Sonora ISD
District Improvement Plan

"Sonora ISD, providing the best opportunity to be…"

Date of School Board Approval – February 5, 2024

This plan will be available to the district, parents, and the public in the central administration office and 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 & 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 1, 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 effective teachers

4. High quality and ongoing professional development for teachers, principals, paraprofessionals, and others

5. Strategies to attract effective, certified 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 and elementary children to the secondary campus

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 programs and funds

TEXAS COMPENSATORY EDUCATION

At-Risk criteria:

According to the Texas Education Code (TEC) 29.081 a "student at risk of dropping out of school" includes each student who is under 26 years of age and who:

- is in prekindergarten, kindergarten, or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- was not advanced from one grade level to the next for one or more school years; (Retained – stays with them for entire school career) NEW – NOTE: *a student is not considered at risk of dropping out of school if the student did not advance from Pre-K or Kindergarten to the next grade level only as a result of the request of the student's parent.*
- did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- is pregnant or is a parent; (Pregnant/Parent – stays with them for entire school career unless they are no longer parenting)
- has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- has been expelled in accordance with Section 37.007 during the preceding or current school year;
- is currently on parole, probation, deferred prosecution, or other conditional release;
- was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school; (dropout – stays with them for entire school career)
- is a student of limited English proficiency, as defined by Section 29.052;
- is in the custody or care of the Department of Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official
- is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- resided 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 in the district, emergency shelter, psychiatric hospital, halfway house, or foster group home.

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

Data sources reviewed:

*Please note that 2022-2023 Accountability Reports had not been released as of January 2024

- 2023 STAAR Performance
- 2023 Graduation Rate
- 2023 Closing the Gaps
- 2023 College, Career, and Military Readiness (CCMR) Reports
- 2023 Results Driven Accountability (RDA) Report
- District TAPR 2022-2023
- District level assessments

Demographics:

- Sonora ISD serves 670 students in enrollment in PK-12
- Sonora Elementary (PK-6) 372; Sonora Secondary (7-12) 298

Ethnic Distribution	# of students	% of students
White	143	21.3%
Hispanic	518	77.3%
Asian	6	0.9%
American Indian	0	0%
African American	0	0%
Other	3	0.4%

Student Groups	# of students	% of students
Economically Disadvantaged	361	53.9%
Homeless	2	0.3%
Migrant	1	0.1%
At-Risk	344	51.3%
Emergent Bilingual	114	17%

Staff Information	#	%
Teachers	63.7	
Professional Support	8.2	
Paraprofessionals	17	
Auxiliary	20.8	
Campus Administration	3.6	
Central Administration	1	
Counselors	3	
Average Years of Experience for Teachers	13	
Degrees Held		
Bachelors	51.1	80.3%
Masters	12.6	19.7%

	All Students		Economically Disadvantaged		Emergent Bilingual/English Learners (Current)		Emergent Bilingual/English Learners (Current & Monitored)		Special Education (Current)		Special Education (Former)	
	%	#	%	#	%	#	%	#	%	#	%	#
All Subjects												
Approaches	79	774	72	285	66	111	69	122	50	69	83	20
Meets	47	456	37	145	28	46	30	53	24	33	25	6
Masters	13	128	8	32	5	8	6	10	4	5	0	0
		974		397		167		178		137		24
ELAR												
Approaches	84	319	77	113	68	47	69	50	47	26	88	7
Meets	56	214	42	61	33	23	36	26	20	11	38	3
Masters	16	60	10	14	6	4	7	5	2	1	0	0
		381		146		69		72		55		8
Math												
Approaches	81	277	74	91	74	48	75	51	56	27	75	6
Meets	45	155	41	50	28	18	31	21	27	13	13	1
Masters	15	53	11	13	5	3	6	4	4	2	0	0
		343		123		65		68		48		8
Science												
Approaches	73	98	64	43	45	10	50	12	42	8	75	3
Meets	35	47	28	19	23	5	25	6	21	4	50	2
Masters	6	8	3	2	5	1	4	1	0	0	0	0
		135		67		22		24		19		4
Social Studies												
Approaches	70	80	62	38	55	6	64	9	53	8	100	4
Meets	35	40	25	15	0	0	0	0	33	5	0	0
Masters	6	7	5	3	0	0	0	0	13	2	0	0
		115		61		11		14		15		4

