

SINTON H S

Campus Improvement Plan

2018/2019

Pursue academic excellence through meaningful, relevant instruction in order to ensure student success in an ever-changing world.



Daniel Smith, Principal
400 N Pirate Blvd
(361)364-6650
dsmith@sintonisd.net

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SINTON H S

Mission

Maximize opportunities for all students today and beyond

Vision

Advocacy + Access + Partnership = Opportunity

Nondiscrimination Notice

SINTON H S 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.

State Compensatory Education Statement

The purpose of the State Compensatory Education (SCE) program is to reduce the dropout rate and increase the academic performance of students identified as being at risk of dropping out of school. Sinton ISD uses student performance data resulting from the basic skills assessment instruments and achievement tests administered under Subchapter B, Chapter 39, to design and implement appropriate compensatory, intensive, or accelerated instructional services for students at risk of dropping out of school that will enable these students to be performing at grade level at the conclusion of the next regular school term. SCE funds are also used to support Title I School improvement programs and initiatives. 19.14 FTE's are utilized for academic interventionists and class size reduction for \$916,577). SCE funds also support our DAEP program (3.23 FTE's for \$140,121.40).

Sinton High School Campus Improvement Team

Name	Position
Sanders, Betty	CTE Teacher
Adami, Beatrice	Spanish Teacher
Arredondo, Roxanna	Counselor
Atzenhoffer, Dena	CTE Teacher
Balerio, Leslie	Science Teacher
Brown, Paul	Social Studies Teacher
Cox, Ashley	Science Teacher
Flores, Anna Lisa	Parent
Garcia, Dina	Community Member
Landry, Natalie	Parent
Moreno, Annette	Paraprofessional
Roach, Emily	Speech/Yearbook Teacher
Sager, Robert	Ag Teacher
Sanders, Betty	CTE Teacher
Smith, Daniel	Principal
Troup, Cindy	Business member
Troup, Eileen	Central Office
Villareal, Denise	Non-teaching Staff

Comprehensive Needs Assessment

Demographics

Demographics Strengths

- Current Demographics - 81% Hispanic, 15% White, 2% Black, 1% Asian, and 1% Multi-Racial, 13% Special Education, 72% Economically Disadvantaged, 0.6% English Language Learner, 66% At Risk, 53% Male, 47% Female
- High graduation rate: 97% graduate within 4 years, and continuers bring rate up to 99.4%
- Relatively small ELL population - less than 1%.

Demographics Weaknesses

- 66% of students are classified as at risk. This exceeds the state average of 50%.
- Over 70% of students are classified as economically disadvantaged. This exceeds the state average of 59%.

Demographics Needs

- Given the high number of Economically Disadvantaged and At Risk students, Sinton High School needs to strive for consistent and rigorous instructional delivery and operational systems. These two populations have great variability in many aspects of their lives the school that surrounds them needs to limit variability.

Demographics Summary

Problem Statement: High numbers of at risk and economically disadvantaged students present challenges to staff. Root Cause: Poverty impacts the lives of students by creating emotional and social challenges, acute and chronic stressors, cognitive lags, and health and safety issues.

Student Achievement

Student Achievement Strengths

Math had improved EOC approaching grade level scores in the following demographics

- Math (Algebra 1) Approaching Grade Level Standard

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

- All Students - Current 80%, 2017 = 70%, 2016 = 70%, 2015 = 69%, 2014 = 71%, 2013 = 72%
- Hispanic - Current = 77%, 2017 = 69%, 2016 = 67%, 2015 = 68%, 2014 = 69%, 2013 = 69%
- White - Current = 95%, 2017 = 67%, 2016 = 95%, 2015 = 77%, 2014 = 92%, 2013 = 89%
- African American - Current = Not reported, 2017 = Not reported, 2016 = NR, 2014 = NR, 2013 = NR
- Special Education - Current = 54%, 2017 = 32%, 2016 = 31%, 2015 = Not reported, 2014 = 45%, 2013 = 44%
- Economically Disadvantaged - Current = 78%, 2017 = 69%, 2016 = 63%, 2015 = 70%, 2014 = 69%, 2013 = 68%

Science has had consistent EOC approaching grade level performance for the past? 5 year

- Science (Biology) Approaching Grade Level Standard
- All students - Current = 85%, 2017 = 85%, 2016 = 87%, 2015 = 95%, 2014 = 96%, 2013 = 79%
- Hispanic - Current = 82%, 2017 = 85%, 2016 = 85%, 2015 = 96%, 2014 = 95%, 2013 = 77%
- White - Current = Not reported, 2017 = 87%, 2016 = 100%, 2015 = 88%, 2014 = 100%, 2013 = 93%
- African American - Current = Not reported, 2017 = NR, 2016 = NR, 2015 = NR, 2014 = 100%, 2013 = 83%
- Special Education - Current = Not reported, 2017 = 75%, 2016 = 52%, 2015 = NR, 2014 = 71%, 2013 = 56%
- Economically Disadvantaged - Current = 85%, 2017 = 84%, 2016 = 82%, 2015 = 92%, 2014 = 95%, 2013 = 76%

