

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Christina Rodriguez
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Sonora Secondary School
(As it should appear in the official records)

School Mailing Address 1717 Tayloe Avenue
(If address is P.O. Box, also include street address.)

City Sonora State TX Zip Code+4 (9 digits total) 76950-3999

County Sutton County

Telephone (325) 387-6940 Fax (325) 387-5348

Web site/URL https://www.sonoraisd.net E-mail michael.kissire@sonoraisd.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Michael Kissire E-mail michael.kissire@sonoraisd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Sonora Independent School District Tel. (325) 387-6940

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Shanna Petty-Castro
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 2 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	34	30	64
8	26	22	48
9	23	15	38
10	29	27	56
11	31	21	52
12 or higher	24	35	59
Total Students	167	150	317

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 77.3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 21.7 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 8%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1, 2020	313
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish

English Language Learners (ELL) in the school: 8 %
25 Total number ELL

7. Students eligible for free/reduced-priced meals: 55 %

Total number students who qualify: 173

8. Students receiving special education services with an IEP or 504: 11 %
34 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>3</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>7</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>11</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>6</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	31
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 10:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	96%	99%	96%	97%	97%
High school graduation rate	100%	100%	97%	100%	95%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	54
Enrolled in a 4-year college or university	46%
Enrolled in a community college	29%
Enrolled in career/technical training program	9%
Found employment	14%
Joined the military or other public service	0%
Other	2%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Sonora Independent School District (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 the 21st-century education. We are a family, a community, a team; we dedicated ourselves and our resources to provide every child with every opportunity to become more tomorrow than can be imagined today.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

[https://pol.tasb.org/Policy/Download/1093?filename=FB\(LEGAL\).pdf](https://pol.tasb.org/Policy/Download/1093?filename=FB(LEGAL).pdf)

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Sonora Secondary School and the community it serves are remarkably diverse and unique, composed of extremely hard-working individuals. These individuals include workers in the top industries within Sutton County which include oil and gas, agriculture and ranching, public education, construction, health care, and banking.

Community members are primarily born and bred in Sonora. Many families grew up here and have continued to raise their children in Sonora. The community is extremely family oriented, and everyone is a huge supporter of Sonora ISD and Sonora Secondary School. No matter what students participate in, you can guarantee that there will always be an entire community there supporting them! It is an incredible thing to witness, and it makes the students feel on top of the world.

Teachers and staff are the driving forces behind the students' success and campus rating. They implement and utilize key strategies daily that challenge and encourage students. All the teachers believe that all students are highly capable of achieving academic success. They demonstrate this in their expectations, methods of instruction, differentiation and scaffolding strategies, and assessments. Teachers can identify and activate each student's strengths, which establishes confidence and a growth mindset in each student. Teachers also activate prior knowledge to allow students to build connections between current instructional content and their daily lives.

One thing that sets Sonora Secondary School apart is all the multitude of opportunities that the school offers to allow students to develop their full potential in all facets of their life. There are many programs that are utilized to capture our students' interest and engage them in a vigorous curriculum and activities that allow them to grow and take ownership of their learning. Some of these include Engineering Math where students are able to apply real-world engineering math applications and design their own catapults, boats, rockets, and house models. This course breaks down the stigma that students have of math because students can gain hands-on experience and tap into their creative side. Personal Finance students can gain valuable knowledge when it comes to personal finance. They learn how to invest their money wisely, prevent debt, create budgets, as well as tax and insurance basics. Most students leave this class enlightened, with a firm foundation before heading off to college. Our Spanish Club fosters interest in the Hispanic culture and provides an opportunity to dive deeper into the Hispanic culture which is the majority of our student population. SkillsUSA, empowers students to become world-class workers, leaders, and responsible American citizens. Students are able to develop their personal, workplace, and technical skills that are grounded in academics.

Tech Apps and Business Information Management (BIM) programs introduce students to technology and develop their skills in applications such as Windows 10, G-Suite, along with many web-based programs and apps. Students practice digital citizenship while also becoming proficient in proper keyboarding skills. In BIM, students have the opportunity to gain Microsoft Certifications that will prove to be useful in the work industry. Esports, provides students with an interest-based learning opportunity that allows them to develop concepts such as Science, Technology, Engineering and Mathematics (STEM) skills development, Career and Technical Education (CTE), and College and Career Readiness. This allows students another pathway to be involved in extracurricular activities that best suit their interests. Graphic Design program students are able to tap into their creativity and learn the principles of graphic design while utilizing software to create digital drawings, logos, advertisements, magazine layouts, and so much more. Pharmacy Tech course allows students to gain valuable experience from a certified nurse to develop and learn the basic skills necessary to becoming a pharmacy technician. Anatomy and Physiology helps prepare students who plan to go into the science or medical field. It helps prepare students for biological studies, biomedical nursing, and other science-based concepts. The Agriculture (Ag) Mechanics program allows students to activate their prior knowledge in a more hands-on approach by integrating and applying agricultural engineering technology, agricultural sciences, and agricultural business concepts. Students are also able to gain their Occupational Safety and Health Administration (OSHA) certification.