Closing the Gaps										
	All Students		Economically Disadvantaged		Emergent Bilingual		Special Education (Current)		Special Education (Former)	
	%	#	%	#	%	#	%	#	%	#
Academic Achievement										
ELAR Target	44%		33%		29%		19%		36%	
Meets	56%	214	42%	61	33%	23	20%	11	38%	8
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Math Target	46%		36%		40%		23%		44%	
Meets	45%	155	41%	50	28%	18	27%	13	13%	1
Target Met	N	N	Y	Y	N	N	Y	Y	N	N
Graduation										
Target	90%		90%		90%		90%			
2022	98.3%	59	95%	22	100%	7	85.7%	6		
Target Met	Y		Y		Y		N			
2021	100%	54	100%		100%	4	100%	7		
2020	100%	--	100%	--	100%	3	100%	--		
2019	97.1%	--	96.7%	--	--	--	--	--		
Student Success Status										
Target	47		38		37		23		43	
STAAR Component	46		39		33		26		36	
% at Approaches	79%		72%		66%		50%		83%	
% at Meets	47%		37%		28%		24%		25%	
% at Masters	13%		8%		5%		4%		0%	
Target Met	N		Y		N		Y		N	
English Language Proficiency										
Target					36					
TELPAS Progress Rate					44%					
TELPAS Progress					44					
Target Met					Y					
Participation										
ELAR Target	95%		95%		95%		95%		95%	
Participation	100%	403	100%	165	100%	78	100%	57	100%	9
Mathematics Target	95%		95%		95%		95%		95%	
Participation	99%	355	99%	133	100%	67	100%	50	100%	9

*Please note the 2023 Closing the Gaps report did not include target scores. Target scores from the 2022 report are substituted.

SUMMARY OF FINDINGS

Prioritized Areas of Concern	
Areas of Concern	**Data Source**
Increase student performance in all content areas preparing for STAAR Level II "Meets" standard.	*TEA STAAR Performance Reports, TEA Closing the Gaps, TAPR, RDA*
Increase the percentage of students meeting or exceeding progress from one year to the next across all content areas.	*TEA STAAR Performance Reports, TEA Closing the Gaps, TAPR*
Increase percentage of students performing at Level III "Masters" standard across all content areas.	*TEA STAAR Performance Reports, TEA Closing the Gaps, RDA*
Diminish the achievement gap between economically disadvantaged students and non-economically disadvantaged students.	*TEA STAAR Performance Reports, TEA Closing the Gaps, RDA*
Diminish the achievement gap between students identified as at-risk and those not identified as at-risk at all levels. Target areas: Reading Language Arts & Math	*Eduphoria STAAR Performance Data*
Improve performance of students identified as emergent bilingual students on state assessments. Target areas: Reading Language Arts, Math, & TELPAS	*TEA STAAR Performance Reports, TEA Closing the Gaps, RDA*

SONORA ISD
DISTRICT GOALS & OBJECTIVES AT•A•GLANCE

Goal 1: Sonora ISD will deliver an "A" rated district in the Texas Accountability System.
Objective 1: SISD will score 90% @ approaches, 60% @ meets, and 30% @ masters for all subjects assessed through the state assessment program.
Objective 2: SISD will meet the Closing the Gap targets and will reflect a 2% increase in the percent of tested students meeting or exceeding one year of academic progress.
Objective 3: 48% of SISD 3rd grade students will score at the meets grade level standard on the STAAR Reading assessment.
Objective 4: 52% of SISD 3rd grade students will score at the meets grade level standard on the STAAR Math assessment.
Objective 5: SISD will enhance technology infrastructure to meet district capacity needs.
Objective 6: SISD will increase technology integration into the classroom through instructional plans that integrate 21st century skills.

