

**International Leadership of Texas**  
**Arlington Grand Prairie High**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

Our mission at International Leadership of Texas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese Languages, and strengthening the body, mind and character.

## Vision

Our vision is to see our community filled with graduates making a positive impact on our local and global community. We see our school as a safe, encouraging, and visionary campus where we help student to see their value and potential and work daily to allow them opportunities to honor both.

## Motto

We believe in exhibiting "Others Before Self" behavior.

We believe in exhibiting "Grit" and "Eagle Pride".

We believe in our students.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

International Leadership of Arlington Grand Prairie High School is a charter school rated as a Met Standard School with an overall score of 88% according to the State of Texas STAAR exam. The school earned distinctions in ELAR/Reading, Social Studies, Comparative closing the gaps, Mathematics, Comparative academic growth, and Post Secondary readiness. Enrollment has steadily increased from previous years, because of the addition of new feeder pattern schools. We currently serve 537 high school students. The ethnicity groups represented are 61.27% Hispanic, 27.56% African-American, 6.15% White, 1.49% two or more races, 3.17% Asian, 0.19 % American Indian. The percentage of economically disadvantaged students is currently,57.8%.

The staff is very diverse with teachers that provide Spanish instruction and Chinese. A support system is in place for teachers that may not be certified. An Instructional coach is in place to assist teachers with teaching strategies. The district provides staff development during the year through Data Days and through the Professional Learning Communities (PLCs) meetings on a weekly basis.

The campus has just completed its second year of the Marine JROTC program. There are two campus JROTC instructors.

### Demographics Strengths

The campus is very ethnically diverse (students and staff).

Despite an increase in the percentage of economically disadvantaged students, our campus continues to make academic gains when comparing STAAR results with previous years.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Increase in numbers of students who are Economically disadvantaged **Root Cause:** New feeder schools added

**Problem Statement 2:** The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' EU needs and learning styles. When differentiating teachers are able to reach a diverse group of students and able to target **Root Cause:** Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support will be offered to teachers to improve data driven instruction Vertical planning, Classroom libraries, and Online programs such as All In Learning will be used to differentiate tests and gain real time data to meet the specific.

**Problem Statement 3:** Ongoing professional development on authentic integration of technology in daily instruction **Root Cause:** Limited time for media specialist to work with teachers during their PLC and data days.

**Problem Statement 4:** Technology is faulty and often not working **Root Cause:** Lack of quality infrastructure and support

**Problem Statement 5 (Prioritized):** Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. **Root Cause:** Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.

**Problem Statement 6 (Prioritized):** Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. **Root Cause:** Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.

**Problem Statement 7 (Prioritized):** With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships **Root Cause:** Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding

**Problem Statement 8 (Prioritized):** The inadequate funding of charter schools leads to teachers seeking opportunities in other district due to the higher salary. **Root Cause:** Funding by federal and state need to be matched at the charter level in order to be able to provide competitive salaries to our teachers. We lack the resources and capacity to fully support brand new teachers to teaching especially at new campuses. We have a high percentage of teachers who have chosen education as an alternative career however they are very early in the program an

**Problem Statement 9 (Prioritized):** Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Inadequate PD focussed on developing an educators ability to accurately and effective analyze data, reflect, formulate a plan, and implement the plan to meet the academic needs of the students.

# Student Learning

## Student Learning Summary

### Student Outcomes and Performance

1. What progress has been made by the students? Describe the domain ratings. Data Source (School Report Card )

1. AGPHS(006)

- Overall- 88, Met Standard
- Student Achievement- 78, Met Standard
- School Progress- 87, Met Standard
- Closing the Gaps- 89, Met Standard

2. Data Source (Closing the Achievement Gap Data Report )

- Summary Breakdown of Report (copy of actual report attached to this document)

-Making progress in all areas of Academic Achievement and Academic Growth across sub-pops from 2017 to 2018 school years.

Example: Academic Achievement, in all subjects for African American sub-pop increased from 73% in 2017 to 81% in 2018, causing us to meet target for the 2018 school year.

Example: In the area of Academic Growth, All Students, African American, Hispanic, EcoDis, and EL increased their scores enough from 2017 to 2018 to meet target for each sub pop group.

-We are reaching Target goal in the area of Academic Growth.

## Student Learning Strengths

Campus Strength #1: Multiple campus interventions have successfully been implemented on campus to grow students based on data. Evidence: MWA data via All in Learning.

Campus Strength #2: Creating Academic Growth in Students.

Campus Strength #3: Increasing the number of students who are at the approaches, meets, and masters standard levels.

STAAR Performance for 2018 - 2019

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All															
Percent of Tests															
% at Did Not Meet GL Standard or Above	18%	20%	17%	14%	%	23%	%	0%	20%	26%	%	53%	67%	12%	21%
% at Approaches GL Standard or Above	80%	78%	80%	82%	100%	74%	100%	94%	78%	68%	68%	36%	43%	87%	75%
% at Meets GL Standard or Above	60%	56%	60%	72%	%	65%	%	80%	55%	42%	42%	9%	33%	68%	56%
% at Masters GL Standard	19%	17%	19%	18%	%	31%	%	20%	16%	8%	10%	2%	0%	26%	15%

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** English EOC results need to be stronger **Root Cause:** Need cross-curricular support to build writing skills

**Problem Statement 2:** The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on students' EU needs and learning styles. When differentiating teachers are able to reach a diverse group of students and able to target **Root Cause:** Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support will be offered to teachers to improve data driven instruction Vertical planning, Classroom libraries, and Online programs such as All In Learning will be used to differentiate tests and gain real time data to meet the specific.

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**Problem Statement 8 (Prioritized):** Consistency in the quality of our school wide systems is vital to a positive culture and climate. **Root Cause:** We have to consistently monitor our progress through the use of quality and control surveys and community volunteers.

