

**Denison Independent School District**  
**Denison High School**  
**2018-2019 Campus Improvement Plan**

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

\*\*\*\*\*

The 2014-15 school year saw an enrollment at 1245 students, of which 57% qualified as socio-economically disadvantaged. The student body was served by 94 certified teachers which is a ratio of students to teachers as 13:1 S/T. Once again, that ratio was below the state average ratio of 16.1 S/T. Little change in performance on STAAR EOC tests shown over the previous year.

The ethnic breakdown is as follows: 72% White, 13% Hispanic, 11% Black and 2% for both Asian/Pacific Island and the same percentage of American Indian/Alaska Indian groups. This profile shows changes in percentages primarily between White and Hispanic groups.

\*\*\*\*\*

The highest number of students in that time was the 2015-16 school year with 1327 students being enrolled at Denison High School. They were served by 91 certified staff. That's a ratio of 14.5:1 S/T -well below the state average ratio of 16:1 S/T. Performance on STAAR EOC remained relatively unchanged in all core areas.

Some 59% of students qualified as Socio-Economically Disadvantaged. The campus ethnic diversity percentages were unchanged from the previous school year: 72% White, 13% Hispanic, 11% Black and 2% for both Asian/Pacific Island and the same percentage of American Indian/Alaska Indian groups.

\*\*\*\*\*

The 2016-17 school year saw enrollment numbers at 1284 students of which some 60% fell into the Socio-Economically Disadvantaged category. This percentage has remained relatively unchanged in the four-year period. In addition, the gender breakdown shows that the percentages of males and female student remain relatively even.

The campus ethnic diversity profile underwent a considerable change within two groups since the previous years: 63% White, 18% Hispanic, 13% Black, 3% Asian/Pacific Island, and 3% American Indian/Alaskan Indian. See chart below.

The student body was served by 91 certified staff. The ratio of students to teachers as roughly 14:1 S/T. That is still below the state average ratio of 16:1 S/T. Performance data not available as of this date.

In 2017-18 population increased by 8% and ethnic diversity remained the same. 61% qualified as socio-economically disadvantaged. There were no increases in certified staff which lowered the student to teacher ratio even further.

### **Demographics Strengths**

The diversity and unity of the faculty and students creates a unique learning environment.

## **Student Achievement**

### **Student Achievement Summary**

One of the ways Denison ISD strives to improve learning for all students is by gathering, intersecting, and organizing different categories of data more effectively. By delineating the context in which our school operates, we may understand who our students are, where they live, and how better to serve them.

Our students' achievement data is disaggregated in multiple ways, from multiple points-of view. Beginning with the classroom relationship of student to teacher, through Professional Learning Communities, to our Administrative and Curriculum staff; from item analysis, to benchmark tests, to STARR and AP, each opportunity to more fully understand the student's capacity and push him further is taken and reflected upon. From these opportunities, decisions are made to either enhance or change existing programs, assess needs, and evaluate growth.

In our individual PLCs, we collaborate to create and assess formative to summative data to determine where each of our students are and work from there. For students who are not initially successful, additional modifications are made with regard to time, support and opportunity. Our intervention program continues to be refined to create the best response from struggling students. For those who "get it out of the gate", enrichment is available.

Math, Social Studies, and Science scores continue to be high. English scores are our lowest area and are the focus of campus wide efforts.

### **Student Achievement Strengths**

Denison High School met all Distinction Designations in the previous 3 years and all but one last year.

## School Culture and Climate

### School Culture and Climate Summary

School culture and climate are difficult to quantify and are often times perceived differently among individuals and groups. At Denison High School we do a decent job of providing students with a variety of organizations and activities from which they may choose to belong. Many of these choices are very successful at giving students a place to connect, a sense of attachment, and support. Examples of these groups would include athletic teams, theater, robotics, media, drill team, Swarm of Friends, AVID, cheerleading, and various other clubs and organizations. These groups at DHS are led by very committed teachers and coaches that are dedicated to the students involved in their teams/clubs/organizations. I believe many students feel a real connection to the members of the organization and the sponsor/coach. Those connections certainly have a positive effect on their lives. Where we have room for improvement is increasing the number of participants in the activities of DHS and increasing the overall connection that our students have to our school. True connectedness to our school and pride in being a Yellow Jacket seems to be lacking in many of our students.

Denison High School is staffed with dedicated and hardworking teachers that genuinely desire for their students to succeed. Teaching is a difficult job that is physically and mentally draining. The pressures of state testing, changing teacher evaluations, dealing with increasingly disconnected students, dealing with the problems that come with students living in poverty, etc. leave many teachers exhausted. There are support systems in place such as the mentoring program and professional learning communities but the impact of those programs ultimately pales in the face of the daily pressures many teachers feel. This is not necessarily a problem unique to Denison High School but more of a systemic problem in education as a whole. There are attempts to get teachers together such as staff lunches and occasional after work functions but these seem to do little to combat the state of low morale and deepening isolation within their subject areas that many teachers face. We must continue to seek out ways to truly unite our teachers so that they too feel a deep connection to Denison High School and a sense of pride at being a Yellow Jacket.

### School Culture and Climate Strengths

Schools across the district are engaged in the Professional Learning Community (PLC) process. Campus committees consistently refer to the guiding questions of a PLC;

1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond if they don't learn?
4. How will we respond if they already know it?

Each campus in the district has implemented ceremonies to celebrate their achievements and accomplishments.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

All faculty and staff members at Denison High School meet highly qualified requirements. The educational and teacher preparation of faculty includes both traditional college programs and alternative certification.

Staff is selected and recruited in a variety of methods. Career fairs and Teacher Job Net provide a large pool of applicants. Staff selection is accomplished by a committee of administrators and teachers when at all possible. Candidates are carefully screened before the final selection and hiring.

There is a low turnover rate mainly consisting of retirement and relocation due to normal family/spousal reasons. Dismissal and non-renewal happens, but is less than 1% over the past several years. This indicates that teacher quality and performance is high. The Curriculum Department uses data from T-TESS to determine needed professional development.

Contributing to the quality of the staff are the mentor program and Professional Learning Communities. The district provides a mentor program for new teachers. This has been very beneficial to new teachers. The staff has also practiced PLC as modeled by Eaker and Dufour for the past ten years. Collaboration is a way of life at Denison High School and has been instrumental in increasing student success.

### **Staff Quality, Recruitment, and Retention Strengths**

Denison ISD provides a strong and direct program to indoctrinate teachers new to the district and specifically new to education. Each campus has identified a Mentor Teacher Leader to assist experienced teachers who mentor a novice teacher. Assignment of a mentor teacher to a novice teacher is based on the assignment and strengths of both the mentor and novice, as well as the needs of the novice.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Professional learning communities provide the structure for curriculum development and revision in Denison ISD. Teams of teachers, led by Curriculum Staff, have created a district-developed curriculum that contains units of bundled Texas Essential Knowledge and Skills (TEKS) for each core area. Curriculum teams have written common formative assessments for each unit. Students are given two benchmarks during the year to prepare for state assessments. As needed, professional learning communities meet in the summer to revise units and assessments based upon data or changes in the TEKS. The district uses Eduphoria to house the curriculum.

Professional development is a high priority in Denison ISD. Each year a comprehensive needs assessment is used to design professional learning with input from teachers, principals, curriculum coordinators, and central office administrators. Professional development opportunities within and outside the district are plentiful, and all educators are expected to continue to seek learning that helps to hone their craft. Continuous professional development is an expectation: During each five years of employment, each administrator who has less than 30 hours of graduate credit beyond a master's degree, and each instructional staff person who has less than 30 hours of graduate credit beyond a bachelor's degree is expected to accumulate 60 hours of off-contract professional development credits. All professional development participation is documented, and professional development calendars give employees options for their learning.

### **Curriculum, Instruction, and Assessment Strengths**

Curriculum coordinators lead summer grade level trainings to analyze units and instruction for rigor and alignment to the TEKS, and to review test data to see what is working. All teachers are involved. The curriculum coordinators are available to the teachers, connecting central office to the campus. There has been a strategic plan in place to get PLC's functioning with the purpose of ensuring engaging instruction in every classroom. This is part of a long range plan that was developed several years ago and is a basic structure for improving the schools.

Curriculum units are housed in Forethought and is all online. On a shared network, instructional practices are available. Curriculum is refined every summer based upon what Denison ISD needs to do to help teachers help students.