Goal 2: Sonora ISD will ensure 100% of seniors graduate with a diploma and are prepared to be successful in post-secondary education or career choices.
Objective 1: SISD will maintain a drop-out rate of less than 1% for all students and a completion rate of 97% or higher for each graduating class.
Objective 2: 93% of graduates will meet College, Career, or Military Readiness standards.

Goal 3: All students at Sonora ISD will be taught by highly effective teachers.
Objective 1: SISD will retain and recruit highly effective teachers and highly qualified paraprofessionals.
Objective 2: 100% of teachers will be trained in district resources, programs, and student growth measures.
Objective 3: SISD will increase instructional technology integration into the classroom through instructional plans that integrate 21st century skills.

Goal 4: Sonora ISD will cultivate a secure learning environment where 100% of students feel safe and valued.
Objective 1: SISD will maintain 0 violent incidents reported on campus.
Objective 2: SISD will develop a comprehensive plan for monitoring and reducing violence, drug use, bullying, and sexual harassment incorporating identification, response to and reporting of dating violence, bullying, sexual harassment, child abuse, family violence, and sexual trafficking, education, prevention, and intervention.

Goal 5: Sonora ISD will cultivate a learning environment that includes partnerships with families, businesses, and community organizations.
Objective 1: SISD will enhance digital communication methods for family and community access to school events and correspondence with staff members.
Objective 2: SISD will increase family partnerships and participation in individual student academic engagement and school functions and events.

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Objective 2: SISD will meet the Closing the Gap targets and will reflect a 2% increase in the percent of tested students meeting or exceeding one year of academic progress.

Objective 3: 48% of SISD 3rd grade students will score at the meets grade level standard on the STAAR Reading assessment.

Objective 4: 52% of SISD 3rd grade students will score at the meets grade level standard on the STAAR Math assessment.

Objective 5: SISD will enhance technology infrastructure to meet district capacity needs.

Objective 6: SISD will increase technology integration into the classroom through instructional plans that integrate 21st century skills.

Activity/Strategy	Person(s) Responsible	Resources	Funding	Timeline	Title I/HB 3 Component	Formative Evaluation
1. Implement a literacy initiative to focus on expanding writing instruction and practice across content areas.	Campus Principals Teachers	• Scheduling time • Instructional programs and materials • Program licenses and subscriptions	Title 1 SCE Local	August 2023 - May 2024	Title 1: 1, 2, 3, 9 HB 3: 1, 4	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.
2. Analyze data from unit, benchmark, and interim assessments using Eduphoria: Aware. Utilize assessments, test bank, online testing platform, and scanning capabilities.	Campus Principals Interventionists Teachers	• Eduphoria • Computers, Scanners	Title 1 Local	August 2023 - May 2024	Title 1: 2, 3, 8, 9 HB 3: 1, 3, 4	Quintile reports, heat maps, class and student reports. Progress on 'Focus Standards' for classes and individual students.
3. Analyze data from frequent progress monitoring from programs such as TPRI, Renaissance Place, IXL, CLI Engage, and Odysseyware.	Campus Principals Interventionists Teachers	• Time for analysis and team planning • Program licenses and subscriptions • Progress monitoring assessment • Computers/tablets	Title 1 Local	August 2023 - May 2024	Title 1: 2, 3, 8, 9 HB 3: 1, 3, 4	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.
4. Continue vertical alignment of TEKS through utilization of the TEKS Resource System components.	Campus Principals Teachers	• TEKS Resource System • Lead4Ward resources • Time for teacher planning	Local	August 2023 - May 2024	Title 1: 1, 2, 3, 9 HB 3: 1	Improved grades in core academic areas. Improved student performance on benchmark assessments. Improved student performance on state assessments.
5. 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 Superintendent	• Staff availability • Scheduling	IDEA-B Title 1 SCE Local	August 2023 - May 2024	Title 1: 2, 9 HB 3: 1	Improved grades in core academic areas. Improved student performance on benchmark assessments. Improved student performance on state assessments.