**Problem Statement 9 (Prioritized):** Full adoption and implementation of the PBIS program with fidelity. **Root Cause:** PBIS discipline PD should occur prior to the start of school, followed by continuous staff development throughout the year. There has to be a progression of implementation to maximize the benefits of the program.

**Problem Statement 10 (Prioritized):** There needs to be a focus on opportunities to educate and engage the community into the culture and climate of the school. **Root Cause:** Minimal parenting and community workshops and or need for a community liaison / urban specialist to meet the needs of a title 1 campus.

**Problem Statement 11 (Prioritized):** The establishment, sustainability, and effective leadership of committees designed to support the culture and climate of the campus. **Root Cause:** The faculty and staff need designated time dedicated to meeting and planning with their committees; therefore, coverage for their regular duties would afford them adequate time to plan.

**Problem Statement 12 (Prioritized):** Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. **Root Cause:** Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.

**Problem Statement 13 (Prioritized):** Outside partners available to provide support for student achievement. The additional support could consist of, but is not limited to the following: tutors, instructional coach, SAT and PSAT tutoring. **Root Cause:** The needs of each campus are unique to the community they serve. Subscribing to the one size fits all is not beneficial to all students. The additional personnel could consist of, but is not limited to the following: tutors, and an instructional coach.ing/social.studies .



# School Processes & Programs

## School Processes & Programs Summary

As a campus, our strongest areas of strength are assessment, collaborating with staff and having a voice and assisting in making campus-wide decisions. Areas of opportunity that we will continue to focus on are mentoring new staff members and providing ongoing support for teachers via professional development opportunities and technology.

## School Processes & Programs Strengths

Our strengths include professional development during the summer, campus data days, and campus PLC's.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Salary differential between us and neighboring districts provides challenge for teacher recruitment and retention **Root Cause:** Funding inequity between ISDs and Charter schools

**Problem Statement 2:** System of Grade Level Administrators not as effective as it could be. **Root Cause:** Grade Level Administrators are organized by grade level instead of by content area.

**Problem Statement 3:** The content of professional development is not always what is needed to improve teacher quality and instruction. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planing needs.

**Problem Statement 4:** Teachers do not receive any compensation for continued education. **Root Cause:** Limited budget does not allow for stipends to match educational expertise.

**Problem Statement 5:** Teachers do not receive the opportunity to attend expert training conferences. **Root Cause:** Limited funding to pay for conference expenses.

**Problem Statement 6:** English EOC results need to be stronger **Root Cause:** Need cross-curricular support to build writing skills

**Problem Statement 7:** The data reflects that some standards need additional time, a reteach, differentiation, or a different approach to teach a particular concept/skill. Instructional activities and strategies follow the TEKS; however, teachers need to differentiate instruction based on studentsaEU needs and learning styles. When differentiating teachers are able to reach a diverse group of students and able to target **Root Cause:** Teachers administer several assessments throughout the year but some still struggle in using assessment results to drive instruction. Professional development and support will be offered to teachers to improve data driven instruction Vertical planning, Classroom libraries, and Online programs such as All In Learning will be used to differentiate tests and gain real time data to meet the specific.

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the academic needs of the students.

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**Problem Statement 13 (Prioritized):** The inadequate funding of charter schools leads to teachers seeking opportunities in other district due to the higher salary. **Root Cause:** Funding by federal and state need to be matched at the charter level in order to be able to provide competitive salaries to our teachers. We lack the resources and capacity to fully support brand new teachers to teaching especially at new campuses. We have a high percentage of teachers who have chosen education as an alternative career however they are very early in the program an

**Problem Statement 14 (Prioritized):** There needs to be a focus on opportunities to educate and engage the community into the culture and climate of the school. **Root Cause:** Minimal parenting and community workshops and or need for a community liaison / urban specialist to meet the needs of a title 1 campus.

**Problem Statement 15 (Prioritized):** The establishment, sustainability, and effective leadership of committees designed to support the culture and climate of the campus. **Root Cause:** The faculty and staff need designated time dedicated to meeting and planning with their committees; therefore, coverage for their regular duties would afford them adequate time to plan.

**Problem Statement 16 (Prioritized):** Professional development on the establishment and sustainability of a healthy culture and climate are needed. **Root Cause:** Funding, time, and resources for PD, book studies, and focus groups.

**Problem Statement 17 (Prioritized):** Need continued improvement of student leadership opportunities **Root Cause:** Teachers and administration must continue to release leadership opportunities to students

**Problem Statement 18 (Prioritized):** Lack of positive relationships with community businesses and schools. **Root Cause:** Communication and relationship building and feedback within the Arlington, Grand Prairie, Mansfield Community.

**Problem Statement 19 (Prioritized):** Build relationships among parents. **Root Cause:** Lack of activities for parents to participate in. Lack of programming to ease the cultural barriers of parents and staff members. Lack of designated parent teacher conference nights.

**Problem Statement 20 (Prioritized):** Lack of computers for parents and students to access online information and complete required documentation. **Root Cause:** Parents do not have computer access.

# Perceptions

## Perceptions Summary

We have a learning community and atmosphere of collegiality. Our grade level teams plan together, working towards common goals. Our teachers leaders meet weekly to discuss school-wide successes and challenges. Input is solicited from all stakeholders to address school-wide issues and concerns. Our staff members are able to rely on each other for support, suggestions, and assistance. In addition, we are able to bounce ideas off of each other and use colleagues as resources.

Professional Development training is provided to ensure that there is a common language for addressing concerns, activities, and school-related items.

## Perceptions Strengths

Teachers across the campus participate in monthly Learning Walks where they observe and discuss best practices with their colleagues. Classroom teachers are consistently asked to participate in PLCs that solicit their feedback as it relates to campus-based activities. provided with more timely feedback as requested on the climate survey.