Social Studies had improved or consistent EOC approaching grade level standards for the following demographics

- Social Studies (U.S. History) Approaching Grade Level Standard
- All students - Current = 88%, 2017 = 84%, 2016 = 87%, 2015 = 88%, 2014 = 88%, 2013 = 72%
- Hispanic - Current = 86%, 2017 = 81%, 2016 = 84%, 2015 = 86%, 2014 = 87%, 2013 = 69%
- White - Current = 96%, 2017 = 100%, 2016 = 100%, 2015 = 96%, 2014 = 95%, 2013 = 90%
- African American - Current = Not reported, 2017 = NR, 2015 = NR, 2014 = NR, 2013 = NR
- Special Education - Current = Not reported, 2017 = 59%, 2016 = 43%, 2015 = NR, 2014 = 64%, 2013 = 61%
- Economically Disadvantaged - Current = 86%, 2017 = 79%, 2016 = 82%, 2015 = 84%, 2014 = 86%, 2013 = 68%

Earned Distinction Designations in English Language Arts and Math.

Special Education students improved EOC approaching level standard rates in both Math and English Language Arts.

Sinton High School is a TSI testing site

Student Achievement Weaknesses

English Language Arts has shown growth over the past two years but remains the most difficult subject area to make sustained improvement in.

- English Language Arts(English 1 and 2) Approaching Grade Level Standard
- All students - Current = 54%, 2017 = 54%, 2016 = 40%, 2015 = 61%, 2014 = 61%, 2013 = 67%
- Hispanic - Current = 50%, 2017 = 51%, 2016 = 36%, 2015 = 58%, 2014 = 57%, 2013 = 63%
- White - Current = 75%, 2017 = 72%, 2016 = 66%, 2015 = 75%, 2014 = 85%, 2013 = 90%
- African American - Current = Not reported, 2017 = Not reported, 2016 = Not Reported, 2015 = 89%, 2014 = 71%, 2013 = 75%

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

- Special Education - Current = 23%, 2017 = 19%, 2016 = 12%, 2015 = 40%, 2014 = 40%, 2013 = 48%
 - Economically Disadvantaged - Current = 50%, 2017 = 47%, 2016 = 32%, 2015 = 54%, 2014 = 56%, 2013 = 62%
- 44% of graduates where College, Career, or Military Ready

Student Achievement Needs

- Build upon strengths in Math, Science and Social Studies
- Develop consistency within English Language Art's instruction and build on instructional practices that lead to gains in special education EOC scores
- Develop programs and systems that promote College, Career, and Military readiness

Student Achievement Summary

Problem Statement: Sustained improvement in EOC ELA scores has not been achieved. Root Cause: Lack of consistency in instruction both in terms teacher turnover and vertical alignment.

Problem Statement: Too few graduates are College, Career, or Military ready. Root Cause: Educational systems not aligned to CCMR standards.

School Culture and Climate

School Culture and Climate Strengths

- Students very involved in multiple school activities with approximately 130 in Band, 50 in Choir, 120 in Art, 130 in Career and Tech courses, 200 in boys and girls athletics, 80 in dual credit courses, 75 in engineering courses
- Discipline framework is in place and implemented on a regular basis

School Culture and Climate Weaknesses

- Attendance rate has remained at 94% for the past three years causing the need for academic recovery programs.

Comprehensive Needs Assessment

School Culture and Climate Needs

- Improved attendance will enhance the academic performance of all students.

School Culture and Climate Summary

- We have a very involved student body but a higher attendance rate would improve the academic outcomes for all students.
- Problem statement: Poor attendance rate increases the need for academic recovery plans stressing all educational delivery. Root cause: Lack of student and parent understanding of how attendance is coded and tracked, and greater need for the school to address individual attendance issues.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

- Consistent staffing in tested areas of Algebra 1, English 1, Biology, U.S. History
- Consistent staffing the Band, Choir, and Art
- Consistent staffing in Spanish

Staff Quality, Recruitment and Retention Weaknesses

- High turnover in ELA
- Difficulty in finding and retaining a High School Librarian
- Difficulty in finding and retaining Math teachers

Staff Quality, Recruitment and Retention Needs

- Develop constancy in teaching assignments to cultivate teacher strengths and leadership
- Exploit extracurricular programs and unique programs in CTE attract and retain teachers

Staff Quality, Recruitment and Retention Summary

Comprehensive Needs Assessment

Problem statement: It is difficult to attract and retain qualified teachers. Root cause: There is a shrinking pool of qualified teachers requiring the need to attract teachers with unique opportunities at Sinton and develop teachers from within the district.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

- Use of TEKS Resource System
- Use of ICEV curriculum in CTE courses
- Lesson plan system helps review lessons for alignment to the TEKS
- Use of Fundamental 5 instructional model allows for constancy of instruction between classrooms
- Unique programs of study in CTE

Curriculum, Instruction and Assessment Weaknesses

- Constancy of instruction needs to be supported with rigor of content.

