



“Sonora ISD, providing the best opportunity to be...”

Date of School Board Approval –

This plan will be available to the district, parents, and the public in the Superintendent’s office, each principal’s office as well as online at:

<http://www.sonoraisd.net/>

Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

Sonora ISD recognizes the complex challenge of empowering students to succeed in a world of rapid change and is committed to meeting the ever-changing demands of 21st-century education. We are a family, a community, a team; we dedicate ourselves and our resources to provide every child with every opportunity to become more tomorrow than can be imagined today.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2:** Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- OBJECTIVE 4:** A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Title I, Part A
Schoolwide Components

1. Comprehensive Needs Assessment
2. Scientifically-based research reform strategies that address the needs of all children in the school, but particularly those at risk of not meeting the state academic achievement standards
3. Instruction by highly qualified teachers
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others
5. Strategies to attract high-quality highly qualified teachers
6. Strategies to increase parent involvement
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs
8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program
9. Effective, timely additional assistance for students that experience difficulty mastering state standards
10. Coordination and integration of Federal, State, and local services and programs

STATE OF TEXAS COMPENSATORY EDUCATION ELIGIBILITY CRITERIA

A student under 21 years of age and who:

1. is in PK through grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year;
2. is in grades 7 through 12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on a state assessment instrument and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110% of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in AEP during the preceding or current school year;
7. has been expelled during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported in PEIMS to have dropped out of school;
10. is a student of limited English proficiency;
11. is in the custody or care of DPRS or has, during the current school year, been referred to DPRS;
12. is homeless; or
13. residing in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

State Compensatory Education

STAAR	Math			Reading/ELA			Writing			Science			Social Studies		
	% Met Standard			% Met Standard			% Met Standard			% Met Standard			% Met Standard		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Students At-Risk	78	84	75	63	69	61	59	59	43	82	76	86	50	66	59
Students Not At-Risk	97	94	97	96	90	95	92	92	82	100	97	100	90	100	100

	Drop Out Data		Completion Data	
	2015-2016	2016-2017	2015-2016	2016-2017
Students At-Risk	3%	0%	97%	99%
Students Not At-Risk	3%	0%	96%	99%

State Compensatory Education

Sonora ISD offers a comprehensive, intensive, accelerated instruction program. Sonora ISD provides instructional support to at-risk students through three tier reading and mathematics intervention, tutorials, and remediated instruction; teachers and paraprofessionals assist students in the classroom as additional support. These efforts are closely supervised through assessment and progress monitoring. A credit recovery program is available at Sonora High School for students at-risk of not graduating due to lack of course credits. Counseling services are available at each campus and student attendance is watched closely. Students are identified as “at-risk” by the campus principal, campus counselor, and campus PEIMS clerk based on state eligibility criteria. These students are then closely monitored by the campus counselor each six weeks.

Upon evaluation of the effectiveness of this program, the committee finds that Sonora ISD has closed the gap in Math, but all four of the other tested subjects have not shown improvement. Concluding, we may need to add additional support at the High School and Middle School to improve at-risk performance.

Comprehensive Needs Assessment

A comprehensive needs assessment was conducted with the District Planning Committee on 9/18/2018 and 11/7/2018.

Data Sources
STAAR Performance Reports
2018 Accountability Summary
Performance Based Monitoring Assessment System Reports (2017 & 2018)
Texas Accountability Performance Report 2016-2017
STAAR Raw Score Conversions
2018 Equity Plan Document
Eduphoria Data System

Summary of Findings

Areas of concerned identified:

PRIORITIZED AREAS OF CONCERN	
Areas of Concern	Data Source
<i>Increase student performance in all content areas preparing for STAAR Meets Standard 2018-2019.</i>	<i>STAAR Performance Reports, PBM</i>
<i>Increase the percentage of students meeting or exceeding progress from one year to the next across all content areas.</i>	<i>STAAR Performance Reports</i>
<i>Increase percentage of students performing at Level III Masters across all content areas.</i>	<i>STAAR Performance Reports</i>
<i>Diminish and/or close the achievement gap between economically disadvantaged students and non-economically disadvantaged students.</i>	<i>STAAR Performance Reports</i>
<i>Improve performance of special education students on state assessments. Target area: Reading and Writing</i>	<i>STAAR Performance Reports, PBM</i>
<i>Improve performance of students identified as English language learners on state assessments. Target areas: Reading and Writing</i>	<i>STAAR Performance Reports, PBM</i>
<i>Recruit and Retain Highly Effective Teachers</i>	<i>Equity Plan</i>
<i>Diminish the achievement gap between At-Risk and Non At-Risk Students at all levels. Target areas: Reading and Writing</i>	<i>Eduphoria STAAR Performance Data</i>