This is not an exhaustive list of all of the programs offered but shines light on some of the great things that

are taking place on our campus that offers our students opportunities to excel.

The success of our school has been evident in the A-rating that we received from the Texas Education Agency (TEA) during the 2018-2019 school year. After returning to full operation following COVID-19, teachers and students have really embraced and utilized technology to its fullest potential. All the teaching staff utilizes Google Classroom as their main hub to manage coursework, organize assignments, boost collaboration, and foster better communication with students. Many teachers make their classroom content accessible to all students online so no matter where a student may be, they can always stay on track with courses. This has been proven to be extremely helpful during the busy spring semester.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

All subject areas ensure that instructional content and objectives are rigorous and aligned to the Texas Essential Knowledge and Skills (TEKS). All curriculum is accurate and unbiased. Curriculum is relevant with real-world applications that students can apply to life outside of school. Curriculum is appropriate for learners on campus and if need be through remote learning. It is centered around opportunities for 21st century skills such as problem-solving and critical thinking, collaboration and independent study, as well as oral and written communication skills. Students are expected to take charge of their learning through various teaching techniques that drive higher-order thinking.

Using the Year-at-a-Glance that is provided in the TEKS Resource System, teachers are able to maintain a proper scope and sequence to ensure that the pace of the lessons are on track for maximal student achievement. Teachers utilize data-driven analysis done bi-weekly, every six-weeks and semester to identify gaps in student achievement and formalize a plan to address those gaps. All classrooms are very inclusive in nature and operate on the philosophy that all students are capable of learning and succeeding academically. Teachers ensure that all accommodations and modifications are provided when necessary in order for a student to receive high-quality instruction and achieve academic success. High-leverage practices are implemented in each and every classroom not only because they are the fundamentals of teaching and important for student learning, but they are also central to supporting students' social and emotional development. Each class implements instructional approaches such as differentiated instruction, specifically for the special education population and the English language learning population; explicit instruction for all student in all classes; gradual release model which incorporates the "I do, you do, we do, you do alone" method; and technology-based support which has been emphasized more so after the remote learning school year. These strategies address all student needs.

1b. Reading/English language arts curriculum content, instruction, and assessment:

Even before the latest TEKS update, student-chosen texts and class time devoted to reading have been essential to our classroom approach and our classroom successes. Teachers work closely with the school librarian to build a wide and deep availability of texts in classroom libraries and in the campus library, books that students will read and identify with--varied genres, special interests, different formats, culturally relevant. the campus has also partnered with our local public library to offer access to the e-books and audiobooks in their catalog as well, dramatically increasing the choices students have. When there is choice (and teacher support and guidance via reading conferences), differentiation is provided, better student buy-in happens, and success is achieved.

The campus does not use a canned curriculum, recognizing that our teachers and administrators are indeed the experts in knowing the student population and their needs, some of which are fairly standard from year to year while others change significantly. By not being locked into a set curriculum while having quality resources readily available, teachers have the ability to shift their approach and/or materials to better reach and therefore educate each year's students.

Guiding English Language Arts and Reading (ELAR) instruction are the TEKS, as mentioned, and helping with assessment data are released standardized tests. Because of the recursive and subjective nature of most ELAR instruction, though, much of the formative assessment is portfolio-based. Student writing samples collected throughout the year provide evidence of growth and improvement. Exit tickets, for example, that ask students to respond with a text-to-self or text-to-world connection based on that day's mentor text or on their self-selected books help prepare students to respond to persuasive essays they'll write on many standardized tests. For more objective assessment, we analyze question styles, content, and standards addressed and create our classroom materials based on those styles, which yields great results. Reading

response journals that ask for an analysis of author's craft encourage students to read carefully, think about what they've read, compare/contrast one author with another, and write about their findings are indeed subjective formative assessments, but they also prepare the students for any passage and many of the objective, multiple-choice questions they might see on a test. Additionally, these journals/questions/prompts about author's craft and purpose will prepare students for evaluating the political ads, campaign mailers, social media articles they'll likely see post-high school, where there isn't an objective right-or-wrong answer.

