

San Diego Independent School District



San Diego High School

Accountability Rating: B

2025-2026 Campus Improvement Plan

Mission Statement

San Diego ISD will inspire, educate, and empower all students to be responsible, ethical, productive citizens of a global society by providing students with a positive safe learning environment.

Vision

San Diego ISD will be a Model School System.

Motto

Vaqueros Dream Big, Work Hard, and Live Right!

Table of Contents

Comprehensive Needs Assessment	5
Demographics	6
Student Learning	9
School Processes & Programs	11
Perceptions	13
Priority Problem Statements	16
Data Documentation for CNA	19
Improvement Planning Data	20
Accountability Data	20
Student Data: Assessments	20
Student Data: Student Groups	21
Student Data: Behavior and Other Indicators	21
Employee Data	22
Parent/Community Data	22
Support Systems and Other Data	22
Goals	23
Goal 1 : San Diego High School will promote a culture of high academic achievement an...	24
Goal 2 : San Diego High School will improve instructional support for all staff to increase...	33
Goal 3 : San Diego High school will build positive relationships with students, parents, a...	36
Committees	43
Campus Needs Assessment Committee	44
Members	44
Site-Based Decision Making Committee	44
Members	44
Funding Summary	45
199 General Fund	46
199-PIC 21 State Gifted & Talented (G/T)	46
199-PIC 22 State Career & Technical Ed (CTE)	46
199-PIC 23 State Special Education (SpEd)	46
199-PIC 25 State Bilingual/ESL	47
199-PIC 28 State Comp Ed (SCE), DAEP	47
199-PIC 30 State Comp Ed (SCE), Title IA, Schoolwi	47
199-PIC 31 State High School Allotment	47
199-PIC 37 Dyslexia	47
199-PIC 38 College, Career, and Military	48

211 Title I, Part A	48
244 Perkins Career & Technical Ed (CTE)	48
255 Title II, Part A, TPTR	48
352 21st Century Grant	48



Comprehensive Needs Assessment

Demographics

Summary

There are 455 students enrolled at SDHS which declined by 3% from the previous year. However, historically, student body had been increasing by 30% from previous 5 years.

Student body is relatively 50/50% male and female classified in the following demographics:

87.6% of students classified as economically disadvantaged

.1% as homeless

5.3% GT Education

.9% EB student/EL

Graduation Rate:

2024 - 94%

2023 - 88.5%

2022 - 91.1%

5-Year: 94.5%

Special Education:

There are 238 (15.8%) students classified under special education.

47.5% under Intellectual Disabilities

23.5% with physical disabilities

13.9% classified Autistic

4.9% with Dyslexia

Teachers make up 49% of the professional staff with an additional 8.6% as professional support staff and 3.3% as campus administration.

Teachers are made up of 57% female and 43% male genders. with the following years of experience:

30+ years - 3.32%

20-30 years - 13.29%

10-20 years - 26.25%

6-10 years - 13.62%

1-5 years - 31.89%

Beginning Teacher - 11.96%

Strengths

Full wall-to-wall ECHS program with dual credit course opportunity for all students

ECHS Students can earn an associate degree

15 hrs of college courses can be earned without passing TSI math or Reading

Workforce certificates available:

Welding

Patient Care technician

Medical Assistant

EKG

Phlebotomy

Law Enforcement

PLCs for all teachers

College preps, ACE program, TSIA classes, BLITZ test preps, Advisory

Afterschool and Saturday School Programs

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Student attendance consistently falls below the recommended state average.	While the low ECD rate contributes to the low attendance rate the campus does not a clear process for monitoring and assessing progress.
2 ★	SPED student performance on state assessment is below the state standard.	Clearing tracking of student performance and follow through is not clear and concise.

★ = Priority

Student Learning

Summary

Strengths:

- Use of personalized learning plans (IEPs, 504, advisory).
- Inclusion support for special education students in general education classrooms.
- Wide range of interventions including after-school tutoring, summer school, advisory, and SEL programming.
- Structured RtI model with clear tiers.
- Teacher support through professional development for special populations (G/T, CTE, Special Ed).
- Collaboration through committees (ARD, LPAC, 504, SSI).

