

**Denison Independent School District**  
**Denison High School**  
**2021-2022 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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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.

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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.

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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.

The 2018-19 school year showed an increase in the enrollment with an increase in the hispanic population to 21%. White population dropped slightly with other subpopulations remaining constant.

### 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.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** English EOC scores remain the lowest of all tests.

# 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

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- 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

- Dyslexia 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 Sources:** Students will meet or exceed mastery level in core content areas on STAAR or meet or exceed previous performance levels on report cards.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Disaggregate data for all students, including at-risk <b>Strategy's Expected Result/Impact:</b> PLC Minutes, Lesson Plans, Eduphoria <b>Staff Responsible for Monitoring:</b> All Staff <b>Funding Sources:</b> - 199 Regular Education, - 199 23 Special Education, - 224 Special Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Refine the curriculum in core academic areas <b>Strategy's Expected Result/Impact:</b> Core Curriculum Documents, Shared drive documents, Schoology <b>Staff Responsible for Monitoring:</b> Core Teachers, Director of Instruction, Curriculum Coordinators <b>Funding Sources:</b> - 199 24 Compensatory Education, - 199 23 Special Education, - 225 33 Special Education Pre-k, - 244 Career & Technology, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Use PLC time to analyze data and formulate a plan for those who did not learn <b>Strategy's Expected Result/Impact:</b> PLC Minutes <b>Staff Responsible for Monitoring:</b> Campus Principals, Classroom Teachers, Special Ed Teachers, Reading Intervention Teachers <b>Funding Sources:</b> - 199 24 Compensatory Education, - 199 23 Special Education, - 199 22 Career & Technology, - 199 Regular Education, - 224 Special Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Use PLC time to develop research-based engaging lessons to enhance learning <b>Strategy's Expected Result/Impact:</b> Lesson Plans, PLC Minutes <b>Staff Responsible for Monitoring:</b> Campus Principals, Classroom Teachers, Special Ed Teachers, Reading Intervention Teachers <b>Funding Sources:</b> - 199 21 Gifted and Talented, - 199 22 Career & Technology, - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 199 Regular Education, - 244 Career & Technology, - 224 Special Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>



Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Collaboratively create, administer and disaggregate formative assessments with appropriate modifications <b>Strategy's Expected Result/Impact:</b> Formative Assessments <b>Staff Responsible for Monitoring:</b> Curriculum Coordinators, Classroom Teachers, Campus Principals <b>Funding Sources:</b> - 255 Title II, Part A, - 199 23 Special Education, - 199 25 ESL, - 199 Regular Education, - 224 Special Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide additional time, support, and opportunities for students who are not successful <b>Strategy's Expected Result/Impact:</b> Lesson Plans <b>Staff Responsible for Monitoring:</b> Campus Principals, Classroom Teachers <b>Funding Sources:</b> - 199 24 Compensatory Education, - 199 22 Career & Technology, - 199 23 Special Education, - 199 25 ESL, - 199 31 High School Allotment, - 199 Regular Education, - 224 Special Education, - 244 Career & Technology, - 288 Indian Education Grant	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide enrichment opportunities for students who are initially successful <b>Strategy's Expected Result/Impact:</b> Lesson Plans <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Campus Principals <b>Funding Sources:</b> - 199 21 Gifted and Talented, - 199 Regular Education, - 199 31 High School Allotment	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide services to school-age parents and provide pregnancy related services. <b>Strategy's Expected Result/Impact:</b> Intervention Reports <b>Staff Responsible for Monitoring:</b> Campus Principals, Homebound Teacher, Counselors <b>Funding Sources:</b> - 199 24 Compensatory Education, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Provide district-wide dropout prevention and recovery <b>Strategy's Expected Result/Impact:</b> Dropout Reports, Dropout Records <b>Staff Responsible for Monitoring:</b> High School Principals, Middle School Principal, Counselors <b>Funding Sources:</b> - 199 24 Compensatory Education, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Continue to implement the Continuous Improvement Plan developed by the District PBMAS Review Committee <b>Strategy's Expected Result/Impact:</b> PBMAS <b>Staff Responsible for Monitoring:</b> Director of Special Education <b>Funding Sources:</b> - 199 Regular Education, - 199 23 Special Education, - 224 Special Education, - 199 25 ESL, - 199 24 Compensatory Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Review PMBAS data regarding over-identification of special education students with each building principal and faculty <b>Strategy's Expected Result/Impact:</b> Meeting Minutes <b>Staff Responsible for Monitoring:</b> Director of Special Education <b>Funding Sources:</b> - 199 23 Special Education, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Conduct annual migrant identification, recruitment and verification <b>Strategy's Expected Result/Impact:</b> Completed Surveys <b>Staff Responsible for Monitoring:</b> Campus Principals, Director of Special Programs <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> 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. <b>Strategy's Expected Result/Impact:</b> Employment Records, Highly Qualified Reports <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administrative Services, Director of Special Programs. <b>Funding Sources:</b> - 199 Regular Education, - 255 Title II, Part A	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Implement and promote a Comprehensive School Health Program including TeleHealth. <b>Strategy's Expected Result/Impact:</b> Copies of Menus, Minutes of School Health Advisory Committee <b>Staff Responsible for Monitoring:</b> Director of Food Service, Director of Special Programs, School Nurse <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 15 Details	Reviews			
<b>Strategy 15:</b> Encourage teachers to incorporate emerging technology to improve student learning <b>Strategy's Expected Result/Impact:</b> Lesson Plans, Schoology <b>Staff Responsible for Monitoring:</b> Director of Technology, Director of Instruction, Campus Principals <b>Funding Sources:</b> - 199 21 Gifted and Talented, - 199 22 Career & Technology, - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 199 31 High School Allotment, - 199 Regular Education, - 224 Special Education, - 244 Career & Technology, - 483 Local Grant Funds	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 16 Details	Reviews			
<b>Strategy 16:</b> Provide Study Skills Interventions <b>Strategy's Expected Result/Impact:</b> Student Success <b>Staff Responsible for Monitoring:</b> Campus Principals <b>Funding Sources:</b> - 199 24 Compensatory Education, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 17 Details	Reviews			
<b>Strategy 17:</b> Offer EOC Summer School <b>Strategy's Expected Result/Impact:</b> Summer EOC Scores <b>Staff Responsible for Monitoring:</b> Campus Principals <b>Funding Sources:</b> - 199 Regular Education, - 199 24 Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 18 Details	Reviews			
<b>Strategy 18:</b> Provide writing opportunities across the curriculum. <b>Strategy's Expected Result/Impact:</b> Lesson Plans, quick writes, journaling. <b>Staff Responsible for Monitoring:</b> Campus Principals, Curriculum Coordinators, Classroom Teachers <b>Comprehensive Support Strategy</b> <b>Funding Sources:</b> - 199 24 Compensatory Education, - 199 Regular Education, - 199 25 ESL, - 199 23 Special Education, - 224 Special Education, - 199 22 Career & Technology	Formative			Summative
	Nov	Jan	Mar	May
Strategy 19 Details	Reviews			
<b>Strategy 19:</b> Initiate Writing Across the Curriculum in CORE subjects. <b>Strategy's Expected Result/Impact:</b> Lesson Plans <b>Staff Responsible for Monitoring:</b> Curriculum Department Administrators Department Heads PLC Teams <b>Comprehensive Support Strategy</b> <b>Funding Sources:</b> - 199 23 Special Education, - 199 24 Compensatory Education, - 199 Regular Education, - 224 Special Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 20 Details	Reviews			
<b>Strategy 20:</b> WICOR <b>Strategy's Expected Result/Impact:</b> Writing achievement. <b>Staff Responsible for Monitoring:</b> Faculty <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 21 Details	Reviews			
<b>Strategy 21:</b> Inclusion/Intervention for special education support. <b>Strategy's Expected Result/Impact:</b> Increased academic performance of special education students. <b>Staff Responsible for Monitoring:</b> Administration Faculty <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 22 Details	Reviews			
<b>Strategy 22:</b> Implement HB 4545 tutoring plan. <b>Strategy's Expected Result/Impact:</b> Increased academic achievement. <b>Staff Responsible for Monitoring:</b> All staff. <b>Funding Sources:</b> - 288 Indian Education Grant, - 282 ESSER III (ARP)	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 Sources:** Percent of students who pass the appropriate grade level and subject area STAAR will increase by a minimum of 2%.