Curriculum, Instruction and Assessment Needs

- Increase focus on rigor for students with special needs caused increased EOC scores for this population and provided insight for increasing rigor for all students.

Curriculum, Instruction and Assessment Summary

• Problem statement: Within the consistent instructional framework, there needs to be a consistent focus on rigor. Root cause: Lack of consistent focus on appropriate learning targets, questioning strategies, and building of academic vocabulary.

Family and Community Involvement

Family and Community Involvement Strengths

Comprehensive Needs Assessment

- Open houses scheduled
- Well attended college and career fairs
- Health fair
- Communication through School Reach, Facebook, Twitter
- Strong Athletic, Band, Choir, and Robotics booster clubs

Family and Community Involvement Weaknesses

- Although many parents have involvement through specific extracurricular activities, there is lack of general parental input through formal structures or processes into the general academic services of the school.

Family and Community Involvement Needs

- Develop systems for general parent input.

Family and Community Involvement Summary

- Problem statement: There is a lack of general parent input. Root cause: There is no structure to support this type of input.

School Context and Organization

School Context and Organization Strengths

- Core departments have common planning time
- Weekly PLC meetings with administration to gather input on attendance, discipline, and student assessment and performance
- Teacher input sought on student placement in classes and development of interventions
- Unique schedules are developed for interventions

School Context and Organization Weaknesses

Comprehensive Needs Assessment

- Lack of industry and community input into CTE programs and other programs of study.

School Context and Organization Needs

- Match student and industry needs to CTE programs

School Context and Organization Summary

- Problem Statement:Lack of external input into programs of study. Root cause: No system exist for accessing this input.

Technology

Technology Strengths

- Ample technology resources available throughout the school.
- Google apps integrated into most of the classrooms
- Teachers make extensive use of Google Classroom

Technology Weaknesses

- Interactive whiteboards are aging and in need of replacement
- Oldest sets of Chromebooks need replacing
- No clear vision on what should be the "standard technology" for a classroom.

Technology Needs

- Develop replacement plans and funding for aging technology
- Develop the standard technology requirements for a classorom.

Comprehensive Needs Assessment

Technology Summary

- Problem statement: Technology is always in need of repairing, upgrading or replacing and developing budget to do all three is difficult. Root cause: There are no clear standards as when to repair, upgrade, or replace aging technology.

Comprehensive Needs Assessment Data Sources

Disaggregated STAAR Data
Graduation Records
Multi-Year Trends
PEIMS Reports
Special Programs Evaluations
Special Student Populations
Staff Development
Standardized Tests
Teacher Turnover Rates

Recommended Initiatives and Strategies

Goal 1: Ensure safe schools for all students and enforce student code of conduct throughout all Sinton campuses

- Review discipline referrals and consequences on a regular basis;
- Update and monitor Emergency Operations Plan as reported to Texas School Safety Center;
- Utilize RTI system to design behavior, health, and academic supports;
- Explore and begin implementation of Restorative Practices at all SISD campuses;
- Ensure appropriate staff trained in CPI;
- Review and update Bully Awareness and Investigation protocols;

Goal 2: Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

- Conduct weekly attendance meetings with families of students identified at risk of truancy or losing credit;
- Continued support of the STEM Academy, PLTW, and Capstone project;
- Utilizing the TEKS Resource System to produce and utilize Year-at-a-Glance documents for every course supported by the TEKS Resource System and align lesson plans to the IFD;
- Utilize DMAC and Skyward for analysis of student performance and development of interventions;
- Continue support of Professional Learning Communities by providing common planning time, protocols, and training;
- Using the Fundamental 5 lesson planning framework combined with AVID and Seidlitz strategies, there will be a campus wide focus on developing a common instructional identity for the campus;
- Support college readiness and dual credit program through AVID and STEM initiatives and by leveraging the campus being a designated TSI test administration site;
- Develop appropriate intervention and enrichment activities during the school day;
- Align CTE programs to State recognized Industry Certifications;
- Track CCMR status of all students;
- Continue EOC support courses as needed.

Goal 3: Provide professional development opportunities for staff and create an environment that values staff and maximizes student achievement.