District Planning Committee
Comprehensive Needs Assessment • September 25, 2018

Position	Name	Signature
Teacher / Coach	Clayton Harris	Clayton Harris
Teacher	Jennifer Fox	Jennifer Fox
Bank+Trust Branch Mgr	John Hernandez	John Hernandez
Parent	Chelsea Blackburn	Chelsea Blackburn
Parent	Chase Moore	Chase Moore
Teacher	Karen Lohman	Karen Lohman
Admin	Greta Ramsdell	Greta Ramsdell
Parent	Anthony Mungia	Anthony Mungia
Teacher (m.s.)	Latisha Shrestha	Latisha Shrestha
HS Counselor	Kay Friess	Kay Friess
SES Principal	Michael Kissire	Michael Kissire
Teacher	Kate Jennings	Kate Jennings
Asst. Principal	David Gallegos	David Gallegos
Director of Special Programs	Stephanie Taylor	Stephanie Taylor
Superintendent	Ross Aschenbeck	Ross Aschenbeck
HS Principal	Sean Leamon	Sean Leamon
Teacher	Joetta Friess	Joetta Friess
Technology Director	Karen Evans	Karen Evans

3:45 - 5:25

Federal, State, & Local Funding Sources

Every campus in Sonora ISD is a Title I School-wide Campus. Below are the federal sources that will be integrated and coordinated, with State and Local funds, to meet the needs of the students at Sonora ISD. Revenue may fluctuate with enrollment.

Program/Funding Source	
Federal Programs	
<i>Title I, Part A</i>	<i>\$140,756</i>
<i>Title II</i>	<i>\$21,931</i>
<i>Title IV</i>	<i>\$10,000</i>
<i>IDEA, Part B</i>	<i>\$176,734</i>
<i>IDEA, Preschool</i>	<i>\$ 5,335</i>
State Programs	
<i>State Compensatory Education</i>	<i>\$576,707</i>
<i>Gifted/Talented</i>	<i>\$8,994</i>
<i>Special Education</i>	<i>\$513,287</i>
<i>Bilingual Education</i>	<i>\$21,296</i>
<i>High School Allotment</i>	<i>\$64,229</i>
Total State/Federal Programs	
<i>\$2,029,885</i>	

Goals and Objectives 2018-2019.

Goal 1: By August 2019, SISD will deliver an “A” rated District in the State Accountability System.

Objective 1: By May 2019, SISD will score 90% @ Approaches, 60% @ Meets, and 30% @ Masters cumulative for all subjects.

Objective 2: By May 2019, 65% of Special Population Students will meet or exceed Progress.

Objective 3: Close the equity gap to 15% between at-risk and non at-risk students.

Objective 4: All students, including all student sub-groups, will make progress toward meeting the state attendance standard of 97%

Goal 2: By May 2019 SISD will Attract and Retain Highly Effective Professionals by increasing the Pay Scale by 5%.

Objective 1: By May 2019 100% of classes will be taught by certified teachers, 100% of teachers and paraprofessionals will receive high quality professional development.

Objective 2: By May 2019, SISD offer stipends for STAAR/EOC teachers in order to retain 100% highly effective staff.

Goal 3: 100% of students attending SISD will be educated in learning environments that are safe and drug free.

Objective 1: By May 2019, Sonora ISD will reduce the percentage of disciplinary referrals for special education students by 10%.

Objective 2: By May 2019, Sonora ISD will maintain the number of violent incidents at 0% as measured by PEIMS.

Goal 4: By Graduation day 2019, 100% of seniors attending Sonora ISD will graduate and receive a diploma.

Objective 1: By May 2020, 75% of graduating seniors will be College, Career, or Military Ready.