6. Update switches to better distribute unlimited Internet transmitting through the NOC.	Director of Technology Superintendent	• Equipment and hardware	Local	August 2023 - May 2024	HB 3: 2	Increased Internet speeds across campuses.
7. Incorporate 'high yield' instructional strategies and technology applications into classroom instruction and intervention groups to engage students in the content.	Campus Principals Teachers Director of Technology	• Scheduling time • Release time for training	Title 1 SCE Local	August 2023 - May 2024	Title 1: 1, 2, 3, 9 HB 3: 1, 2, 3, 4	Documentation of high yield strategies and technology in lesson plans. Principal observations of classroom instruction.
8. 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 • Release time for training	Title 2 Local	August 2023 - May 2024	Title 1: 1, 2, 3, 4 HB 3: 1, 3, 4	Review of training certificates and attendance documents. Documentation of elements in lesson plans. Principal observations of classroom instruction.
9. Provide professional development opportunities in the areas of inclusion, differentiated instruction, and scaffolding instruction.	Campus Principals Director of Special Programs	• Scheduling time • Release time for training	IDEA-B Title 2 Local	August 2023 - May 2024	Title 1: 1, 2, 3, 4 HB 3: 1, 3, 4	Review of training certificates and attendance documents. Documentation of elements in lesson plans. Principal observations of classroom instruction.
10. Retain the interventionist positions to provide instructional interventions, review student performance data, and conduct progress monitoring.	Elementary Principal Interventionists Superintendent	• Staffing positions	Title 1 Local	August 2023 - May 2024	Title 1: 2, 3, 8, 9 HB 3: 1, 3, 4	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.
11. Implement "Next Level" meetings to provide a systematic framework to address individual student needs and review individual student progress.	Campus Principals Interventionists Classroom Teachers	• Scheduling time	Title 1 Local	August 2023 - May 2024	Title 1: 2, 3, 8, 9 HB 3: 1, 3, 4	Quarterly meeting schedule.
12. Schedule intervention and tutorial time during the school day for struggling students failing core content areas.	Campus Principals Teachers	• Master schedule • Instructional programs and materials • Program licenses and subscriptions • Computers/tablets	ESSER Title 1 Local	August 2023 - May 2024	Title 1: 2, 3, 8, 9 HB 3: 1, 3, 4	Improved grades in core academic areas. Improved student performance on benchmark assessments. Improved student performance on state assessments.

13. Schedule Accelerated Instruction 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	ESSER Title 1 Local	August 2023 - May 2024	Title 1: 2, 3, 8, 9 HB 3: 1, 3, 4	Improved grades in core academic areas. Improved student performance on benchmark assessments. Improved student performance on state assessments.
14. Utilize computers furnished with accessibility hardware and software for access of the general curriculum by students identified for special education.	Campus Principals Special Education Teachers Director of Special Programs Director of Technology	• Program licenses and subscriptions	IDEA-B Local	August 2023 - May 2024	Title: 2, 9, 10 HB: 1, 2, 3, 4	Student use logs from programs. Documentation of technology use in lesson plans. Principal observations of classroom instruction.
15. Provide computer assisted instruction to supplement special education instruction and interventions in RLA and mathematics.	Campus Principals Special Education Teachers Director of Special Programs Director of Technology	• Program licenses and subscriptions	IDEA-B Local	August 2023 - May 2024	Title: 2, 9, 10 HB: 1, 2, 3, 4	Student use logs from programs. Documentation of technology use in lesson plans. Principal observations of classroom instruction.
16. Provide computer assisted instruction to supplement interventions for students identified as Emergent Bilingual.	Campus Principals Classroom Teachers Director of Special Programs Director of Technology	• Program licenses and subscriptions	Title 3 Local	August 2023 - May 2024	Title: 2, 9, 10 HB: 1, 2, 3, 4	Student use logs from programs. Documentation of technology use in lesson plans. Principal observations of classroom instruction.
17. Encourage all core content area teachers to complete ESL certification. SISD will pay for certification test.	Campus Principals Superintendent	• Release time for testing	Local	August 2023 - May 2024	Title: 1, 2, 3, 9 HB 3: 1	Number of teachers with ESL certifications.
Summative Evaluation:	Increased performance of students on six-weeks grading periods, district end-of-unit tests, and state assessments.					

