and Social Studies			
Funding Sources: 191 - State High School Allotment - 0.00						
5) In addition to ELA I extended year, we will add English II extended year for all 10th grade ELA retesters reaching only the lower spectrum of approaches and does not meet.	2, 9	High School Principal, Dean of Instruction, Counselor	Increase student performance on ELA I EOC			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

## Goal 7: Sharyland Pioneer High School will maintain a safe and discipline environment conducive to student learning.

**Performance Objective 1:** All students and parents will be made aware of the school rules, policies and skyward services offered by our school.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	Apr
1) Review discipline handbook during advisory period with all students the first weeks of school. Target: all		Principal, teachers	Increase awareness of policies and expectations.			
Funding Sources: 199 - General Funds - 0.00						
2) In-service students on using " program. Target: all, NCLB: 4		Administration, Teachers	Records of Attendees			
Funding Sources: 199 - General Funds - 0.00						
3) Provide yearly Campus Crisis Plan updates and perform monthly drills. Target: all, NCLB: 4Target: all, NCLB: 4	6	Assistant Principals, Teachers	Provide a safe environment for students and staff.			
4) Make staff aware of procedures for health related issues as necessary. Target: all, NCLB: 4		Nurse	Provide an awareness of any potential health issues that might be impacting the school environment.			
Funding Sources: 199 - General Funds - 0.00						
5) Continue to implement procedures for students to report bullying to campus adults. Implement updated bullying Investigation forms and keep an accurate account for all incidents. Target: all		Administration, Counselors, and Teachers.	Zero tolerance for bullying.			
6) Coordinate with central office to bring awareness and implement drug testing policy with counseling opportunities for students.		Superintendent, Principal, Athletic Director	Effective drug prevention measures			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 7:** Sharyland Pioneer High School will maintain a safe and discipline environment conducive to student learning.

**Performance Objective 2:** All staff will be informed of new drug abuse prevention measures and prevention of school violence through crisis management training.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	Apr
1) Continue SADD program (fall and spring). Target: all, NCLB: 4		Administrators, Counselors	Increase drug awareness.			
	Funding Sources: 865 - RAD budget - 0.00					
2) Emphasize the importance of drug/tobacco free school and enforce a zero-tolerance drug policy. Continue the district random drug testing program approved by the SISD Board of Trustees. Target: all, NCLB: 4		Principal, Administrators	Zero tolerance for any type of drug use.			
	Funding Sources: 199 - General Funds - 0.00					
3) Train teachers in violence-prevention measures through mandatory crisis management and CPI course. Target: all, NCLB: 4	6	Administrators	Increase the number of CPI certified teachers			
	Funding Sources: 199 - General Funds - 0.00					
4) Provide speakers to educate students on drug awareness. Target: all, NCLB: 4		Counselors, Police Officers	Increase drug awareness			
	Funding Sources: 199 - General Funds - 0.00					
<div><div> = Accomplished</div><div> = Considerable</div><div> = Some Progress</div><div> = No Progress</div><div> = Discontinue</div></div>						

## Goal 8: Sharyland Pioneer High School will create a plan to maximize revenues and prioritize expenditures.

**Performance Objective 1:** Create a plan to increase available revenues by 3% and prioritize expenditures.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	Apr
1) Capitalize on federal, state and local resources. (SP 5.1.1)		Superintendent Asst. Supt. for Business and Finance Child Nutrition Director CTE Director	Increase in the use of available funds.			
2) Establish new revenue streams at district and campus level. (SP 5.1.2)		Superintendent Asst. Supt. for Business and Finance	Increase revenues			
3) Reduce operational expenses by implementing practices that maximize use of district resources. (SP 5.2.1)		Asst. Supt. of Business and Finance Director of Maintenance Executive Director of Human Resources	Reduce energy use follow staffing guidelines			
4) Create an optimal academic structure that maximizes district and campus resources. (SP 5.2.2)		Asst. Supt. for Business and Finance Asst. Supt. for Curriculum and Instruction Principals	Develop high school academies. Efficiently manage campus, program, and department budgets.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration.**