Though the campus has been using the student-choice reading pedagogy since before the pandemic, moving to an online learning model required a mind shift and a creativity boost for both students and educators. Plagiarism is at an all-time high and is especially prevalent when classic or popular literature and published curriculum are used because answers and essays are too easily found online, so using self-selected texts as the content and teacher-created skill-based questions as formative assessment has been key. Project-based summative assessments have kindled student engagement and have helped cut down on plagiarism as well. The campus has had to strike a balance between screens and hardcovers, typing and handwriting, objective and subjective.

1c. Mathematics curriculum content, instruction, and assessment:

All math curriculum, from grades 7-12, is aligned to state standards and assessments, which drives unified communication and collaboration among teachers. The math department believes that vertical alignment is vital in the success of our math curriculum. This includes 7th and 8th Grade Math, Algebra 1, Geometry, Algebra 2, Precalculus, Engineering Math, College Prep Math. When evaluating our vertical alignment, we are able to identify gaps in student achievement and formulate a plan of action to close those identified gaps.

The curriculum utilized in all math courses is derived from TEKS Resource System. The TEKS Resource System provides us with tools such as Vertical Alignment, Enhanced TEKS Clarification, Year at a Glance known as, Scope & Sequence, TEKS Verification, Instructional Focus Documents, Backward Design Documents, State of Texas Assessments of Academic Readiness (STAAR) Analysis, and Enhanced Blueprints. All of these documents provide the basis of the curriculum content. Math curriculum takes a student-centered approach that requires students to take ownership of their learning which enhances engagement and investment.

Students are able to develop a sense of self-efficacy and establish confidence in their math abilities. All learning outcomes and objectives are clearly communicated to students prior to the beginning and throughout each lesson. Again, this fosters student accountability. In each lesson, teachers incorporate relevant vocabulary, limited lecture time, graphic organizers, anchor charts, higher-order thinking questions, rigorous and relevant instruction, and integration of technology.

The Math department utilizes pre-assessments for each unit. It is essential and allows teachers to guide instruction, plan activities, identify possible misconceptions, and differentiate instruction for students when needed. Assessments include both formative (assessment for learning) and summative (assessment of learning). Student intervention is provided continuously and incorporated into the school's daily schedule to allow students multiple opportunities to exhibit mastery of concepts prior to summative assessments.

The following formative assessments are utilized, but not limited to, exit tickets that check for understanding of lesson taught; T-charts, Venn Diagrams, Graphic Organizers, Anchor Charts, Concept Maps that allow students to organize thoughts and ideas in math journals or on Chromebook notes; teacher observations that allow staff to informally assess students learning and participation; discussions that foster social-emotional learning among peers; Think-Pair-Share, which again, allows students to work collaboratively; Quizlet Live a collaborative and competitive online assessment; and Quizizz which is an engaging and interactive online quiz students enjoy.

Summative assessments include mid-term and end-of-term exams, benchmark exams, STAAR and end of course (EOC) assessments, as well as end-of-unit exams all used to collect student data and to help develop lessons, and adjust teaching strategies in classrooms. In preparation for the upcoming administration to the NBRS 2022

STAAR Assessments, all summative assessments are administered using Google Forms or Aware via Eduphoria for access to administration and other math department staff. Eduphoria is also used for test construction (aligned with state-mandated questions), administering assessments, and analyzing student progress. Eduphoria allows teachers to disaggregate data and create rich, actionable maps of student information with the power to assist in comprehensive development. Teachers are able to assess growth in all students and address individual needs of the students.

1d. Science curriculum content, instruction, and assessment:

The science department utilizes the Houghton Mifflin Harcourt (HMH) Curriculum because it provides dynamic content and rich media that enables hands-on as well as minds-on learning. The program is designed to spark students' interest in science across all areas of study with an engaging blend of digital and hands-on experiences. The HMH curriculum is a multimodal approach that features instruction that is proven to develop proficiency and leverage the latest in scientific research. The curriculum allows teachers to target English language learners, inclusion, below level, and advanced learners. Teachers are able to bring science to life by providing students with hands-on experiences. Students have constructed DNA models, dissected various animals, analyze cell mitosis, examine and recreate the water cycle, and studying photosynthesis in plants. Each strand of science is thoroughly taught and assessed. Problem-based learning is specifically utilized on a daily basis to allow students to demonstrate the mental and physical behaviors of scientists. Differentiated instruction is a part of each classroom as well in order to bridge the gap between struggling students and their peers. Technology integration has proven to be a vital tool to the success of our science program. Online platforms such as Quizizz, Wizer.me, interactive notebooks, Khan Academy, and HMH online have provided our students with endless possibilities and opportunities to reach levels of mastery. Teachers allow for multiple uses of the online platforms outside of the classroom to ensure that content is truly learned. Individual tutoring and assistance take place for students with Individualized Education Plans (IEPs) that require accommodations or modifications. Unit tests, semester tests, and benchmarks are all entered into the Eduphoria system, which allows teachers and administration to pull and disaggregate data. This in turn helps teachers assess growth and adjust teaching and intervention as needed.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

