

Campus Improvement Plan 2023-2024



SOMERSET ACADEMY
— TEXAS —

Somerset Academies of Texas

www.somersestacademytx.org

Purpose: Somerset Academy, Inc. promotes a transformational culture that maximizes student achievement and the development of accountable, global learners in a safe and enriching environment that fosters high-quality education.

Vision: Empowering students to explore global learning opportunities to promote and enrich their communities and the communities we serve.



SOMERSET ACADEMY
— **BROOKS** —

3803 Global Way

San Antonio Texas, 78223

Bonnie Salas, Principal

School Improvement Committee Members:

- Bonnie Salas, Principal
- Latasha Washington, Assistant Principal
- Nora Leza, Director of College and Career Readiness
- Robert Alexander, Counselor
- Stephanie Espinoza, Social Worker
- Nora Contreras, SEL/504 Coordinator
- Jorge Cardona, Dean of Students
- Carrie Adame, MS STEM Teacher
- Orfa Montoya, Math Teacher
- Amanda Carrillo, 3rd Grade
- Courtney Oliver, Academic Specialist
- Martha Avila, Parent Liaison

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education 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 student 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: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

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

Comprehensive Needs Assessment Summary

School Year: 2023-2024

Data Sources Reviewed: Texas Academic Performance Report (TAPR) 2021-2022

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
	What were the identified strengths?	What were the identified needs?	What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<p>Total Enrollment: 1296</p> <p><u>Special Programs:</u></p> <p>GT- 7.7%</p> <p>Special Education- 14.3%</p> <p>Economically Disadvantaged- 68%</p> <p><u>Gender:</u></p> <p>Male- 52.2%</p> <p>Female- 47.8%</p> <p><u>Ethnic Distribution:</u></p> <p>White- 5.2%</p> <p>Black- 3.2%</p> <p>American Indian/Alaskan Native- 0.1%</p> <p>Asian- 1.2%</p> <p>Hispanic- 89.6%</p> <p>Daily Average Attendance- 95%</p>	Average daily attendance declined by 2 percent.	<p>Increase in average daily attendance.</p> <p>Improve student proficiency in Math and Reading.</p> <p>Increase STAAR percentages in Approached, Meets, and Masters.</p>

Student Achievement	<p>Approached Grade Level or Above: 61%</p> <p>Plus 13%</p> <p>Meets Grade Level or Above: 31%</p> <p>Plus 11%</p> <p>Masters Grade Level or Above: 11%</p> <p>Plus 5%</p>	<p>Approached Grade Level or Above: 61%</p> <p>Meets Grade Level or Above: 31%</p> <p>Masters Grade Level or Above: 11%</p>	
School Culture and Climate	<p>Staff years with campus exceed the average of the district.</p> <p>Student Engagement</p> <p>Parent Engagement</p> <p>Health and Safety</p>	<p>Staff with experience is lower than state averages.</p> <p>Continuous education on campus safety</p>	<p>Extracurricular Activities</p> <p>Integration of High School into school activities</p> <p>Campus Spirit and parent involvement</p> <p>Required parent conferences</p> <p>Family newsletter- monthly</p> <p>Staff newsletter- weekly</p> <p>Monthly Staff Incentives</p> <p>Athlete of the Week, Senior Spotlight, Bengal of the Week</p> <p>Monthly drills</p>

			<p>Quarterly safety meetings</p> <p>Parent education on school safety</p> <p>Anonymous Reporting Site</p> <p>Life watch</p> <p>Anti Bullying Presentation</p> <p>Installation of new intercom system.</p>
Staff Quality/ Professional Development	<p>Highly Qualified Staff</p> <p>No Degree: 0%</p> <p>Bachelor's Degree: 71%</p> <p>Master's Degree: 10%</p> <p>Doctorate: 1%</p> <p>Educational Aides all obtain a paraprofessional certificate or 60 college hours.</p>	<p>Increase student achievement across all grade levels and contents</p> <p>Increase in walkthrough data showing evidence of differentiation, student collaboration, and hands on learning experiences.</p>	<p>Create PD opportunities that will support individual student performance</p> <p>Peer Observations</p> <p>Instructional Leadership Model lessons</p> <p>Create a staff survey that invites faculty to identify PD opportunities to support their individual professional development.</p> <p>The Academic Specialist will provide professional development to the campus based on student data, teacher surveys, and walkthrough trends.</p>
Curriculum, Instruction, Assessment	<p>Teachers have access to research based and state approved curriculum in all contents.</p>	<p>Fidelity to the curriculum.</p> <p>Review of data for planning purposes.</p>	<p>Teachers are able to use targeted instruction to meet the diverse needs of their students.</p>