Goal 2: Sonora ISD will ensure 100% of seniors graduate with a diploma and are prepared to be successful in post-secondary education or career choices.

Objective 1: SISD will maintain a drop-out rate of less than 1% for all students and a completion rate of 97% or higher for each graduating class.
Objective 2: 93% of graduates will meet College, Career, or Military Readiness standards.

Activity/Strategy	Person(s) Responsible	Resources	Funding	Timeline	Title I/HB3 Component	Formative Evaluation
1. Increase student participation in advanced placement and dual credit offerings.	Campus Principals Campus Counselor	• Scheduling time • Materials • Cooperating universities & colleges	Local	August 2023 - May 2024	HB 3: 5	Increased number of students receiving college credit hours upon graduation.
2. Offer courses for high school credit beginning in 8th grade	Campus Principals Campus Counselor	• Scheduling time • Instructional programs and materials	Local	August 2023 - May 2024	HB 3: 5	Increased number of students receiving required credits for graduation.
3. Expand CTE course and program offerings	Campus Principals Campus Counselor	• Scheduling time • Instructional programs and materials	Carl Perkins Local	August 2023 - May 2024	HB 3: 5	Increased number of students receiving industry certifications and endorsements upon graduation.
4. Provide A Chance to Success (ACTS) credit recovery program.	Campus Principals Campus Counselor	• Scheduling time • Instructional programs and materials	Title 1 SCE Local	August 2023 - May 2024	Title 1: 2, 9 HB 3: 5	Improved grades in core academic areas. Improved student performance on benchmark assessments. Improved student performance on state assessments.
5. Provide pregnancy related services for students identified.	Campus Principal Campus Counselor	• Scheduling time for services • Instructional programs and materials	SCE Local	August 2023 - May 2024	Title 1: 2, 9	Improved grades in core academic areas, and improved student performance on benchmark assessments. Improved student performance on state assessments for students identified for PRS services.
Summative Evaluation:	SISD graduation and completion rates and CCMR accountability reports.					

Goal 3: All students at Sonora ISD will be taught by highly effective teachers.

Objective 1: SISD will retain and recruit highly effective teachers and highly qualified paraprofessionals.
Objective 2: 100% of teachers will be trained in district resources, programs, and student growth measures.
Objective 3: SISD will increase instructional technology integration into the classroom through instructional plans that integrate 21st century skills.