Needs:

- More consistent monitoring and evaluation of intervention effectiveness.
- Earlier identification and response for students at risk of academic failure.
- Stronger data analysis to adjust interventions in real-time.
- Increased resources (time, personnel) to better support Tier 2 and Tier 3 students.
- Enhanced teacher training in differentiated instruction and progress monitoring.
- More inclusion of culturally responsive practices to better meet diverse student needs.

The campus is actively analyzing student learning outcomes across various populations, including those in Special Education, Section 504, ESL, and Gifted and Talented programs. While there are multiple supports in place such as RTI tiers, summer and after-school tutoring, advisory interventions, and committee-based plans (ARD, LPAC, 504), disparities persist in academic achievement. The data collected helps the campus identify trends, assess growth, and tailor interventions, though consistency and monitoring still require improvement.

Strengths

Strengths:

- Use of personalized learning plans (IEPs, 504, advisory).
- Inclusion support for special education students in general education classrooms.
- Wide range of interventions including after-school tutoring, summer school, advisory, and SEL programming.
- Structured RtI model with clear tiers.
- Teacher support through professional development for special populations (G/T, CTE, Special Ed).
- Collaboration through committees (ARD, LPAC, 504, SSI).

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Increase the number of Meets and Masters in all EOC areas.	Intervention focus has been on Did not meet and Approaches students.
2 ★	SDHS has had a low CCMR percentage in previous years.	Little to no tracking of students.

★ = Priority

School Processes & Programs

Summary

A variety of monetary and professional support is used in an effort to recruit and retain staff.

*Professional development is provided throughout the year.

*Instructional coaches assist in the dissemination of information and ensure content area teams work together in decision-making.

*Students needing additional academic assistance are provided support through inclusion, dyslexia, 504, advisory, flex, blitz, STAAR Prep, ACE, and summer school.

*Consistent monitoring and dissemination of data throughout the year.

A variety of CTE programs are available which offer certification.

*Variety of college dual credit courses available which offer course credits.

*Clearly defined safety management system that adheres to federal, state, and local codes.

Strengths

The majority of teachers at SDISD are retained, reflecting the district's strong commitment to staff support and satisfaction. A retention bonus is currently in place, along with performance-based incentives tied to campus expectations and state testing passing rates. All district employees, including teachers and paraprofessionals, are eligible for these bonuses, which range from \$300 to \$1,000 depending on their years of service—a generous gesture that underscores the district's appreciation for its staff. As a result, the teacher turnover rate has steadily declined in recent years; for instance, only five teachers left the high school last year. This improvement can be attributed in part to the strong support system provided by our administration.

The district prioritizes regular professional development and fosters a culture of open communication among staff members. A critical component of this supportive environment is ensuring that all employees feel safe while on campus. Staff members generally report a strong sense of security, largely due to the implementation of comprehensive safety measures, including the consistent presence of law enforcement officers on school grounds.

To gauge staff perceptions and continuously improve campus climate, the district routinely administers surveys. These surveys provide valuable feedback on various aspects of the work environment, including safety, communication, and professional support. The data collected helps inform decision-making and ensures that staff needs and concerns are addressed proactively.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Lack of recognition and incentives for student achievement.	No processes in place to recognize student accomplishments.
2 ★	Lack of campus wide expectations and procedures	Inconsistency in policy and programs as well as admin staff.
3 ★	Establish and Communicate safety procedures.	Safety procedures have not been communicated as new changes are made within the district and beyond.

★ = Priority

Perceptions

Summary

San Diego Independent School District (SDISD), as a district, places a strong emphasis on fostering a positive climate and culture across its campuses. SDISD's commitment to continuous improvement is evident through various initiatives. For instance, the district's Strategic Plan for 2023-2028 outlines goals aimed at enhancing the educational environment, promoting student engagement, and supporting staff development. Additionally, SDISD's District of Innovation Plan for 2021-2025 demonstrates a proactive approach to implementing innovative strategies tailored to the unique needs of our schools. These efforts collectively contribute to a supportive and collaborative atmosphere that benefits both educators and students.

Most schools have effective procedures in place to promote safety, such as security personnel, surveillance cameras, emergency drills, visitor check-ins, and anti-bullying policies. These measures are designed to create a secure and structured environment where students and staff feel protected.