**Performance Objective 1:** Increase the number of teachers effectively using technology as an instructional tool .

**Evaluation Data Source(s) 1:** Staff Development Agenda, Sign-In sheets

**Summative Evaluation 1:**






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	Apr
1) Provide access to community based professional development, advanced and remedial academic workshops, and state professional development continuing education opportunities to build knowledge and external partnership. Target: all	4	Administration	Increase number of teachers using technology as an instrcutional tool.			
	Funding Sources: 191 - State High School Allotment - 0.00					
2) Increase the use of technology in the classroom by providing differentiated teacher training focused on specific content for beginner, intermediate and advanced groups. Target: All	2	Campus Technology Representative	Increase number of teachers using technology as an instrcutional tool.			
	Funding Sources: 191 - State High School Allotment - 0.00					
<div> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</div>						

**Goal 9:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration.

**Performance Objective 2:** Increase participation by 10% in Tech-Prep articulated courses.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Feb	Apr
<b>Critical Success Factors</b> CSF 6  1) Allow students to use BYOD or school provided resource so they develop academic research skills using technology		Administration, Teachers	Lesson Plan			
Funding Sources: 199 - General Funds - 0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

## System Safeguard Strategies

Goal	Objective	Strategy	Description
2	3	2	Increase the level of rigor in classroom instruction to address and prepare students for STAAR/EOC assessments as well as post-secondary education.
2	3	4	Implement NewsELA in all subject areas to encourage reading across the curriculum.
2	3	5	Address system safeguards for special education and ELL students via "Writing Across the Curriculum" (WAC) and Reading Across Curriculum Initiatives.
2	3	6	Address reading comprehension levels for all 9th grade students and to include at risk identified 10th grade students via "Achieve 3000".
4	2	1	Disseminate information and monitoring list regarding current students. Target: SpEd, NCLB: 4
4	2	2	Incorporate In-Class (IC) support process in effort to mainstream Special Education students as much as possible. Target: SpEd, NCLB: 4
4	2	3	Purchase and implement teacher created materials to provide additional learning resources and hands on manipulatives for transfer of knowledge from concrete to abstract in all content areas. Target: SpEd
4	2	4	Initiate Diamondback Den afterschool tutorial services and Saturday Tutoring to increase academic success. Target: SpEd
6	1	1	Track student progress of at risk students by provide administrators and department heads with campus grade analysis report for each grading period to drive intentional instruction for student's success. Target: At Risk
6	1	2	Provide centralized after-school and before school academic tutorials in our "Diamondback Den" from 7:15-7:50 and 4:00-5:15. Instructional Aid present to assist students with homework and content reinforcement. Students will also have access to library technology in order to complete homework. Target: All, NCLB: 1,2
6	1	3	Teachers provide academic support before and after school reinforcing academic objectives. Students will be able to attend tutoring. NCLB 1,2,5
6	2	2	Utilize on-line Reading and Math online enrichment programs such as Achieve 3000, and Imagine Math in order to support differentiated instruction in the classrooms Target: All

# State Compensatory

## Budget for Sharyland Pioneer High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199 E 11 6112 00 007 0 24 000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$0.00
199 E 11 6118 00 007 0 24 AEP	6118 Extra Duty Stipend - Locally Defined	\$3,500.00
199 E 11 6118 00 007 0 24 PRS	6118 Extra Duty Stipend - Locally Defined	\$1,300.00
199 E 11 6118 70 007 0 24 000	6118 Extra Duty Stipend - Locally Defined	\$2,000.00
199 E 31 6118 00 007 0 24 AEP	6118 Extra Duty Stipend - Locally Defined	\$500.00
199-11-6118-00-007-0-11-000	6118 Extra Duty Stipend - Locally Defined	\$6,600.00
199-11-6118-00-007-0-24-000	6118 Extra Duty Stipend - Locally Defined	\$2,000.00
199 E 11 6119 00 007 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$105,172.00
199 E 11 6128 00 007 0 24 AEP	6128 Overtime Pay - Locally Defined	\$6,750.00
199-11-6128-00-007-0-11-000	6128 Overtime Pay - Locally Defined	\$3,500.00
199-23-6128-00-007-0-99-000	6128 Overtime Pay - Locally Defined	\$5,800.00
199-31-6128-00-007-0-99-000	6128 Overtime Pay - Locally Defined	\$500.00
199 E 11 6129 00 007 0 24 000	6129 Salaries or Wages for Support Personnel	\$35,664.00
199 E 11 6141 00 007 0 24 000	6141 Social Security/Medicare	\$2,043.00
199 E 11 6141 00 007 0 24 AEP	6141 Social Security/Medicare	\$0.00
199 E 11 6141 00 007 0 24 PRS	6141 Social Security/Medicare	\$0.00
199 E 31 6141 00 007 0 24 AEP	6141 Social Security/Medicare	\$0.00
199 E 11 6142 00 007 0 24 000	6142 Group Health and Life Insurance	\$17,265.00
199 E 31 6143 00 007 0 24 AEP	6143 Workers' Compensation	\$0.00
199 E 11 6143 00 007 0 24 000	6143 Workers' Compensation	\$1,211.00
199 E 11 6143 00 007 0 24 AEP	6143 Workers' Compensation	\$0.00
199 E 11 6143 00 007 0 24 PRS	6143 Workers' Compensation	\$0.00