- Utilize ESC, AVID, TEKS Resource System, and district resources for professional development;
- Continued staff training in, Professional Learning Communities, AVID Strategies, integration of academic language across the curriculum, TEKS Resource System and curriculum development, STEM, CPI, TI Navigators, and differentiated instruction;
- Develop teacher leaders through the Teacher Leadership Academy.

Resources

Resource	Source
Carl Perkins - CTE	Federal
GEAR UP Grant	Federal
IDEA B Preschool-225	Federal
IDEA Special Education-224	Federal
Title I, Part C, Migrant-212	Federal
Title I-211	Federal
Title IIA Principal and Teacher Improvement	Federal
Title IV Safe and Drug Free	Federal
Title VI, Part B Rural/Low Income	Federal
Autism Grant	State
ELL Allotment	State
Gifted and Talented	State
Local Funds	State
READ Grant-Dyslexia	State
State Compensatory-191	State
T-STEM Grant-409	State

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Goal 1. Ensure safe schools for all students and enforce student code of conduct throughout all Sinton campuses.

Objective 1. Sinton ISD will continue to maintain and improve its safe school environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue the use of Student Assistance Teams for coordination of the response to intervention program including recommendations and monitoring of Tier I and II interventions and appropriate referrals to 504 and special education programs. Teachers will provide RTI data on two students each nine weeks to consider maintaining in RTI or referring to 504 or Special Education. (Title I SW: 1,8,9,10) (Target Group: All, AtRisk) (CSFs: 1,2,6)	Assistant Principal, Campus Behavior Coordinator, Counselor(s), Department Chairpersons, Principal	Each 9 weeks	(S)Local Funds	Summative - Training certificates RTI documents RTI process description
2. Continue the collaboration with the Sinton Police Department - School Resource Officers will be on campus daily to help maintain a secure campus and promote positive behavior, and provide points of contacts for expanded safety exercises. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Assistant Principal, Campus Behavior Coordinator, Director of Transportation and Safety, Principal	9 weeks	(S)Local Funds	Summative - Discipline referrals Input from PLCs
3. Refinement and use of a Campus Crisis Response Team and CPI team who utilize updated Emergency Operating Procedures aligned to the Texas School Safety Center recommendations. (Title I SW: 1) (Target Group: All, SPED) (CSFs: 6)	Assistant Principal, Campus Behavior Coordinator, Counselor(s), Department Chairpersons, Director of Transportation and Safety, Principal, Teacher(s)	9 weeks	(F)IDEA Special Education-224, (F)Title IV Safe and Drug Free, (S)Local Funds	Summative - Training certificates, number of drills, safety log
4. Designated staff trained in proper care for anaphylactic shock, diabetes, CPR, and other critical student health issues. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Assistant Principal, Principal, School Nurse, Teacher(s)	9 weeks	(S)Local Funds	Summative - Training certificates Individual health plans
5. Continue promoting Bullying Awareness that includes online bully reporting system, incident investigation checklist (designed to address victim, bully, and bystanders), and targeted bullying awareness via campus programming (theater, media, etc.) (Title I SW: 1,2,6,9) (Target Group: All) (CSFs: 6)	Assistant Principal, Campus Behavior Coordinator, Counselor(s), Principal, School Nurse, Teacher(s)	9 weeks	(S)Local Funds	Summative - Discipline referrals Incident reports

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Goal 1. Ensure safe schools for all students and enforce student code of conduct throughout all Sinton campuses.

Objective 1. Sinton ISD will continue to maintain and improve its safe school environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Implement resources from The Texas School Safety Center to review and revise Emergency Operations Plan that provides for staff training, emergency drills, and coordination with local agencies. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Assistant Principal, Campus Behavior Coordinator, Director of Maintenance, Director of Transportation and Safety, Principal	Semester	(S)Local Funds	Summative - Drill logs, meetings and training with local law enforcement
7. Use Emergency Management Plans to determine maintenance needs and facility improvement projects to improve safety and security at all facilities. (Target Group: All) (CSFs: 6)	Assistant Principal, Assistant Superintendent for Business, Director of Maintenance, Principal	Semester	(S)Local Funds	Summative - Maintenance records

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Goal 1. Ensure safe schools for all students and enforce student code of conduct throughout all Sinton campuses.