The social studies department utilizes the McGraw-Hill curriculum that is aligned to the TEKS along with online resources such as virtual museum tours and virtual field trips that allow students to see places far from our town, however still relevant to their learning. It is a flexible curriculum that empowers students to make vital connections between the past and present. The curriculum remains current with regular content updates. Students are able to experience history through multiple lenses and inquire as they learn to practice civil discourse on their way to becoming future-ready citizens. Diverse narratives and imagery make history accessible to all students with meaningful content that fosters empathy and understanding. Students are able to make sense of their world and current events through the lens of the past. Students are able to create anchor charts that show their understanding of lessons taught in government class or PowerPoint presentations in World History. Students develop presentations and political ads that are shared not only in class but also with the school via bulletin boards and social media. Technology integration is a key component in delivery of instruction, enrichment activities, as well as formative and summative assessments. Explicit instruction is utilized through guided notes and open discussions. Problem-based learning and tiered instruction is vital throughout all courses. Exit-tickets give the teachers a good idea of student understanding. Interactive activities and interactive notebooks help the learning stay exciting and enjoyable for the students. Quizzes, pre-assessments, and post assessments are used to check for understanding and student mastery and entered through the same school data system, Eduphoria, readily available for staff and administration to disaggregate and adjust teaching to meet student needs. Data-analysis is utilized to focus on misconceptions and areas in need of reteaching.

1f. For secondary schools:

Sonora Secondary School has the opportunity to take advantage of online dual credit courses offered through Howard Junior College. The campus has approximately a 25% participation rate in dual credit currently. Students are able to gain first-hand experience with college-level work while attending high

school. This allows for a smoother transition between high school and college, and students are able to transfer credits earned in high school to Texas public colleges and universities.

The campus also offers many CTE classes that allow students to pursue their interests and engage in an exciting and challenging curriculum while preparing them for their future in the work industry. Our CTE courses allow students to develop necessary skills that will be required in any workplace. These courses include, but not limited to Principles of Architecture and Principles of Construction that develop skills in our students in the industrial and construction field. Animal Science which develops their skills in agriculture and farming. Photography, Graphic Design, and Yearbook create skills that help our students foster their creativity and develop skills that can be utilized in their futures. Engineering Math and Personal Finance help our students transform any fear of math into an asset to be used in their futures. Human Services, Culinary Arts, and Life and Nutrition help student develop skills that can also be used in any future setting outside of school. Environmental Systems and Pharmacy Tech help develop students' skills and foster an interest in the science or medical field.

Some CTE classes also allow students to earn industry recognized certifications through courses such as BIM, which helps students to challenge and earn a Microsoft Office Word Certification. Ag Mechanics students are able to challenge and earn an OSHA Certification. Our students are able to graduate with certifications that will help them in their post-high school careers.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

All art and performing art programs are offered for grades 7-12 on a daily basis. The performing arts program also competes in University Interscholastic League (UIL) events and various festivals across the region. These students put in hours upon hours of practice time and rehearsals. These students have acquired and developed self-confidence, communication skills, cooperation and collaboration, problem-solving skills, along with many others. Performing arts provides yet another avenue for a student's creativity to shine through. The community is a huge supporter of the school's One Act Play program and support any and all dinner theatres and performances put on by our students. Staff has been included in performances to build rapport and relationships among students and staff.

Nutrition is offered in grades 9-12 while physical education is offered in grades 7-12. These classes are offered daily. These courses promote a balanced and healthy lifestyle while focusing on healthy eating habits and exercise. These courses allow students to learn more about the body, exercise, the effects of eating certain foods, and how to live an overall healthy lifestyle. Supplemental courses have been provided form outside resources to address healthy habits and good mental health.

Spanish 1-offered in grades 7 and 9, Spanish 2- offered in grades 9-10, and Spanish 3- offered in grades 10-11 are the foreign languages available on the campus. Through the foreign language program, students also have the opportunity each summer to study abroad. It is a great opportunity for students to be immersed in a new and exciting culture and develop skills such as intercultural communication, foreign languages, adaptability, and problem-solving. Students are encouraged to participate in Spanish Club to develop their understanding of the Spanish culture.

Sonora Secondary School is currently on a one to one device availability per student. All students have a personal Chromebook that is issued to them at the beginning of the year, and they have access to their device throughout the entire school day. The library has an extensive variety of books offered to each of our students on a daily basis in different genres. Each ELAR teacher also has their own personal library available to all students in any grade level. Our personal media selection is limited; however, students are able to share an extensive media library through our local public library system as well as other libraries in Texas and the United States via interlibrary loans.