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

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Change instructional assignments to include resource class instruction and inclusion assistance <b>Strategy's Expected Result/Impact:</b> ARD Minutes <b>Staff Responsible for Monitoring:</b> Director of Special Education, Special Education Diagnosticians <b>Funding Sources:</b> - 199 23 Special Education, - 199 24 Compensatory Education, - 224 Special Education, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Examine the TEKS at each grade level and revise the curriculum, including common assessments, to meet the rigor expected by the state <b>Strategy's Expected Result/Impact:</b> Curriculum Document(s) <b>Staff Responsible for Monitoring:</b> Director of Instruction, Campus Principals <b>Funding Sources:</b> - 199 Regular Education, - 255 Title II, Part A	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Complete and implement plans for remediation for all students demonstrating weakness in math <b>Strategy's Expected Result/Impact:</b> Implementation Plans, Lesson Plans, Local and State Test Scores including, STAAR Tests, End-of-Course Exams, AP Exams <b>Staff Responsible for Monitoring:</b> Director of Instruction, Campus Principals <b>Funding Sources:</b> - 199 24 Compensatory Education, - 199 23 Special Education, - 199 25 ESL, - 199 31 High School Allotment, - 199 Regular Education, - 224 Special Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Attend professional development sessions to improve math instructional strategies <b>Strategy's Expected Result/Impact:</b> Lesson Plans, Attendance Registers <b>Staff Responsible for Monitoring:</b> Campus Principals, Director of Instruction, Math Department Chairs <b>Funding Sources:</b> - 255 Title II, Part A, - 199 Regular Education, - 199 31 High School Allotment, - 199 23 Special Education, - 224 Special Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Provide AP Study Sessions <b>Strategy's Expected Result/Impact:</b> Student Attendance, AP Scores <b>Staff Responsible for Monitoring:</b> High School Principal, Department Chairs <b>Funding Sources:</b> - 199 21 Gifted and Talented, - 199 31 High School Allotment, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Evaluate passing rate of Dual Credit & AP courses <b>Strategy's Expected Result/Impact:</b> Dual Credit and AP Results <b>Staff Responsible for Monitoring:</b> High School Principal, Department Chairs, Counselors <b>Funding Sources:</b> - 199 31 High School Allotment, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Resource Math teachers will be scheduled with Alg I PLC conference time. <b>Strategy's Expected Result/Impact:</b> Master Schedule <b>Staff Responsible for Monitoring:</b> Principal <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 199 23 Special Education, - 205 Head Start, - 224 Special Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Implement strategies that emphasize use of vocabulary words. <b>Strategy's Expected Result/Impact:</b> Unit and Benchmark assessments. <b>Staff Responsible for Monitoring:</b> Teachers <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 199 Regular Education, - 199 24 Compensatory Education, - 199 23 Special Education, - 199 22 Career & Technology, - 199 25 ESL, - 199 31 High School Allotment, - 224 Special Education, - 244 Career & Technology	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Continue to "Double Block" Applied Math: The school has double blocked the special education Algebra I class. <b>Strategy's Expected Result/Impact:</b> AEIS <b>Staff Responsible for Monitoring:</b> Math Department Special Education Math Teacher Administration <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 224 Special Education, - 199 23 Special Education, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Maximize and increase special education inclusion in Algebra I classes. <b>Strategy's Expected Result/Impact:</b> AEIS <b>Staff Responsible for Monitoring:</b> Teachers and Administration <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 199 23 Special Education, - 199 Regular Education, - 224 Special Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 15 Details	Reviews			
<b>Strategy 15:</b> Incorporate Skills based strategies (ELPS). <b>Strategy's Expected Result/Impact:</b> Teacher observations and student performance. <b>Staff Responsible for Monitoring:</b> Administration and teachers. <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 199 Regular Education, - 199 25 ESL	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 16 Details	Reviews			
<b>Strategy 16:</b> Ensure that resource math students have scheduled interventions. <b>Strategy's Expected Result/Impact:</b> Student performance <b>Staff Responsible for Monitoring:</b> Administration and teachers. <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 199 23 Special Education, - 199 Regular Education, - 224 Special Education	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**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 Sources:** Percent of students who pass the appropriate grade level STAAR Writing assessment will increase by a minimum of 5%.