199 E 11 6144 00 007 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$10,313.00
199 E 11 6144 00 007 0 24 AEP	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$0.00
199 E 11 6144 00 007 0 24 PRS	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$0.00
199 E 31 6144 00 007 0 24 AEP	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$0.00
199 E 11 6146 00 007 0 24 000	6146 Teacher Retirement/TRS Care	\$3,410.00
199 E 11 6146 00 007 0 24 AEP	6146 Teacher Retirement/TRS Care	\$0.00
199 E 11 6146 00 007 0 24 PRS	6146 Teacher Retirement/TRS Care	\$0.00
199 E 31 6146 00 007 0 24 AEP	6146 Teacher Retirement/TRS Care	\$0.00
<b>6100 Subtotal:</b>		<b>\$207,528.00</b>
<b>6200 Professional and Contracted Services</b>		
199-12-6239-00-007-0-99-000	6239 ESC Services	\$7,000.00
199-13-6239-00-007-0-99-000	6239 ESC Services	\$600.00
199-33-6249-00-007-0-99-000	6249 Contracted Maintenance & Repair	\$85.00
199-11-6269-00-007-0-99-000	6269 Rentals - Operating Leases	\$500.00
199-12-6291-00-007-0-99-000	6291 Consulting Services	\$1,000.00
199-13-6291-00-007-0-11-000	6291 Consulting Services	\$1,000.00
199-36-6291-00-007-0-99-000	6291 Consulting Services	\$8,000.00
199-11-6299-00-007-0-99-000	6299 Miscellaneous Contracted Services	\$500.00
<b>6200 Subtotal:</b>		<b>\$18,685.00</b>
<b>6300 Supplies and Services</b>		
199-12-6329-00-007-0-99-000	6329 Reading Materials	\$10,000.00
199 E 31 6334 00 007 0 11 TST	6339 Testing Materials	\$200.00
199 E 31 6339 00 007 0 24 AEP	6339 Testing Materials	\$1,000.00
199 E 11 6395 00 007 0 11 000	6395 Supplies, DP Operations - Locally Defined	\$14,000.00
199 E 11 6395 00 007 0 24 AEP	6395 Supplies, DP Operations - Locally Defined	\$150.00
199 E 11 6399 16 007 0 21 000	6399 General Supplies	\$2,000.00