Delivering the curriculum is what the district is about. PLC's (professional learning communities) work on curriculum and delivery. K-5 curriculum coordinators are gifted and talented teachers some days and other days are district-wide curriculum coordinators. These coordinators evaluate curriculum, develop common assessments, and work in a systematic way to lead and empower teachers.

## **Parent and Community Engagement**

### **Parent and Community Engagement Summary**

We have evidence of family and community involvement that supports student learning. Several student organizations have booster clubs. There is community support through donations and various fundraisers. We have a decent turnout at open house where family members and community members are welcome to visit our facilities and meet the teachers and faculty. This year there has also been a community expo for students and families. We often experience high family and community attendance at extracurricular events.

Family and community members are involved in decision making by way of representation on the campus improvement plan committee, open attendance at school board meetings, parent representatives on LPAC committee for ELL learners, and through private individual student ARDS at which parents are encouraged to attend. All of these opportunities give either community or family members a say in what happens at our school.

Some families of our students speak languages other than English. At this time those languages include Spanish and Urdu. We attempt to communicate with these families through bilingual staff members. Often written correspondences are available in both English and Spanish when needed.

It was assessed by this committee that a higher degree of teacher-parent collaboration or more parent volunteer opportunities should be a priority. Furthermore, as our Hispanic student population increases, it should become a priority to seek additional bilingual employees in different roles throughout the school.

### **Parent and Community Engagement Strengths**

There are many opportunities for parents and community to see students perform in the community and in extra-curricular activities.



## **School Context and Organization**

### **School Context and Organization Summary**

Denison High School has tried to operate as a professional learning community over the last ten years. One aspect of the PLC is to develop systems that are in place to support students with obstacles to learning. DHS has developed a master schedule that provides scheduled opportunities for interventions and inclusion support for special education and general education students.

These systems were developed over a long period of time with input from staff. An integral part of providing these additional resources to students has been the reassignment of staff to address the most pressing needs of students.

DHS believes that all students can learn, but not all students can learn at the same speed or with the same resources. The systematic approach to providing additional resources to students has resulted in marked improvement in student performance.

### **School Context and Organization Strengths**

Teachers at campuses are provided time to plan and collaborate with each other on lesson plans and as a PLC.

# Technology

## Technology Summary

- The staff and students at DHS are very proficient with technology. Most students expect to use technology in some form in all classes. The current staff views technology as a learning tool in many ways and looks for ways to use it to assist in the learning process.

Professional development is provided by the district throughout the school year and during the summer for teachers to learn and enhance their skills. Any time that staff feel that there is a need for specific technology training, the district finds ways to provide the training. The assistant technology director is based on the DHS campus. We have teachers who are (informally) designated as the go to person when faculty or staff members have questions or need help with specific programs such as grade book, Schoology, on-line credit recovery, etc.

There is a general consensus that technology would be used more than it is, if we have a one-to-one device to student in all classrooms. Many teachers are finding that because we are using more on-line curriculum and resources, we are past the point where the BYOD works sufficiently. With new adoptions, most textbooks come with an on-line component and some curriculum that is being used is all on-line. This could simply be classroom sets of laptops or tablets for each teacher. The access of devices in every classroom, every period of every day, seems to be the biggest barrier for most teachers to the use of technology.

Our campus has an up-to-date infrastructure for our network. We are both wired and wireless for our network and Internet system. We currently are running on Windows 10 and have Microsoft Office 2016. School wide, students and parents have access to check grades, attendance and calendars. Campus wide all departments including counselors and administrative staff use Schoology as a Learning Management System, as well as allowing students, parents, faculty, and staff to communicate in a safe environment.

All departments as mentioned in the previous paragraph uses Schoology. Most create and use podcast for either flipped classroom, students who are absent or on homebound or for tutorial purposes. Each department has a variety of software or on-line curriculum that they use that is specific to their area. Some examples are as follows. The math department also uses connected and ALEKS which are programs that came with the latest textbook adoption. The foreign language department uses a variety of software Rosetta Stone, Duolingo, VOKI and Animoto, YouTube and with the adoption of new textbooks next year there will be an on-line component. Social Studies uses Kahoot, Albert IO and videos on American Experience and History Channel among other on-line history resources. Science uses various websites and Ebook. The CTE department uses a variety of You Tube

instructional videos, many in the department use an on-line curriculum developed by CEV which updates regularly. Some of the CTE courses are courses in the technology and use specific programs and software for student learning, such as CAD, BIM I & II, Audio Visual, Computer Programming, etc. The English Language Arts, Fine Arts and other areas use various programs also specific to their needs.

### **Technology Strengths**

DISD's strengths related to technology include but are not limited to the following:

- Every classroom and office in DISD has wireless access to the Internet and all campuses have BYOD capability.
- Every classroom has a SMARTBoard, a projector, a document camera, an audio amplifier and a phone
- A standard workstation load--Windows 7 Pro, Office 2010, Internet Explorer 10, Google Chrome, Firefox, eTrust VirusScan, Windows Media Player, Acrobat Reader, Quicktime, iTunes and other applications
- DISD provides customized technology staff development throughout the year
- A Help Desk and Tech Support that is provided by six members of the Tech Department and campus Tech Managers

Schoology Learning Management System at the High School that will support school supplied technology as well as BYOD

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

#### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

## Goal 1: Every employee of the district will work to provide quality learning experiences for student success


**Performance Objective 1:** Improve all students' academic performance.

**Evaluation Data Source(s) 1:** Students will meet or exceed mastery level in core content areas on STAAR or meet or exceed previous performance levels on report cards.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Disaggregate data for all students, including at-risk	All Staff	PLC Minutes, Lesson Plans, Eduphoria				
	Funding Sources: 199 Regular Education - 0.00, 199 23 Special Education - 0.00, 224 Special Education - 0.00					
2) Refine the curriculum in core academic areas	Core Teachers, Director of Instruction, Curriculum Coordinators	Core Curriculum Documents, Shared drive documents, Schoology				
	Funding Sources: 199 24 Compensatory Education - 0.00, 199 23 Special Education - 0.00, 225 Special Education Pre-k - 0.00, 244 Career & Technology - 0.00, 199 Regular Education - 0.00					
3) Use PLC time to analyze data and formulate a plan for those who did not learn	Campus Principals, Classroom Teachers, Special Ed Teachers, Reading Intervention Teachers	PLC Minutes				
	Funding Sources: 199 24 Compensatory Education - 0.00, 199 23 Special Education - 0.00, 199 22 Career & Technology - 0.00, 199 Regular Education - 0.00, 224 Special Education - 0.00					
4) Use PLC time to develop research-based engaging lessons to enhance learning	Campus Principals, Classroom Teachers, Special Ed Teachers, Reading Intervention Teachers	Lesson Plans, PLC Minutes				
	Funding Sources: 199 21 Gifted and Talented - 0.00, 199 22 Career & Technology - 0.00, 199 23 Special Education - 0.00, 199 24 Compensatory Education - 0.00, 199 25 ESL - 0.00, 199 Regular Education - 0.00, 244 Career & Technology - 0.00, 224 Special Education - 0.00					