	<p>Progress monitoring is done regularly using iReady, NWEA, or Dibels</p> <p>Students have access to consumables, technology, and supplemental curriculum in all special areas. This includes tutoring and enrichment.</p>	<p>Assessing students to gain knowledge of content mastery and areas to support.</p>	<table><tr><td>Grade</td><td>Subject</td><td>Resource</td></tr><tr><td>K-5</td><td>Reading and Language Arts</td><td>HMH:</td></tr><tr><td>K-5</td><td>Mathematics</td><td>Envisions</td></tr><tr><td>K-8, Biology</td><td>Science</td><td>STEMscopes</td></tr><tr><td>K-6</td><td>Social Studies</td><td>Studies Weekky</td></tr></table> <p>The use of a single-sign-on platform (SSO) assists teachers in providing high quality instruction. Somerset Academy Brooks uses CLEVER as a SSO, CLEVER allows teachers to use one login to gain access to all the instructional tools in one location. This saves planning time, eliminates the need to remember multiple logins, and reduces frustration associated with multiple platforms.</p>	Grade	Subject	Resource	K-5	Reading and Language Arts	HMH:	K-5	Mathematics	Envisions	K-8, Biology	Science	STEMscopes	K-6	Social Studies	Studies Weekky
Grade	Subject	Resource																
K-5	Reading and Language Arts	HMH:																
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K-6	Social Studies	Studies Weekky																
Family and Community Involvement	<p>School Partnerships with the local community partners.</p> <p>Family events organized to cultivate community and knowledge.</p>	<p>Increase in family engagement.</p>	<p>Involve parents as active stakeholders in student success. Equip all stakeholders with the tools to support the campus, its staff, and its students for success.</p> <p>Provide opportunities for students to receive free college credit or Industry Based Certifications.</p> <p>Provide experiences and resources for students, families, staff, and the school.</p>															

School Context and Organization	School Mission and Vision Statement	<p>Periodically review vision and mission statements to determine if it meets the needs of the school.</p> <p>Ensure that the entire school staff is involved in decisions about school operations.</p> <p>Clarify disciplinary policies and how these policies are enforced</p>	<p>Ensure that the entire school staff is involved in decisions about school operations.</p> <p>Clarify disciplinary policies and how these policies are enforced with teacher and parent feedback.</p> <p>Share discipline policies and procedures as well as the dress code to all families regularly.</p> <p>Principal coffee chats</p> <p>Parent Meetings on topics regarding parent portal, attendance, safety, and academics.</p>
Technology	<p>68% 1:1</p> <p>46 Smart Boards- all reading and math classes have one as well as all elementary classrooms</p> <p>42 document cameras</p>	<p>68% of students have access to a 1:1 device (down 10%)</p> <p>WiFi bandwidth due to increased usage</p>	<p>Installation of new intercom system.</p> <p>Purchase of 50 document cameras</p> <p>Increase of wifi bandwidth on campus.</p>

Note: This Needs Assessment summary encompasses the Title 1, Part A, Schoolwide Component #1

Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of

not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.

3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Ideal Goal:

Somerset Academies of Texas students will achieve academic success through meaningful learning experiences, innovative pathways, and personalized opportunities. There will be a placed emphasis on literacy across all grade levels and content areas to ensure that of the students who take the STAAR Reading Assessment in SY24, at least 80% will score at the “approaches” level.

Objective(s):

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: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in comparison to national and international standards.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Instructional Coaches (ICs) will support teachers to improve their practice with emphasis on increasing reading proficiency.	Principal Assistant Principal(s) Academic Specialist	TTESS tools TTESS Observations & Walkthrough documentation Targeted Professional Development on campus and off Model Lessons Coaching Sessions Team Planning	ICs will be in place at each school by 8/15 August 15 - May 31 Weekly walkthrough review of trends and campus instructional needs. PD will be ongoing and held on half days and teacher professional development days. Model lessons will be conducted weekly or bi-weekly in reading and math	Walkthrough documentation TTESS documentation Pacing calendars Evidence of improved teaching practices through walkthroughs or class snapshots. Implementation of modeled strategies in the classroom by teachers.	iReady diagnostic tests. iReady Standards mastery exams Topic Tests from evidence based curriculum STAAR simulation assessments Student progression in reading levels	Formative & Ongoing Assessments	#2, #3, #4