Objective 2: By May of 2019, Sonora ISD will maintain a drop-out rate of less than 1% for all students, including all student sub-groups, and achieve a completion rate of at least 97% or higher.

Goal 5: Parents and community members will be partners in the education of students at Sonora ISD.

Objective 1: By May 2019, SISD will increase parental knowledge of, support for, involvement in, and contributions to the school program.

Objective 2: By May of 2019, Sonora ISD will revamp and enhance digital communication methods.

Objective 3: By May 2019, SISD will enhance the educational opportunities for children between the ages of 3 and 5.

Goal 1: By August 2019 SISD will deliver an "A" rated District in the State Accountability System.

Objective 1: By May 2019, SISD will score 90% @ Approaches, 60% @ Meets, and 30% @ Masters cumulative for all subjects.

Activity/Strategy	Person(s) Responsible	Resources	Funding	Timeline	Title I Component	Formative Evaluation
1. Analyze data from unit and benchmark assessments using Eduphoria: Aware. Utilize assessments, test bank, and scanning capabilities.	Campus Principals Teachers Director of Technology	Eduphoria Computers, Scanners	Local	August 2018 - May 2019	1	Quintile reports, heat maps, class and student reports. Progress on 'Focus Standards' for classes and individual students.
2. Analyze data from frequent progress monitoring from programs such as TPRI, Renaissance Place, Study Island, and Education Galaxy.	Campus Principals Instructional Interventionist Teachers Director of Technology	Time for analysis and team planning Program licenses and subscriptions Progress monitoring assessment Computers/tablets	Local	August 2018 - May 2019	2	Student progress on core foundational skills as measured by progress monitoring assessments. Improved grades in core academic areas. Improved performance on benchmark assessments. Improved performance on state assessments.
3. Continue vertical alignment of TEKS through utilization of the TEKS Resource System components.	Campus Principals Teachers	TEKS Resource System Lead4Ward Time for teacher planning	Local	August 2018 - May 2019	8	Improved grades in core academic areas. Improved student performance on benchmark assessments. Improved student performance on state assessments.
4. Utilize paraprofessionals and teachers to lower staff to student ratio for additional support to assist struggling learners in core content areas.	Campus Principals Director of Special Programs	Staff availability Scheduling	Title 1 IDEA Local	August 2018 - May 2019	9,10	Improved grades in core academic areas. Improved student performance on benchmark assessments. Improved student performance on state assessments.

5. Incorporate 'high yield' strategies into classroom instruction and intervention groups to engage students in the content.	Campus Principals Teachers	Release time for training	Local	August 2018 - May 2019	2,9	Documentation of high yield strategies in lesson plans. Principal observations of classroom instruction.
6. Schedule tutorial time during the school day for struggling students failing core content areas.	Campus Principals Teachers	Master schedule	Local	August 2018 - May 2019	2,9	Improved grades in core academic areas. Improved student performance on benchmark assessments. Improved student performance on state assessments.
7. Provide training and support to core content area teachers on student expectations, identification of readiness, supporting and process standards, and the rigor/level of engagement required of students.	Campus Principals Teachers	Scheduling time Instructional programs and materials Program licenses and subscriptions Computers/tablets	Local	August 2018 - May 2019	2,8,9	Review of training certificates and attendance documents. Documentation of elements in lesson plans. Principal observations of classroom instruction.
8. Schedule STAAR remediation classes for students who did not meet state standards on previous year's assessments.	Campus Principals Teachers	Scheduling time Instructional programs and materials Program licenses and subscriptions	Local	August 2018 - May 2019	2,9	Improved grades in core academic areas. Improved student performance on benchmark assessments. Improved student performance on state assessments.
Summative Evaluation:	Increased performance of students on six-weeks grading periods, district end-of-unit tests, and state assessments.					

Goal 1: By August 2019 SISD will deliver an "A" rated District in the State Accountability System.

Objective 2: By May 2019, 65% of Special Population Students will meet or exceed Progress.