5) Collaboratively create, administer and disaggregate formative assessments with appropriate modifications	Curriculum Coordinators, Classroom Teachers, Campus Principals	Formative Assessments				
	Funding Sources: 255 Title II, Part A - 0.00, 199 23 Special Education - 0.00, 199 25 ESL - 0.00, 199 Regular Education - 0.00, 224 Special Education - 0.00					
6) Provide additional time, support, and opportunities for students who are not successful	Campus Principals, Classroom Teachers	Lesson Plans				
	Funding Sources: 199 24 Compensatory Education - 0.00, 199 22 Career & Technology - 0.00, 199 23 Special Education - 0.00, 199 25 ESL - 0.00, 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00, 224 Special Education - 0.00, 244 Career & Technology - 0.00, 288 Indian Education Grant - 0.00					
7) Provide enrichment opportunities for students who are initially successful	Classroom Teachers, Campus Principals	Lesson Plans				
	Funding Sources: 199 21 Gifted and Talented - 0.00, 199 Regular Education - 0.00, 199 31 High School Allotment - 0.00					
8) Provide services to school-age parents and provide pregnancy related services.	Campus Principals, Homebound Teacher, Counselors	Intervention Reports				
	Funding Sources: 199 24 Compensatory Education - 0.00, 199 Regular Education - 0.00					
9) Provide district-wide dropout prevention and recovery	High School Principals, Middle School Principal, Counselors	Dropout Reports, Dropout Records				
	Funding Sources: 199 24 Compensatory Education - 0.00, 199 Regular Education - 0.00					
10) Continue to implement the Continuous Improvement Plan developed by the District PBMAS Review Committee	Director of Special Education	PBMAS				
	Funding Sources: 199 Regular Education - 0.00, 199 23 Special Education - 0.00, 224 Special Education - 0.00, 199 25 ESL - 0.00, 199 24 Compensatory Education - 0.00					
11) Review PMBAS data regarding over-identification of special education students with each building principal and faculty	Director of Special Education	Meeting Minutes				
	Funding Sources: 199 23 Special Education - 0.00, 199 Regular Education - 0.00					
12) Conduct annual migrant identification, recruitment and verification	Campus Principals, Director of Special Programs	Completed Surveys				
	Funding Sources: 199 Regular Education - 0.00					
13) Recruit and retain highly qualified staff. Assist all staff in achieving/maintaining highly qualified status. Equitably distribute HQ staff among all campuses. Provide high quality staff development for 100% of instructional staff.	Assistant Superintendent for Administrative Services, Director of Special Programs.	Employment Records, Highly Qualified Reports				
	Funding Sources: 199 Regular Education - 0.00, 255 Title II, Part A - 0.00					

14) Implement and promote a Comprehensive School Health Program including TeleHealth.	Director of Food Service, Director of Special Programs, School Nurse	Copies of Menus, Minutes of School Health Advisory Committee				
Funding Sources: 199 Regular Education - 0.00						
15) Encourage teachers to incorporate emerging technology to improve student learning	Director of Technology, Director of Instruction, Campus Principals	Lesson Plans, Schoology				
Funding Sources: 199 21 Gifted and Talented - 0.00, 199 22 Career & Technology - 0.00, 199 23 Special Education - 0.00, 199 24 Compensatory Education - 0.00, 199 25 ESL - 0.00, 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00, 224 Special Education - 0.00, 244 Career & Technology - 0.00, 483 Local Grant Funds - 0.00						
16) Provide Study Skills Interventions	Campus Principals	Student Success				
Funding Sources: 199 24 Compensatory Education - 0.00, 199 Regular Education - 0.00						
17) Offer EOC Summer School	Campus Principals	Summer EOC Scores				
Funding Sources: 199 Regular Education - 0.00, 199 24 Compensatory Education - 0.00						
<b>Comprehensive Support Strategy</b> 18) Provide writing opportunities across the curriculum.	Campus Principals, Curriculum Coordinators, Classroom Teachers	Lesson Plans, quick writes, journaling.				
Funding Sources: 199 24 Compensatory Education - 0.00, 199 Regular Education - 0.00, 199 25 ESL - 0.00, 199 23 Special Education - 0.00, 224 Special Education - 0.00, 199 22 Career & Technology - 0.00						
<b>Comprehensive Support Strategy</b> 19) Initiate Writing Across the Curriculum in CORE subjects.	Curriculum Department Administrators, Department Heads, PLC Teams	Lesson Plans				
Funding Sources: 199 23 Special Education - 0.00, 199 24 Compensatory Education - 0.00, 199 Regular Education - 0.00, 224 Special Education - 0.00						
<b>Targeted Support Strategy</b> 20) WICOR	Faculty	Writing achievement.				
						



**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success

**Performance Objective 2:** Improve students' mathematical concepts and skills and to prepare students for End-of-Course & STAAR Exams.

**Evaluation Data Source(s) 2:** Percent of students who pass the appropriate grade level and subject area STAAR will increase by a minimum of 2%.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Provide additional learning time for struggling students in the form of before and after school tutoring; in-school intervention and remediation classes	Campus Principals, Classroom Teachers	Tutoring Records, Response to Intervention Records, PLC Minutes, Passing Rates, Summative Tests				
	Funding Sources: 199 24 Compensatory Education - 0.00, 199 21 Gifted and Talented - 0.00, 199 22 Career & Technology - 0.00, 199 23 Special Education - 0.00, 199 25 ESL - 0.00, 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00, 224 Special Education - 0.00, 244 Career & Technology - 0.00, 288 Indian Education Grant - 0.00					
2) Specifically focus on students' needs during intervention times	Classroom Teachers	Student Performance Reports, RtI Data				
	Funding Sources: 199 21 Gifted and Talented - 0.00, 199 22 Career & Technology - 0.00, 199 23 Special Education - 0.00, 199 24 Compensatory Education - 0.00, 199 25 ESL - 0.00, 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00, 224 Special Education - 0.00, 244 Career & Technology - 0.00					
3) Evaluate the effectiveness of in-school remedial programs	Campus Principals, Counselors, Instructional Staff, Reading Intervention Teachers	Program Evaluations, Student Reports				
	Funding Sources: 199 24 Compensatory Education - 0.00, 199 23 Special Education - 0.00, 199 Regular Education - 0.00					
4) Review and persistently implement RtI procedures	Director of Instruction, Special Education Diagnosticians, Campus Principals, Classroom Teachers, Resource Teachers	Observations and evaluations.				
	Funding Sources: 199 Regular Education - 0.00, 199 24 Compensatory Education - 0.00					
5) Change instructional assignments to include resource class instruction and inclusion assistance	Director of Special Education, Special Education Diagnosticians	ARD Minutes				
	Funding Sources: 199 23 Special Education - 0.00, 199 24 Compensatory Education - 0.00, 224 Special Education - 0.00, 199 Regular Education - 0.00					

6) Examine the TEKS at each grade level and revise the curriculum, including common assessments, to meet the rigor expected by the state	Director of Instruction, Campus Principals	Curriculum Document(s)				
	Funding Sources: 199 Regular Education - 0.00, 255 Title II, Part A - 0.00					
7) Complete and implement plans for remediation for all students demonstrating weakness in math	Director of Instruction, Campus Principals	Implementation Plans, Lesson Plans, Local and State Test Scores including, STAAR Tests, End-of-Course Exams, AP Exams				
	Funding Sources: 199 24 Compensatory Education - 0.00, 199 23 Special Education - 0.00, 199 25 ESL - 0.00, 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00, 224 Special Education - 0.00					
8) Attend professional development sessions to improve math instructional strategies	Campus Principals, Director of Instruction, Math Department Chairs	Lesson Plans, Attendance Registers				
	Funding Sources: 255 Title II, Part A - 0.00, 199 Regular Education - 0.00, 199 31 High School Allotment - 0.00, 199 23 Special Education - 0.00, 224 Special Education - 0.00					
9) Provide AP Study Sessions	High School Principal, Department Chairs	Student Attendance, AP Scores				
	Funding Sources: 199 21 Gifted and Talented - 0.00, 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00					
10) Evaluate passing rate of Dual Credit & AP courses	High School Principal, Department Chairs, Counselors	Dual Credit and AP Results				
	Funding Sources: 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00					
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 11) Resource Math teachers will be scheduled with Alg I PLC conference time.	Principal	Master Schedule				
	Funding Sources: 199 23 Special Education - 0.00, 205 Head Start - 0.00, 224 Special Education - 0.00					
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 12) Implement strategies that emphasize use of vocabulary words.	Teachers	Unit and Benchmark assessments.				
	Funding Sources: 199 Regular Education - 0.00, 199 24 Compensatory Education - 0.00, 199 23 Special Education - 0.00, 199 22 Career & Technology - 0.00, 199 25 ESL - 0.00, 199 31 High School Allotment - 0.00, 224 Special Education - 0.00, 244 Career & Technology - 0.00					
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 13) Continue to "Double Block" Applied Math: The school has double blocked the special education Algebra I class.	Math Department Special Education Math Teacher Administration	AEIS				
	Funding Sources: 224 Special Education - 0.00, 199 23 Special Education - 0.00, 199 Regular Education - 0.00					
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 14) Maximize and increase special education inclusion in Algebra I classes.	Teachers and Administration	AEIS				
	Funding Sources: 199 23 Special Education - 0.00, 199 Regular Education - 0.00, 224 Special Education - 0.00					