The school offers a Robotics Club that is open to all students in grades 7-12. They meet daily, Monday through Friday. Students are given endless opportunities to build and program robots. The programming of the robots is generated in Lego Mindstorms Software and are built utilizing EV3 Lego kits as well as Spikes Lego Kits. The program focuses on programming languages, problem solving, creativity, social interaction, and contributing to a common goal. The final result of their efforts and primary focus is attending and advancing to the Texas Computer Education Association (TCEA) Robotics challenge at the state level.

3. Academic Supports

3a. Students performing below grade level:

Grades 7 and 8 have a built-in Response to Intervention time scheduled into their day. This multi-tiered approach allows teachers to give more specialized instruction to students who are struggling with specific learning objectives. All students are reevaluated on a regular basis in order to best suit each student's needs. Grades 9-12 have a built-in tutorial period that is also designed to provide students with supplemental group instruction. If students need intensive individualized instruction, teachers reserve a 30-minute time period directly after school to support these struggling learners. For students who have not reached the passing standard for yearly state mandated assessments such as STAAR and EOC Assessments, they are each enrolled in an EOC class that is designed to provide them intensive small group instruction. These classes typically have no more than 5 students per class in order to provide each student with the scaffolded instruction needed to be successful. Many high-leverage practices such as "3-2-1 test review" or "each one, teach one" are implemented to help support the students' social and emotional development while learning important content. Data-analysis is of high importance in this class as well. Through data-analysis of formative and summative assessments, teachers are able to gauge the progress of each student for all learning objectives. Teachers also stress the importance of students taking ownership of their learning by having them complete data tracking sheets to track their progress for each learning objective. Students can then see their progress from the beginning of the year, to the middle of the year, and finally to the end of the year. Even at this secondary level, students show pride in their growth. Our staff has also developed a mandatory tutorial time, every Wednesday to address House Bill 4545 students needs as well as those students who are at risk for failing for the six-week grading period.

3b. Students performing above grade level:

Enrichment and extension activities, such as UIL Academics are offered to all students at our campus. Students who are performing above grade level typically are the students who participate in UIL throughout the year. They study in their choice of event throughout the year, Monday through Thursday to prepare for competitions in the various events. They participate in UIL academic events such as Creative Writing, Literary Criticism, Mathematics, Calculator, Journalism, Accounting, Ready Writing, Debate, Poetry and Prose, and Spelling to name a few. Students participate in UIL meets throughout our district against other schools and students. UIL participants are required to meet grade qualifications to participate in UIL. Our UIL teams have been very successful in their competitions. Other enrichment and extension activities are provided throughout the campus for students performing above grade level. For example, the math department incorporates various enrichment activities such as task cards, battleship, pyramid sum puzzles, scavenger hunts, triples activity, and escape room activities. All activities are able to be modified for each learner's specific needs. This allows thriving students another way to display student mastery for specific content in a rigorous manner. Choice boards are also offered to allow students to take greater ownership of their learning while providing challenging ways to demonstrate learning. Tiered instruction and assignments are another way to accommodate all students of varying intellectual abilities while still providing rigorous instruction. Flexible grouping strategies are also utilized during group and differentiated instruction. A group that is performing above grade level will receive activities that are far more complex than that to other groups. In Art, students are encouraged to enter competitions that may be outside of their comfort level. Projects are created as part of their tiered learning. This allows students to continue to grow and challenge themselves academically and not become stagnant.

3c. Special education:

In order to aid in closing the achievement gap between the general education students and special education students, our teaching staff incorporates multiple high-leverage practices to improve student achievement. These practices are implemented across all content areas and grade levels to ensure our special education students are receiving high quality instruction. Some examples of the high-leverage practices that are implemented include scaffolding instruction by modeling and practice with the assistance on inclusion support and content mastery support if needed. Teachers use strategies to promote active student engagement such as “Think-Pair-Share” which allows students to process what they have learned and collaborate with other students in their classes; “Quizlet Live” is an interactive platform that engages students and helps reinforce knowledge through a collaborative setting; “Quick Writes” are used to allow students to reflect and share what they have learned; “Think Alouds” help students learn how to model their thinking while reading a text. Students are able to share their ideas in a positive setting without fear of judgment.

Utilizing explicit instruction also helps close gaps with special education students, because it allows for detailed instruction that can be repeated or reworded if needed. Teachers also provide positive and constructive feedback to guide students’ learning and behavior throughout lessons to ensure that students are comfortable with the teacher and peers in all settings.