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

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Evaluate Dual Credit & AP English Course passing rate <b>Strategy's Expected Result/Impact:</b> Dual Credit grades and AP Scores <b>Staff Responsible for Monitoring:</b> Campus Principals <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide additional learning time for struggling students in the form of before and after school tutoring; in-school intervention and remediation classes <b>Strategy's Expected Result/Impact:</b> Tutoring Records, Response to Intervention Records, PLC Minutes, Passing Rates, Summative Tests <b>Staff Responsible for Monitoring:</b> Teachers, Principals <b>Funding Sources:</b> - 199 24 Compensatory Education, - 199 22 Career & Technology, - 199 23 Special Education, - 199 25 ESL, - 199 31 High School Allotment, - 199 Regular Education, - 224 Special Education, - 244 Career & Technology, - 288 Indian Education Grant	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Targeted instruction with focus on formal diction, sentence variety, and persuasive writing structures to support writing across the curriculum for all students. <b>Strategy's Expected Result/Impact:</b> Benchmarks and Formative Assessments. <b>Staff Responsible for Monitoring:</b> Teachers <b>Funding Sources:</b> - 199 24 Compensatory Education, - 199 23 Special Education, - 199 31 High School Allotment, - 199 Regular Education, - 224 Special Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Collaboration with ELL teacher to improve vocabulary and effectiveness of classroom instruction to support writing across the curriculum for ELL students. <b>Strategy's Expected Result/Impact:</b> Benchmarks and Formative Assessments. <b>Staff Responsible for Monitoring:</b> Teachers <b>Funding Sources:</b> - 199 25 ESL, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Provide Inclusion and collaborative instruction with tracking teachers to support writing across the curriculum for Special Education students. <b>Strategy's Expected Result/Impact:</b> Benchmarks and Formative Assessments. <b>Staff Responsible for Monitoring:</b> Teachers <b>Funding Sources:</b> - 199 23 Special Education, - 199 Regular Education, - 224 Special Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Implement Skills based strategies (ELPS) <b>Strategy's Expected Result/Impact:</b> Observations and student performance. <b>Staff Responsible for Monitoring:</b> Administration and teachers. <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 199 25 ESL, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Maximize and increase special education inclusion support. <b>Strategy's Expected Result/Impact:</b> Inclusion support time in classroom. <b>Staff Responsible for Monitoring:</b> Administration and teachers. <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 199 23 Special Education, - 199 Regular Education, - 224 Special Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Ensure applied English students have scheduled interventions. <b>Strategy's Expected Result/Impact:</b> Student schedules. <b>Staff Responsible for Monitoring:</b> Administration, counselors, teachers. <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 199 25 ESL, - 199 24 Compensatory Education, - 199 Regular Education, - 199 23 Special Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Schedule PLC time with Applied and General Ed English teachers. <b>Strategy's Expected Result/Impact:</b> Master schedule. <b>Staff Responsible for Monitoring:</b> Administration and teachers. <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 199 Regular Education, - 199 23 Special Education, - 224 Special Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 15 Details	Reviews			
<b>Strategy 15:</b> Provide STAAR specific skills based common assessments to meet the rigor of state expectations. <b>Strategy's Expected Result/Impact:</b> Common assessments, benchmarks, report cards, other formative assessments. <b>Staff Responsible for Monitoring:</b> Curriculum department, teachers, administrators. <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 199 Regular Education, - 224 Special Education, - 199 23 Special Education, - 255 Title II, Part A	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>