<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 15) Incorporate Skills based strategies (ELPS).	Administration and teachers.	Teacher observations and student performance.				
	Funding Sources: 199 Regular Education - 0.00, 199 25 ESL - 0.00					
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 16) Ensure that resource math students have scheduled interventions.	Administration and teachers.	Student performance				
	Funding Sources: 199 23 Special Education - 0.00, 199 Regular Education - 0.00, 224 Special Education - 0.00					





**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success

**Performance Objective 3:** Prepare students for Writing Expectations on State Assessments.

**Evaluation Data Source(s) 3:** Percent of students who pass the appropriate grade level STAAR Writing assessment will increase by a minimum of 5%.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Attend staff development sessions to provide training on teaching strategies for improving writing skills	Director of Instruction, Campus Principals, Curriculum Coordinators	Individual Lesson Plans, Training Attendance Records				
Funding Sources: 255 Title II, Part A - 0.00, 199 23 Special Education - 0.00, 199 Regular Education - 0.00						
2) Use rubrics for assessing four different types of writing	Curriculum Coordinators, Director of Instruction, Campus Principals, Department Chairs	Completed Rubrics				
Funding Sources: 199 Regular Education - 0.00, 255 Title II, Part A - 0.00						
3) Score students' writing as a department to improve student performance	Curriculum Coordinators, Director of Instruction, Classroom Teachers	Score Reports				
Funding Sources: 255 Title II, Part A - 0.00, 199 Regular Education - 0.00, 199 31 High School Allotment - 0.00						
4) Conduct practice AP Language study sessions	High School Principal, Department Chairs	Lesson Plans				
Funding Sources: 199 21 Gifted and Talented - 0.00, 199 Regular Education - 0.00, 199 31 High School Allotment - 0.00						
5) Complete and implement plans for remediation for all students demonstrating weakness in writing	Campus Principals, Department Chairs, Curriculum Coordinators	Lesson Plans, Local and State Test Scores including STAAR Tests, End-of-Course Exams, AP Exams				
Funding Sources: 199 24 Compensatory Education - 0.00, 199 23 Special Education - 0.00, 199 25 ESL - 0.00, 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00, 224 Special Education - 0.00						
6) Evaluate Dual Credit & AP English Course passing rate	Campus Principals	Dual Credit grades and AP Scores				
Funding Sources: 199 Regular Education - 0.00						

7) Provide additional learning time for struggling students in the form of before and after school tutoring; in-school intervention and remediation classes	Teachers, Principals	Tutoring Records, Response to Intervention Records, PLC Minutes, Passing Rates, Summative Tests				
	Funding Sources: 199 24 Compensatory Education - 0.00, 199 22 Career & Technology - 0.00, 199 23 Special Education - 0.00, 199 25 ESL - 0.00, 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00, 224 Special Education - 0.00, 244 Career & Technology - 0.00, 288 Indian Education Grant - 0.00					
8) Targeted instruction with focus on formal diction, sentence variety, and persuasive writing structures to support writing across the curriculum for all students.	Teachers	Benchmarks and Formative Assessments.				
	Funding Sources: 199 24 Compensatory Education - 0.00, 199 23 Special Education - 0.00, 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00, 224 Special Education - 0.00					
9) Collaboration with ELL teacher to improve vocabulary and effectiveness of classroom instruction to support writing across the curriculum for ELL students.	Teachers	Benchmarks and Formative Assessments.				
	Funding Sources: 199 25 ESL - 0.00, 199 Regular Education - 0.00					
10) Provide Inclusion and collaborative instruction with tracking teachers to support writing across the curriculum for Special Education students.	Teachers	Benchmarks and Formative Assessments.				
	Funding Sources: 199 23 Special Education - 0.00, 199 Regular Education - 0.00, 224 Special Education - 0.00					
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 11) Implement Skills based strategies (ELPS)	Administration and teachers.	Observations and student performance.				
	Funding Sources: 199 25 ESL - 0.00, 199 Regular Education - 0.00					
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 12) Maximize and increase special education inclusion support.	Administration and teachers.	Inclusion support time in classroom.				
	Funding Sources: 199 23 Special Education - 0.00, 199 Regular Education - 0.00, 224 Special Education - 0.00					
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 13) Ensure applied English students have scheduled interventions.	Administration, counselors, teachers.	Student schedules.				
	Funding Sources: 199 25 ESL - 0.00, 199 24 Compensatory Education - 0.00, 199 Regular Education - 0.00, 199 23 Special Education - 0.00					
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 14) Schedule PLC time with Applied and General Ed English teachers.	Administration and teachers.	Master schedule.				
	Funding Sources: 199 Regular Education - 0.00, 199 23 Special Education - 0.00, 224 Special Education - 0.00					
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 15) Provide STAAR specific skills based common assessments to meet the rigor of state expectations.	Curriculum department, teachers, administrators.	Common assessments, benchmarks, report cards, other formative assessments.				
	Funding Sources: 199 Regular Education - 0.00, 224 Special Education - 0.00, 199 23 Special Education - 0.00, 255 Title II, Part A - 0.00					
16) Continue Reading class.	Teachers and administration.	Increase reading and writing skills.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success

**Performance Objective 4:** Improve students' science concepts and skills and prepare students for End-of-Course and STAAR Science Exams.

**Evaluation Data Source(s) 4:** Percent of students who pass the appropriate STAAR Assessment will increase by a minimum of 3%.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Attend training sessions to prepare for the rigor and state expectations for STAAR Science and End-of-Course Exams	Campus Principals, Curriculum Coordinators, Director of Instruction, Department Chairs	Session Attendance Records				
			Funding Sources: 255 Title II, Part A - 0.00, 199 Regular Education - 0.00, 199 31 High School Allotment - 0.00			
2) Evaluate and modify the common assessments for each course as needed	Grade Level Science Staff, Department Chairs, Campus Principals, Curriculum Coordinators	Updated Common Assessments				
			Funding Sources: 199 Regular Education - 0.00, 199 23 Special Education - 0.00, 199 24 Compensatory Education - 0.00, 255 Title II, Part A - 0.00			
3) Provide AP study sessions with practice exams	High School Principal, Department Chair	Lesson Plans, Attendance Records				
			Funding Sources: 199 21 Gifted and Talented - 0.00, 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00			
4) Evaluate Dual Credit & AP Science Course passing rate	Campus Principal, Department Chair, Counselors	Test Results				
			Funding Sources: 199 Regular Education - 0.00			
5) Complete and implement plans for remediation for all students demonstrating weakness in science	Campus Principals, Department Chairs	Lesson Plans, Local and State Test Scores including , STAAR Tests, End-of-Course Exams, AP Science Exams				
			Funding Sources: 199 23 Special Education - 0.00, 199 24 Compensatory Education - 0.00, 199 Regular Education - 0.00			
6) Provide additional learning time for struggling students in the form of before and after school tutoring; in-school intervention and remediation classes	Teachers and Principals	Tutoring Records, Response to Intervention Records, PLC Minutes, Passing Rates, Summative Tests				
			Funding Sources: 199 24 Compensatory Education - 0.00, 199 Regular Education - 0.00, 288 Indian Education Grant - 0.00, 199 31 High School Allotment - 0.00			



**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success

**Performance Objective 5:** Prepare students for social studies expectations including social studies exams.

**Evaluation Data Source(s) 5:** Percent of students who pass the appropriate STAAR Assessment will increase by a minimum of 2%.

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Attend staff development sessions that inform staff of test changes including an awareness of readiness and supporting standards	Director of Instruction, Curriculum Coordinators, Department Chairs	Record of Attendance				
Funding Sources: 255 Title II, Part A - 0.00, 199 Regular Education - 0.00						
2) Evaluate and revise the common assessments for each unit to align with new expectations	Curriculum Coordinators, Campus Principals, Department Chairs	Updated Common Assessments				
Funding Sources: 199 24 Compensatory Education - 0.00, 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00, 199 23 Special Education - 0.00, 255 Title II, Part A - 0.00						
3) Offer AP study sessions	Campus Principal, Department Chair	AP Lesson Plans, Attendance Records, Schoology				
Funding Sources: 199 21 Gifted and Talented - 0.00, 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00						
4) Evaluate Dual Credit & AP Social Studies Course passing rates	Campus Principal, Department Chair	Lesson Plans, Local and State Test Scores including, STAAR Tests, End-of-Course Exams, AP Exams.				
Funding Sources: 199 Regular Education - 0.00						
5) Complete and implement plans for remediation for all students demonstrating weakness in social studies	Campus Principals, Curriculum Coordinators, Department Chair, Social Studies Teachers	Lesson Plans, Local and State Test Scores including TAKS Tests, End-of-Course Exams, AP Exams				
Funding Sources: 199 24 Compensatory Education - 0.00, 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00						
6) Provide additional learning time for struggling students in the form of before and after school tutoring; in-school intervention and remediation classes	Teachers, Principals	Tutoring Records, Response to Intervention Records, PLC Minutes, Passing Rates, Summative Tests				
Funding Sources: 199 24 Compensatory Education - 0.00, 199 23 Special Education - 0.00, 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00, 199 25 ESL - 0.00, 288 Indian Education Grant - 0.00						






**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success

**Performance Objective 6:** Improve students' reading abilities and prepare students for End-of-Course and STAAR Reading/English exams.