Collaborative sessions are designed to solicit the input of all staff members. Monthly meetings are held to provide staff members with multiple opportunities to share their ideas about improving the overall climate and culture of the campus.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Need continued improvement of student leadership opportunities **Root Cause:** Teachers and administration must continue to release leadership opportunities to students

**Problem Statement 2 (Prioritized):** Lack of positive relationships with community businesses and schools. **Root Cause:** Communication and relationship building and feedback within the Arlington, Grand Prairie, Mansfield Community.

**Problem Statement 3 (Prioritized):** Build relationships among parents. **Root Cause:** Lack of activities for parents to participate in. Lack of programming to ease the cultural barriers of parents and staff members. Lack of designated parent teacher conference nights.

**Problem Statement 4 (Prioritized):** Lack of computers for parents and students to access online information and complete required documentation. **Root Cause:** Parents do not have computer access.

**Problem Statement 5:** Increase in numbers of students who are Economically disadvantaged **Root Cause:** New feeder schools added

**Problem Statement 6:** Ongoing professional development on authentic integration of technology in daily instruction **Root Cause:** Limited time for media specialist to work with teachers during their PLC and data days.

**Problem Statement 7:** Salary differential between us and neighboring districts provides challenge for teacher recruitment and retention **Root Cause:** Funding inequity between ISDs and Charter schools

**Problem Statement 8:** System of Grade Level Administrators not as effective as it could be. **Root Cause:** Grade Level Administrators are organized by grade level instead of by content area.

**Problem Statement 9:** The content of professional development is not always what is needed to improve teacher quality and instruction. **Root Cause:** The district aligns PD with district-wide initiatives vs. campus specific planing needs.

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**Problem Statement 13 (Prioritized):** Professional development on the establishment and sustainability of a healthy culture and climate are needed. **Root Cause:** Funding, time, and resources for PD, book studies, and focus groups.

**Problem Statement 14 (Prioritized):** Consistency in the quality of our school wide systems is vital to a positive culture and climate. **Root Cause:** We have to consistently monitor our progress through the use of quality and control surveys and community volunteers.

**Problem Statement 15 (Prioritized):** Full adoption and implementation of the PBIS program with fidelity. **Root Cause:** PBIS discipline PD should occur prior to the start of school, followed by continuous staff development throughout the year. There has to be a progression of implementation to maximize the benefits of the program.

# Priority Problem Statements

**Problem Statement 1:** With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships

**Root Cause 1:** Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding

**Problem Statement 1 Areas:** Demographics - Student Learning

**Problem Statement 2:** Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps.

**Root Cause 2:** Inadequate PD focussed on developing an educators ability to accurately and effective analyze data, reflect, formulate a plan, and implement the plan to meet the academic needs of the students.

**Problem Statement 2 Areas:** Demographics - School Processes & Programs

**Problem Statement 3:** Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson.

**Root Cause 3:** Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.

**Problem Statement 3 Areas:** Demographics - School Processes & Programs

**Problem Statement 4:** Outside partners available to provide support for student achievement. The additional support could consist of, but is not limited to the following: tutors, instructional coach, SAT and PSAT tutoring.

**Root Cause 4:** The needs of each campus are unique to the community they serve. Subscribing to the one size fits all is not beneficial to all students. The additional personnel could consist of, but is not limited to the following: tutors, and an instructional coach.ing/social.studies .

**Problem Statement 4 Areas:** Student Learning - School Processes & Programs - Perceptions

**Problem Statement 5:** Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.

**Root Cause 5:** Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.

**Problem Statement 5 Areas:** Demographics - Student Learning

**Problem Statement 6:** The inadequate funding of charter schools leads to teachers seeking opportunities in other district due to the higher salary.

**Root Cause 6:** Funding by federal and state need to be matched at the charter level in order to be able to provide competitive salaries to our teachers. We lack the resources and capacity to fully support brand new teachers to teaching especially at new campuses. We have a high percentage of teachers who have chosen education as an alternative career however they are very early in the program an

**Problem Statement 6 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 7:** Consistency in the quality of our school wide systems is vital to a positive culture and climate.

**Root Cause 7:** We have to consistently monitor our progress through the use of quality and control surveys and community volunteers.

**Problem Statement 7 Areas:** Student Learning - Perceptions

**Problem Statement 8:** Full adoption and implementation of the PBIS program with fidelity.

**Root Cause 8:** PBIS discipline PD should occur prior to the start of school, followed by continuous staff development throughout the year. There has to be a progression of implementation to maximize the benefits of the program.

**Problem Statement 8 Areas:** Student Learning - Perceptions

**Problem Statement 9:** There needs to be a focus on opportunities to educate and engage the community into the culture and climate of the school.

**Root Cause 9:** Minimal parenting and community workshops and or need for a community liaison / urban specialist to meet the needs of a title 1 campus.

**Problem Statement 9 Areas:** Student Learning - School Processes & Programs

**Problem Statement 10:** The establishment, sustainability, and effective leadership of committees designed to support the culture and climate of the campus.

**Root Cause 10:** The faculty and staff need designated time dedicated to meeting and planning with their committees; therefore, coverage for their regular duties would afford them adequate time to plan.

**Problem Statement 10 Areas:** Student Learning - School Processes & Programs

**Problem Statement 11:** Professional development on the establishment and sustainability of a healthy culture and climate are needed.

**Root Cause 11:** Funding, time, and resources for PD, book studies, and focus groups.

**Problem Statement 11 Areas:** School Processes & Programs - Perceptions

**Problem Statement 12:** Need continued improvement of student leadership opportunities

**Root Cause 12:** Teachers and administration must continue to release leadership opportunities to students

**Problem Statement 12 Areas:** School Processes & Programs - Perceptions

**Problem Statement 13:** Lack of positive relationships with community businesses and schools.

**Root Cause 13:** Communication and relationship building and feedback within the Arlington, Grand Prairie, Mansfield Community.

**Problem Statement 13 Areas:** School Processes & Programs - Perceptions

**Problem Statement 14:** Build relationships among parents.

**Root Cause 14:** Lack of activities for parents to participate in. Lack of programming to ease the cultural barriers of parents and staff members. Lack of designated parent teacher conference nights.