Objective 2. Severe misbehavior that results in out of classroom placements will decline annually.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to review campus discipline data with entire faculty during PLC meetings each nine weeks and make recommendations with respect to trends in referrals, tardies, and truancy. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Assistant Principal, Campus Behavior Coordinator, Principal	Nine weeks	(S)Local Funds	Summative - Meeting minutes, analysis of discipline data from Skyward, review of truancy cases filed, decrease in the number of all code of conduct violations
2. To decrease discipline placements the campus will monitor discipline referrals, communicate with teachers, implement campus behavior plan, and identify staff in need of additional training in classroom management, de-escalation techniques, and pre-referral behavioral strategies. (Title I SW: 1) (Target Group: All, SPED, AtRisk) (CSFs: 6)	Assistant Principal, Campus Behavior Coordinator, Department Chairpersons, Principal	9 weeks	(S)Local Funds	Summative - Discipline referral and placement data analysis.
3. Utilize positive behavioral support techniques for response to student misbehavior and enforcement of the student Code of Conduct and Explore and begin implementation of Restorative Practices. (Title I SW: 1,2,9,10) (Target Group: All) (CSFs: 6)	Assistant Principal, Campus Behavior Coordinator, Counselor(s), Department Chairpersons, Principal	9 weeks	(S)Local Funds	Summative - Committee recommendations Development of system for restorative practices

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Goal 1. Ensure safe schools for all students and enforce student code of conduct throughout all Sinton campuses.

Objective 3. Sustain a district-wide Safe and Drug Free Schools program

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administer random drug tests to all students participating in UIL activities. (Title I SW: 1) (Target Group: 9th, 10th, 11th, 12th) (CSFs: 6)	Assistant Principal, Director School Community Relations , Principal	Random and On-going	(S)Local Funds	Summative - % of students tested and testing records
2. Conduct random canine searches of classroom and parking lot for drugs and other prohibited substances. (Title I SW: 1) (Title I TA: 4) (Target Group: 9th, 10th, 11th, 12th) (CSFs: 6)	Assistant Principal, Campus Behavior Coordinator, Principal	Random and On-Going	(S)Local Funds	Summative - Discipline records Reports form drug dog handler
3. Sinton High School Student Council in conjunction with the Campus Health Committee will conduct Red Ribbon Week activities. (Title I SW: 1) (Target Group: 9th, 10th, 11th, 12th) (CSFs: 6)	Assistant Principal, Director School Community Relations , Principal, School Nurse, Teacher(s)	October	(S)Local Funds	Summative - Percent participation of students in activities
4. Develop a comprehensive health information plan that will continue and expand the annual High School Health Fair. Currently, the Health Fair is a once a year forum for the dissemination of information about physical and mental health issues. This plan would develop other modes of communication about health information such as development of specific student health management plans, general information about child and sexual abuse, suicide prevention, harassment, dating violence, an other physical and mental health issues. (Title I SW: 1) (Target Group: All) (CSFs: 5,6)	Assistant Principal, Director of Federal and Special Programs, Principal, School Nurse	Yearly	(S)Local Funds	Summative - Number of Health Fair attendees, Number of and types of health communication

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Goal 1. Ensure safe schools for all students and enforce student code of conduct throughout all Sinton campuses.

Objective 4. Increase opportunities for parents to become involved in their child's education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate through all available media (Flyers Home, Skylert, Social Media, Texting) about all school activities. (Title I SW: 6) (Target Group: All) (CSFs: 5,6)	Director School Community Relations , Principal	9 weeks	(S)Local Funds	Summative - Total number of pieces of communication sent
2. Promote family and student access to online gradebooks though Skyward, and promote teacher use of Google Classroom for parents to see the work contributing to the Skyward gradebook. (Title I SW: 6) (Target Group: 9th, 10th, 11th, 12th) (CSFs: 5)	Assistant Principal, Principal	9 weeks	(S)Local Funds	Summative - Number of student and family logins
3. Use a campus site based subcommittee to develop a plan for general parent involvement. (Title I SW: 6) (Target Group: All) (CSFs: 6)	Assistant Principal, Counselor(s), Family Engagement and Communications Coordinator, Principal	Semester	(S)Local Funds	Summative - Final plan for parent involvement

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Goal 2. Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

Objective 1. The percentage of students on all EOCs at the approaches, meets, and masters standard will increase from 70%, 40%, and 12% to 75%, 45%, and 17% respectively.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2. Provide common planning time for faculty to use the Professional Learning Communities process to evaluate student performance, monitor implementation of curriculum, develop intervention and enrichment activities. (Title I SW: 1,2,4) (Title I TA: 1,2,3,4,5,6,8) (Target Group: All, AtRisk) (CSFs: 1,3,6,7)	Assistant Principal, Core Subject Teachers, Department Chairpersons, Principal, Teacher(s)	9 weeks	(F)IDEA Special Education-224, (S)Local Funds, (S)State Compensatory-191	Summative - PLC meeting minutes Intervention Logs Special Education Inclusion Logs T-TESS walk-throughs and observations
4. Through the ARD process and monitoring of Special Education student progress develop individual interventions that work in conjunction with EOC and resource support classes. (Title I SW: 1,2,9) (Title I TA: 1,2,4) (Target Group: SPED) (CSFs: 1,2)	Assistant Principal, Director of Special Education, Principal, Special Ed Teachers, Teacher(s)	Semester	(F)IDEA Special Education-224, (S)Local Funds	Summative - Special Education EOC scores IEPs Inclusion logs
5. Develop Fundamental 5 based lesson plans for all courses using the TEKS Resource System, EOC blueprints, subject area professional development, and other curriculum resources. (Title I TA: 1) (Target Group: All)	Assistant Superintendent, Principal, Teacher(s)	Ongoing	(S)Local Funds	Summative - Lesson plans T-TESS walk-throughs and observations