**Evaluation Data Source(s) 6:** Percent of students that pass STAAR Reading and End of Course will increase by 2%.

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Attend staff development sessions to inform staff of test changes including an awareness of readiness and supporting standards & improve reading strategies	Director of Instruction, Curriculum Coordinators, Campus Principals, Classroom Teachers, Department Chairs	Session Attendance Records, Teacher Lesson Plans				
	Funding Sources: 255 Title II, Part A - 0.00, 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00, 199 23 Special Education - 0.00					
2) Identify and provide MTA instruction for students with dyslexia	Campus Principals, Dyslexia Coordinator, Director of Instruction	Class Records				
	Funding Sources: 199 Regular Education - 0.00, 199 23 Special Education - 0.00, 199 24 Compensatory Education - 0.00					
3) Provide additional learning time in the form of in-school tutoring, reading intervention, after-school tutoring	Campus Principals, Department Chairs, Classroom Teachers	Common Assessment and Benchmark Results, Report Cards, Accelerated Instruction Lesson Plans				
	Funding Sources: 199 23 Special Education - 0.00, 199 24 Compensatory Education - 0.00, 199 25 ESL - 0.00, 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00, 224 Special Education - 0.00, 288 Indian Education Grant - 0.00					
4) Review and implement RtI procedures	Campus Principals, Director of Instruction	Observations of interventions and special education referrals.				
	Funding Sources: 199 24 Compensatory Education - 0.00, 199 Regular Education - 0.00					
5) Provide AP English study sessions and practice exams	High School Principal, Department Chair	Attendance Records, Exam Scores				
	Funding Sources: 199 21 Gifted and Talented - 0.00, 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00					
6) Evaluate Dual Credit & AP English course passing rates	High School Principal, Department Chair	AP Passing Rates				
	Funding Sources: 199 Regular Education - 0.00					


7) Complete and implement plans for remediation for all students demonstrating weakness in reading	Campus Principals, Classroom Language Arts Teachers	Lesson Plans, Local and State Test Scores including, STAAR Tests, End-of-Course Exams, AP Exams.				
Funding Sources: 199 23 Special Education - 0.00, 199 24 Compensatory Education - 0.00, 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00, 224 Special Education - 0.00, 199 25 ESL - 0.00						
<b>Comprehensive Support Strategy</b> 8) Special Education Inclusion Support: English I and II have been scheduled as a priority for Inclusion support.	Teachers and Administration	AEIS				
Funding Sources: 199 Regular Education - 0.00, 199 23 Special Education - 0.00, 224 Special Education - 0.00						
<b>Comprehensive Support Strategy</b> 9) Implement Skills Based Strategies (ELPS)	Administration and Teachers.	Observations and student performance.				
<b>Comprehensive Support Strategy</b> 10) STAAR specific skills based common assessments to meet the rigor of the EOC test.						
<b>Comprehensive Support Strategy</b> 11) Continue Reading class.						
						

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success

**Performance Objective 7:** Enhance students' technology skills and abilities.

**Evaluation Data Source(s) 7:** Students will show an increase in technology skills and abilities.

**Summative Evaluation 7:**





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Expand wireless access.	Director of Technology	Wireless Connectivity				
Funding Sources: 199 Regular Education - 0.00						
2) Engage learners through the use of technological tools to access, create and share content as well as collaborate with other learners throughout the world	Director of Technology, Curriculum Department, Classroom Teachers, Campus Principals	Student Products, Lesson Plans				
Funding Sources: 199 21 Gifted and Talented - 0.00, 199 22 Career & Technology - 0.00, 199 23 Special Education - 0.00, 199 24 Compensatory Education - 0.00, 199 25 ESL - 0.00, 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00, 224 Special Education - 0.00, 244 Career & Technology - 0.00						
3) Integrate CTE and academic instruction	Campus Principal, Director of Curriculum	Perkins Performance Report				
Funding Sources: 244 Career & Technology - 59415.00, 199 22 Career & Technology - 0.00, 199 Regular Education - 0.00						
4) Bring Your Own Device: Students are encouraged to bring and use their own devices. This strategy decreases the number of district-purchased computers and brings us closer to meeting our goal of one-to-one student/computer ratio.	All Staff	Staff Observations				
5) Utilize Schoology, a learning management system, to give student round-the-clock access to curriculum.	Directory of Curriculum, Campus Principals	Teacher, Student, and Parent use.				
Funding Sources: 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00						
						

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success

**Performance Objective 8:** Improve Services for English Language Learners (ELL) including Bilingual & English as a Second Language (ESL) Students

**Evaluation Data Source(s) 8:** Students will show an increase in their Tejas Lee Reading Assessment.

**Summative Evaluation 8:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Provide materials to meet the needs of the students in the bilingual program	Director of Special Programs, Director of Instruction, Campus Principal, Textbook Coordinator	Materials purchased				
Funding Sources: 199 25 ESL - 0.00, 199 Regular Education - 0.00						
2) Require teachers to obtain ESL certification	Personnel office r	More ESL certifications				
Funding Sources: 199 25 ESL - 0.00, 199 Regular Education - 0.00						
3) Provide notification in English and in Spanish for notification and Parents' Right to Know (home language survey) for new students.	Director of Special Programs, Director of Instruction, Bilingual Staff	Completed documents				
Funding Sources: 199 Regular Education - 0.00						
4) Train campus staff in English Language Proficiency Standards (ELPS) and Sheltered Instruction Observation Protocols (SIOP).	Director of Special Programs	Completion of ELPS & SIOP				
Funding Sources: 199 25 ESL - 0.00, 199 Regular Education - 0.00						
5) Provide enrichment activities for ESL students	Director of Instruction, Campus Principal	AEIS				
Funding Sources: 199 25 ESL - 0.00, 199 24 Compensatory Education - 0.00, 199 Regular Education - 0.00						
<b>Comprehensive Support Strategy</b> 6) Train staff in TELPAS.	Principal ESL Teacher	Certification completion				
Funding Sources: 199 Regular Education - 0.00, 199 25 ESL - 0.00						
7) Increase the use of technology in ESL classes.	ESL Teacher Principal	Observation of student use.				
Funding Sources: 199 25 ESL - 0.00, 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success

**Performance Objective 9:** All students will be College, Career, and/or Military Ready by graduation.

**Evaluation Data Source(s) 9:** Students graduating with Endorsements and Distinction will meet or exceed the State Average.