**Problem Statement 14 Areas:** School Processes & Programs - Perceptions

**Problem Statement 15:** Lack of computers for parents and students to access online information and complete required documentation.

**Root Cause 15:** Parents do not have computer access.

**Problem Statement 15 Areas:** School Processes & Programs - Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability 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 End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Evaluation(s) of professional development implementation and impact

## Parent/Community Data

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



## Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data





# Goals

**Goal 1:** The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

**Performance Objective 1:** By May 2022, 100% of Special Populations (to include Economically Disadvantaged, SPED, Bilingual, and LEP students) will increase their performance at the Approaches Performance Level on State Assessments by at least 25%.

**Evaluation Data Sources:** STAAR & EOC Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Bring in subject matter experts and consultants to help ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI and other programs that will increase student achievement, with particular attention to ELLs</p> <p><b>Strategy's Expected Result/Impact:</b> increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 5, 6 - Student Learning 12 - School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 420 - State - \$100, - 211 - Title 1-A - \$1,000, - 263 - Title III - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Send campus and district staff to conferences (e.g. La Cosecha, Ron Clark, TESOL) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support our ESL, DLI, and other programs that will increase student achievement, with particular attention to ELLs</p> <p><b>Strategy's Expected Result/Impact:</b> increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 5, 6, 7 - Student Learning 6, 12 - School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 420 - State - \$100, - 211 - Title 1-A - \$8,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Purchase supplemental resources such as bilingual dictionaries, leveled readers, online resources such as Study Island, All in Learning, and Flocabulary, and enrichment summer school materials to support instruction of English learners.</p> <p><b>Strategy's Expected Result/Impact:</b> increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> campus administration, GLA's teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 6 - Student Learning 12</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> To increase inventory of interactive science tools and graphing calculators utilized to assist students in math/science. <b>Strategy's Expected Result/Impact:</b> increased student achievement <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, AP's, GLA's <b>Title I Schoolwide Elements:</b> 2.5, 2.6 <b>Problem Statements:</b> Demographics 6 - Student Learning 12	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Keep Instructional Coach position to assist teachers with planning and developing effective instruction for students grades 9-12. <b>Strategy's Expected Result/Impact:</b> increased student achievement <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.5, 2.6 <b>Problem Statements:</b> Demographics 5, 6, 7, 9 - Student Learning 6, 12 - School Processes & Programs 10, 12	Formative			Summative
	Nov	Jan	May	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Offer before school, after school, Saturday school and Freshmen orientation summer tutoring. <b>Strategy's Expected Result/Impact:</b> increased student achievement <b>Staff Responsible for Monitoring:</b> Principal, AP, GLA's <b>Title I Schoolwide Elements:</b> 2.5, 2.6 <b>Problem Statements:</b> Demographics 6, 7 - Student Learning 6, 12	Formative			Summative
	Nov	Jan	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 5:</b> Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. <b>Root Cause:</b> Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.</p> <p><b>Problem Statement 6:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. <b>Root Cause:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.</p> <p><b>Problem Statement 7:</b> With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships <b>Root Cause:</b> Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding</p>

### Demographics

**Problem Statement 9:** Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Inadequate PD focussed on developing an educators ability to accurately and effective analyze data, reflect, formulate a plan, and implement the plan to meet the academic needs of the students.

### Student Learning

**Problem Statement 6:** With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships **Root Cause:** Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding

**Problem Statement 12:** Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. **Root Cause:** Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.

### School Processes & Programs

**Problem Statement 10:** Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Inadequate PD focussed on developing an educators ability to accurately and effective analyze data, reflect, formulate a plan, and implement the plan to meet the academic needs of the students.





**Problem Statement 12:** Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. **Root Cause:** Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.

**Goal 1:** The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

**Performance Objective 2:** By the end of the 2021-22 school year, 100% of students will demonstrate an increase of a minimum of one sub-level, based on the ACTFL proficiency guidelines.

**Evaluation Data Sources:** ACTFL assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Keep Instructional Coach position to assist teachers with planning and developing effective instruction for students grades 9-12.</p> <p><b>Strategy's Expected Result/Impact:</b> increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 5, 6, 7, 9 - Student Learning 6, 12 - School Processes &amp; Programs 10, 12</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Purchase supplemental second language acquisition material and software for students to utilize.</p> <p><b>Strategy's Expected Result/Impact:</b> increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 6 - Student Learning 12</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide opportunities for on-going Professional Development in the implementation of the ACTFL proficiency guidelines.</p> <p><b>Strategy's Expected Result/Impact:</b> increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 5, 9 - School Processes &amp; Programs 10, 12</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Expose students to language through fieldtrips, virtual tours, international teleconferences, pen pal letters with a school in China or Spain, aligned to the ACTFL proficiency guidelines.</p> <p><b>Strategy's Expected Result/Impact:</b> increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coach Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 6, 7 - Student Learning 6, 12</p>	Formative			Summative
	Nov	Jan	May	June
<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>				

### Performance Objective 2 Problem Statements:





Demographics
<p><b>Problem Statement 5:</b> Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. <b>Root Cause:</b> Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.</p>
<p><b>Problem Statement 6:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. <b>Root Cause:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.</p>
<p><b>Problem Statement 7:</b> With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships <b>Root Cause:</b> Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding</p>
<p><b>Problem Statement 9:</b> Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. <b>Root Cause:</b> Inadequate PD focussed on developing an educators ability to accurately and effective analyze data, reflect, formulate a plan, and implement the plan to meet the academic needs of the students.</p>
Student Learning
<p><b>Problem Statement 6:</b> With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships <b>Root Cause:</b> Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding</p>
<p><b>Problem Statement 12:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. <b>Root Cause:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.</p>
School Processes & Programs
<p><b>Problem Statement 10:</b> Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. <b>Root Cause:</b> Inadequate PD focussed on developing an educators ability to accurately and effective analyze data, reflect, formulate a plan, and implement the plan to meet the academic needs of the students.</p>
<p><b>Problem Statement 12:</b> Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. <b>Root Cause:</b> Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.</p>

**Goal 1:** The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

**Performance Objective 3:** The percentage of parent and community involvement will increase from 20% to 40% by May 2022.