Activity/Strategy	Person(s) Responsible	Resources	Funding	Timeline	Title I Component	Formative Evaluation
1. Provide professional development in the areas of inclusion, differentiated instruction, and scaffolding instruction.	Campus Principals Director of Special Programs	ESC 15 Release time for training	IDEA Local	August 2018 - May 2019	4	Review of training certificates and attendance documents. Documentation of elements in lesson plans. Principal observations of classroom instruction.
2. Utilize computers furnished with accessibility hardware and software for access of the general curriculum by students identified for special education.	Director of Special Programs Director of Technology Special Education Teachers	Instructional programs and materials Program licenses and subscriptions Computers/tablets	IDEA Local	August 2018 - May 2019	9	Student use logs from programs. Documentation of technology in lesson plans. Principal/supervisor observations.
3. Expand resources on special education programs to address ELAR and mathematics. Programs may include, but are not limited to: Don Johnston, Moby Max, and Imagine Learning.	Director of Special Programs Special Education Teachers	Scheduling time for student interventions Instructional programs and materials Program licenses and subscriptions	IDEA Local	August 2018 - May 2019	10	Student use logs from programs. Student progress on core foundational skills as measured by progress monitoring assessments. Improved grades in core academic areas. Improved performance on benchmark assessments. Improved performance on state assessments.
Summative Evaluation:	Increased performance of students served in special education on six-weeks grading periods, district end-of-unit tests, and state assessments.					

Goal 1: By August 2019 SISD will deliver an "A" rated District in the State Accountability System.

Objective 3: By May 2019, SISD will close the equity gap to 15% between at-risk and non at-risk students.

Activity/Strategy	Person(s) Responsible	Resources	Funding	Timeline	Title I Component	Formative Evaluation
1. Provide professional development in the areas of sheltered instruction and scaffolding instruction.	Campus Principals Director of Special Programs	ESC 15 Release time for training	IDEA Local	August 2018 - May 2019	4	Review of training certificates and attendance documents. Documentation of elements in lesson plans. Principal observations of classroom instruction.
2. Require all core content area teachers to complete online ELPS training.	Campus Principals Director of Special Programs	Time to complete training	Local	August 2018 - May 2019	4	Participation certificates provided by each teacher.
3. Encourage core content area teachers to get ESL certifications. Pay for test registration after proof of passing the exam.	Campus Principals Director of Special Programs	Study aides and materials Release time to take test ESL stipends	Local	August 2018 - May 2019	3	Review of staff members state certifications.
4. Implement "Next Level" meetings to provide a systematic framework to address individual student needs and review individual student progress.	Campus Principals Instructional Interventionists	Time for analysis, team planning, and meetings	Local	August 2018 - May 2019	9	Quarterly meeting schedule and minutes.

<p>5. Implement a reading intervention program to target instructional support based on individual student need as it relates to the 5 components of reading.</p>	<p>Campus Principals Instructional Interventionist Director of Special Programs</p>	<p>Scheduling time for student interventions Instructional programs and materials Program licenses and subscriptions</p>	<p>Title III</p>	<p>August 2018 - May 2019</p>	<p>2</p>	<p>Student use logs from programs. Student progress on core foundational skills as measured by progress monitoring assessments. Improved grades in core academic areas. Improved performance on benchmark assessments. Improved performance on state assessments.</p>
<p>6. Retain the positions of Intervention Specialists to review student performance data and progress monitoring and assign and schedule instructional interventions.</p>	<p>SES Principal Instructional Interventionists</p>	<p>Staff</p>	<p>Local</p>	<p>August 2018 - May 2019</p>	<p>2,8,9,10</p>	<p>Student progress on core foundational skills as measured by progress monitoring assessments. Improved grades in core academic areas. Improved performance on benchmark assessments. Improved performance on state assessments.</p>
<p>7. Utilize paraprofessionals to provide academic support in inclusion and small group settings.</p>	<p>Campus Principals Director of Programs</p>	<p>Staff availability Scheduling</p>	<p>Title I IDEA Local</p>	<p>August 2018 - May 2019</p>	<p>9,10</p>	<p>Student progress on core foundational skills as measured by progress monitoring assessments. Improved grades in core academic areas. Improved performance on benchmark assessments. Improved performance on state assessments.</p>