SINTON H S

Goal 2. Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

Objective 2. The percentage of all tested students on STAAR/EOC in reading and math who meet the post-secondary readiness standard (Meets Grade Level) will increase from 40% to 45% by the end the school year 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support student academic language development in all content areas through the integration of AVID strategies and Seidlitz training. The Fundamental 5 lesson plan framework will provide the structure for integration of these trainings with the TEKS Resource System. (Title I SW: 1,2,4) (Target Group: All, SPED, AtRisk) (CSFs: 1,2,3,6,7)	Assistant Principal, Department Chairpersons, Director of Literacy, Librarian, Principal, Teacher(s)	9 weeks	(S)Local Funds	Summative - Lesson plan evaluation T-TESS walkthrough and observations Monthly faculty trainings
2. Provide academic interventions through EOC support classes as needed and create ELA classes to meet the specific needs of English 1 and 2 EOC re-testers. (Title I SW: 1,2,9) (Title I TA: 1,2,4) (Target Group: All) (CSFs: 1,2,4)	Assistant Principal, Counselor(s), Department Chairpersons, Principal	Semester	(S)State Compensatory-191	Summative - Master schedule Bell schedule EOC passing rate
3. Implement EOC Interim Assessments to allow allow ELA and Math teachers to make changes to pacing and content of their courses and design specific interventions for individual students. (Title I SW: 9) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,4)	Assistant Principal, Core Subject Teachers, Department Chairpersons, Principal, Teacher(s)	Semester	(F)Title I-211, (S)Local Funds	Summative - EOC test scores Lesson Plans Pacing Calendars
4. Campus Teams attend AVID Summer Institute as part of AVID implementation and provide on-site professional learning opportunities for all teachers. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 2) (CSFs: 7)	Assistant Superintendent, Director of Federal and Special Programs, Principal	Year	(F)Title IIA Principal and Teacher Improvement, (S)State Compensatory-191	Summative - Review AVID Site Team Plans, State Assessment data
5. Utilize T-TESS data to incorporate goal setting and individualized professional development with the focus being an impact on student achievement. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 2) (CSFs: 7)	Assistant Principal, Assistant Superintendent, Principal	Yearly	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Summative - Evidence of goal setting results Positive changes in student performance in areas of goal setting and PD goals

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Goal 2. Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

Objective 2. The percentage of all tested students on STAAR/EOC in reading and math who meet the post-secondary readiness standard (Meets Grade Level) will increase from 40% to 45% by the end the school year 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Secondary Advanced Academic vertical teams will meet each year to look at Dual Credit/AP alignment and practices through instructional rounds, vertical alignment of rigorous curriculum expectations, and cross curricular connections. (Title I SW: 10) (Target Group: All, GT) (Strategic Priorities: 3) (CSFs: 1,7)	Assistant Principal, Assistant Superintendent, Director of Federal and Special Programs, GEAR UP Coordinator, Principal, STEM Director	Yearly	(S)Local Funds	Summative - State assessment data, SAT/ACT data Dual Credit passing rates

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Goal 2. Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

Objective 3. Sinton High School will increase the 4 year graduation rate from 96.9% to 98%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support at risk students to increase course completion, EOC success, attendance and graduation rates. (Title I SW: 1,2) (Target Group: All, AtRisk) (CSFs: 1)	Assistant Principal, Counselor(s), Principal	9 weeks	(S)Local Funds	Summative - Number of recovered credits Number of recovered attendance hours Decreased course failure rate 4 year graduation plans
2. Conduct attendance meetings on a regular basis to communicate clearly about attendance expectations and identify attendance interventions as soon as possible. (Title I SW: 9,10) (Target Group: All) (CSFs: 1,4,6)	Assistant Principal, Campus Behavior Coordinator, Counselor(s), Principal	9 weeks	(S)Local Funds	Summative - Attendance meeting logs, attendance rate

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Goal 2. Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