					Adherence to pacing calendar and target dates.		
All students will have access to Tutoring and Saturday Schools	Principal Assistant Principal Instructional Coaches Teachers	Title 1 Funds to pay teachers Technology District adopted tutoring materials Saturday/Tutor ing schedule	October 28 - April 27	Student sign-in sheets Lesson plans Schedule of services Work samples	Increased growth in progress monitoring of students' exams. Passing rate of STAAR retesters.	Formative & Ongoing Assessments	#2, #3
The school will provide targeted elective for reading intervention	School Leader Instructional Coaches Reading intervention teacher	Title 1 funds Pacing Guides Lesson planning Data from local &	August 15 - May 31	Student sign-in sheets Lesson plans Schedule of services Work samples	Increased growth in progress monitoring of students' exams. Passing rate of STAAR retesters	Formative & Ongoing Assessments	#2, #3, #4, #5

		statewide assessments STAAR exam data iReady data from diagnostic s and progress monitoring					
The school will purchase supplemental materials for reading reinforcement	Principal Assistant Principal Instructional Coaches Data Instructional Coach Academic Specialist	Title 1 funds District selected supplemental resource(s)	September 21-May 23	Lesson plans	Local/Teacher made assessments Benchmark Assessments STAAR simulation assessments STAAR Released Test I ready diagnostic test	Formative & ongoing	#2, #3, #4, #5, #6
The school will put a dyslexia coordinator/therapist into	Principal	Dyslexia Resources, funding from	Coordinators will be in place by August 1, 2021	Student sign-in sheets	Student Progress Monitoring	Formative and ongoing.	#1, #2, #3, #4, #6

place to provide research-based interventions	Assistant Principal Student Services Coordinator	Title 1, documentation for 504 plans					
The school will hire a highly qualified paraprofessional to provide a library experience to students in K-5	Principal Assistant Principal Instructional Coaches	Grade level texts for all students of all levels in fiction and non-fiction	Library classes will be part of the student's weekly specials schedule in elementary.	Elementary Master Schedule	Reading Logs Student check out system	N/A	#2, #3, #4, and #5
The campus will hire a Gifted and Talented Teacher.	Administration Instructional Coaches Gifted and Talented Teacher	GT teacher will service students in grades 6th-12th year round. Students in grades 7th-12th will be serviced through Pre-AP and Advanced Placement Courses	GT Master Schedule GT showcase GT professional development opportunities	GT students in grades 3rd-12th will show mastery in STAAR/End of Course Exams Students will continue to work at high levels to maintain grade level mastery at each grade level	Student Data Iready STAAR Interim Assessments		#4, #5, #6

The school will hire a Dyslexia Interventionist	Administration Instructional Coaches	The Dyslexia specialist will service students identified with Dyslexia to improve reading proficiency	Dyslexia service schedule	Individual student progress measures Increase in reading proficiency for dyslexia students Dyslexia students show an increase in reading on grade level	Student Data Iready STAAR Interim Assessments	Formative and Ongoing	
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Ideal Goal(s)

Somerset Academies of Texas students will achieve academic success through meaningful learning experiences, innovative pathways, and personalized opportunities. There will be a placed emphasis on mathematics across all grade levels and content areas to ensure that of the students who take the STAAR Math Assessment in SY24, at least 80% will score at the “approaches” level.

Objective(s):

- 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.

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 Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
 Objective #6: The state's students will demonstrate exemplary performance in comparison to national and international standards.
 Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
 Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Instructional Coaches (ICs) will be put into place to help teachers improve their practice with emphasis on math reasoning, calculations and number sense.	Principal Assistant Principal Instructional Coaches Teachers Academic Specialist	Professional Development Team Planning Time Professional Learning Communities Peer Observations	PD will occur throughout the year during designated full and half days. Teachers and ICs will attend PD off campus. PLC meetings will occur at minimum bi-weekly Peer observations and learning walks will occur regularly through the school year.	Increase in student mastery of math skills. Effective teacher strategies observed in the classroom through walkthroughs or peer observation.	Increased growth in progress monitoring of students' exams. Passing rate of STAAR retesters. Increased student performance on meeting and masters on STAAR exams.	Formative and ongoing	#2, #3, #4