<p>8. Retain the DARE to Read Intervention program to serve students identified with dyslexia and related disorders.</p>	<p>Campus Principal Instructional Interventionist Dyslexia Instructor Director of Special Programs</p>	<p>Scheduling time for student interventions Instructional programs and materials</p>	<p>Local</p>	<p>August 2018 - May 2019</p>	<p>2,9,10</p>	<p>Student progress on core foundational skills as measured by progress monitoring assessments. Improved grades in core academic areas. Improved performance on benchmark assessments. Improved performance on state assessments.</p>
<p>9. Maintain 'Advanced Readers' and 'Math Extensions' to challenge advanced learners for Level III achievement.</p>	<p>SES Principal Instructional Interventionist</p>	<p>Scheduling time for student interventions Instructional programs</p>	<p>Local</p>	<p>August 2018 - May 2019</p>	<p>9</p>	<p>High level achievement on benchmark assessments. Level III performance on state assessments.</p>
<p>Summative Evaluation:</p>	<p>Increased performance of students on six-weeks grading periods, district end-of-unit tests, and state assessments. Increased performance of students identified as English language learners on six-weeks grading periods, district end-of-unit tests, and state assessments.</p>					

Goal 1: By August 2019 Sonora ISD will deliver an "A" rated District in the State Accountability System

Objective 4: All students, including all student sub-groups, will make progress toward meeting the state attendance standard of 97%

NCLB 1&2

Activity/Strategy	Person(s) Responsible	Resources	Funding	Timeline	Title I Component	Formative Evaluation
1. Contact parents when student is absent from school.	Campus Principals	PEIMS data Staff	Local	August 2018 - May 2019	6	Decrease in the number of students with excessive absences. Increased number of students receiving required credits for graduation.
2. Review attendance records weekly and follow through with legal action according to school policy.	Campus Principals	PEIMS data	Local	August 2018 - May 2019	10	Decrease in the number of students with excessive absences. Increased number of students receiving required credits for graduation.
3. Provide student incentives for perfect attendance.	Campus Principals	PEIMS data Business Partners	Local	August 2018 - May 2019	-	Decrease in the number of students with excessive absences.
4. Implement an intervention program targeted at reducing truancy.	Campus Principals Campus Counselors	Scheduling time Instructional programs and materials	Local	August 2018 - May 2019	10	Decreased number of students with excessive absences.
Summative Evaluation:	Sonora ISD will maintain a 97% attendance rate					

Goal 2: By May 2019, SISD will Attract and Retain Highly Effective Professionals by increasing the Pay Scale by 5%.

Objective 1: By May 2018, 100% of classes will be taught by certified teachers, 100% of teachers and paraprofessionals will receive high quality professional development.

NCLB 3

Activity/Strategy	Person(s) Responsible	Resources	Funding	Timeline	Title I Component	Formative Evaluation
1. Actively review staff and paraprofessionals to determine certified and HQ status.	Superintendent Human Resources Officer	Time for review	Local	August 2018 - May 2019	3	Review of staff records.
2. Provide opportunities for teacher to attend content specific professional development opportunities.	Campus Principals	Release time for training	Title II Local	August 2018 - May 2019	4	Review of training certificates and attendance documents.
3. Invite content area specialists to SISD for workshops.	Superintendent Campus Principals	ESC 15 Release time for training	Title II Local	August 2018 - May 2019	4	Review of training certificates and attendance documents.
4. Assist with study aids for teacher taking TExES exams in content areas for which they are currently assigned.	Campus Principals Teachers	Study materials	Local	August 2018 - May 2019	4	Teacher TExES results.
5. Allow teachers to attend review sessions and/or workshops in preparation for the TExES exam.	Campus Principals Teachers	Release time for training	Title II Local	August 2018 - May 2019	4	Review of training certificates and attendance documents. Teacher TExES results.
6. Send paraprofessionals to the Paraprofessional Academy.	Campus Principals Paraprofessionals	Release time for training	Title II Local	August 2018 - May 2019	4	Review of training certificates and attendance documents.
Summative Evaluation:						

Goal 2: By May 2019, SISD will Attract and Retain Highly Effective Professionals by increasing the Pay Scale by 5%.

Objective 2: By May 2019, SISD will increase stipends for STAAR/EOC teachers in order to retain 100% highly effective staff.