199 E 13 6399 00 007 0 99 000	6399 General Supplies	\$5,000.00
199 E 11 6399 17 007 0 11 000	6399 General Supplies	\$3,200.00
199 E 23 6399 00 007 0 99 000	6399 General Supplies	\$16,000.00
199 E 11 6399 17 007 0 21 000	6399 General Supplies	\$2,000.00
199 E 23 6399 00 007 0 99 Fur	6399 General Supplies	\$2,646.00
199 E 11 6399 18 007 0 11 000	6399 General Supplies	\$3,300.00
199 E 23 6399 00 007 0 99 GEN	6399 General Supplies	\$10,000.00
199 E 11 6399 18 007 0 21 000	6399 General Supplies	\$2,000.00
199 E 31 6399 00 007 0 99 000	6399 General Supplies	\$9,000.00
199 E 11 6399 19 007 0 11 000	6399 General Supplies	\$13,500.00
199 E 33 6399 00 007 0 99 000	6399 General Supplies	\$2,400.00
199 E 11 6399 19 007 0 21 000	6399 General Supplies	\$2,000.00
199 E 36 6399 00 007 0 99 000	6399 General Supplies	\$2,000.00
199 E 11 6399 20 007 0 11 000	6399 General Supplies	\$1,550.00
199 E 36 6399 01 007 0 99 000	6399 General Supplies	\$1,000.00
199 E 11 6399 20 007 0 21 000	6399 General Supplies	\$1,000.00
199 E 36 6399 02 007 0 99 000	6399 General Supplies	\$700.00
199 E 11 6399 21 007 0 11 000	6399 General Supplies	\$6,000.00
199 E 52 6399 00 007 0 99 000	6399 General Supplies	\$3,000.00
199 E 11 6399 33 007 0 11 000	6399 General Supplies	\$500.00
199 E 11 6399 00 007 0 11 000	6399 General Supplies	\$40,000.00
199 E 11 6399 41 007 0 11 000	6399 General Supplies	\$1,000.00
199 E 11 6399 00 007 0 23 000	6399 General Supplies	\$3,100.00
199 E 11 6399 42 007 0 11 000	6399 General Supplies	\$2,000.00
199 E 11 6399 00 007 0 24 AEP	6399 General Supplies	\$18,440.00
199 E 11 6399 43 007 0 11 000	6399 General Supplies	\$5,000.00
199 E 11 6399 00 007 0 25 000	6399 General Supplies	\$1,500.00
199 E 11 6399 49 007 0 11 000	6399 General Supplies	\$2,000.00

199 E 11 6399 16 007 0 11 000	6399 General Supplies	\$3,100.00
199 E 12 6399 00 007 0 99 000	6399 General Supplies	\$5,000.00
<b>6300 Subtotal:</b>		<b>\$195,286.00</b>
<b>6400 Other Operating Costs</b>		
199 E 31 6411 00 007 0 99 000	6411 Employee Travel	\$3,000.00
199 E 33 6411 00 007 0 99 000	6411 Employee Travel	\$200.00
199 E 36 6411 00 007 0 99 000	6411 Employee Travel	\$4,000.00
199 E 36 6411 01 007 0 99 000	6411 Employee Travel	\$1,200.00
199 E 36 6411 02 007 0 99 000	6411 Employee Travel	\$1,500.00
199 E 11 6411 00 007 0 11 000	6411 Employee Travel	\$800.00
199 E 11 6411 00 007 0 24 AEP	6411 Employee Travel	\$2,000.00
199 E 11 6411 00 007 0 99 000	6411 Employee Travel	\$800.00
199 E 12 6411 00 007 0 99 000	6411 Employee Travel	\$1,000.00
199 E 13 6411 00 007 0 99 000	6411 Employee Travel	\$800.00
199 E 23 6411 00 007 0 99 000	6411 Employee Travel	\$12,000.00
199 E 11 6412 00 007 0 11 000	6412 Student Travel	\$500.00
199 E 11 6412 00 007 0 23 000	6412 Student Travel	\$1,000.00
199 E 36 6412 00 007 0 99 000	6412 Student Travel	\$5,000.00
199 E 36 6412 01 007 0 99 000	6412 Student Travel	\$2,500.00
199 E 36 6412 02 007 0 99 000	6412 Student Travel	\$2,500.00
199 E 11 6494 00 007 0 11 000	6494 Reclassified Transportation Expenses	\$2,500.00
199 E 11 6494 00 007 0 23 000	6494 Reclassified Transportation Expenses	\$1,000.00
199 E 11 6494 00 007 0 24 AEP	6494 Reclassified Transportation Expenses	\$500.00
199 E 36 6494 00 007 0 99 000	6494 Reclassified Transportation Expenses	\$3,000.00
199 E 36 6494 01 007 0 99 000	6494 Reclassified Transportation Expenses	\$2,500.00
199 E 36 6494 02 007 0 99 000	6494 Reclassified Transportation Expenses	\$2,500.00
199 E 23 6495 00 007 0 99 000	6495 Membership Fees	\$1,350.00