**Summative Evaluation 9:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Analyze STAAR results for Pre-AP, and AP students, ACT/SAT	Curriculum Coordinators, Counselors	Completed documentation, summer scores, online instructional planning report.				
	Funding Sources: 199 21 Gifted and Talented - 0.00, 199 Regular Education - 0.00					
2) Evaluate AP results	Director of Instruction, High School Principal, Counselors, AP teachers	Completed analysis, summer scores, online instructional planning report.				
	Funding Sources: 199 21 Gifted and Talented - 0.00, 199 Regular Education - 0.00					
3) Continue with a SAT/ACT/PSAT prep course in the school day	High School Counselors, SAT Program Teachers, Director of Instruction	Date placed on calendar and scheduled in Eduphoria, Schoology				
	Funding Sources: 199 21 Gifted and Talented - 0.00, 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00					
4) Report the initial enrollment in Dual Credit courses	High School Principal, High School Counselors					
	Funding Sources: 199 Regular Education - 0.00					
5) Report the completed passing rate of Dual Credit courses	High School Principal, High School Counselors	Completed work				
	Funding Sources: 199 Regular Education - 0.00					
6) Ensure that representative numbers of economically disadvantaged and at-risk students attempt take PAP and AP tests.	Counselors	Enrollment data				
	Funding Sources: 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00, 199 24 Compensatory Education - 0.00					
7) Increase access to Dual Credit through online courses	Principal, Counselors	Enrollment data				
	Funding Sources: 199 Regular Education - 0.00, 199 31 High School Allotment - 0.00					
8) Continue using 11th grade Career Cruising Modules.	Teachers, Counselors	Post secondary education, training, job placement.				
	Funding Sources: 199 22 Career & Technology - 0.00, 199 Regular Education - 0.00					

9) Participation in AP exams will be required and paid for by the district.	Teachers, AP Coordinator	Increased participation.				
	Funding Sources: 199 21 Gifted and Talented - 0.00, 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00					
10) PSAT testing of all 10th graders and AVID students as well as select 9th graders.	Counselors and administration.	PSAT participation rate.				
	Funding Sources: 199 31 High School Allotment - 0.00, 199 Regular Education - 0.00					
11) Expand AVID	AVID Site Team	Performance of AVID studnets.				
	Funding Sources: 199 Regular Education - 0.00					
12) Promote the College Fair	Counseling Staff	Student and Higher Education participation.				
	Funding Sources: 199 Regular Education - 0.00					
13) Attend ACT/SAT Workshops	Counseling staff.	ACT/SAT participation and performance.				
	Funding Sources: 199 Regular Education - 0.00					
14) Increase the number of student certifications.	CTE teachers CTE Director	Increase numbers of student certifications.				
<b>Targeted Support Strategy</b>	Faculty and Administration	Increased college readiness for graduates.				
15) Implement College Prep course for English and Math.						

**Goal 1:** Every employee of the district will work to provide quality learning experiences for student success

**Performance Objective 10:** Integrate CTE Skills and Expectations with Core Academic Subject Areas and Career Preparation.

**Evaluation Data Source(s) 10:**

**Summative Evaluation 10:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Continue Pre-enrollment and Planning activities	Counselors, Principal	Participation of parents.				
Funding Sources: 199 Regular Education - 0.00, 199 23 Special Education - 0.00, 224 Special Education - 0.00						
2) Partnerships with Denison Development Alliance to provide transitions from school to higher education and the workforce.	Principal	Placement of students in internships, post secondary enrollment, and employment.				
3) Continue Professional development opportunities through Business Education for Teachers.	Principal	Teacher participation.				
Funding Sources: 483 Local Grant Funds - 0.00						
4) Partnerships with local business and industry to provide for student practicum and internships.	CTE Teachers, Principal	Communication with business partners.				
Funding Sources: 199 22 Career & Technology - 0.00, 199 Regular Education - 0.00, 244 Career & Technology - 0.00						
5) Encourage industry certification and licensure.	CTE Teachers, Principal	Perkins Performance Review				
Funding Sources: 199 22 Career & Technology - 0.00, 199 Regular Education - 0.00, 244 Career & Technology - 0.00						
<b>Targeted Support Strategy</b>						
6) Continue efforts to market non-traditional CTE courses to male students through pre-enrollment activities.	Counselors, Administration, Teachers	Increased male enrollment in non-traditional courses.				
Funding Sources: 199 22 Career & Technology - 0.00, 199 Regular Education - 0.00, 244 Career & Technology - 0.00						
7) Continue to articulate Advanced Manufacturing Certification and Industrial Maintenance Certification with Grayson College.	Principal, Counselors	Student participation and certification.				
Funding Sources: 244 Career & Technology - 0.00, 199 22 Career & Technology - 0.00, 199 Regular Education - 0.00						
8) Continue articulations with Grayson College for Early Technical Credit.	CTE Director CTE Teachers	Increased numbers of ETC				



**Goal 2: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.**

**Performance Objective 1:** Encourage respect for one another.

**Evaluation Data Source(s) 1:** Teacher and staff recognition of acts or kindness and compassion.

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Continue the Rachel's Challenge Program	Director of Special Programs, Campus Principals, Counselors	Documented Activities, incentives, reward program, Jacket greeters				
Funding Sources: 199 Regular Education - 0.00, 461 Campus Activity Funds - 0.00						
2) Provide students the information, assistance, and support that enable them to take responsibility for their own learning.	School Counselors, Classroom Teachers	Copies of Documents				
Funding Sources: 199 23 Special Education - 0.00, 199 24 Compensatory Education - 0.00, 199 Regular Education - 0.00, 199 25 ESL - 0.00, 199 31 High School Allotment - 0.00						
3) Provide Jacket Greeters	Counselors					
Funding Sources: 199 Regular Education - 0.00						
4) Continue Positive Principal Referrals	Principals					
Funding Sources: 199 Regular Education - 0.00						
5) Encourage "Swarm of Friends"	Special Olympics Staff	Participation in Special Olympics.				
Funding Sources: 199 Regular Education - 0.00, 199 23 Special Education - 0.00, 224 Special Education - 0.00						
6) Continue Senior of the Week.	Senior Assistant Principal					
7) Implement POPS Difference Maker Award.	POPS Committee					

**Goal 2:** Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

**Performance Objective 2:** Improve student attendance.

**Evaluation Data Source(s) 2:** Overall student attendance for all students will remain at 95% or better.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Maintain nurse and counseling services on each campus.	Assistant Superintendent of Administration, Campus Principals, Director of Special Programs, Director of Special Education	Employment Records				
Funding Sources: 199 Regular Education - 0.00						
2) Send Parent notification and filing.	Truancy Officer	Parent letters and filings.				
Funding Sources: 199 24 Compensatory Education - 0.00, 199 Regular Education - 0.00						
3) Monitor attendance	Assistant Superintendent of Administration, Campus Principals, School Resource Officer, Elementary Attendance Clerk	Student Attendance Reports, List of students/parents referred to justice court				
Funding Sources: 199 Regular Education - 0.00						
4) Continue Telehealth	Nurse	Student referrals to doctors.				
Funding Sources: 199 Regular Education - 0.00						
5) Implement Tele-Mental Health pilot program.	Administration and Counselors.	Improved student mental health.				
						

**Goal 2:** Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

**Performance Objective 3:** Reduce the percentage of student disciplinary offenses.

**Evaluation Data Source(s) 3:** Disciplinary referrals will decline from the previous year.

**Summative Evaluation 3:**



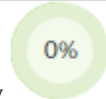

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Inform all students, parents, guardians, and staff of the expected behavior as stated in the District/Campus Code of Conduct.	Campus Principals, Classroom Teachers, Counselors	Signed letters				
Funding Sources: 199 Regular Education - 0.00						
2) Continue to provide an alternative setting for students with severe and/or persistent misbehavior.	Assistant Superintendent for Administration, Director of Special Education, Director of Special Programs, Pathways Principal	Pathways High School				
Funding Sources: 199 24 Compensatory Education - 0.00, 199 Regular Education - 0.00						
3) Study proportionality of ISS and DAEP placements.	Administration	Demonstrate fairness in implementation of student discipline.				