Students describe campus life in different ways depending on their experiences, backgrounds, and social circles. Generally, their perceptions are shaped by factors such as respect, relationships, behavior, support, and belonging—all of which influence how they feel about their school environment.

- **Respect & Behavior:** Some students feel their school promotes a respectful and inclusive environment where teachers and peers treat each other with kindness. Others may feel there are issues with bullying, strict rules, or favoritism, which can affect their sense of fairness.
- **Relationships & Belonging:** Many students find strong friendships and a sense of belonging through clubs, sports, and shared interests. However, some may feel isolated if they struggle to connect socially.
- **Support:** Students who feel supported by teachers and counselors describe the campus as encouraging and motivating. Those who struggle academically or personally may feel there is a lack of guidance or accessibility to resources.

Not all student groups share the same perceptions. Socially active students may see the school as a fun and engaging place, while those who feel left out may describe it as lonely or cliquish. Similarly, students in advanced classes may feel supported, whereas struggling students might see the school as stressful or overwhelming.

Teachers, on the other hand, often view the school as a structured and supportive environment designed to help students succeed. They may believe that rules and discipline are necessary for a respectful atmosphere, whereas students might see them as too strict. Teachers also tend to emphasize the efforts made to create inclusivity and support, though they may not always be aware of the challenges certain student groups face.

Overall, while teachers generally see the campus as a place of growth and opportunity, student perspectives vary based on their personal experiences with relationships, respect, and support.

However, students' perceptions of safety vary. Many feel safe due to visible security measures, supportive staff, and a positive school culture. Others may feel unsafe due to experiences with bullying, fights, or concerns about external threats.

We can assess how safe students feel through surveys, student feedback, incident reports, and open discussions. If students report feeling secure and comfortable on campus, it suggests the procedures are effective. However, if there are ongoing concerns about violence, harassment, or a lack of support, it may indicate a need for improvements in school safety policies.

Strengths


Students often describe their campus as welcoming, vibrant, and spacious, emphasizing the lush, green courtyards and inviting student lounges where they gather with friends. They see the school as a dynamic and energetic space, full of life and activity, from bustling hallways to exciting extracurricular events. The inclusive and friendly atmosphere makes them feel comfortable, and they often appreciate the modern and innovative areas that enhance their learning and social experiences.

Teachers, however, tend to focus on the well-maintained, well-equipped, and structured aspects of the campus. They describe the classrooms as modern and functional, designed to support student learning with the latest technology. They also value the safe, organized, and inspiring environment that fosters both academic and personal growth. While students view the campus as a social hub, teachers see it as a place of engagement, discipline, and development, ensuring that it remains a positive and productive space for all.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	There is low parent engagement in academic activities when offered to parents/guardians by the campus.	Parents attend only extracurricular activities and awards presentations due to the high volume of scheduled events from all UIL and UIL recognition activities.
2 ★	There is a lack of meaningful, targeted teacher professional development.	The school day and calendar limits what professional development can be offered to staff.
3 ★	Lack of Communication with parents	Previous admin has sent out minimal information to parents.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Student attendance consistently falls below the recommended state average.

While the low ECD rate contributes to the low attendance rate the campus does not a clear process for monitoring and assessing progress.

2
★

SPED student performance on state assessment is below the state standard.

Clearing tracking of student performance and follow through is not clear and concise.

3
★

There is low parent engagement in academic activities when offered to parents/guardians by the campus.

Parents attend only extracurricular activities and awards presentations due to the high volume of scheduled events from all UIL and UIL recognition activities.

4
★

There is a lack of meaningful, targeted teacher professional development.

The school day and calendar limits what professional development can be offered to staff.

5
★

Increase the number of Meets and Masters in all EOC areas.

Intervention focus has been on Did not meet and Approaches students.

6
★

SDHS has had a low CCMR percentage in previous years.

Little to no tracking of students.

7
★

Lack of recognition and incentives for student achievement.

No processes in place to recognize student accomplishments.

8
★

Lack of campus wide expectations and procedures

Inconsistency in policy and programs as well as admin staff.