**Evaluation Data Sources:** Parent Engagement Rate  
Community Surveys and /or feedback

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Assist with the recruitment of parents to participate in PTO activities and volunteer activities  <b>Strategy's Expected Result/Impact:</b> increase in parental involvement  <b>Staff Responsible for Monitoring:</b> Administrators, teachers, PTO board members.  <b>Title I Schoolwide Elements:</b> 3.1, 3.2  <b>Problem Statements:</b> Demographics 6, 7 - Student Learning 6, 8, 10, 12, 13 - School Processes &amp; Programs 11, 14 - Perceptions 12, 14</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide opportunities for Community and Parental Involvement on Campus through special programs such as Parent Conferences, Meet the teacher night, and Chat &amp; Chew with the principal, and more. Provide online access to CNA/CIP.  <b>Strategy's Expected Result/Impact:</b> increase in parent and community involvement  <b>Staff Responsible for Monitoring:</b> Administrators Grade Level Administrators  <b>Title I Schoolwide Elements:</b> 3.1, 3.2  <b>Problem Statements:</b> Student Learning 10 - School Processes &amp; Programs 14</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Communicate events through monthly newsletters, team newsletters, campus website and individual teacher communication.  <b>Strategy's Expected Result/Impact:</b> increase in parent and community involvement  <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Title I Schoolwide Elements:</b> 3.1, 3.2  <b>Problem Statements:</b> Student Learning 8, 10 - School Processes &amp; Programs 14 - Perceptions 14</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide opportunity for parents to be involved in the decision-making process: Site-Based Decision-Making Committee  <b>Strategy's Expected Result/Impact:</b> increase in parent and community involvement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

<b>Staff Responsible for Monitoring:</b> Campus Administrators <b>Title I Schoolwide Elements:</b> 3.1, 3.2 <b>Problem Statements:</b> Student Learning 10 - School Processes & Programs 14				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Problem Statements:**

**Demographics**

**Problem Statement 6:** Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. **Root Cause:** Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.

**Problem Statement 7:** With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships **Root Cause:** Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding

**Student Learning**

**Problem Statement 6:** With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships **Root Cause:** Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding

**Problem Statement 8:** Consistency in the quality of our school wide systems is vital to a positive culture and climate. **Root Cause:** We have to consistently monitor our progress through the use of quality and control surveys and community volunteers.

**Problem Statement 10:** There needs to be a focus on opportunities to educate and engage the community into the culture and climate of the school. **Root Cause:** Minimal parenting and community workshops and or need for a community liaison / urban specialist to meet the needs of a title 1 campus.

**Problem Statement 12:** Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. **Root Cause:** Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.

**Problem Statement 13:** Outside partners available to provide support for student achievement. The additional support could consist of, but is not limited to the following: tutors, instructional coach, SAT and PSAT tutoring. **Root Cause:** The needs of each campus are unique to the community they serve. Subscribing to the one size fits all is not beneficial to all students. The additional personnel could consist of, but is not limited to the following: tutors, and an instructional coach.ing/social.studies .

**School Processes & Programs**

**Problem Statement 11:** Outside partners available to provide support for student achievement. The additional support could consist of, but is not limited to the following: tutors, instructional coach, SAT and PSAT tutoring. **Root Cause:** The needs of each campus are unique to the community they serve. Subscribing to the one size fits all is not beneficial to all students. The additional personnel could consist of, but is not limited to the following: tutors, and an instructional coach.ing/social.studies .

**Problem Statement 14:** There needs to be a focus on opportunities to educate and engage the community into the culture and climate of the school. **Root Cause:** Minimal parenting and community workshops and or need for a community liaison / urban specialist to meet the needs of a title 1 campus.



## Perceptions

**Problem Statement 12:** Outside partners available to provide support for student achievement. The additional support could consist of, but is not limited to the following: tutors, instructional coach, SAT and PSAT tutoring. **Root Cause:** The needs of each campus are unique to the community they serve. Subscribing to the one size fits all is not beneficial to all students. The additional personnel could consist of, but is not limited to the following: tutors, and an instructional coach. [ing/social.studies](https://www.ing/social.studies) .





**Problem Statement 14:** Consistency in the quality of our school wide systems is vital to a positive culture and climate. **Root Cause:** We have to consistently monitor our progress through the use of quality and control surveys and community volunteers.

**Goal 1:** The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

**Performance Objective 4:** The percentage of teachers implementing effective classroom strategies and instruction will increase from 45% to 90% by May 2022 through providing the necessary workshops and training in needed areas.

**Evaluation Data Sources:** Evaluation(s) of PD implementation and impact  
Class Observations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide PD on data-driven instruction, classroom management, Vertical planning, Classroom libraries, and Online programs such as All In Learning, Study Island, and Eduphoria.</p> <p><b>Strategy's Expected Result/Impact:</b> increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Media Specialist Administrators GLA's</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 5 - School Processes &amp; Programs 12</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will participate in 1-2 performance planning days (vertical and content based planning) per six weeks, which affords them an opportunity to plan with fidelity for the upcoming cycle.</p> <p><b>Strategy's Expected Result/Impact:</b> increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach Grade Level Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 5 - School Processes &amp; Programs 12</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Staff will attend PD on Study Island, Istation, Google Classroom, Interactive whiteboards, All in Learning, and online research databases.</p> <p><b>Strategy's Expected Result/Impact:</b> Grade Level Administrators increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Grade Level Administrators Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>Problem Statements:</b> Demographics 5 - School Processes &amp; Programs 12</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide ongoing professional development and participation at conferences focused on authentic integration of technology in daily instruction <b>Strategy's Expected Result/Impact:</b> increased student achievement <b>Staff Responsible for Monitoring:</b> Media Specialist instructional coach <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>Problem Statements:</b> Demographics 5 - School Processes & Programs 12	Formative			Summative
	Nov	Jan	May	June
<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>				





**Performance Objective 4 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 5:</b> Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. <b>Root Cause:</b> Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 12:</b> Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. <b>Root Cause:</b> Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.