**Goal 2:** Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

**Performance Objective 4:** Implementation of AVID.

**Evaluation Data Source(s) 4:** Academic performance and enrollment in college level courses of AVID students will increase.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Schedule an AVID elective class.	Administration	Master schedule				
Funding Sources: 199 Regular Education - 0.00						
2) Train an AVID site team and district director.	Administration and AVID site team.	Record of professional development and meetings.				
Funding Sources: 199 Regular Education - 0.00						
3) Encourage the use of WICOR strategies.	Avid site team and administration.	Observations.				
Funding Sources: 199 Regular Education - 0.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						


### Goal 3: Provide a safe and orderly school climate that is conducive to learning.

**Performance Objective 1:** Provide a safe campus environment.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Continue to implement the District Emergency Operation Plan	Central Administration Staff, Campus Principals, School Safety Officer	District Emergency Plan				
Funding Sources: 199 Regular Education - 0.00, 199 24 Compensatory Education - 0.00						
2) Continue to provide an alternative setting for students with severe and/or persistent misbehavior.	Assistant Superintendent for Administration, Director of Special Education, Director of Special Programs, Pathways Principal	Pathways Enrollment Information				
Funding Sources: 199 24 Compensatory Education - 0.00, 199 Regular Education - 0.00, 199 23 Special Education - 0.00, 224 Special Education - 0.00						
3) Educate and monitor minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness & response	Director of Technology, Campus Principals, Computer Lab Managers, Classroom Teachers	Online Safety Documents				
Funding Sources: 199 Regular Education - 0.00						
4) Educate staff, parents and students on bullying prevention and dating violence policies and procedures	Director of Special Programs, Counselors, Campus Principals, Classroom Teachers	Copies of fliers and information shared with parents				
Funding Sources: 199 Regular Education - 0.00						
5) Continue drug testing program.	Campus drug testing coordinator	Decrease in positive tests and repeat positive testers.				
Funding Sources: 199 Regular Education - 0.00						

6) Continue positive relationship between Campus SRO and Denison Police.	Principal	Lack of violent conflicts, drugs, alcohol, criminal activity.				
	Funding Sources: 199 Regular Education - 0.00					
7) Staff training in recognition and prevention of student suicide.	All Staff	Professional development records.				
	Funding Sources: 199 Regular Education - 0.00, 199 23 Special Education - 0.00, 199 31 High School Allotment - 0.00, 255 Title II, Part A - 0.00					
8) Increased security with improved security system and Lobby Guard.	All Staff	Incident record.				
	Funding Sources: 199 Regular Education - 0.00					
9) Utilize threat assessment protocols.	All certified staff.	Appropriate response to potential threats to safety.				
						

**Goal 4: Collaborate with families, businesses, education and governmental agencies to develop a partnership between the community and the district.**

**Performance Objective 1:** Improve parent communication.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Meetings will be conducted with parents and teachers of autistic students	Director of Special Education, Diagnosticians, Campus Principal(s)	Meeting Minutes and attendance records				
Funding Sources: 199 23 Special Education - 0.00, 199 Regular Education - 0.00, 224 Special Education - 0.00						
2) Meetings will be conducted with parents of students with emotional needs	Director of Special Education, Diagnosticians, Campus Principal(s)	Meeting Minutes and attendance records.				
Funding Sources: 199 23 Special Education - 0.00, 199 Regular Education - 0.00, 224 Special Education - 0.00						
3) Improve Parent Communication	Assistant Superintendent for Administration, Director of Special Programs, Campus Principals, teachers	Letters, Meeting Minutes, Meeting Attendance Records, Online Parent Viewer, Correspondence, Records of Home Visits &/or phone contacts, Student Handbook, emails, teacher and school websites.				
Funding Sources: 199 Regular Education - 0.00, 199 24 Compensatory Education - 0.00, 199 23 Special Education - 0.00						
4) Conduct activities that provide parents the opportunity to play an active role in their student's learning experiences-strengthening ties between home and school	Campus Principals, Classroom Teachers, Counselors, Director of Special Programs	Meeting Minutes and record of attendance.				
Funding Sources: 199 Regular Education - 0.00, 199 23 Special Education - 0.00, 199 22 Career & Technology - 0.00, 244 Career & Technology - 0.00, 225 Special Education Pre-k - 0.00						
5) Provide Teacher internships with local business through Denison Development Alliance BET program	Principal	Teacher participation				
Funding Sources: 199 Regular Education - 0.00, 483 Local Grant Funds - 0.00						
6) Develop student internships in local business and industry	Principal	Student placements.				
Funding Sources: 199 22 Career & Technology - 0.00, 244 Career & Technology - 0.00, 199 Regular Education - 0.00						

7) Provide Technology such as Remind 101, Schoology, Blackboard Connect, and ESchool Parent Viewer.	Principal	Parent involvement.				
	Funding Sources: 199 Regular Education - 0.00, 199 31 High School Allotment - 0.00					
8) Continue to search for tutors for AVID.	Faculty	Participation of parents in tutoring.				
	Funding Sources: 199 Regular Education - 0.00					



= Accomplished



= Continue/Modify



= No Progress



= Discontinue



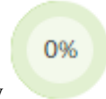



**Goal 4:** Collaborate with families, businesses, education and governmental agencies to develop a partnership between the community and the district.

**Performance Objective 2:** Encourage parent involvement.

**Evaluation Data Source(s) 2:** Parent comments.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Translate documents in the home language of each child.	Central Administration, Elementary and Secondary Campus Administrators, DISD Public Relations Office	Translated documents.				
Funding Sources: 199 Regular Education - 0.00						
2) Continue the automated calling system.	Central Administration, Elementary & Secondary Campus Administration, DISD Public Relations Office	Logs of calls				
Funding Sources: 199 Regular Education - 0.00						
3) Provide access to student's grades online with the Gradebook Parent Viewer.	Central Administration, Elementary & Secondary Campus Administration, DISD Public Relations Office	Online Gradebook				
Funding Sources: 199 Regular Education - 0.00						
4) Distribute information from the DISD Public Information Office in both print and online forms.	DISD Public Relations Office	Copies of fliers, Spotlights on Education, etc.				
Funding Sources: 199 Regular Education - 0.00						
5) Continue Pre-enrollment and Planning sessions	Counselors, Principal	Parent participation on Graduation Plan.				
Funding Sources: 199 23 Special Education - 0.00, 199 Regular Education - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 4:** Collaborate with families, businesses, education and governmental agencies to develop a partnership between the community and the district.

**Performance Objective 3:** Coordinate services to support the enrollment, attendance and success of all students.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Identify needs of homeless students.	All					
2) Provide services to homeless students.	All					

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	18	Provide writing opportunities across the curriculum.
1	1	19	Initiate Writing Across the Curriculum in CORE subjects.
1	2	11	Resource Math teachers will be scheduled with Alg I PLC conference time.
1	2	12	Implement strategies that emphasize use of vocabulary words.
1	2	13	Continue to "Double Block" Applied Math: The school has double blocked the special education Algebra I class.
1	2	14	Maximize and increase special education inclusion in Algebra I classes.
1	2	15	Incorporate Skills based strategies (ELPS).
1	2	16	Ensure that resource math students have scheduled interventions.
1	3	11	Implement Skills based strategies (ELPS)
1	3	12	Maximize and increase special education inclusion support.
1	3	13	Ensure applied English students have scheduled interventions.
1	3	14	Schedule PLC time with Applied and General Ed English teachers.
1	3	15	Provide STAAR specific skills based common assessments to meet the rigor of state expectations.
1	6	8	Special Education Inclusion Support: English I and II have been scheduled as a priority for Inclusion support.
1	6	9	Implement Skills Based Strategies (ELPS)
1	6	10	STAAR specific skills based common assessments to meet the rigor of the EOC test.
1	6	11	Continue Reading class.
1	8	6	Train staff in TELPAS.

# State Compensatory

## Budget for Denison High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199 001 8 24 6100	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$451,588.00
	<b>6100 Subtotal:</b>	<b>\$451,588.00</b>

**Personnel for Denison High School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A Glover	Tutoring	ELA	.167
A Massey	Tutoring	ELA	.167
B Williams	Tutoring	Science	.167
J Bach	Tutoring	ELA	.167
J Blount	Tutoring	Math	.10
J Brown	Tutoring/Rem Math	Math	.34
J Dugan	Tutoring	Science	.167
K Roberts	Security	SRO	1
O Luper	Security	SRO	1
R Hamilton	Tutoring		.83
R Mitchell	Tutoring	Soc Studies	.83
R White	Tutoring		.567
R. Cherry	Tutoring		.1
S Counce	Tutoring	Science	.167
S Daniel	Tutoring	Math	.167
V Walters	Tutoring	Math	.167
W Scott	Tutoring	Soc Studies	.75

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# Campus Funding Summary

<b>199 21 Gifted and Talented</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	4			\$0.00
1	1	7			\$0.00
1	1	15			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	9			\$0.00
1	3	4			\$0.00
1	4	3			\$0.00
1	5	3			\$0.00
1	6	5			\$0.00
1	7	2			\$0.00
1	9	1			\$0.00
1	9	2			\$0.00
1	9	3			\$0.00
1	9	9			\$0.00
<b>Sub-Total</b>					\$0.00
<b>199 22 Career &amp; Technology</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3			\$0.00
1	1	4			\$0.00
1	1	6			\$0.00
1	1	15			\$0.00
1	1	18			\$0.00
1	2	1			\$0.00