9
★

Establish and Communicate safety procedures.

Safety procedures have not been communicated as new changes are made within the district and beyond.

10
★

Lack of Communication with parents

Previous admin has sent out minimal information to parents.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data



Goals

Goal 1

San Diego High School will promote a culture of high academic achievement and excellence in all areas and aim for an A on the state accountability system.

Performance Objective 1 High Priority

Increase student achievement by 5% percent compared to the end of the year 2026 assessment date.

Evaluation Data Source: Common Assessment, EOC, and local screeners.

Strategy 1

Continue to differentiate instruction to meet the needs of all identified subpopulations of students including: SPED, GT, ESL, Dyslexia, and 504.

Strategy's Expected Result/Impact: All areas will increase by 5% in state and local assessments.

Staff Responsible for Monitoring: Principal, assistant principal, instructional coaches.

Problem Statements: Demographics 2 - Student Learning 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

April

June

Strategy 2

Intergrate high yield instructional strategies that promote higher-order thinking skills in all content areas. (Fundamental Five, Teach Like a Champion and Rigor/Relevance framewok)

Strategy's Expected Result/Impact: Increase the overall performance on STAAR/EOC by 5% at all levels.

Staff Responsible for Monitoring: Principal, AP, Teachers, Instructional coaches.

Problem Statements: Student Learning 1 - Perceptions 2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

January

April

June

Strategy 3

Classrooms will be equipped with technology to help students utilize programs that are available to them.

Strategy's Expected Result/Impact: Usage reports will indicate that students are using programs with fidelity to promote student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers.

Problem Statements: Student Learning 1 - Perceptions 2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

January

April

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

SPED student performance on state assessment is below the state standard.

Clearing tracking of student performance and follow through is not clear and concise.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Increase the number of Meets and Masters in all EOC areas.

Intervention focus has been on Did not meet and Approaches students.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

There is a lack of meaningful, targeted teacher professional development.

The school day and calendar limits what professional development can be offered to staff.

Performance Objective 2 High Priority

Utilize data based on ongoing formative assessment to drive instructional practices.

Evaluation Data Source: Six weeks CA
Yearly Benchmark
STAAR/EOC
Local screeners

Strategy 1

Data will be disaggregated according to all student groups, subgroups, STAAR/EOC, local benchmark, and common assessments to assist with instructional planning.

Strategy's Expected Result/Impact: Increase the overall performance on STAAR/EOC, local benchmark, and common assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional coaches.

Problem Statements: Demographics 2 - Student Learning 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

January

April

June

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

The campus will consistently analyze assessment data to create intervention groups.

Strategy's Expected Result/Impact: Increase overall performance in domain 3 by 5% in each area.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coaches.

Problem Statements: Demographics 2 - Student Learning 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

April

June

Strategy 3

A campus data room will be set up to monitor and track student performance.

Strategy's Expected Result/Impact: Teachers will monitor and track student performance throughout the year.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teacher

Problem Statements: Demographics 2 - Student Learning 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

April

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 SPED student performance on state assessment is below the state standard.	Clearing tracking of student performance and follow through is not clear and concise.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Increase the number of Meets and Masters in all EOC areas.	Intervention focus has been on Did not meet and Approaches students.

Performance Objective 3 High Priority

Provide instructional intervention to targeted student groups based on campus data.

Evaluation Data Source: CA data
 STAAR/EOC
 District screeners

Strategy 1

The campus will provide effective and timely interventions for every student including all subgroups.

Strategy's Expected Result/Impact: Increase the overall achievement of STAAR/EOC, local assessments, and benchmarks.

Staff Responsible for Monitoring: Principal, assistant principal, Teachers.

Problem Statements: Demographics 2 - Student Learning 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

April

June

Strategy 2

The school schedule will reflect built-in intervention time for all students.

Strategy's Expected Result/Impact: Student achievement growth of 5% on local and state assessments.

Staff Responsible for Monitoring: Principal, assistant principal, teacher, and instructional coaches.

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

April

June

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

SPED student performance on state assessment is below the state standard.

Clearing tracking of student performance and follow through is not clear and concise.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Increase the number of Meets and Masters in all EOC areas.