All teachers are also encouraged to collaborate with our special education department to help meet the needs of all students by utilizing inclusion support through our paraprofessionals and content mastery throughout special education teachers. Our paraprofessionals play a vital role by providing intensive small group or 1:1 instruction when necessary. Teachers ensure that all elements of a student’s IEP are being followed to ensure a student receives high-quality instruction.

3d. English Language Learners, if a special program or intervention is offered:

English as a Second Language (ESL) support is offered for grades 7-12 on a daily basis through certified teachers in the English Language Arts classes. ESL class is offered for grades 9-12. This class helps to bridge the language gap between English learners (ELs) and their peers. ESL helps to ensure that curriculum is culturally relevant and delivered in a way that addresses students’ interests and learning styles. ESL aids in language acquisition skills, English language production, and peer interaction. ELs are provided with scaffolded instruction such as sentence stems and word walls, in all content areas to help build confidence while tackling increasingly difficult tasks. Teachers utilize visual thinking strategies such as anchor charts, for improved comprehension. ELs are provided with multiple visual representations to aid with comprehension, including graphic organizers, and K-W-L Charts. To close the achievement gap between ELs and their counterparts, teachers utilize explicit instruction and build on ELs background knowledge to support comprehension. Ongoing, informal assessment is also used to guide instruction and provide support for each students’ changing needs. Flexible grouping has also been proven to be an effective differentiation strategy because it provides English learners with a chance to interact with classmates who speak English fluently and to practice both academic and interpersonal language. Content language supports such as dictionaries and thesauruses are utilized in class on a daily basis and are allowed to be used on state mandated assessments such STAAR, EOC, or the Texas English Language Proficiency Assessment System (TELPAS). English learners are assessed on a yearly basis through TELPAS for English proficiency and allows for students to exit out of the program once proficiency in English is mastered. Supports such as the Summit K12 online program is also provided to English learners to build vocabulary and English language rules.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

Sonora Secondary School has a very small population of migrant and homeless students. However, the campus surveys for such populations at the beginning of every school year, and as new students are enrolled into our school district throughout the year. Administrators encourage attendance clerks to check regularly on homeless statuses through phone calls to parents. Resources that are utilized for homeless student populations include our McKinney-Vento liaison, located at the Sonora Elementary Campus, the Region 15 Education Service Center (ESC) liaisons. The Region 15 ESC also provides our schools with the McKinney-Vento-Texas Education for Homeless Children and Youth Program as well as professional development for

Sonora Secondary staff. Professional development includes: Texas Education for Homeless Children and Youth Program Summit and the National Association for the Education of Homeless Children and Youth Hybrid Conference. Our Secondary School can also provide transportation to and from school as needed for homeless children. We identify migrant children in a survey that is included in the registration packet for all incoming students. The Region 15 ESC also provides our school with the ability to utilize the Migrant Education Program (MEP) resources such as the New Generation System (NGS). This system allows educators across the United States to efficiently and effectively record the progress of migrant students throughout their educational career. Sonora Secondary School can also access the TEA toolkit for conducting a Migrant Education Program. The Region 15 ESC provides families and schools with a plethora of information on Every Student Succeeds Act (ESSA)/Title Programs web page located on the Region 15 ESC website. Our community has resources available as well through local churches, clubs and organizations that can provide support for our homeless and migrant population. Our school also provides free breakfast and lunches to all students, as well as a summer food program.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

One method of engaging students is by developing leadership opportunities for students, such as student council. Student council gives students the opportunity to foster skills such as leadership, communication, teamwork, organization, and public speaking. Another method that has been utilized is recognizing our students -1 student from each grade, 7-12- on a weekly basis and providing them lunch through our local Lions Club. Opportunities are also provided throughout the year for student work to be put on display. For instance, we host an Evening of the Arts that is held in May to shine a light on the accomplishments of students in several different courses, including photography, art, Engineering Math. To support our students academically, the district has provided 1:1 device for all students grades 7-12. This has increased student engagement and participation.

Our campus is a secondary campus, grades 7-12, therefore we incorporate different activities that allow students to grow socially. Students gather in the commons area, the auditorium, or the gym to gather for assemblies and presentations from various organizations. At the beginning of the year we provide “get to know you” activities for the students to get to know their classmates. They are also able to grow socially through pep rallies, send-offs, and various sporting events.

Our school has a counselor that is available to all students to address any social emotional growth concerns. We also incorporate a growth mindset throughout the campus that allows students to develop healthy thinking that they can use in and out of school.

We have a college and career board/center on our campus that provides students with information on different colleges in Texas. We have military assemblies with recruiters to come in and speak and facilitate the Armed Services Vocational Aptitude Battery (ASVAB) test to our junior class. Sonora ISD provides multiple CTE courses to our students to give them different options to choose from once they graduate.