**Goal 1:** The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022.

**Performance Objective 5:** By the end of the 2021-22 school year, the culture and climate of our campuses will improve with the help of subject matter experts and specialized programs/resources aimed at improving the social-emotional health of our students with a focus on safety and security by reducing the number of student referrals by 25%.

**Evaluation Data Sources:** Skyward discipline referrals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limited to purchasing kits for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students). We will also increase capacity in this area by bringing in subject matter experts or attending PD.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 5, 6 - Student Learning 12 - School Processes &amp; Programs 12</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development and supplemental instructional resources that will promote the development, implementation, and strengthening of programs to support the teaching of US history, civics, economics, geography and government education</p> <p><b>Strategy's Expected Result/Impact:</b> increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> administrators instructional coach</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 5, 6 - Student Learning 12 - School Processes &amp; Programs 12</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 5 Problem Statements:**

Demographics
<p><b>Problem Statement 5:</b> Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. <b>Root Cause:</b> Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.</p> <p><b>Problem Statement 6:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. <b>Root Cause:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.</p>

### Student Learning

**Problem Statement 12:** Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. **Root Cause:** Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.

### School Processes & Programs

**Problem Statement 12:** Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. **Root Cause:** Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.

**Goal 2:** The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022.

**Performance Objective 1:** By May of 2022 at least 80% ILTexas Stakeholders will have opportunities to engage in activities and events to create and maintain a positive school culture and environment.

**Evaluation Data Sources:** Staff Surveys  
HR Data (retention, transfers, etc.)





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement PBIS PD prior to the start of school, followed by continuous staff development throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Create and maintain a positive school culture and environment</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors GLA</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 7 - Student Learning 6, 8, 9, 10 - School Processes &amp; Programs 14 - Perceptions 14, 15</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parenting and community workshops focused on opportunities to educate and engage the community into the culture and climate of the school.</p> <p><b>Strategy's Expected Result/Impact:</b> Create and maintain a positive school culture and environment</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Problem Statements:</b> Student Learning 10 - School Processes &amp; Programs 14</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide substitutes and or coverage during designated times for committee planning workshops.</p> <p><b>Strategy's Expected Result/Impact:</b> Create and maintain a positive school culture and environment</p> <p><b>Staff Responsible for Monitoring:</b> Committee Leads Administrators Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 5, 9 - School Processes &amp; Programs 10, 12</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Professional development on the establishment and sustainability of a healthy culture and climate through book studies, focus groups, and all other training sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Create and maintain a positive school culture and environment</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 5 - Student Learning 8 - School Processes &amp; Programs 12 - Perceptions 14</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Create and sustain House Activities for students grades 9-12.</p> <p><b>Strategy's Expected Result/Impact:</b> Create and maintain a positive school culture and environment</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Problem Statements:</b> Student Learning 8, 9 - Perceptions 14, 15</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Build partnerships with stakeholders and provide volunteer opportunities on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Create and maintain a positive school culture and environment</p> <p><b>Staff Responsible for Monitoring:</b> Administrators community liaison PTO</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Problem Statements:</b> Student Learning 10 - School Processes &amp; Programs 14</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Facilitate Teacher Appreciation Functions</p> <p><b>Strategy's Expected Result/Impact:</b> Create and maintain a positive school culture and environment</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers GLA's Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Problem Statements:</b> Student Learning 8, 9 - Perceptions 14, 15</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Provide professional development on strengthening the teacher student relationship though authentic meaningful cultural understanding</p> <p><b>Strategy's Expected Result/Impact:</b> Create and maintain a positive school culture and environment</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 5, 6, 7 - Student Learning 6, 12 - School Processes &amp; Programs 12</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Provide events to ease the cultural barriers of students, parents and staff members</p> <p><b>Strategy's Expected Result/Impact:</b> Create and maintain a positive school culture and environment</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 3.1, 3.2</p> <p><b>Problem Statements:</b> Student Learning 8, 9 - Perceptions 14, 15</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Parent computer to increase parental involvement and an accessible student computer for those students who do not have computer access available to complete assignments or apply to colleges at home</p> <p><b>Strategy's Expected Result/Impact:</b> Create and maintain a positive school culture and environment</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Front office Community Liaison</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Problem Statements:</b> Demographics 6 - Student Learning 12 - School Processes &amp; Programs 19 - Perceptions 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>



Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Schools must communicate with all parents in a language they can understand. This includes services for limited-English proficient parents in a language they can understand about all programs, services, and activities that are called to the attention of other parents. These programs and activities must then be translated into a language that the parents can understand. Conduct parent meetings and trainings to promote student growth. Comprehensive Needs Assessment (CNA) and Campus Improvement Plan are made available to parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Create and maintain a positive school culture and environment</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Media Specialist Campus Technician</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Problem Statements:</b> Demographics 7 - Student Learning 6, 10 - School Processes &amp; Programs 14</p>	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 5:</b> Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. <b>Root Cause:</b> Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.</p>
<p><b>Problem Statement 6:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. <b>Root Cause:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.</p>
<p><b>Problem Statement 7:</b> With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships <b>Root Cause:</b> Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding</p>
<p><b>Problem Statement 9:</b> Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. <b>Root Cause:</b> Inadequate PD focussed on developing an educators ability to accurately and effective analyze data, reflect, formulate a plan, and implement the plan to meet the academic needs of the students.</p>
Student Learning
<p><b>Problem Statement 6:</b> With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships <b>Root Cause:</b> Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding</p>
<p><b>Problem Statement 8:</b> Consistency in the quality of our school wide systems is vital to a positive culture and climate. <b>Root Cause:</b> We have to consistently monitor our progress through the use of quality and control surveys and community volunteers.</p>
<p><b>Problem Statement 9:</b> Full adoption and implementation of the PBIS program with fidelity. <b>Root Cause:</b> PBIS discipline PD should occur prior to the start of school, followed by continuous staff development throughout the year. There has to be a progression of implementation to maximize the benefits of the program.</p>
<p><b>Problem Statement 10:</b> There needs to be a focus on opportunities to educate and engage the community into the culture and climate of the school. <b>Root Cause:</b> Minimal parenting and community workshops and or need for a community liaison / urban specialist to meet the needs of a title 1 campus.</p>