Intervention focus has been on Did not meet and Approaches students.

Performance Objective 4 High Priority

All San Diego High School graduates will earn a CCMR indicator through TSIA2 performance, dual-credit course completion, and CTE certifications.

Evaluation Data Source: TSI performance reports, Dual-Credit completion reports, College prep Math and ELA completion records, ASVAB test results, military signing records, and CTE department certification results.

Strategy 1

Create a culture of college awareness through the use of college shirt day, college visits, college and career fairs, and advising visits to SDHS.

Strategy's Expected Result/Impact: Students will have an awareness for college/university

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, and teachers

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

January

April

June

Strategy 2

Provide 12th grade with a transition period (Bridge) to help with college and career readiness and early college high school.

Strategy's Expected Result/Impact: Students will be prepared for ECHS and Graduation transition.

Staff Responsible for Monitoring: Principal, AP, Counselors, and teachers

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

April

June

Strategy 3

Early college high school counselor and Academic counselor will meet with all students to determine progress towards CCMR, graduation, TSIA 2, and certificates earned.

Strategy's Expected Result/Impact: Increase the overall performance of ECHS student performance on CCMR requirements.

Staff Responsible for Monitoring: Principal, AP, counselor, and select teachers.

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

April

June

Strategy 4

TSIA 2 prep systems will be implemented on campus for all grade levels including TSIA 2 prep class, Saturday TSIA 2 boot Camp, and on-campus weekly and six weeks testing for targeted groups.

Strategy's Expected Result/Impact: Increase the overall CCMR performance for TSIA 2 readiness.

Staff Responsible for Monitoring: Principal, AP, Counselors, and college/career teachers

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

April

June

Strategy 5

Campus will provide opportunities for all students to enroll in dual credit, CTE, and early college courses.

Strategy's Expected Result/Impact: complete OBM percent scores for CCMR and accountability rating.

Staff Responsible for Monitoring: Principal, AP, Counselors, teachers

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Formative Reviews

Some Progress

November

January

April

June

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>2 SDHS has had a low CCMR percentage in previous years.</p>	<p>Little to no tracking of students.</p>

Performance Objective 5 High Priority

All students will be tracked to ensure that they attend school with a 90% attendance rate.

Evaluation Data Source: Three and Six Weeks attendance reports

Attendance committee will monitor students not on track and will offer support to help students get back on track.

Strategy 1

Attendance committee will track students to ensure that all meet the 90% target rate.

Strategy's Expected Result/Impact: All students will be monitored to ensure they reach the state's 90% attendance rate.

Students failing to meet the 90% rate will be assigned Saturday school and/or credit recovery as accurate.

Staff Responsible for Monitoring: Attendance Committee, APs, Principal, Teachers, Truancy Officer

Problem Statements: Demographics 1

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

January

April

June

Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p>1 Student attendance consistently falls below the recommended state average.</p>	<p>While the low ECD rate contributes to the low attendance rate the campus does not a clear process for monitoring and assessing progress.</p>

Goal 2 San Diego High School will improve instructional support for all staff to increase student academic performance.

Performance Objective 1

Promote a culture of collaboration and open communication focused on teaching and learning.

Evaluation Data Source: Weekly faculty updates
2 times per six weeks newsletter
Weekly PLC
Quarterly CTE meetings
Weekly CLT meetings

Strategy 1

PLC's will be conducted to disaggregate and discuss data and increase rigor and relevance in the lesson delivery.

Strategy's Expected Result/Impact: Student achievement will improve because of teacher collaboration.

Staff Responsible for Monitoring: Principal, AP, Instructional Coaches, and Teachers

Problem Statements: Perceptions 2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

April

June

Strategy 2

The leadership team will conduct walkthroughs and provide feedback to teachers in a timely manner as well as calibration team walkthroughs district wide to provide feedback.

Strategy's Expected Result/Impact: Feedback will be provided by the administration and teachers will implement feedback during future observations.

Staff Responsible for Monitoring: Principal and AP

Problem Statements: Perceptions 2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Formative Reviews

Some Progress

November

January

April

June

Strategy 3

Monitoring and peer observation will be conducted by new and experienced teachers to gain insight and ideas into other teaching styles.