All students will have access to Tutoring and Saturday School	Principal Assistant Principal Instructional Coaches Teachers	Title 1 Funds to pay teachers Technology District adopted tutoring materials Saturday/Tutoring schedule	October 28 - April 27	Student sign-in sheets Lesson plans Schedule of services Work samples	Increased growth in progress monitoring of students' exams. Passing rate of STAAR retesters.	Formative & ongoing	#2, #3
The school will provide targeted electives for math intervention	Principal Assistant Principal Instructional Coaches Math intervention teacher	Title 1 funds Pacing Guides Lesson planning Data from local & statewide assessments STAAR exam data iReady data from diagnostic s and progress monitoring	August 15 - May 31	Student sign-in sheets Lesson plans Schedule of services Work samples	Increased growth in progress monitoring of students' exams. Passing rate of STAAR retesters	Formative & ongoing	#2, #3, #6

The school will purchase supplemental materials for math reinforcement	Principal Assistant Principal Instructional Coaches Data Instructional Coach Academic Specialist	Title 1 funds District selected supplemental resource(s)	September 22-May 23	Lesson plans	Local/Teacher made assessments Benchmark Assessments STAAR simulation assessments STAAR Released Test I ready diagnostic test	Formative & ongoing	#2, #4
The school will have intervention time built in their schedules to assist with student success.	Principal Assistant Principal Instructional Coaches	Professional Development	Coordinator will begin gathering dates at the beginning of the school year. Coordinator will train teachers on process and implementation strategies	Progress monitoring logs, Coordinator informal check ins with teachers, coordinator bi weekly checks ins with grade level, coordinator meetings with ASL, SL	Progress monitoring assessments and logs	I-Ready, Benchmarks, Summative Assessments, Topic Tests	#8, #9
The school will schedule one Math Night and one STAAR night for parents to participate in the education of their children	Instructional Coaches, Math Teachers, CTC	Title 1 funds, social media announcements, STAAR parent resources	The Math Night will be held in the Second Nine Weeks.	Parent sign-in sheets	2023 climate surveys, parent feedback,	Formative	#6

and understand how to help their children.					student feedback.		
The campus will hire a Gifted and Talented Teacher.	Administration Instructional Coaches Gifted and Talented Teacher	GT teacher will service students in grades 6th-12th year round. Students in grades 7th-12th will be serviced through Pre-AP and Advanced Placement Courses	GT Master Schedule GT showcase GT professional development opportunities	GT students in grades 3rd-12th will show mastery in STAAR/End of Course Exams Students will continue to work at high levels to maintain grade level mastery at each grade level	Student Data Iready STAAR Interim Assessments		

Ideal Goal(s):

At the end of the 2023-2024 School Year, when surveyed, 90% of parents will indicate that they had the tools to be an integral part of their child's education and will indicate that the school has good communication systems in place, or that communications systems have improved. Parent attendance at events and information sessions will continue to increase. Community involvement will increase and established partnerships will remain.

Overall average daily attendance will increase to 98%.

Objective(s):

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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
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The campus will communicate with parents, families, and the community daily using various methods of communication.	Principal	Parent Portal	Parent Portal, REMIND, Social	Social Media Posts	Parent survey	Meeting sign in sheets	
	Parent Liaison	REMIND	Media Accounts-DAILY	REMIND, SMORE, and Emails are all archived	feedback	Social media interaction data	
	Assistant Principal	Monthly Newsletters	Newsletters and Family Emails-weekly/bi-weekly/monthly		Parent Engagement	Newsletter interaction data	
	Athletic Director	Facebook			Community Engagement		
	Instructional Coach	Instagram	Year round		Family participation and attendance at events		
	Athletic Clerk	Family Email			Increase in volunteers		

The campus will host events at various times of the day to include morning, afternoon, and after school hours to engage families and the community in school based events	Parent Liaison Administration Registrar College and Career Readiness Department			Meet the Teacher Loteria with Grandparents Open House PM:Ascender Fall Fest Dia De Los Muertos Family Dance Donut with your Veteran Bengal Little Workshop MLK Walk School Choice Week Coffee Chat Parent Meeting Reading Night STEM/GT Night		Sign-in Sheets	
The campus will host learning sessions during the school day for families and the community.				Parent Meetings: Financial literacy Ascender VolunteerOrientation		Sign-in Sheets	