Strategy 16 Details	Reviews			
<b>Strategy 16:</b> Continue Reading class. <b>Strategy's Expected Result/Impact:</b> Increase reading and writing skills. <b>Staff Responsible for Monitoring:</b> Teachers and administration.	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 Sources:** Percent of students who pass the appropriate STAAR Assessment will increase by a minimum of 3%.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Attend training sessions to prepare for the rigor and state expectations for STAAR Science and End-of-Course Exams <b>Strategy's Expected Result/Impact:</b> Session Attendance Records <b>Staff Responsible for Monitoring:</b> Campus Principals, Curriculum Coordinators, Director of Instruction, Department Chairs <b>Funding Sources:</b> - 255 Title II, Part A, - 199 Regular Education, - 199 31 High School Allotment	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Evaluate and modify the common assessments for each course as needed <b>Strategy's Expected Result/Impact:</b> Updated Common Assessments <b>Staff Responsible for Monitoring:</b> Grade Level Science Staff, Department Chairs, Campus Principals, Curriculum Coordinators <b>Funding Sources:</b> - 199 Regular Education, - 199 23 Special Education, - 199 24 Compensatory Education, - 255 Title II, Part A	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide AP study sessions with practice exams <b>Strategy's Expected Result/Impact:</b> Lesson Plans, Attendance Records <b>Staff Responsible for Monitoring:</b> High School Principal, Department Chair <b>Funding Sources:</b> - 199 21 Gifted and Talented, - 199 31 High School Allotment, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Evaluate Dual Credit & AP Science Course passing rate <b>Strategy's Expected Result/Impact:</b> Test Results <b>Staff Responsible for Monitoring:</b> Campus Principal, Department Chair, Counselors <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Complete and implement plans for remediation for all students demonstrating weakness in science <b>Strategy's Expected Result/Impact:</b> Lesson Plans, Local and State Test Scores including , STAAR Tests, End-of-Course Exams, AP Science Exams <b>Staff Responsible for Monitoring:</b> Campus Principals, Department Chairs <b>Funding Sources:</b> - 199 23 Special Education, - 199 24 Compensatory Education, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>





Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide additional learning time for struggling students in the form of before and after school tutoring; in-school intervention and remediation classes</p> <p><b>Strategy's Expected Result/Impact:</b> Tutoring Records, Response to Intervention Records, PLC Minutes, Passing Rates, Summative Tests</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Principals</p> <p><b>Funding Sources:</b> - 199 24 Compensatory Education, - 199 Regular Education, - 288 Indian Education Grant, - 199 31 High School Allotment</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 Sources:** Percent of students who pass the appropriate STAAR Assessment will increase by a minimum of 2%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attend staff development sessions that inform staff of test changes including an awareness of readiness and supporting standards  <b>Strategy's Expected Result/Impact:</b> Record of Attendance  <b>Staff Responsible for Monitoring:</b> Director of Instruction, Curriculum Coordinators, Department Chairs  <b>Funding Sources:</b> - 255 Title II, Part A, - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Evaluate and revise the common assessments for each unit to align with new expectations  <b>Strategy's Expected Result/Impact:</b> Updated Common Assessments  <b>Staff Responsible for Monitoring:</b> Curriculum Coordinators, Campus Principals, Department Chairs  <b>Funding Sources:</b> - 199 24 Compensatory Education, - 199 31 High School Allotment, - 199 Regular Education, - 199 23 Special Education, - 255 Title II, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Offer AP study sessions  <b>Strategy's Expected Result/Impact:</b> AP Lesson Plans, Attendance Records, Schoology  <b>Staff Responsible for Monitoring:</b> Campus Principal, Department Chair  <b>Funding Sources:</b> - 199 21 Gifted and Talented, - 199 31 High School Allotment, - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Evaluate Dual Credit &amp; AP Social Studies Course passing rates  <b>Strategy's Expected Result/Impact:</b> Lesson Plans, Local and State Test Scores including, STAAR Tests, End-of-Course Exams, AP Exams.  <b>Staff Responsible for Monitoring:</b> Campus Principal, Department Chair  <b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Complete and implement plans for remediation for all students demonstrating weakness in social studies  <b>Strategy's Expected Result/Impact:</b>  Lesson Plans, Local and State Test Scores including TAKS Tests, End-of-Course Exams, AP Exams  <b>Staff Responsible for Monitoring:</b> Campus Principals, Curriculum Coordinators, Department Chair, Social Studies Teachers  <b>Funding Sources:</b> - 199 24 Compensatory Education, - 199 31 High School Allotment, - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide additional learning time for struggling students in the form of before and after school tutoring; in-school intervention and remediation classes</p> <p><b>Strategy's Expected Result/Impact:</b> Tutoring Records, Response to Intervention Records, PLC Minutes, Passing Rates, Summative Tests</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principals</p> <p><b>Funding Sources:</b> - 199 24 Compensatory Education, - 199 23 Special Education, - 199 31 High School Allotment, - 199 Regular Education, - 199 25 ESL, - 288 Indian Education Grant</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**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 Sources:** Percent of students that pass STAAR Reading and End of Course will increase by 2%.