199 E 31 6495 00 007 0 99 000	6495 Membership Fees	\$660.00
199 E 33 6495 00 007 0 99 000	6495 Membership Fees	\$50.00
199 E 36 6495 00 007 0 99 000	6495 Membership Fees	\$500.00
199 E 11 6495 00 007 0 11 000	6495 Membership Fees	\$500.00
199 E 11 6495 00 007 0 24 AEP	6495 Membership Fees	\$400.00
199 E 12 6495 00 007 0 99 000	6495 Membership Fees	\$360.00
199 E 11 6498 00 007 0 11 000	6498 Athletic/PE Supplies - Locally Defined	\$500.00
199 E 31 6498 00 007 0 99 000	6498 Athletic/PE Supplies - Locally Defined	\$2,500.00
199 E 11 6499 17 007 0 11 000	6499 Miscellaneous Operating Costs	\$400.00
199 E 11 6499 19 007 0 11 000	6499 Miscellaneous Operating Costs	\$500.00
199 E 11 6499 20 007 0 11 000	6499 Miscellaneous Operating Costs	\$200.00
199 E 11 6499 43 007 0 11 000	6499 Miscellaneous Operating Costs	\$6,000.00
199 E 12 6499 00 007 0 99 000	6499 Miscellaneous Operating Costs	\$640.00
199 E 13 6499 00 007 0 99 000	6499 Miscellaneous Operating Costs	\$8,000.00
199 E 23 6499 00 007 0 99 000	6499 Miscellaneous Operating Costs	\$13,000.00
199 E 23 6499 00 007 0 99 GEN	6499 Miscellaneous Operating Costs	\$1,500.00
199 E 31 6499 00 007 0 99 000	6499 Miscellaneous Operating Costs	\$1,000.00
199 E 33 6499 00 007 0 99 000	6499 Miscellaneous Operating Costs	\$140.00
199 E 11 6499 00 007 0 11 000	6499 Miscellaneous Operating Costs	\$12,000.00
199 E 36 6499 00 007 0 99 000	6499 Miscellaneous Operating Costs	\$1,500.00
199 E 11 6499 00 007 0 11 GRA	6499 Miscellaneous Operating Costs	\$42,000.00
199 E 36 6499 01 007 0 99 000	6499 Miscellaneous Operating Costs	\$1,000.00
199 E 11 6499 00 007 0 24 000	6499 Miscellaneous Operating Costs	\$5,000.00
199 E 36 6499 02 007 0 99 000	6499 Miscellaneous Operating Costs	\$1,000.00
199 E 11 6499 00 007 0 24 AEP	6499 Miscellaneous Operating Costs	\$2,000.00
199 E 11 6499 00 007 0 25 000	6499 Miscellaneous Operating Costs	\$500.00
199 E 11 6499 16 007 0 11 000	6499 Miscellaneous Operating Costs	\$500.00
<b>6400 Subtotal:</b>		<b>\$154,500.00</b>

**Personnel for Sharyland Pioneer High School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alfred Crixell Jr.	Counselor	AEP	.5
Erica Garcia	Aide	AEP/ ISS	1.0
Jessica Lopez	Teacher	AEP	.5
Jesus Rodriguez	Teacher	AEP	.5
Juan Zapata	Aide	Computer Lab	1.0
Maria Zuniga	Clerk	AEP	.5
Mirna Gutierrez	Teacher	AEP	.5
Reynol Alanis	Teacher	AEP	.5
Robert Ho-Shing	Teacher	AEP	.5
Rocio Rodriguez-Cavazos	Teacher		1.0
Sandra Ballesteros	Teacher		1.0
Shawn Moes	Lab Manager		1.0
Tizoc Silva	Administrator	AEP	.5

# Title I

## Schoolwide Program Plan

Sharyland Pioneer High School has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I.

The six steps that our campus follows include:

1. Establishing and training our site-based planning team;
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources and gathering the data;
5. Analyzing the data;
6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback.