Objective 4. The attendance rate for the district will be maintained at from 94% to 96% or better for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Inform parents of a student's absence on a daily basis through phone calls, email, and text from the attendance clerk, teacher, and Skyward automated calls. (Title I SW: 1) (Target Group: All) (CSFs: 1,5)	Assistant Principal, Principal, Teacher(s), Truancy Officer	Daily	(S)Local Funds	Summative - Logs generated by teacher, staff, and Skyward
2. Coordinate the actions of the attendance clerk, truancy officer, and assistant principals for prevention of truancy and enforcement of truancy rules. (Title I SW: 1) (Target Group: All) (CSFs: 1,5)	Assistant Principal, Principal, Truancy Officer	3 weeks	(S)Local Funds	Summative - Number of attendance hours recovered, Number of truancy cases filed, won, and lost
3. Provide a continuum of truancy prevention measures to decrease truancy filings. (Title I SW: 1) (Target Group: All) (CSFs: 1,5)	Assistant Principal, Principal, Teacher(s), Truancy Officer	Ongoing	(S)Local Funds	Summative -
4. Conduct weekly attendance meetings with families of students identified at risk of truancy or losing credit in order to educate students and families about impact and consequences of absences. (Title I SW: 1,2,6,9,10) (Target Group: All, AtRisk) (CSFs: 1,4,5)	Assistant Principal, Counselor(s), Teacher(s), Truancy Officer	9 weeks	(S)Local Funds	Summative - Attendance rate Meeting documentation

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Goal 2. Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

Objective 5. Academic indicators on PBMAS will average to a 2 and all other indicators as measured by PBMAS will be no higher than 1.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support special education services that provide behavioral, academic, and attendance support. The methods of support will consist of inclusion services, content mastery services provided during Study Skills classes, a Home Base Behavioral Unit for full time and pull out placements, a fully differentiated Life Skills program, coordination of department interventions with special education personnel, counseling, and coordination of services with external entities. (Title I SW: 1,2) (Target Group: SPED) (CSFs: 1,2,4)	Assistant Principal, Director of Special Education, Principal	9 weeks	(F)IDEA Special Education-224, (S)Local Funds	Summative - Special educations records documenting inclusion services, pull out for content mastery, Home Base usage EOC test scores Special Ed discipline referrals
2. Continued use of a Student Assistance Team process to coordinate all RTI actions through recommending and monitoring of Tier I and II interventions. (Title I SW: 1,2) (Target Group: All)	Counselor(s), Director DAEP, Principal, Teacher(s)	9 weeks	(S)Local Funds	Summative - Student Assistance Team meeting minutes
3. Support of LEP students through sheltered instruction and use of Rossetta Stone software. (CSFs: 1,4)	Counselor(s), Director of Federal and Special Programs, ESL Teachers	Semester	(S)ELL Allotment	Summative - LEP student performance reflected in course grades and EOC test scores

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- Goal 2.** Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.
- Objective 6.** The percentage of College, Career and Military Readiness graduates will increase from 44% to 95%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support college readiness through the recruitment of AVID students, continued AVID class support, achievement AVID program goals, training of AVID tutors, and implementation of AVID strategies throughout the campus. (Title I SW: 1,2,9) (Target Group: 9th, 10th, 11th, 12th) (Strategic Priorities: 3) (CSFs: 1,6)	Assistant Principal, Department Chairpersons, Director of Federal and Special Programs, Principal, Teacher(s)	Semester	(F)Title I-211, (S)Local Funds, (S)State Compensatory-191	Summative - Progress on AVID goals, AVID meeting minutes, Number of AVID tutors, Increased AVID student participation in Dual Credit and AP courses, Increased AVID student performance on EOCs
2. Continue support of dual credit course offerings through providing students time during the instructional day and where possible grouping those students with appropriate teacher facilitators. (Title I SW: 10) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1)	Counselor(s), Principal, Teacher(s)	Semester	(S)Local Funds	Summative - Review of dual credit completion and grades
3. Provide Texas Success Initiative Assessment (TSIA) intervention and assessment opportunities to students throughout the school year to increase the number of students who are college ready, which will also increase the enrollment in dual credit (DC) classes. (Title I SW: 9) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1)	Core Subject Teachers, Counselor(s), Department Chairpersons, Principal	Monthly	(S)State Compensatory-191	Summative - TSIA data TSIA interventions
4. Conduct on campus college and career fairs and provide opportunities for college and job site visits to increase awareness of post secondary opportunities. (Title I SW: 10) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1)	Counselor(s), Principal, STEM Director, Teacher(s)	Yearly	(S)State Compensatory-191	Summative - Records of college and career fairs College visits documentation Job site visit documentation