NCLB 3

Activity/Strategy	Person(s) Responsible	Resources	Funding	Timeline	Title I Component	Formative Evaluation
1. Recruit highly effective teachers by increasing the STAAR/EOC Stipend	Superintendent	Budget Planning	Local	March 2019	3	Increase Retention of Highly Effective Teachers
2. Recruit teachers that meet state certification criteria by attending job fairs and advertising with surrounding universities.	Superintendent Campus Principals	Leave time and travel	Local	August 2018 - May 2019	3	Increased number of applicants.
3. Retain high quality teachers through district benefits, including above base pay scale, life insurance policy, contribution to health insurance, and low cost housing.	Superintendent Campus Principals	Benefits packages Budget planning	Local	August 2018 - May 2019	3	Increased number of applicants.
Summative Evaluation:	100% of SISD teachers will be certified, 100% of paraprofessionals will be highly qualified, and 100% of staff members will attend high quality professional development.					

Goal 3: 100% of students attending SISD will be educated in learning environments that are safe and drug free.

Objective 1: By May 2019, Sonora ISD will reduce the percentage of disciplinary referrals for special education students by 10%.

NCLB 4

Activity/Strategy	Person(s) Responsible	Resources	Funding	Timeline	Title I Component	Formative Evaluation
1. Retain the position of School Resource Officer in cooperation with the Sonora City Police Department.	Superintendent	Sonora Police Department	Local	August 2018 - May 2019	10	Reduction in disciplinary office referrals.
2. Develop a clear, well-structured disciplinary policy.	Superintendent Campus Principals	Time for development and review	Local	August 2018 - May 2019	1	Reduction in disciplinary office referrals.
3. Provide training to staff, parents, and students on disciplinary policies.	Campus Principals	Scheduling time	Title IV Local	August 2018 - May 2019	10	Reduction in disciplinary office referrals.
4. Participate in Red Ribbon Week for anti-drug education.	Campus Counselors	Scheduling time	Title IV Local	August 2018 - May 2019	10	Schedule of student events/guidance classes. Student participation log.
5. Provide awareness programs on cyber bullying and sexting for staff and students.	Campus Counselors	Scheduling time Instructional programs and materials	Title IV Local	August 2018 - May 2019	10	Schedule of student events/guidance classes. Student participation logs.
Summative Evaluation:	Increased performance of students on six-weeks grading periods, district end-of-unit tests, and state assessments.					

Goal 3: 100% of students attending SISD will be educated in learning environments that are safe and drug free.

Objective 2: By May 2019, Sonora ISD will maintain the number of violent incidents at 0% as measured by PEIMS.

NCLB 4

Activity/Strategy	Person(s) Responsible	Resources	Funding	Timeline	Title I Component	Formative Evaluation
1. Provide hotline for students to report bullying anonymously.	Campus Principals Campus Counselors	Program for reporting	Local	August 2018 - May 2019	10	Reduction in the number of bullying specific office referrals.
2. Maintain the drug testing requirements.	Superintendent SHS Principals SMS Dean of Students	Southwest Consortium	Local	August 2018 - May 2019	10	Reduction in number of positive tests.
3. Provide professional development on classroom management, behavior, and discipline strategies.	Campus Principals	ESC 15	Title II Title IV Local	August 2018 - May 2019	4	Review of training certificates and attendance documents. Reduction in disciplinary office referrals.
4. Provide awareness programs and character education classes dealing with topics such as bullying, conflict resolution, suicide prevention, sexual harassment, dating violence, self-esteem, and making positive choices.	Campus Principals Campus Counselors	Scheduling time Instructional programs and materials	Title IV Local	August 2018 - May 2019	10	Schedule of student events/guidance classes. Student participation logs.
5. Implement an intervention program targeted for students involved in drugs and bullying.	Campus Principals Campus Counselors	Scheduling time Instructional programs and materials	Local	August 2018 - May 2019	10	Reduction of numbers of students repeating disciplinary placements.
Summative Evaluation:	Show data that discipline referrals were reduced by 10% for special education students.					

Goal 4: 100% of students attending Sonora ISD will meet graduation requirements and receive a diploma.