Strategy's Expected Result/Impact: Increase overall teacher support on campus

Staff Responsible for Monitoring: Principal, AP

Problem Statements: Perceptions 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

No Progress

November

January

April

June

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

There is a lack of meaningful, targeted teacher professional development.

The school day and calendar limits what professional development can be offered to staff.

Performance Objective 2

Provide Meaningful professional development

Evaluation Data Source: PD calendar

PLC Schedules

PLC Agendas

District PD schedules

Strategy 1

Align teacher professional development to address instructional needs and strategies and provide follow-up meetings for support.

Strategy's Expected Result/Impact: Support staff as needed based on campus needs.

Staff Responsible for Monitoring: Principal, AP, Instructional coaches, Director of Academic Services

Problem Statements: Perceptions 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

April

June

Strategy 2

Instructional coaches will provide training in unpacking the TEKS and other areas of identified need.

Strategy's Expected Result/Impact: Improved delivery of instruction.

Staff Responsible for Monitoring: Principal, AP, Instructional Coaches

Problem Statements: Perceptions 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

April

June

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

There is a lack of meaningful, targeted teacher professional development.

The school day and calendar limits what professional development can be offered to staff.

Goal 3

San Diego High school will build positive relationships with students, parents, and the community.

Performance Objective 1

Effectively and consistently communicate student progress with stakeholders.

Evaluation Data Source: Increase awareness of overall STAAR performance and local performance on benchmarks.

Awards Ceremony every Six Weeks

Strategy 1

All content area teachers will use campus data trackers to monitor and track student performance data based on common assessment/benchmark and set individual goals.

Strategy's Expected Result/Impact: Students will reach the approaches level on STAAR and local assessments. Campus Expectations: 90 - Approaches, 60 Meets, 30 Masters.

Staff Responsible for Monitoring: Principal, AP, Instructional coaches

Problem Statements: Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

April

June

Strategy 2

The principal will share information with groups of stakeholders to discuss the vision, mission, goals, and shared values from our Early College High School expectations.

Strategy's Expected Result/Impact: Stakeholders will be aware of the school's vision, mission, goals, and shared values.

Staff Responsible for Monitoring: Principal, AP, Counselors

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

April

June

Strategy 3

The campus will promote family engagement activities to increase parental involvement for student success.

Strategy's Expected Result/Impact: Increased parental involvement attendance.

Staff Responsible for Monitoring: Principal, AP, Vaquero Learning Academy, Counselors

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

April

June

Strategy 4

Communication with stakeholders will be shared routinely through various platforms.

Strategy's Expected Result/Impact: Parent community involvement will increase and we will add more platforms to bring awareness to our campus.

Staff Responsible for Monitoring: Principal, AP, Counselors, Vaquero Learning Academy

Problem Statements: School Processes & Programs 1 - Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Increase the number of Meets and Masters in all EOC areas.

Intervention focus has been on Did not meet and Approaches students.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Lack of recognition and incentives for student achievement.

No processes in place to recognize student accomplishments.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

There is low parent engagement in academic activities when offered to parents/guardians by the campus.

Parents attend only extracurricular activities and awards presentations due to the high volume of scheduled events from all UIL and UIL recognition activities.

Performance Objective 2 High Priority

Create a positive culture of trust in which every individual has value and worth.

Evaluation Data Source: Staff, parent, and Student Survey

Strategy 1

Students will be able to earn incentives on campus for positive behavior and academics.

Strategy's Expected Result/Impact: Increase student performance and campus climate and cultures - more opportunities to showcase successes.

Staff Responsible for Monitoring: Principal, AP, Teachers, Staff

Problem Statements: School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

April

June

Strategy 2

The campus will hold an end of grading period student recognition assembly to honor grades and attendance and students will be awarded incentives.

Strategy's Expected Result/Impact: Increase student achievement and attendance

Staff Responsible for Monitoring: Principal, AP, Teachers

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

April

June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Lack of recognition and incentives for student achievement.

No processes in place to recognize student accomplishments.

Performance Objective 3 High Priority

Establish a clearly defined safety management system that adheres to federal, state, and local codes.