Activity/Strategy	Person(s) Responsible	Resources	Funding	Timeline	Title I/HB3 Component	Formative Evaluation
1. Provide stipends to teachers in STAAR/EOC subject areas.	Superintendent	• Funds	Local	August 2023 - May 2024	Title 1: 5	Decreased number of positions open each year and increased number of applicants.
2. Provide benefits including above state base pay scale, health insurance, life insurance, waived PK tuition, and low-cost housing.	Superintendent	• Funds	Local	August 2023 - May 2024	Title 1: 5	Decreased number of positions open each year and increased number of applicants.
3. 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 • Release time for training	Title 2 Local	August 2023 - May 2024	Title 1: 3, 4	Review of training certificates and attendance documents. Documentation of elements in lesson plans. Principal observations of classroom instruction.
4. Assist with certification exam preparation materials.	Campus Principals Teachers	• Study materials	Local	August 2023 - May 2024	Title 1: 3, 4	Results of certification exams.
5. Allow teachers to attend review sessions and workshops for certification exams.	Campus Principals Teachers	• Scheduling time • Release time for training	Local	August 2023 - May 2024	Title 1: 3, 4	Improved grades in core academic areas. Improved student performance on benchmark assessments. Improved student performance on state assessments.
6. Invite content area specialists from ESC 15 to SISD for professional development opportunities.	Campus Principals Teachers	• Scheduling time • Release time for training	Local	August 2023 - May 2024	Title 1: 3, 4	Review of training certificates and attendance documents. Documentation of elements in lesson plans. Principal observations of classroom instruction.
7. Encourage paraprofessionals to attend paraprofessional training at ESC15.	Campus Principals Paraprofessionals	• Scheduling time • Release time for training	Local	August 2023 - May 2024	Title 1:3,4	Increase number of paraprofessionals meet Highly Qualified. Improved effectiveness of interventions: academic and behavioral.
Summative Evaluation:		100% of SISD staff will meet certification requirements and the definition of "highly effective"; 100% of paraprofessionals will meet HQ.				

Goal 4: Sonora ISD will cultivate a secure learning environment where 100% of students feel safe and valued.

Objective 1: SISD will maintain 0 violent incidents reported on campus.
Objective 2: SISD will develop a comprehensive plan for monitoring and reducing violence, drug use, bullying, and sexual harassment incorporating identification, response to and reporting of dating violence, bullying, sexual harassment, child abuse, family violence, and sexual trafficking, education, prevention, and intervention.

Activity/Strategy	Person(s) Responsible	Resources	Funding	Timeline	Title I/ HB3 Component	Formative Evaluation
1. Provide the Stop-It hotline for students to report bullying anonymously to identify and provide intervention.	Campus Principals Campus Counselors	• Stop-It subscription	Local	August 2023 - May 2024	SB 168, 9	Reduction in the number of bullying specific office referrals.
2. Provide awareness programs on dating violence, bullying, cyber bullying, sexual harassment, child abuse, family violence, and sexual trafficking. See appendix for dating violence policy.	Campus Principals Campus Counselors	• Scheduling time • Instructional programs and materials	Local	August 2023 - May 2024	SB 168, 9	Schedule of guidance classes/programs. Reduction in number of bullying/ harassment specific office referrals.
3. Provide teacher, student, and parent training on the consequences of substance use and abuse issues, including vaping.	Campus Principals Campus Counselors	• Scheduling time • Contract with	Local	August 2023 - May 2024	Title 1: 4	Reduction in campus related incidents.
4. Maintain the drug testing requirements to identify and provide intervention	Campus Principals Superintendent	• Contract with Southwest Consortium	Local	August 2023 - May 2024		Reduction in the number of positive tests.
5. Participation in Red Ribbon Week anti-drug education program.	Campus Principals Campus Counselors	• Scheduling time	Local	August 2023 - May 2024		Schedule of events/ guidance classes. Reduction in number of positive drug tests.
6. Implement a student survey to identify and address social and emotional barriers to learning.	Campus Principals Campus Counselors	• Scheduling time	Title 1 Local	December 2023 – May 2024	Title 1: 2 Title IV	Percent of students completing survey.
7. Implement social skills and social thinking counseling groups.	Campus Counselors Special Programs Counselor	• Scheduling time • Instructional programs and materials	IDEA-B ESSER Local	August 2023 - May 2024		Number of students referred for social groups.
8. Utilize School Resource Officer (SRO). See appendix for SRO duties.	Superintendent	• MOU with City of Sonora Police Department	Local	August 2023 - May 2024		Reduction is office referrals, ISS placements, and DAEP placements.
Summative Evaluation:	SISD reporting of zero incidents in PEIMS submission and ESSA compliance reports.					

Goal 5: Sonora ISD will cultivate a learning environment that includes partnerships with families, businesses, and community organizations.