Objective 1: By May 2020, 75% of graduating seniors will be College, Career, or Military Ready.

NCLB 5

Activity/Strategy	Person(s) Responsible	Resources	Funding	Timeline	Title I Component	Formative Evaluation
1. Continue providing opportunities for distance learning and online courses for dual credit	SHS Principal SMS Dean of Students SHS Counselor	Scheduling time Cooperating universities/colleges	Local	August 2018-May 2019	10	Increased number of students receiving required credits for graduation
2. Increase participation and program offerings for Advanced Placement and Dual Credit Courses.	SHS Principal SMS Dean of Students SHS Counselor	Scheduling instructional programs and materials	Local	August 2018 - May 2019	2,3,9	Six-weeks grades, Improvement on the ACT, SAT, and AP exams. Number of students achieving Level III.
3. Schedule advanced ELAR and math courses as pre-requisites for Pre-AP and AP courses.	SMS Principal SMS Counselor	Scheduling time Instructional programs and materials	Local	August 2018 - May 2019	2,3,9	Student performance at each six-weeks grading period. Increased percentage of students achieving Level III on STAAR assessments.
4. Offer courses to assist students in getting high school credit at the middle school level.	SMS Dean of Students SMS Counselor	Scheduling time Instructional programs and materials	Local	August 2018 - May 2019	2,3	Student performance at each six-weeks grading period. Increased percentage of students achieving Level III on STAAR assessments.
5. Expand CTE course and program offerings	SHS Principal SHS Counselor SHS Principal	Scheduling time Instructional programs and materials	Carl Perkins Local	August 2018 - May 2019	1,2	Course completion. Review of student graduating with endorsements.

6. Expand Partnership with Howard College to include CTE Dual Credit Courses	SHS Counselor	Incoming Freshmen Class of 2024	Local	August 2018 - May 2019	1,2	Number of students pursuing Industry Based Certifications
7. Implement a Career Investigations program.	SMS Dean of Students SMS Counselor	Scheduling time Instructional programs and materials	Local	August 2018 - May 2019	1,2	Review of student projects.
Summative Evaluation:	Increased performance of students on six-weeks grading periods, district end-of-unit tests, and state assessments.					

Goal 4: 100% of students attending Sonora ISD will meet graduation requirements and receive a diploma.

Objective 2: By May 2019, Sonora ISD will maintain a drop-out rate of less than 1% for all students, including all student sub-groups, and achieve a completion rate of 97% or higher.

NCLB 5

Activity/Strategy	Person(s) Responsible	Resources	Funding	Timeline	Title I Component	Formative Evaluation
1. Maintain A Chance to Success (ACTS) Credit Recovery Program.	SHS Principal SMS Dean of Students	Scheduling time Instructional programs and materials Program licenses and subscriptions	Local	August 2018 - May 2019	2,9	Increased number of students receiving required credits for graduation.
2. Schedule STAAR remediation classes for students who did not meet state standards of previous year's assessments.	SHS Principal	Scheduling time Instructional programs and materials Program licenses and subscriptions	Local	August 2018 - May 2019	2,9	Improved grades in core academic areas. Improved student performance on benchmark assessments. Improved student performance on state assessments.
3. Recruit and retain highly effective teachers by raising the SISD Teacher Pay Scale.	Superintendent	SISD Budget	Local	August 2018 - May 2019	2,9	Increased number of economic disadvantaged students being taught by highly effective teachers in STAAR Subjects

Summative Evaluation:

The district drop-out rate will remain at less than 1% and completion rate will remain above 99%.

Goal 5: Parents and community members will be partners in the education of students at Sonora ISD.

Objective 1: By May of 2018, Sonora ISD will increase parental knowledge of, support for, involvement in, and contributions to the school programs by 20%.