1	2	2			\$0.00
1	2	12			\$0.00
1	3	7			\$0.00
1	7	2			\$0.00
1	7	3			\$0.00
1	9	8			\$0.00
1	10	4			\$0.00
1	10	5			\$0.00
1	10	6			\$0.00
1	10	7			\$0.00
4	1	4			\$0.00
4	1	6			\$0.00

**Sub-Total**      \$0.00

**199 23 Special Education**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	1	15			\$0.00
1	1	18			\$0.00
1	1	19			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00



1	2	3			\$0.00
1	2	5			\$0.00
1	2	7			\$0.00
1	2	8			\$0.00
1	2	11			\$0.00
1	2	12			\$0.00
1	2	13			\$0.00
1	2	14			\$0.00
1	2	16			\$0.00
1	3	1			\$0.00
1	3	5			\$0.00
1	3	7			\$0.00
1	3	8			\$0.00
1	3	10			\$0.00
1	3	12			\$0.00
1	3	13			\$0.00
1	3	14			\$0.00
1	3	15			\$0.00
1	4	2			\$0.00
1	4	5			\$0.00
1	5	2			\$0.00
1	5	6			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	7			\$0.00
1	6	8			\$0.00
1	7	2			\$0.00

1	10	1			\$0.00
2	1	2			\$0.00
2	1	5			\$0.00
3	1	2			\$0.00
3	1	7			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	2	5			\$0.00
<b>Sub-Total</b>					\$0.00

**199 24 Compensatory Education**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	6			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	1	15			\$0.00
1	1	16			\$0.00
1	1	17			\$0.00
1	1	18			\$0.00
1	1	19			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00

1	2	4			\$0.00
1	2	5			\$0.00
1	2	7			\$0.00
1	2	12			\$0.00
1	3	5			\$0.00
1	3	7			\$0.00
1	3	8			\$0.00
1	3	13			\$0.00
1	4	2			\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
1	5	2			\$0.00
1	5	5			\$0.00
1	5	6			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
1	6	7			\$0.00
1	7	2			\$0.00
1	8	5			\$0.00
1	9	6			\$0.00
2	1	2			\$0.00
2	2	2			\$0.00
2	3	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
4	1	3			\$0.00
<b>Sub-Total</b>					\$0.00

199 25 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	10			\$0.00
1	1	15			\$0.00
1	1	18			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	7			\$0.00
1	2	12			\$0.00
1	2	15			\$0.00
1	3	5			\$0.00
1	3	7			\$0.00
1	3	9			\$0.00
1	3	11			\$0.00
1	3	13			\$0.00
1	5	6			\$0.00
1	6	3			\$0.00
1	6	7			\$0.00
1	7	2			\$0.00
1	8	1			\$0.00
1	8	2			\$0.00
1	8	4			\$0.00
1	8	5			\$0.00
1	8	6			\$0.00
1	8	7			\$0.00

2	1	2			\$0.00
<b>Sub-Total</b>					\$0.00
<b>199 31 High School Allotment</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	6			\$0.00
1	1	7			\$0.00
1	1	15			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	7			\$0.00
1	2	8			\$0.00
1	2	9			\$0.00
1	2	10			\$0.00
1	2	12			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	3	7			\$0.00
1	3	8			\$0.00
1	4	1			\$0.00
1	4	3			\$0.00
1	4	6			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	5			\$0.00
1	5	6			\$0.00
1	6	1			\$0.00
1	6	3			\$0.00

1	6	5			\$0.00
1	6	7			\$0.00
1	7	2			\$0.00
1	7	5			\$0.00
1	8	7			\$0.00
1	9	3			\$0.00
1	9	6			\$0.00
1	9	7			\$0.00
1	9	9			\$0.00
1	9	10			\$0.00
2	1	2			\$0.00
3	1	7			\$0.00
4	1	7			\$0.00
<b>Sub-Total</b>					\$0.00

**199 Regular Education**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00

1	1	13			\$0.00
1	1	14			\$0.00
1	1	15			\$0.00
1	1	16			\$0.00
1	1	17			\$0.00
1	1	18			\$0.00
1	1	19			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	2	6			\$0.00
1	2	7			\$0.00
1	2	8			\$0.00
1	2	9			\$0.00
1	2	10			\$0.00
1	2	12			\$0.00
1	2	13			\$0.00
1	2	14			\$0.00
1	2	15			\$0.00
1	2	16			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	3	6			\$0.00

1	3	7			\$0.00
1	3	8			\$0.00
1	3	9			\$0.00
1	3	10			\$0.00
1	3	11			\$0.00
1	3	12			\$0.00
1	3	13			\$0.00
1	3	14			\$0.00
1	3	15			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	5	5			\$0.00
1	5	6			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
1	6	5			\$0.00
1	6	6			\$0.00
1	6	7			\$0.00



1	6	8			\$0.00
1	7	1			\$0.00
1	7	2			\$0.00
1	7	3			\$0.00
1	7	5			\$0.00
1	8	1			\$0.00
1	8	2			\$0.00
1	8	3			\$0.00
1	8	4			\$0.00
1	8	5			\$0.00
1	8	6			\$0.00
1	8	7			\$0.00
1	9	1			\$0.00
1	9	2			\$0.00
1	9	3			\$0.00
1	9	4			\$0.00
1	9	5			\$0.00
1	9	6			\$0.00
1	9	7			\$0.00
1	9	8			\$0.00
1	9	9			\$0.00
1	9	10			\$0.00
1	9	11			\$0.00
1	9	12			\$0.00
1	9	13			\$0.00
1	10	1			\$0.00
1	10	4			\$0.00
1	10	5			\$0.00

1	10	6			\$0.00
1	10	7			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
2	4	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
3	1	8			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00

4	1	5			\$0.00
4	1	6			\$0.00
4	1	7			\$0.00
4	1	8			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
4	2	4			\$0.00
4	2	5			\$0.00
<b>Sub-Total</b>					\$0.00

**205 Head Start**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	11			\$0.00
<b>Sub-Total</b>					\$0.00

**224 Special Education**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	10			\$0.00
1	1	15			\$0.00
1	1	18			\$0.00
1	1	19			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	5			\$0.00

1	2	7			\$0.00
1	2	8			\$0.00
1	2	11			\$0.00
1	2	12			\$0.00
1	2	13			\$0.00
1	2	14			\$0.00
1	2	16			\$0.00
1	3	5			\$0.00
1	3	7			\$0.00
1	3	8			\$0.00
1	3	10			\$0.00
1	3	12			\$0.00
1	3	14			\$0.00
1	3	15			\$0.00
1	6	3			\$0.00
1	6	7			\$0.00
1	6	8			\$0.00
1	7	2			\$0.00
1	10	1			\$0.00
2	1	5			\$0.00
3	1	2			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
<b>Sub-Total</b>					\$0.00
<b>225 Special Education Pre-k</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2			\$0.00
4	1	4			\$0.00

					<b>Sub-Total</b>	\$0.00
<b>244 Career &amp; Technology</b>						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	2			\$0.00	
1	1	4			\$0.00	
1	1	6			\$0.00	
1	1	15			\$0.00	
1	2	1			\$0.00	
1	2	2			\$0.00	
1	2	12			\$0.00	
1	3	7			\$0.00	
1	7	2			\$0.00	
1	7	3			\$59,415.00	
1	10	4			\$0.00	
1	10	5			\$0.00	
1	10	6			\$0.00	
1	10	7	CTE Teacher		\$0.00	
4	1	4			\$0.00	
4	1	6			\$0.00	
					<b>Sub-Total</b>	\$59,415.00
<b>255 Title II, Part A</b>						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	5			\$0.00	
1	1	13			\$0.00	
1	2	6			\$0.00	
1	2	8			\$0.00	
1	3	1			\$0.00	
1	3	2			\$0.00	

1	3	3			\$0.00
1	3	15			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	6	1			\$0.00
3	1	7			\$0.00
<b>Sub-Total</b>					\$0.00
<b>288 Indian Education Grant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	6			\$0.00
1	2	1			\$0.00
1	3	7			\$0.00
1	4	6			\$0.00
1	5	6			\$0.00
1	6	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>461 Campus Activity Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>483 Local Grant Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	15			\$0.00
1	10	3			\$0.00
4	1	5			\$0.00
<b>Sub-Total</b>					\$0.00

	<b>Grand Total</b> \$59,415.00
--	--------------------------------