Objective 1: SISD will enhance digital communication methods for family and community access to school events and correspondence with staff members.
Objective 2: SISD will increase family partnerships and participation in individual student academic engagement and school functions and events.

Activity/Strategy	Person(s) Responsible	Resources	Funding	Timeline	HB3/ Title I Component	Formative Evaluation
1. Provide district communications through school website, Facebook, and the school app of school and events and student acknowledgements.	Campus Principals Campus Counselors Director of Technology	• Program subscriptions	Local	August 2023 - May 2024	Title 1: 6	Attendance sign-in sheets for school events.
2. Utilize email and Remind for classroom correspondence between teachers and parents.	Classroom Teachers Campus Principals	• Program subscriptions	Local	August 2023 - May 2024	Title 1: 6	Email and Remind usage logs. Attendance sign-in sheets for school events.
3. Utilize emergency messaging system for important and/or time sensitive material.	Campus Principals Superintendent	• Program subscriptions	Local	August 2023 - May 2024	Title 1: 6	SMS usage logs for increased parental awareness.
4. Develop calendar of events and regular newsletters to be send home and posted on the school website.	Campus Principals Campus Counselors	• Office personnel	Local	August 2023 - May 2024	Title 1: 6	Attendance sign-in sheets for school events.
5. Host "Meet the Teacher" and "Open House" at the beginning of each school year.	Campus Principals Campus Counselors	• Scheduling	Local	August 2023 - May 2024	Title 1: 6, 7	Attendance sign-in sheets for school events.
6. Schedule PK and K Round-Up for enrollment of incoming PK & K students.	Campus Principal Campus Counselor	• Scheduling	Local	August 2023 - May 2024	Title 1: 6, 7	Completed registration packets.
7. Invite families to participate in age appropriate events throughout the school year.	Campus Principals Campus Counselors	• Scheduling time • Instructional programs and materials	Local	August 2023 - May 2024	Title 1: 6	Attendance sign-in sheets for school events.
8. Collaborate with PTO on school events.	Campus Principals Campus Counselors	• Scheduling time for meetings	Local	August 2023 - May 2024	Title 1: 6	Attendance sign-in sheets for school events.
Summative Evaluation:	Parent involvement surveys and attendance records for school events.					

Appendix A:

Freedom from Discrimination, Harassment, and Retaliation
SISD Board Policy FFH (Local)

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Reporting Procedures

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students.

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students.

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

100% of school staff members completed EduHero: Teen Dating Violence for Educators.

EduHero: Teen Dating Violence for Students available for students in grades 6 through 12.

Appendix B:

Roles and Duties of Sonora ISD School Resource Officer

The duties to be performed by the SRO include, but are not limited to, the following:

a. Patrolling areas within or in the vicinity of the geographical boundaries of Sonora ISD to protect all students, personnel, and visitors. Patrol and other law enforcement duties of the SROs shall be performed with the use of City-owned vehicles.

b. Being a visible presence during the school day in order to assist the Sonora ISD administration with general public safety services during school hours.

c. Helping Sonora ISD administrators maintain the peace and/or address a breach of the peace as needed.

d. Engaging in all law enforcement activities arising from the enforcement of criminal laws or Sonora ISD policies and rules, including, but not limited to, issuing citations, transporting arrested persons, completing follow-up activities, filing of affidavits and complaints, and participating in legal proceedings resulting from the law enforcement services provided in accordance with this Agreement. However, violations of Sonora ISD policies and rules that are strictly non-criminal in nature will only be assigned to the SRO for investigation at the specific direction of the Sonora ISD Superintendent. In the event SRO intervention is required, the SRO will intervene in and investigate alleged crimes or violations of Sonora ISD rules.

e. Responding to calls for services during the course of the regular school day or when serving in support of an official Sonora ISD extracurricular or after-school activity.

f. Assisting in providing security as needed for after-hour activities and events taking place at Sonora ISD facilities.