Evaluation Data Source: Safety emergency plan drills

Strategy 1

The campus will develop a safety emergency plan that outlines procedures and plans of action to address emergency procedures. Campus drill schedules will be built into the year.

Strategy's Expected Result/Impact: Increased knowledge of safety emergency plans and procedures

Staff Responsible for Monitoring: Principal, AP, Safety Coordinator

Problem Statements: School Processes & Programs 2, 3 - Perceptions 3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

April

June

Strategy 2

The campus will disseminate and communicate the specifics of the safety emergency plan to stakeholders outlining the protocol and plan of action for emergency procedures.

Strategy's Expected Result/Impact: Increased knowledge and awareness of safety emergency plans

Staff Responsible for Monitoring: Principal, AP, Safety Coordinator

Problem Statements: School Processes & Programs 3 - Perceptions 3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

April

June

Strategy 3

The campus will host school-wide events to promote health and safety throughout the school year

Strategy's Expected Result/Impact: Increased awareness of health and safety

Staff Responsible for Monitoring: Principal, AP, Counselor, CACOST

Problem Statements: School Processes & Programs 3 - Perceptions 3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

April

June

Strategy 4

The school health advisory council will promote sound school policies and practices that will improve and maintain the health and wellness of the students.

Strategy's Expected Result/Impact: Increased knowledge and awareness of healthy lifestyle

Staff Responsible for Monitoring: SHAC, Principal, AP

Problem Statements: School Processes & Programs 3 - Perceptions 3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

January

April

June

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Lack of campus wide expectations and procedures

Inconsistency in policy and programs as well as admin staff.

3

Establish and Communicate safety procedures.

Safety procedures have not been communicated as new changes are made within the district and beyond.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Lack of Communication with parents

Previous admin has sent out minimal information to parents.



Committees

Committees

Campus Needs Assessment Committee

Members

First Name	Last Name	Position	Committee Role
Tina	Saenz	AP	AP
Ricardo	Martinez	AP	AP
Daniela	Vidal	Community Member	Community Member
Elaine	Gonzalez	Parent	Parent
Ashley	Saenz	Teacher	Classroom Teacher
Marissa	Guerra	Teacher	Classroom Teacher
Leila	Garcia	Principal	Administrator

Site-Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Benjamin	Johnson	Assistant Principal	Administrator
Victoria	Gonzalez	Dyslexia Teacher	Classroom Teacher
Marissa	Guerra	Teacher	Classroom Teacher
Elaine	Gonzalez	Parent	Parent
Ashley	Saenz	Teacher	Classroom Teacher
Daniella	Vidal	Parent	Business Representative
Leila	Garcia	Principal	Administrator
Leslie	Davis	Academic/AP counselor	Non-classroom Professional
Andres	Martinez	Assistant Principal	Administrator



Funding Summary

Funding Summary

199 General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$2,873,919.91
				+/- Difference	\$2,873,919.91

199-PIC 21 State Gifted & Talented (G/T)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$8,150.00
				+/- Difference	\$8,150.00

199-PIC 22 State Career & Technical Ed (CTE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$613,307.22
				+/- Difference	\$613,307.22

199-PIC 23 State Special Education (SpEd)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$245,990.69
				+/- Difference	\$245,990.69

199-PIC 25 State Bilingual/ESL

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$200.00
				+/- Difference	\$200.00

199-PIC 28 State Comp Ed (SCE), DAEP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$700.00
				+/- Difference	\$700.00

199-PIC 30 State Comp Ed (SCE), Title IA, Schoolwi

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$257,319.16
				+/- Difference	\$257,319.16

199-PIC 31 State High School Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$44,000.00
				+/- Difference	\$44,000.00

199-PIC 37 Dyslexia

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$5,600.00
				+/- Difference	\$5,600.00

199-PIC 38 College, Career, and Military

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$277,650.00
				+/- Difference	\$277,650.00

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$22,944.36
				+/- Difference	\$22,944.36

244 Perkins Career & Technical Ed (CTE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$22,099.00
				+/- Difference	\$22,099.00

255 Title II, Part A, TPTR

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$26,412.21
				+/- Difference	\$26,412.21

352 21st Century Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$170,913.65
				+/- Difference	\$170,913.65