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





Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Evaluate Dual Credit & AP English course passing rates <b>Strategy's Expected Result/Impact:</b> AP Passing Rates <b>Staff Responsible for Monitoring:</b> High School Principal, Department Chair <b>Funding Sources:</b> - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Complete and implement plans for remediation for all students demonstrating weakness in reading <b>Strategy's Expected Result/Impact:</b> Lesson Plans, Local and State Test Scores including, STAAR Tests, End-of-Course Exams, AP Exams. <b>Staff Responsible for Monitoring:</b> Campus Principals, Classroom Language Arts Teachers <b>Funding Sources:</b> - 199 23 Special Education, - 199 24 Compensatory Education, - 199 31 High School Allotment, - 199 Regular Education, - 224 Special Education, - 199 25 ESL	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Special Education Inclusion Support: English I and II have been scheduled as a priority for Inclusion support. <b>Strategy's Expected Result/Impact:</b> AEIS <b>Staff Responsible for Monitoring:</b> Teachers and Administration <b>Comprehensive Support Strategy</b> <b>Funding Sources:</b> - 199 Regular Education, - 199 23 Special Education, - 224 Special Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Implement Skills Based Strategies (ELPS) <b>Strategy's Expected Result/Impact:</b> Observations and student performance. <b>Staff Responsible for Monitoring:</b> Administration and Teachers. <b>Comprehensive Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> STAAR specific skills based common assessments to meet the rigor of the EOC test. <b>Comprehensive Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Continue Reading class. <b>Comprehensive Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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 Sources:** Students will show an increase in technology skills and abilities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Expand wireless access.  <b>Strategy's Expected Result/Impact:</b> Wireless Connectivity  <b>Staff Responsible for Monitoring:</b> Director of Technology  <b>Funding Sources:</b> - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Engage learners through the use of technological tools to access, create and share content as well as collaborate with other learners throughout the world  <b>Strategy's Expected Result/Impact:</b> Student Products, Lesson Plans  <b>Staff Responsible for Monitoring:</b> Director of Technology, Curriculum Department, Classroom Teachers, Campus Principals  <b>Funding Sources:</b> - 199 21 Gifted and Talented, - 199 22 Career &amp; Technology, - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 199 31 High School Allotment, - 199 Regular Education, - 224 Special Education, - 244 Career &amp; Technology</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Integrate CTE and academic instruction  <b>Strategy's Expected Result/Impact:</b> Perkins Performance Report  <b>Staff Responsible for Monitoring:</b> Campus Principal, Director of Curriculum  <b>Funding Sources:</b> - 244 Career &amp; Technology - \$59,415, - 199 22 Career &amp; Technology, - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Staff Observations  <b>Staff Responsible for Monitoring:</b> All Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Utilize Schoology, a learning management system, to give student round-the-clock access to curriculum.  <b>Strategy's Expected Result/Impact:</b> Teacher, Student, and Parent use.  <b>Staff Responsible for Monitoring:</b> Directory of Curriculum, Campus Principals  <b>Funding Sources:</b> - 199 31 High School Allotment, - 199 Regular Education</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>





Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Acquire 1:1 student to computer ratio <b>Strategy's Expected Result/Impact:</b> Meet the needs of at home learners and the demand for online resources for all students. <b>Staff Responsible for Monitoring:</b> All <b>Comprehensive Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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 Sources:** Students will show an increase in their Tejas Lee Reading Assessment.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide materials to meet the needs of the students in the bilingual program <b>Strategy's Expected Result/Impact:</b> Materials purchased <b>Staff Responsible for Monitoring:</b> Director of Special Programs, Director of Instruction, Campus Principal, Textbook Coordinator <b>Funding Sources:</b> - 199 25 ESL, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Require teachers to obtain ESL certification <b>Strategy's Expected Result/Impact:</b> More ESL certifications <b>Staff Responsible for Monitoring:</b> Personnel office r <b>Funding Sources:</b> - 199 25 ESL, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide notification in English and in Spanish for notification and Parents' Right to Know (home language survey) for new students. <b>Strategy's Expected Result/Impact:</b> Completed documents <b>Staff Responsible for Monitoring:</b> Director of Special Programs, Director of Instruction, Bilingual Staff <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Train campus staff in English Language Proficiency Standards (ELPS) and Sheltered Instruction Observation Protocols (SIOP). <b>Strategy's Expected Result/Impact:</b> Completion of ELPS & SIOP <b>Staff Responsible for Monitoring:</b> Director of Special Programs <b>Funding Sources:</b> - 199 25 ESL, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide enrichment activities for ESL students <b>Strategy's Expected Result/Impact:</b> AEIS <b>Staff Responsible for Monitoring:</b> Director of Instruction, Campus Principal <b>Funding Sources:</b> - 199 25 ESL, - 199 24 Compensatory Education, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Train staff in TELPAS. <b>Strategy's Expected Result/Impact:</b> Certification completion <b>Staff Responsible for Monitoring:</b> Principal ESL Teacher <b>Comprehensive Support Strategy</b> <b>Funding Sources:</b> - 199 Regular Education, - 199 25 ESL	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Increase the use of technology in ESL classes. <b>Strategy's Expected Result/Impact:</b> Observation of student use. <b>Staff Responsible for Monitoring:</b> ESL Teacher Principal <b>Funding Sources:</b> - 199 25 ESL, - 199 31 High School Allotment, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

**Performance Objective 9:** The percentage of graduates that meet the criteria for CCMR will increase from 53% to 68% by August 2023.

**HB3 Goal**





**Evaluation Data Sources:** Students graduating with Endorsements and Distinction will meet or exceed the State Average.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Analyze STAAR results for Pre-AP, and AP students, ACT/SAT, and ACT Boot Camp. <b>Strategy's Expected Result/Impact:</b> Completed documentation, summer scores, online instructional planning report. <b>Staff Responsible for Monitoring:</b> Curriculum Coordinators, Counselors <b>Funding Sources:</b> - 199 21 Gifted and Talented, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Evaluate AP results <b>Strategy's Expected Result/Impact:</b> Completed analysis, summer scores, online instructional planning report. <b>Staff Responsible for Monitoring:</b> Director of Instruction, High School Principal, Counselors, AP teachers <b>Funding Sources:</b> - 199 21 Gifted and Talented, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue with a SAT/ACT/PSAT prep course in the school day <b>Strategy's Expected Result/Impact:</b> Date placed on calendar and scheduled in Eduphoria, Schoology <b>Staff Responsible for Monitoring:</b> High School Counselors, SAT Program Teachers, Director of Instruction <b>Funding Sources:</b> - 199 21 Gifted and Talented, - 199 31 High School Allotment, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Report the initial enrollment in Dual Credit courses <b>Staff Responsible for Monitoring:</b> High School Principal, High School Counselors <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Report the completed passing rate of Dual Credit courses <b>Strategy's Expected Result/Impact:</b> Completed work <b>Staff Responsible for Monitoring:</b> High School Principal, High School Counselors <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Ensure that representative numbers of economically disadvantaged and at-risk students attempt take honors and AP tests. <b>Strategy's Expected Result/Impact:</b> Enrollment data <b>Staff Responsible for Monitoring:</b> Counselors <b>Funding Sources:</b> - 199 31 High School Allotment, - 199 Regular Education, - 199 24 Compensatory Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Increase access to Dual Credit through online courses <b>Strategy's Expected Result/Impact:</b> Enrollment data <b>Staff Responsible for Monitoring:</b> Principal, Counselors <b>Funding Sources:</b> - 199 Regular Education, - 199 31 High School Allotment	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Continue using 11th grade Xello Modules. <b>Strategy's Expected Result/Impact:</b> Post secondary education, training, job placement. <b>Staff Responsible for Monitoring:</b> Teachers, Counselors <b>Funding Sources:</b> - 199 22 Career & Technology, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Participation in AP exams will be required and paid for by the district. <b>Strategy's Expected Result/Impact:</b> Increased participation. <b>Staff Responsible for Monitoring:</b> Teachers, AP Coordinator <b>Funding Sources:</b> - 199 21 Gifted and Talented, - 199 31 High School Allotment, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> PSAT testing of all 10th graders and AVID students as well as select 9th graders. <b>Strategy's Expected Result/Impact:</b> PSAT participation rate. <b>Staff Responsible for Monitoring:</b> Counselors and administration. <b>Funding Sources:</b> - 199 31 High School Allotment, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Expand AVID <b>Strategy's Expected Result/Impact:</b> Performance of AVID studnets. <b>Staff Responsible for Monitoring:</b> AVID Site Team <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>







Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Promote the College Fair <b>Strategy's Expected Result/Impact:</b> Student and Higher Education participation. <b>Staff Responsible for Monitoring:</b> Counseling Staff <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Attend ACT/SAT Workshops <b>Strategy's Expected Result/Impact:</b> ACT/SAT participation and performance. <b>Staff Responsible for Monitoring:</b> Counseling staff. <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Increase the number of student certifications. <b>Strategy's Expected Result/Impact:</b> Increase numbers of student certifications. <b>Staff Responsible for Monitoring:</b> CTE teachers CTE Director	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 15 Details	Reviews			
<b>Strategy 15:</b> Offer College Prep course for English and Math. <b>Strategy's Expected Result/Impact:</b> Increased college readiness for graduates. <b>Staff Responsible for Monitoring:</b> Faculty and Administration <b>Additional Targeted Support Strategy</b>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 16 Details	Reviews			
<b>Strategy 16:</b> Site administration of TSIA and ASVAB. <b>Strategy's Expected Result/Impact:</b> Increase CCMR scores. <b>Staff Responsible for Monitoring:</b> Counselors <b>TEA Priorities:</b> Connect high school to career and college	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 17 Details	Reviews			
<b>Strategy 17:</b> School day administration of SAT and ACT. <b>Strategy's Expected Result/Impact:</b> Increase numbers and performance of students on SAT and ACT. <b>Staff Responsible for Monitoring:</b> Counselors <b>TEA Priorities:</b> Connect high school to career and college - <b>Comprehensive Support Strategy</b>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 18 Details	Reviews			
<b>Strategy 18:</b> Develop strategies to address increasing numbers of failures due to at home learning. <b>Strategy's Expected Result/Impact:</b> Keep students on track to graduate by providing additional resources for credit recovery. <b>Staff Responsible for Monitoring:</b> All <b>Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue Pre-enrollment and Planning activities <b>Strategy's Expected Result/Impact:</b> Participation of parents. <b>Staff Responsible for Monitoring:</b> Counselors, Principal <b>Funding Sources:</b> - 199 Regular Education, - 199 23 Special Education, - 224 Special Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Partnerships with Denison Development Alliance to provide transitions from school to higher education and the workforce. <b>Strategy's Expected Result/Impact:</b> Placement of students in internships, post secondary enrollment, and employment. <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue Professional development opportunities through Business Education for Teachers. <b>Strategy's Expected Result/Impact:</b> Teacher participation. <b>Staff Responsible for Monitoring:</b> Principal <b>Funding Sources:</b> - 483 Local Grant Funds	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Partnerships with local business and industry to provide for student practicum and internships. <b>Strategy's Expected Result/Impact:</b> Communication with business partners. <b>Staff Responsible for Monitoring:</b> CTE Teachers, Principal <b>Funding Sources:</b> - 199 22 Career & Technology, - 199 Regular Education, - 244 Career & Technology	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Encourage industry certification and licensure. <b>Strategy's Expected Result/Impact:</b> Perkins Performance Review <b>Staff Responsible for Monitoring:</b> CTE Teachers, Principal <b>Funding Sources:</b> - 199 22 Career & Technology, - 199 Regular Education, - 244 Career & Technology	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>



Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Continue efforts to market non-traditional CTE courses to male and female students through pre-enrollment activities. <b>Strategy's Expected Result/Impact:</b> Increased male enrollment in non-traditional courses. <b>Staff Responsible for Monitoring:</b> Counselors, Administration, Teachers <b>Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 199 22 Career & Technology, - 199 Regular Education, - 244 Career & Technology	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Continue to articulate Advanced Manufacturing Certification and Industrial Maintenance Certification with Grayson College. <b>Strategy's Expected Result/Impact:</b> Student participation and certification. <b>Staff Responsible for Monitoring:</b> Principal, Counselors <b>Funding Sources:</b> CTE Teacher - 244 Career & Technology, - 199 22 Career & Technology, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Continue articulations with Grayson College for Early Technical Credit. <b>Strategy's Expected Result/Impact:</b> Increased numbers of ETC <b>Staff Responsible for Monitoring:</b> CTE Director CTE Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Employ CTE Counselor. <b>TEA Priorities:</b> Connect high school to career and college	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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 Sources:** Teacher and staff recognition of acts of kindness and compassion.