g. Assisting with student truancy, including detaining or escorting a student alleged to have violated Chapter 25 of the Texas Education Code.

h. In the event SRO assistance is needed, assist Sonora ISD Administrators in mediating disputes on campus, including working with students to help solve disputes in a non-violent manner.

i. Accompanying the Sonora Police Department during random canine searches conducted on Sonora ISD property.

j. Preventing property loss due to theft or vandalism.

k. Providing traffic control as needed.

l. Assisting Sonora ISD with its Emergency Operation Plan.

m. Assisting with school safety projects, scheduling and maintaining emergency drills, emergency response, and after-action reviews within Sonora ISD.

n. Providing training for staff as requested by the Sonora ISD Superintendent.

o. Serving as a resource for law enforcement education at the request of school staff, such as speaking to classes on the law, search and seizure, drugs, or motor vehicle laws.

p. Maintaining the confidentiality of student records as required by the Family Educational Rights and Privacy Act.

q. Preparing reports and documentation related to events occurring within the geographic boundaries of Sonora ISD.

r. Performing other duties that may be assigned from time to time by the Sonora ISD Superintendent, provided that the duty is legitimately and reasonably related to the services as described herein and is consistent with Federal and State law, local ordinances and orders, laws applicable to Sonora ISD, Sonora ISD's policies, procedures, rules, or regulations relating to the subject matter of this Agreement, and the policies, procedures, rules, and regulations of the City Police Department.

Addendum: Migrant Priority for Service Action Plan

Priority for Service (PFS) Action Plan
for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; AND • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; AND • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; or • For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all the required components as described in Part 3 of the ESSA Consolidated Federal Grant Application, but allows room for districts to add additional activities. Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

Note: *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).*

Goal(s):	Objective(s):
To focus on the unmet needs of migrant children who have been identified for "Priority for Services" (PFS) by providing them with supplemental instructional and support services.	PFS students will have access to supplemental instructional and support services documented on the PFS Student Review Form. PFS students will have a PFS Student Review Form completed with academic information to monitor student success.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are PFS.			
▪ **Monthly,** run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.	July1-August 30	NGS Data District Migrant Contact	Monthly PFS Reports
▪ **Before the first day of school,** develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	July1-August 30	ESC Migrant Department District Migrant Contact	Signed PFS Action Plan
Additional Activities			
▪			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
• **During the academic calendar**, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	July1-August 30	ESC Migrant Department District Migrant Contact	PFS Action Plan Sign In sheets/Emails/Monthly PFS Reports/Online platforms
• **During the academic calendar**, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	July1-August 30	ESC Migrant Department District Migrant Contact	Sign-In Sheets/Zoom chat/Emails/phone logs/ PAC agenda
• **During the academic calendar**, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	July1-August 30	ESC Migrant Department District Migrant Contact	PFS Parent Form Zoom, sign in sheets
Additional Activities			
Provide services to PFS migrant students.			
• **The district's Title I, Part C migrant coordinator or MEP staff will** use the PFS reports to give priority placement to these students in migrant education program activities.	July1-August 30	ESC Migrant Department District Migrant Contact	PFS Reports Emails/ District Contact log
• **The district's Title I, Part C migrant coordinator or MEP staff** will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	July1-August 30	ESC Migrant Department District Migrant Contact	Emails Documentation Community Resource List/Supplemental/Instructional Distribution Forms
• **The district's Title I, Part C migrant coordinator or MEP staff will** determine what federal, state, or local programs serve PFS students.	July1-August 30	ESC Migrant Department District Migrant Contact	Student Participation List, Invoices, Sign In logs
Additional Activities			
• Provide students/parents with community resources and services. • Coordinate with other programs to provide credit accrual options.	July1-August 30	District Migrant Contact ESC Migrant Department	PAC Agenda, Monthly Zoom recordings, flyers

(signature)   9-20-2023

LEA Signature   **Date Completed**

(signature)   09-20-2023

ESC Signature   **Date Received**