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

Sharyland Pioneer High School has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data and in collaboration with teacher leaders and others. Root causes were identified, written as needs and reported to the site-based planning team. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

### 2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are supported by scientifically-based research. Identify how each activity in our school strengthens the core academic program.
2. Identify scientifically-based research programs that increase the amount and quality of learning time.
3. Review the master schedule to identify opportunities for extended learning time.
4. Investigate how manipulatives are used in the various core areas.
5. Identify programs within our school that address enriched and accelerated curriculum issues.
6. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

***Writing Tip:** These six activities serve as examples only. There are many effective strategies that can be used as schoolwide reform strategies. Also, there is no requirement stating how many reform strategies are needed.*

### **3: Instruction by highly qualified professional teachers**

Instruction by highly qualified professional teachers is an important component of our schoolwide plan. Procedures in use at Sharyland Pioneer High to ensure that instruction is provided by highly qualified teachers include:

1. Provide time off for high-quality professional development.
2. Provide an effective mentoring system.
3. Assign teachers for a "best-fit" of their strengths.
4. Provide professional development for existing programs prior to new school year for new staff or those wanting refreshers.
5. Monitor effectiveness of teachers by frequent walk-throughs.
6. Provide time for teachers to observe master teachers in the classroom.
7. Provide training and opportunities for collaboration in looking at formative and summative student achievement data.
8. Implement strategies to provide clear lines of communication between teachers and administrators.

***Writing Tip:** Again, these serve as examples only. There are many effective strategies that can be used for highly qualified teacher's strategies. Also, there is no requirement stating how many strategies are needed.*

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

Sharyland Pioneer High School utilizes high-quality and ongoing professional development to ensure teachers are equipped to face the challenge of helping students meet the state's academic achievement standards. Procedures include:

1. Select the professional development that meet the needs of all principals, teachers, paraprofessionals, parents, and others, as appropriate.
2. Provide opportunities for all staff to obtain training in programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.

Allow teachers to attend professional developments throughout the year on content areas specific to teacher's assignment.

4.

5. Provide blocks of time during and after school for collaborative meetings or planning time across grade levels and content areas.

### **5: Strategies to attract highly qualified teachers**

The campus follows district procedures for recruiting and attracting highly qualified teachers. Please refer to the highly qualified teacher document located in the addendums for this plan.

### **6: Strategies to increase parental involvement**

Our campus understands that parental involvement is a major key to students' success. Three years ago, we hired a Parent Coordinator and we are seeing significant improvement in parental involvement. One key action that is led by the Parent Coordinator is the implementation of a special parent advisory team. The composition of this parent team is quite varied and as we make plans for parental involvement, we bring our ideas to this parent team for feedback. The parent team has been charged to think about how the ideas/activities/projects impact their busy home lives and then they provide their opinions about successful implementation. This helps us make better decisions about how to increase parental involvement and obtain higher levels of parent participation.

Please customize for your campus.

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

The campus recognizes and emphasizes the value of creating a coherent and seamless educational program for at-risk students. Our campus does not currently have an early childhood program; however, when new students enroll, we make sure that we identify any preschool siblings so that we can share information about the early childhood programs in the district. It is important that the academic achievement of every preschool student is closely monitored. Because the early childhood programs provide a foundation for later academic success, we work hard to be sure that our parents know what options are available for them and for neighborhood children who might not have older siblings in school.

Although this component primarily addresses transitions to elementary from early childhood, Sharyland Pioneer High School spends time reviewing activities at all critical transition points to ensure the implementation of a coherent and seamless education program. In assuring that our incoming 9th grade students have a smooth transition from 8th grade to 9th grade, Sharyland Pioneer High School hosts a mid-year Freshmen orientation. This time frame allows 8th grade students to make better academic choices during the pre-registration process. In addition to orientation, SPHS administrators and counselors meet with all incoming 9th graders on the first day of school and discuss, once again, academic and campus expectations.

### **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**

In addition to STAAR results, teachers receive current and ongoing assessment data that describe student achievement. The data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The campus provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade



level is included in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic assessments and the overall instructional program.

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

Each grade level identifies individual students who need additional learning time to meet standards. The teachers then provide those students with timely, additional assistance that is tailored to their needs. The assistance and support looks different at each grade level; however, it is always available to all students in the school who need it.

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

Because we are a schoolwide Title 1 campus, we have flexibility to integrate services and programs with the aim of upgrading our entire educational program and helping all students reach proficient and advanced levels of achievement. In addition, through our improvement planning and budgeting process, we are able to combine most Federal, State and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title 1 program for the purpose of increasing student achievement.