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

Strategy 7 Details	Reviews			
<b>Strategy 7: Implement POPS Difference Maker Award.</b> <b>Staff Responsible for Monitoring: POPS Committee</b>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 Sources:** Overall student attendance for all students will remain at 95% or better.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Maintain nurse and counseling services on each campus. <b>Strategy's Expected Result/Impact:</b> Employment Records <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administration, Campus Principals, Director of Special Programs, Director of Special Education <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Send Parent notification and filing. <b>Strategy's Expected Result/Impact:</b> Parent letters and filings. <b>Staff Responsible for Monitoring:</b> Truancy Officer <b>Funding Sources:</b> - 199 24 Compensatory Education, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Monitor attendance <b>Strategy's Expected Result/Impact:</b> Student Attendance Reports, List of students/parents referred to justice court <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administration, Campus Principals, School Resource Officer, Elementary Attendance Clerk <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Continue Telehealth <b>Strategy's Expected Result/Impact:</b> Student referrals to doctors. <b>Staff Responsible for Monitoring:</b> Nurse <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continue Tele-Mental Health program. <b>Strategy's Expected Result/Impact:</b> Improved student mental health. <b>Staff Responsible for Monitoring:</b> Administration and Counselors.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**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 Sources:** Disciplinary referrals will decline from the previous year.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Inform all students, parents, guardians, and staff of the expected behavior as stated in the District/Campus Code of Conduct. <b>Strategy's Expected Result/Impact:</b> Signed letters <b>Staff Responsible for Monitoring:</b> Campus Principals, Classroom Teachers, Counselors <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue to provide an alternative setting for students with severe and/or persistent misbehavior. <b>Strategy's Expected Result/Impact:</b> Pathways High School <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration, Director of Special Education, Director of Special Programs, Pathways Principal <b>Funding Sources:</b> - 199 24 Compensatory Education, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Study proportionality of ISS and DAEP placements. <b>Strategy's Expected Result/Impact:</b> Demonstrate fairness in implementation of student discipline. <b>Staff Responsible for Monitoring:</b> Administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**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 Sources:** Academic performance and enrollment in college level courses of AVID students will increase.

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

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

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





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to implement the District Emergency Operation Plan <b>Strategy's Expected Result/Impact:</b> District Emergency Plan <b>Staff Responsible for Monitoring:</b> Central Administration Staff, Campus Principals, School Safety Officer <b>Funding Sources:</b> - 199 Regular Education, - 199 24 Compensatory Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue to provide an alternative setting for students with severe and/or persistent misbehavior. <b>Strategy's Expected Result/Impact:</b> Pathways Enrollment Information <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration, Director of Special Education, Director of Special Programs, Pathways Principal <b>Funding Sources:</b> - 199 24 Compensatory Education, - 199 Regular Education, - 199 23 Special Education, - 224 Special Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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 <b>Strategy's Expected Result/Impact:</b> Online Safety Documents <b>Staff Responsible for Monitoring:</b> Director of Technology, Campus Principals, Computer Lab Managers, Classroom Teachers <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Educate staff, parents and students on bullying prevention and dating violence policies and procedures <b>Strategy's Expected Result/Impact:</b> Copies of fliers and information shared with parents <b>Staff Responsible for Monitoring:</b> Director of Special Programs, Counselors, Campus Principals, Classroom Teachers <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continue drug testing program. <b>Strategy's Expected Result/Impact:</b> Decrease in positive tests and repeat positive testers. <b>Staff Responsible for Monitoring:</b> Campus drug testing coordinator <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Continue positive relationship between Campus SRO and Denison Police. <b>Strategy's Expected Result/Impact:</b> Lack of violent conflicts, drugs, alcohol, criminal activity. <b>Staff Responsible for Monitoring:</b> Principal <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Staff training in recognition and prevention of student suicide. <b>Strategy's Expected Result/Impact:</b> Professional development records. <b>Staff Responsible for Monitoring:</b> All Staff <b>Funding Sources:</b> - 199 Regular Education, - 199 23 Special Education, - 199 31 High School Allotment, - 255 Title II, Part A	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Increased security with improved security system and Lobby Guard. <b>Strategy's Expected Result/Impact:</b> Incident record. <b>Staff Responsible for Monitoring:</b> All Staff <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Utilize threat assessment protocols. <b>Strategy's Expected Result/Impact:</b> Appropriate response to potential threats to safety. <b>Staff Responsible for Monitoring:</b> All certified staff.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Implement THRIVE. <b>Staff Responsible for Monitoring:</b> Administration Counselors	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Meetings will be conducted with parents and teachers of autistic students <b>Strategy's Expected Result/Impact:</b> Meeting Minutes and attendance records <b>Staff Responsible for Monitoring:</b> Director of Special Education, Diagnosticians, Campus Principal(s) <b>Funding Sources:</b> - 199 23 Special Education, - 199 Regular Education, - 224 Special Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Meetings will be conducted with parents of students with emotional needs <b>Strategy's Expected Result/Impact:</b> Meeting Minutes and attendance records. <b>Staff Responsible for Monitoring:</b> Director of Special Education, Diagnosticians, Campus Principal(s) <b>Funding Sources:</b> - 199 23 Special Education, - 199 Regular Education, - 224 Special Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Improve Parent Communication <b>Strategy's Expected Result/Impact:</b> Letters, Meeting Minutes, Meeting Attendance Records, Online Parent Viewer, Correspondence, Records of Home Visits &/or phone contacts, Student Handbook, emails, teacher and school websites. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration, Director of Special Programs, Campus Principals, teachers <b>Funding Sources:</b> - 199 Regular Education, - 199 24 Compensatory Education, - 199 23 Special Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Conduct activities that provide parents the opportunity to play an active role in their student's learning experiences-strengthening ties between home and school <b>Strategy's Expected Result/Impact:</b> Meeting Minutes and record of attendance. <b>Staff Responsible for Monitoring:</b> Campus Principals, Classroom Teachers, Counselors, Director of Special Programs <b>Funding Sources:</b> - 199 Regular Education, - 199 23 Special Education, - 199 22 Career & Technology, - 244 Career & Technology, - 225 33 Special Education Pre-k	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide Teacher internships with local business through Denison Development Alliance BET program <b>Strategy's Expected Result/Impact:</b> Teacher participation <b>Staff Responsible for Monitoring:</b> Principal <b>Funding Sources:</b> - 199 Regular Education, - 483 Local Grant Funds	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Develop student internships in local business and industry <b>Strategy's Expected Result/Impact:</b> Student placements. <b>Staff Responsible for Monitoring:</b> Principal <b>Funding Sources:</b> - 199 22 Career & Technology, - 244 Career & Technology, - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide Technology such as Remind, Schoology, Blackboard Connect, and Home Access Center. <b>Strategy's Expected Result/Impact:</b> Parent involvement. <b>Staff Responsible for Monitoring:</b> Principal <b>Funding Sources:</b> - 199 Regular Education, - 199 31 High School Allotment	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Continue to search for tutors for AVID. <b>Strategy's Expected Result/Impact:</b> Participation of parents in tutoring. <b>Staff Responsible for Monitoring:</b> Faculty <b>Funding Sources:</b> - 199 Regular Education	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				