Our school and community are rich in tradition and bleeds red and black. No matter what students are participating in (UIL Academics, sporting events, One-Act Play, etc.), they know without a doubt that their community and district supports them 100%. No matter where in the state of Texas they will be competing, they are sure to find a plethora of fans there to cheer them on. Our town has a tradition like no other when it comes to school spirit and support.

2. Engaging Families and Community:

One of the methods our school has found useful in engaging families is the utilization of our parent portal. A meeting takes place at the beginning of the school year that is designed to give all parents/guardians pertinent information and aid them in signing up for the parent portal. Through this portal, parents can gain access to all of their child’s grades and attendance. They can view any notes that a teacher may have added as well as receive alerts for low grades, missing assignments, absences, or tardiness. This communication has proven helpful in curbing low attendance and high failing rates.

At the beginning of the year, our teachers set the tone for open lines of communication by contacting all parents/guardians of each child. This established a positive relationship and foundation between parents and teachers. This also forms a parent/teacher relationship built on trust and communication that will provide each student with a positive support system not only at home, but at school as well. All staff have created a positive feedback loop by staying in constant communication with parents/guardians. Each teacher contacts parents at least once every grading period to keep parents informed on progress and expectations of their child. This creates a proactive approach instead of reactive and reduces not only academic issues but also behavior issues.

Teachers have been very consistent about sending emails to parents regarding students. They have also been known to send good new postcards to parents simply to brag on students in their classes. Online applications

have been utilized to keep parents informed about events at school and after school. Social media and newsletters have also proven to be effective in keeping the community well informed of the activities at school.

Research shows that children's academic success is strongly related to their parents'/guardians' active participation in the life of the school. Our district hosts multiple events throughout the year to promote parent involvement and community engagement. For instance, we host a Fall Festival in late October where each school provides booths for the children of our community. This is an opportunity for us to interact with all of the supporters of our school district and provide our younger generation with positive role models.

Our campus also utilizes newsletters, social media, and other means to share information regularly with parents/guardians about current and upcoming activities, pertinent information, or learning goals.

3. Creating Professional Culture:

Campus administration provides clear, consistent, and purposeful communication with all staff in order to promote a positive campus culture. Campus administration has provided support on multiple levels to all teachers and staff, which develops self-efficacy and cultivates a deeper appreciation amongst campus personnel. Modeling servant leadership and ensuring each and every staff member is valued and appreciated has become the norm at our campus. Providing immediate feedback to staff, including positive reinforcement and areas of improvement, are also done on a regular basis. The administrator model's data-driven instruction, including analysis and planning; assessing effectiveness and adjusting as needed. Our administrator communicates effectively and consistently with all staff on a daily and weekly basis. She provides ongoing support and guidance throughout implementation of initiatives and processes that have helped our school run smoothly during the transition from one administrator to another. She provides instructional coaching when necessary. She creates a collaborative culture where staff feel valued and united while generating a sense of belonging. Our administrator provides thoughtful recognition of employees as a way to establish supportive climate, promote learning, and raise the bar for achievement such as implementing a teacher of the month award and recognition at school board meetings. Administration provides teachers with opportunities to participate in shared decision making through staff meetings and planning opportunities throughout the year. Administration also provides leadership opportunities amongst personnel to cultivate and develop strong school leaders such as leading professional development opportunities for staff members.

Professional development (PD) opportunities that are offered clearly align to school strategic initiatives and priorities. In order to provide effective and purposeful PD, school leaders and staff agree on PD programs that fulfill the campus goals. Teacher surveys are administered to determine the PD method that they find most effective. School leaders and administration seek input from school staff about their views and perceptions regarding their own professional needs. Reasons for the PD activities are discussed and clearly communicated with faculty members and support for participation is enlisted. Upon the completion of professional development, ample opportunity is provided to apply newly acquired knowledge as well as receive constructive feedback. Support structures are put in place to facilitate implementation of PD activities. Campus administrator completes regular teacher observations and walkthroughs to provide teachers with feedback on their instructional practices and suggestions for refinement. The administrator is visible on the campus throughout the day to ensure learning is occurring and to build rapport with the staff and students.