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- Goal 2.** Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.
- Objective 6.** The percentage of College, Career and Military Readiness graduates will increase from 44% to 95%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Develop CTE courses that lead to industry certifications through integration of NCCER Core certification into the Principles of Ag course, development of a Health Science course sequence and a Child Development course sequence. (Title I SW: 10) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1)	Counselor(s), Director of Federal and Special Programs, Principal, Teacher(s)	Yearly	(S)State Compensatory-191	Summative - Number of students completing course sequences and earning certifications.
6. Make timely information available to students regarding military recruiters and provide students in Grades 10 through 12 an opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB) test during normal school hours and at a time that limits conflicts with extracurricular activities. (Title I SW: 10) (Target Group: All) (Strategic Priorities: 3)	Counselor(s), Principal	Semester	(S)Local Funds	Summative - Number of students taking ASVAB Number of students intending to enlist in the military
7. Implement OnRamps for US History and Physics as a dual enrollment course through UT Austin as an additional college and high school credit option for students. (Title I SW: 10) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1,7)	Counselor(s), Principal, Teacher(s)	Yearly	(S)Local Funds	Summative - Number of students completing the course for high school and college credit

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Goal 2. Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

Objective 7. SISD will integrate the effective usage of technology across the curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continually identify, acquire, distribute, and make available the appropriate resources to increase students access to technology and improve all student performance. This will include the use of desktop systems, mobile technologies, network resources, specific calculators and sensors for math and science, eReader resources, and integration of student devices. (Title I SW: 1,4,8,10) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1)	Assistant Principal, Core Subject Teachers, Department Chairpersons, Director of Federal and Special Programs, Director of Transportation and Safety, Instructional Technology Specialist, Principal, Special Ed Teachers, STEM Director, Teacher(s)	Semester	(F)Carl Perkins - CTE, (F)IDEA Special Education-224, (S)Local Funds, (S)State Compensatory-191	Summative - The written technology plan Campus technology inventory Department research on best practices

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Goal 3. Provide professional development opportunities for staff and create an environment that values staff and maximizes student achievement.

Objective 1. 100% of all Sinton ISD teachers will select professional development hours that align to specific campus goals and professional target areas; delivery methods will include face-to-face and virtual options.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Assign all first year and new to district teacher to a veteran mentor teacher. (Title I SW: 3,4,5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,7)	Assistant Principal, Department Chairpersons, Principal, Teacher(s)	Semester	(S)Local Funds	Summative - Teacher survey program T-TESS walk-throughs and observations
2. Provide professional development to all first year teachers tailored to meet the needs of a new teacher. (Title I SW: 3,4,5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Assistant Principal, Assistant Superintendent, Director of Federal and Special Programs, Director of Special Education, Principal	9 weeks	(S)Local Funds	Summative - Professional development certificates T-Walk-throughs and observations
3. Continue training of all teachers in the common instructional framework of the high school campus focusing on the Fundamental 5, AVID and structured notes, and common lesson plane elements. (Title I SW: 10) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,7)	Assistant Principal, Department Chairpersons, Principal	9 weeks	(S)Local Funds	Summative - Resources developed for training

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Goal 3. Provide professional development opportunities for staff and create an environment that values staff and maximizes student achievement.

Objective 2. The district will recruit and retain highly qualified teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Stipends provided for Math and Science teachers and teachers with Master's Degrees. (Title I SW: 3,4,5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Assistant Superintendent	Yearly	(F)Title IIA Principal and Teacher Improvement	Summative - Number of applicants for vacant positions
2. Select a veteran Teacher of the Year and new Teacher of Promise. (Title I SW: 3,4,5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Principal	Yearly	(S)Local Funds	Summative - Retention rates of teachers

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Goal 3. Provide professional development opportunities for staff and create an environment that values staff and maximizes student achievement.

Objective 3. Staff will receive training and support to implement district initiatives including Literacy Initiatives, AVID, Project Based Learning, STEM Education, Rtl, TEKS Resource System, Professional Learning Communities, Data-driven Decision Making, and Effective Leadership.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Increase the number of teachers trained in the areas described in Objective 3 and support the dissemination of this training to the rest of the staff. Designated staff will attend training in the following areas:</p> <p>TEKS Resource System, AVID, and Seidlitz trainings; AVID Summer Institute; Data disaggregation including DMAC training. (Title I SW: 3,4,5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)</p>	<p>Assistant Principal, Assistant Superintendent, Department Chairpersons, Director of Federal and Special Programs, Director of Literacy, Director of Special Education, Director of Transportation and Safety, Principal</p>	<p>Semester</p>	<p>(F)Carl Perkins - CTE, (F)IDEA Special Education-224, (F)Title I-211, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds</p>	<p>Summative - Training certificates, number of in-house workshops conducted Number of STEM activities Number of AVID activities Increased use of STEM and AVID approaches in all classes Increased use of writing strategies in all content areas</p>

Strategic Priorities

Priority 1. Recruit, support, and retain teachers and principals

Priority 2. Build a foundation of reading and math

Priority 3. Connect high school to career and college

Priority 4. Improving low-performing schools