<p>The parent liaison will maintain current partnerships with local businesses and community members.</p> <p>The PL will engage community partners in supporting the campus, students, and the campus families.</p>				<p>Loteria with Grandparents District 3: Senior Wellness program</p> <p>Trunk-or-Treat Kens5 BROOKS SAPD Cadets Girl Scouts Amegy Bank Complete Care</p> <p>Bengal Little Workshop HOME DEPOT</p>			
<p>The campus will hire an Attendance clerk to support attendance efforts.</p>	<p>Office manager</p> <p>Registrar</p> <p>Administration</p>		<p>Attendance clerk is on duty August 1- June 5</p>	<p>Attendance contracts</p> <p>Attendance letters to families</p> <p>Attendance meetings</p> <p>Attendance incentives</p>	<p>Increase in overall average daily attendance</p>	<p>ADA data is sent weekly by District Leadership.</p>	<p>3</p>

Ideal Goal(s):**Somerset Academy Brooks will continue to support students’ social/emotional wellbeing through a variety of research-based activities supported in their school setting and that they have tools to help themselves when they feel anxious, depressed or unhappy. At least 90% of students support and learning through their campus.**

Objective(s):

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 #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Youth Mental Health Training Staff will be trained on <i>Youth Mental Health and First Aid</i>	Campus Leadership School Counselor	Online Training class	Complete by the beginning of the year.	Certificates of completion	Completion course certificates Counseling department data.	N/A	1, 2, 3, 7

<p>Mental Health First Aid is a skills-based training course that teaches participants to identify, understand and respond to mental health and substance use challenges</p>	<p>All instructional and support staff</p> <p>SEL Coordinator</p> <p>Social Worker, Support specialists.</p>	<p>https://connect.mentalhealthfirstaid.org/users/sign_in</p>			<p>Staff responses to students in crisis.</p>		
<p>Bullying Program</p> <p>The students will attend an Anti-Bullying presentation.</p>	<p>School Guidance Counselor</p> <p>Parent Liaison</p> <p>Teachers</p> <p>Administration</p>	<p>David's Legacy Presentation</p> <p>Campus wide days designated to highlight anti-bullying and kindness.</p>	<p>Random Acts of Kindness February 17</p> <p>David's Legacy Presentation-October</p>	<p>TxEIS Discipline reports</p> <p>Counseling department data showing a decrease in reports of bullying</p>	<p>Student surveys</p> <p>TxEIS Discipline reports</p> <p>Anonymous Alert reports</p>	<p>Formative and ongoing.</p>	<p>1, 2, 3, 7</p>

Anti Bullying Club Anti- Bullying poster presentation Anti- Bullying Pledge	Club Sponsor Teachers	Campus presentation Campus social media	September	Student Product and flyers advertising	Student surveys Student participation Counseling data of bullying reports	NA	1, 2, 3, 7
The campus will hire a Social Emotional Learning Counselor to support students at all levels.	Administration Student Services Department District Leadership		Personnel is employed full-time and is present throughout the school year	Student visit sheets Counselor data SEL coordinator logs and meeting notes Class visits	Counselor data indicating student self regulation. Family/Student feedback that sessions are helpful Student knowledge of self regulation skills	Ongoing	
The campus will hire a Licensed Master Social Worker to support students and families of the campus.	Administration Student Services Department		Personnel is employed full-time and is present throughout the school year	Parent info sessions Student visit sheets Call logs	Parent/student surveys LMSW data	Ongoing	

	District Leadership			Home visit/parent meeting log Class visits			
The campus will hire a school guidance counselor to support students and families of the campus.	Administration Student Services Department District Leadership		Personnel is employed full-time and is present throughout the school year	Parent info sessions Student visit sheets Call logs Home visit/parent meeting log Class visits	Parent/Student surveys Counselor visit data	Ongoing	

Ideal State: Goal(s)

Somerset Academy Brooks will increase the number of students taking accelerated courses beginning in Middle School. The campus will also increase the number of students obtaining Industry Based Certification and Associate’s Degrees upon graduation.

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Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
The campus will partner with Palo Alto College for Dual Credit opportunities	College and Career Readiness Counselor Director of CCR Administration Academic Specialist Adjunct Faculty- PAC	Texas College and Career readiness school model TEA ECHS Coach Education Solutions	Year Round Deadlines as determined by TEA	Students registered per semester for College Credit Student participating in Industry Based Certification programming	Student college course completion Associated Degree completion Student participation IBC completion Parent Interest ECHS applications	ongoing	1, 2, 3, 7

	Leadership Team- PAC TEA ECHS Coach District Leadership Team						
Students in Middle School will take accelerated courses for High School Credit	CCR Department Teachers Administration Academic Specialist	TEA Highschool pathways		Students in Middle School taking High School courses Master Schedule Individual Student Schedules	Students registered in High School Courses Successful completion of high school students by middle school students Report Cards Student participation and interest	ngoing	1, 2, 3, 7