### Student Learning

**Problem Statement 12:** Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. **Root Cause:** Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.

### School Processes & Programs

**Problem Statement 10:** Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. **Root Cause:** Inadequate PD focussed on developing an educators ability to accurately and effective analyze data, reflect, formulate a plan, and implement the plan to meet the academic needs of the students.

**Problem Statement 12:** Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. **Root Cause:** Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.

**Problem Statement 14:** There needs to be a focus on opportunities to educate and engage the community into the culture and climate of the school. **Root Cause:** Minimal parenting and community workshops and or need for a community liaison / urban specialist to meet the needs of a title 1 campus.

**Problem Statement 19:** Build relationships among parents. **Root Cause:** Lack of activities for parents to participate in. Lack of programming to ease the cultural barriers of parents and staff members. Lack of designated parent teacher conference nights.

### Perceptions

**Problem Statement 3:** Build relationships among parents. **Root Cause:** Lack of activities for parents to participate in. Lack of programming to ease the cultural barriers of parents and staff members. Lack of designated parent teacher conference nights.





**Problem Statement 14:** Consistency in the quality of our school wide systems is vital to a positive culture and climate. **Root Cause:** We have to consistently monitor our progress through the use of quality and control surveys and community volunteers.

**Problem Statement 15:** Full adoption and implementation of the PBIS program with fidelity. **Root Cause:** PBIS discipline PD should occur prior to the start of school, followed by continuous staff development throughout the year. There has to be a progression of implementation to maximize the benefits of the program.

**Goal 3:** The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2022

**Performance Objective 1:** By the end of the 2021-22 school year, student use of career cruising to determine future goals will increase by 25%.

**Evaluation Data Sources:** Career Cruising login information.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will utilize the career cruising software with the help of college and career counselor to plan future goals. <b>Strategy's Expected Result/Impact:</b> Increase student college and career readiness <b>Staff Responsible for Monitoring:</b> Counselors <b>Title I Schoolwide Elements:</b> 2.5, 2.6 <b>Problem Statements:</b> Demographics 6 - Student Learning 12	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will receive SAT and PSAT tutoring. <b>Strategy's Expected Result/Impact:</b> Increase SAT and PSAT scores <b>Staff Responsible for Monitoring:</b> Assistant Principal Counselors Principal GLA <b>Title I Schoolwide Elements:</b> 2.6 <b>Problem Statements:</b> Demographics 6 - Student Learning 12, 13 - School Processes & Programs 11 - Perceptions 12 <b>Funding Sources:</b> - 211 - Title 1-A - \$36,100	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</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>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 6:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. <b>Root Cause:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.
<b>Student Learning</b>
<b>Problem Statement 12:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. <b>Root Cause:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.
<b>Problem Statement 13:</b> Outside partners available to provide support for student achievement. The additional support could consist of, but is not limited to the following: tutors, instructional coach, SAT and PSAT tutoring. <b>Root Cause:</b> The needs of each campus are unique to the community they serve. Subscribing to the one size fits all is not beneficial to all students. The additional personnel could consist of, but is not limited to the following: tutors, and an instructional coach.ing/social.studies .

### School Processes & Programs

**Problem Statement 11:** Outside partners available to provide support for student achievement. The additional support could consist of, but is not limited to the following: tutors, instructional coach, SAT and PSAT tutoring. **Root Cause:** The needs of each campus are unique to the community they serve. Subscribing to the one size fits all is not beneficial to all students. The additional personnel could consist of, but is not limited to the following: tutors, and an instructional coach.ing/social.studies .





### Perceptions

**Problem Statement 12:** Outside partners available to provide support for student achievement. The additional support could consist of, but is not limited to the following: tutors, instructional coach, SAT and PSAT tutoring. **Root Cause:** The needs of each campus are unique to the community they serve. Subscribing to the one size fits all is not beneficial to all students. The additional personnel could consist of, but is not limited to the following: tutors, and an instructional coach.ing/social.studies .

**Goal 3:** The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2022

**Performance Objective 2:** The percent of CCMR students that meet the requirement for College Ready will be 70% by June 2022

**Evaluation Data Sources:** TSIA, ACT, SAT, Dual Credit,

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> TEA Priorities Build a foundation of reading and math. Comprehensive Support Strategy  Purchase of Robotics kits and instructional resources for teachers and students <b>Staff Responsible for Monitoring:</b> teachers <b>Title I Schoolwide Elements:</b> 2.5 <b>Problem Statements:</b> Demographics 6 - Student Learning 12	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide digital resources including but not limited to Computer Hardware, Peripherals, and industry based tools.  <b>Strategy's Expected Result/Impact:</b> Increased academic performance and certifications in CTE and science classes.. <b>Staff Responsible for Monitoring:</b> Associate Principal, Content Leads, Instructional Coach <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Demographics 6 - Student Learning 12	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>May</b>	<b>June</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>				





**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 6:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. <b>Root Cause:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.
<b>Student Learning</b>
<b>Problem Statement 12:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. <b>Root Cause:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.