**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 Sources:** Parent comments.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Translate documents in the home language of each child. <b>Strategy's Expected Result/Impact:</b> Translated documents. <b>Staff Responsible for Monitoring:</b> Central Administration, Elementary and Secondary Campus Administrators, DISD Public Relations Office <b>Funding Sources:</b> - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue the automated calling system. <b>Strategy's Expected Result/Impact:</b> Logs of calls <b>Staff Responsible for Monitoring:</b> Central Administration, Elementary & Secondary Campus Administration, DISD Public Relations Office <b>Funding Sources:</b> - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide access to student's grades online with the Gradebook Parent Viewer. <b>Strategy's Expected Result/Impact:</b> Online Gradebook <b>Staff Responsible for Monitoring:</b> Central Administration, Elementary & Secondary Campus Administration, DISD Public Relations Office <b>Funding Sources:</b> - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Distribute information from the DISD Public Information Office in both print and online forms. <b>Strategy's Expected Result/Impact:</b> Copies of fliers, Spotlights on Education, etc. <b>Staff Responsible for Monitoring:</b> DISD Public Relations Office <b>Funding Sources:</b> - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continue Pre-enrollment and Planning sessions <b>Strategy's Expected Result/Impact:</b> Parent participation on Graduation Plan. <b>Staff Responsible for Monitoring:</b> Counselors, Principal	Formative			Summative
	Nov	Jan	Mar	May

**Funding Sources:** - 199 23 Special Education, - 199 Regular Education

 No Progress





 Accomplished

 Continue/Modify

 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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify needs of homeless students. <b>Staff Responsible for Monitoring:</b> All	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide services to homeless students. <b>Staff Responsible for Monitoring:</b> All	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



# State Compensatory

## Budget for Denison High School

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 9.829

**Brief Description of SCE Services and/or Programs**

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## Personnel for Denison High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
B Cates	Tutoring	0.111
B Morrison	Tutoring	0.167
B Quate	Tutoring	0.111
B Williams	Tutoring	0.222
C Ivy	Tutoring	0.555
C Mitchell	Tutoring	0.111
D Ascher	Tutoring	0.222
D Waddle	Tutoring	0.111
F Moore	Tutoring	0.111
G Carroll	Tutoring	0.111
J Bensen	Tutoring	1
J Davis`	Tutoring	0.555
J Engle	Tutoring	0.222
J Thomas	Tutoring	0.111
J Wade	Tutoring	0.333
K MCCORKLE	Tutoring	0.111
L Stephens	Tutoring	0.222
L Winger	Totoring	0.222
M Bizzell	Tutoring	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
M McMillan	Tutoring	1
O Luper	Security	1
P Neuman	Security	1
R Mullens	Tutoring	0.222
R Patti	Tutoring	0.222
R Thomas	Tutoring	0.111
R. Cherry	Tutoring	0.333
S Counce	Tutoring	0.222
V Walters	Tutoring	0.111

# Campus Funding Summary

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

**199 Regular Education**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
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

**199 Regular Education**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
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

**199 Regular Education**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
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

199 Regular Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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
199 21 Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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

199 21 Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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
199 22 Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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
<b>Sub-Total</b>					\$0.00
199 23 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00



**199 23 Special Education**

<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	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

199 23 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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

**199 24 Compensatory Education**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
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

199 24 Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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

199 25 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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

199 31 High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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

**199 31 High School Allotment**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
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

**Sub-Total**      \$0.00

**205 Head Start**

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

**Sub-Total**      \$0.00

**224 Special Education**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
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

224 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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
225 33 Special Education Pre-k					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00

225 33 Special Education Pre-k					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4			\$0.00
<b>Sub-Total</b>					\$0.00
244 Career & Technology					
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
255 Title II, Part A					
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



255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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
282 ESSER III (ARP)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	22			\$0.00
<b>Sub-Total</b>					\$0.00
288 Indian Education Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	1	22			\$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
461 Campus Activity Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
483 Local Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15			\$0.00
1	10	3			\$0.00

483 Local Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5			\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Grand Total</b>	\$59,415.00

# Addendums