Activity/Strategy	Person	Resources	Funding	Timeline	Title I Component	Formative Evaluation
1. Encourage parents to register for 'Parent Connection' to access the child's grades and attendance.	Campus Principals Director of Technology	Remind Me 101	Local	August 2018 - May 2019	6,10	Review of subscriptions for each class. Increased parental awareness of student progress and class requirements.
2. Maintain use of the digital marquee at the SHS, SMS, and SES.	Campus Principals	School website Program licenses and subscriptions	Local	August 2018 - May 2019	6,10	Review of number of parents who signed up. Increased parental awareness of student progress and class requirements.
3. Continue weekly visits to the local radio station to discuss events and happenings in the district.	Administrative Team	Program licenses and subscriptions	Local	August 2018 - May 2019	6,10	Increased parental awareness of and attendance at school events.
4. Schedule parent-teacher conferences.	Campus Principals Teachers	Time for development	Local	August 2018 - May 2019	6,10	Increased parental awareness of and attendance at school events.
5. Continue the parent volunteer program, and recruit more parents for participation.	Campus Principals Campus Counselors	Release time for meetings	Local	August 2018 - May 2019	6,8,10	Increased parental awareness of student progress and class requirements.
6. Schedule parent appreciation events during the school day such as a Thanksgiving luncheon and Veteran's Day luncheon.	Campus Principals Director of Food Services	Computer lab/facilities	Local	August 2018 - May 2019	6,9,10	Review of number of participants.

7. Host a 'FAFSA Night' to assist parents in completing FAFSA	SHS Principal SMS Dean of Students	Scheduling time	Local	August 2018 - May 2019	6,10	Review of visitor logs and increased parental awareness of student progress and class requirements.
8. Continue 'Evening of the Arts and GT Showcase.'	SHS Principal SHS Assistant Principal	Scheduling time	Local	August 2018 - May 2019	6,10	Review number of participants.
9. Host a fall festival as an opportunity for parents to attend a fun, school sponsored event with their children.	Superintendent SES Principal	Scheduling time Early release from school	Local	August 2018 - May 2019	6,10	Review of ticket sales and money raised from event.
Summative Evaluation:						

Goal 5: Parents and community members will be partners in the education of students at Sonora ISD.

Objective 2: By May of 2019, Sonora ISD will revamp and enhance digital communication methods.

Activity/Strategy	Person	Resources	Funding	Timeline	Title I Component	Formative Evaluation
1. Maintain a messaging service that delivers voice, e-mail, and emergency messages of important and/or time sensitive material.	Director of Technology	School website	Local	August 2018 - May 2019	6,10	Broadcast Summary reports
2. Promote the school app for Apple and Android devices.	Director of Technology	Program licenses and subscriptions	Local	August 2018 - May 2019	6,10	Increased parental awareness of and attendance to school events.
3. Utilize 'Remind' text messaging system for teacher correspondence with parents.	Campus Principals Teachers	Program licenses and subscriptions	Local	August 2018 - May 2019	6,10	Increased parental awareness of and attendance to school events.
4. Calendar of events and newsletters will be sent home and posted on the website.	Campus Principals	Release time	Local	August 2018 - May 2019	6,10	Increased parental awareness of and attendance at school events.
5. Provide WIFI service for extra-curricular trip buses.	Technology Director	Purchase order for equipment Program licenses and subscriptions	Local	August 2018 - May 2019	6, 10	Data usage reports Server logs
6. Redesign school website to allow for social media integration	Technology Director	Purchase order Program license and subscriptions	Local	August 2018-June 2019	6,10	Usage reports Parent/faculty survey
Summative Evaluation:	Increased student learning and parental involvement in school sponsored activities					

Goal 5: Parents and community members will be partners in the education of students at Sonora ISD.

Objective 3: Enhance educational opportunities for children between the ages of three and five.

Preschool Transition

Activity/Strategy	Person(s) Responsible	Resources	Funding	Timeline	Title I Component	Formative Evaluation
1. Invite preschool children to participate in age appropriate special events, accompanied by parent or care-giver.	SES Principal	Scheduling	Local	August 2018 - May 2019	6	Schedule of events. Participation records.
2. Continue PK and kindergarten Spring Round-up.	SES Principal	Scheduling	Local	August 2018 - May 2019	7	Pre-registration and enrollment records.
3. Continue "Meet the Teacher". Invite PK and kindergarten students to visit their classrooms and meet their teacher prior to the first day of school.	SES Principal PK and Kinder Teachers	Scheduling	Local	August 2018 - May 2019	6,7	Participation records.
Summative Evaluation:	PK and kindergarten student performance on district and state readiness assessments.					