4. School Leadership:

Leadership at the Secondary campus is primarily a servant-leader approach where the leader is very proactive about finding solutions to any needs that arise. That could mean anything from rolling a trash can out to the dumpster, to filling in for absent teachers, and on to facilitating staff meetings. The leader of the campus has developed a mindset of developing relationships with each student and staff member to find needs and to address those needs as they arise. The administrator believes that building positive relationships with teachers, staff, students and community is vital to building a powerful school culture. It is important to first connect with the people that you lead, so that respect for each other can be developed. It is

important to facilitate trust and communication in order to lead a successful campus. The role of the principal is to find the individual needs of the students and staff and to efficiently help those needs be met. As an educational leader, it is important to be visible on the campus. This is done through building walk-throughs, classroom walk-throughs, lunch and recess duty, speaking to the students during breakfast and lunch breaks, and in between classes. Getting to know the students through classroom observations and conversations. This is also done by attending extracurricular activities for the students, and cheering them on to success. Our campus is a big school family who cheers each other on through Facebook posts, emails on results, pep rallies, and send offs. That has always been the tradition for as long as anyone can remember. Being present in the classroom helps ensure that student achievement is being addressed and worked towards on a daily basis. Regular walk throughs from administrators includes speaking to the students about current assignments and possible outcomes. On our campus, our assistant principal had to shift into the interim principal in the spring semester to ensure that rules were being followed, lessons were being taught and students were learning among other responsibilities. She continues to ensure that walk-throughs and observations are being completed. Being visible on the different campus floors is done daily. Attendance at extracurricular activities is ensured by both the interim principal, our superintendent, and our athletic director. It is vitally important to let the students know that they have not only teachers, but administrators as well who will be supporting all their efforts.

5. Culturally Responsive Teaching and Learning:

In order to promote equity, our campus employs a diverse teaching staff that provides positive role models of similar demographic backgrounds to students to help promote a sense of belonging. Our students are exposed to staff that is of their own culture and background and can speak their language. Our campus also ensures, whenever possible, that school notices for parents and guardians are written in the home language of the family to encourage communication among staff and parents. Office staff is bilingual in order to ensure communication for families who do not speak English. Communication from the school, whether it is a newsletter, social media post, or telephone call out, is done in both languages to ensure messages are communicated well in native languages. Our teachers also set and communicate high expectations for all students, regardless of ability level, economic status, race, gender, native language, etc. To ensure EL students are able to grow linguistically, the ELPS (English Language Proficiency Standards) are incorporated into all curriculum as teachers are preparing their lessons. English Language Arts teacher and paraprofessional staff is either certified in English Language Support or bilingual to stay in compliance with state standards and to ensure that students are receiving the support they need to be successful in the classroom. The ELPS are utilized by all content areas because language can and should be developed in relation to all subjects. Specific strategies such as sentence stems, anchor charts, vocabulary definitions, and word walls are used to help the students' progress and address each language skill proficiency. To make progress towards equity, the school staff includes perspectives from different cultures in a way that strengthens the learning process. All teachers try to connect students' cultural experiences to instructional content to place student culture at the center of learning. By recognizing students' cultures as assets to the learning process, teachers are better able to connect with students, overcome challenges, and align methods to better engage students and enhance students' cognitive performance. Our cafeteria staff also promotes culturally responsive food that the students are familiar with such as, enchiladas, tacos, Spanish rice, etc. These foods are incorporated into the school menu which in turn helps with food actually being eaten rather than being thrown away. Spanish teachers provide lessons in culturally responsive ways to ensure that important holidays and events are understood and taught.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Sonora Secondary School's success has been a long-standing tradition. If you are not from Sonora originally, you most certainly want to be a part of Sonora as soon as you can. However, to pinpoint the most instrumental strategy that has made Sonora successful is the simple socio-emotional strategy which is that our teachers truly care about the success of our students. Teachers take the time to develop relationships with their students on a personal level. Most of our veteran teachers have taught the parents of the students they currently teach. The fact that they care about their success stems from the fact that they care about the family in general. Teachers know where our students come from. They know the hardships some of them have endured. They know the success that some of them have been blessed with. They know the type of discipline and love that each of their students' needs. They take the time to find out how each student learns and then teach in a way that they are successful. Teachers are invested in the success of their students. They attend extracurricular activities and cheer them on from the sidelines. They set high standards for them and expect them to reach them with their help. The teachers go above and beyond the parameters of their job description to ensure that each and every student is loved, encouraged, and part of something much bigger than their graduating class. The teachers make sure that our students feel pride in graduating from a school rich in tradition. The teachers encourage the students to take pride not only in their school work, but also in wearing the jerseys with Sonora printed on them. Our teachers are our most valuable resource and most instrumental strategy that our school is blessed with. Our community has been through a lot in the past years, with floods and remote learning, but one thing is certain, the education of our students has always been top priority. Our teachers are second to none and a lot of them are home-grown who will most likely only teach in Sonora because of its tradition in being a great school district. We have a lot to be proud of in our students. However, we also have a lot to be proud of in our teachers, the relationships and love they have for our students, and what they do in the classroom to help our students be successful.