**Goal 3:** The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2022

**Performance Objective 3:** Prepare students with communication and access to College Curriculum from 0% to at least 100% by their Senior Year.

**Evaluation Data Sources:** SaaS login information

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Deliver online courses and training via the SaaS, streamlining, and integrating the Student and Teacher communication experience assessment. This web-based platform exposes Students to the technology, process, and applications they will be encountering in College and beyond. Utilize Whetstone for observations and feedback to strengthen teacher effectiveness in the classroom. Utilization of MAP Testing to help analyze student data.</p> <p><b>Strategy's Expected Result/Impact:</b> By the students Senior year, they will be proficient in the SaaS platform.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Coordinator, Director of Math, Director of Science, Director of Social Studies, GLA's</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Demographics 5, 6, 7 - Student Learning 6, 12 - School Processes &amp; Programs 12</p> <p><b>Funding Sources:</b> - 244 - Carl Perkins - \$2,000</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 5:</b> Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. <b>Root Cause:</b> Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.</p>
<p><b>Problem Statement 6:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. <b>Root Cause:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.</p>
<p><b>Problem Statement 7:</b> With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships <b>Root Cause:</b> Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding</p>
<b>Student Learning</b>
<p><b>Problem Statement 6:</b> With such a high percentage of children of color and Title 1, it is imperative that the teachers have the ability to form authentic and effective relationships <b>Root Cause:</b> Educators placing too much emphasis on teaching without strengthening the teacher student relationship though authentic meaningful cultural understanding</p>
<p><b>Problem Statement 12:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. <b>Root Cause:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.</p>





## School Processes & Programs

**Problem Statement 12:** Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. **Root Cause:** Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.

**Goal 4:** The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2022.

**Performance Objective 1:** The percent of students increasing at least one performance sub-level annually on the EOY AAPPL or ACTFL assessment will increase from at least 20% by the end of 2021-22 school year.

**Evaluation Data Sources:** teacher and district formulated assessments, student course placements, teacher feedback, EOY AAPPL or ACTFL assessment

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure that all students are placed in the correct sub-level based on teacher input and EOY AAPPL or ACTFL assessment <b>Strategy's Expected Result/Impact:</b> Increase number of students that are mastery sub-levels annually <b>Staff Responsible for Monitoring:</b> Principal, APS, Instructional coaches, LOTE teachers <b>Title I Schoolwide Elements:</b> 2.5, 2.6 <b>Problem Statements:</b> Demographics 6 - Student Learning 12	Formative			Summative
	Nov	Jan	May	June
<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>				

**Performance Objective 1 Problem Statements:**





<b>Demographics</b>
<b>Problem Statement 6:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. <b>Root Cause:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.
<b>Student Learning</b>
<b>Problem Statement 12:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. <b>Root Cause:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.



**Goal 5:** The percent of teacher retained annually will increase from 76% to 80% by June 2022.

**Performance Objective 1:** The percent of teacher retention will increase from 69% to 80% by June 2022.

**Evaluation Data Sources:** Climate surveys, R/Y/G form feedback

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide additional instructional support through the addition of an instructional coach <b>Strategy's Expected Result/Impact:</b> Increase in teachers feelings of support <b>Staff Responsible for Monitoring:</b> Principal, APs <b>Title I Schoolwide Elements:</b> 2.5, 2.6 <b>Problem Statements:</b> Demographics 5, 6, 9 - Student Learning 12 - School Processes & Programs 10, 12	Formative			Summative
	Nov	Jan	May	June
<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>				





**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 5:</b> Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. <b>Root Cause:</b> Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.</p>
<p><b>Problem Statement 6:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. <b>Root Cause:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.</p>
<p><b>Problem Statement 9:</b> Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. <b>Root Cause:</b> Inadequate PD focussed on developing an educators ability to accurately and effective analyze data, reflect, formulate a plan, and implement the plan to meet the academic needs of the students.</p>
<b>Student Learning</b>
<p><b>Problem Statement 12:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers. <b>Root Cause:</b> Historically African American and Hispanic Children in Title 1 schools have needs that far exceed their more affluent peers.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 10:</b> Many educators struggle with the skills to effectively analyze data and create strategies that result in student growth and close achievement gaps. <b>Root Cause:</b> Inadequate PD focussed on developing an educators ability to accurately and effective analyze data, reflect, formulate a plan, and implement the plan to meet the academic needs of the students.</p>
<p><b>Problem Statement 12:</b> Teachers and administrators believe teachers are in need of professional development in areas of effective instructional and classroom management strategies in an effort to maximize the learning time and rigor of each lesson. <b>Root Cause:</b> Professional Development for new teachers has to be targeted, effective, and ongoing throughout the year.</p>

**Goal 6:** o improve the culture and climate of our campuses by the end of the 2021-2022 school year.

**Performance Objective 1:** The culture and climate of our campuses will improve with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety and security from 50% to 75% by the end of the 2021-2022 school year.

**Evaluation Data Sources:** Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limited to purchasing kits for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social-emotional health of our students).</p> <p><b>Strategy's Expected Result/Impact:</b> Improve social-emotional health of students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Jan	May	June
<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>				

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
6	1	1	Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limited to purchasing kits for counselors) aimed at improving school safety (physical safety, cybersecurity, internet safety and addressing the social-emotional health of our students).

# Campus Funding Summary

420 - State					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$100.00
1	1	2			\$100.00
<b>Sub-Total</b>					<b>\$200.00</b>
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$1,000.00
1	1	2			\$8,000.00
3	1	2			\$36,100.00
<b>Sub-Total</b>					<b>\$45,100.00</b>
244 - Carl Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1			\$2,000.00
<b>Sub-Total</b>					<b>\$2,000.00</b>
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$5,000.00
<b>Sub-Total</b>					<b>\$5,000.00</b>
<b>Grand Total</b>					<b>\$52,300.00</b>

# Addendums