

Poteet Independent School District
Poteet High School
2022-2023 Campus Improvement Plan

Accountability Rating: C



Mission Statement

Students in Poteet High School will graduate with the knowledge and skills to be productive citizens in our community.

Vision

Poteet High School is a campus that inspires and gives our students opportunities to utilize the skills in a career pathway of their choice that gives them hands-on experience to use in their future endeavors.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Poteet High School services approximately 480 students. The student demographics of the campus are as follows:

At-Risk	65%
Hispanic	88%
White	12%
African American	>1%
Pacific Islander	0%
Two or More Races	>1%
Economically Disadvantaged	68%
Emergent Bilingual	4%
Gifted and Talented	7%
Special Education	13%
Dyslexic	9%
McKenny Vento	3%

Demographics Strengths

- Poteet High School is a small community where many of its students have attended school together since elementary.
- At-risk counseling services are provided by the district's LPC's.
- Special Education, ESL and Dylsexia services are provided consistently.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Due to the large amount of economically disadvantaged students on campus, interventions and/or after school tutorials are needed. **Root Cause:** The campus has over 2/3 of its population listed as economically disadvantaged.

Problem Statement 2 (Prioritized): Since the Covid Pandemic, the attendance rate for the campus has been significantly lower than a typical year. **Root Cause:** Lack of monitoring and parent contact to stress the importance of attendance.

Student Achievement

Student Achievement Summary

For the 2021-2022 school year, Poteet High School received an overall rating of a C (70).

Domain 1 - Student Achievement: 72 (C)

Domain 2 - School Progress: 71 (C)

Domain 3 - Closing the Gaps: 66 (Not rated/SB 1365)

EOC Testing Data (Spring 2022)

	Approaches	Meets	Masters
ELA 1	47%	33%	6%
ELA 2	62%	50%	8%
Algebra 1	17%	2%	0%
Biology	62%	34%	6%
US History	88%	55%	18%

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TELPAS Data (Spring 2022)

	Beginner	Intermediate	Advanced	Advanced High
Listening 9th/10th/11th/12th	8%, 0%, -, 14%	8%, 0%, -, 57%	38%, 67%, -, 0%	46%, 33%, -, 0%
Speaking 9th/10th/11th/12th	31%, 50%, -, 0%	31%, 33%, -, 29%	31%, 17%, -, 57%	8%, 0%, -, 14%
Reading 9th/10th/11th/12th	15%, 0%, -, 43%	15%, 50%, -, 14%	46%, 33%, -, 43%	23%, 17%, -, 71%
Writing 9th/10th/11th/12th	8%, 0%, -, 43%	8%, 33%, -, 0%	54%, 17%, -, 0%	31%, 50%, -, 14%

Student Achievement Strengths

- US History EOC data - 88% approaches, 55% meets
- ECHS program partnering with Palo Alto College

- Dual Credit Courses partnering with Palo Alto College
- On-Ramps Courses partnering with the University of Texas at Austin
- Introduction of NWEA MAP testing
- Variety of CTE Pathways and certifications to match student interest

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Learning expectations and rigor levels are inconsistent across classrooms. **Root Cause:** The campus did not set and monitor school wide expectations and processes for student learning. Professional learning was not based on the needs of the campus/students.

Problem Statement 2 (Prioritized): Student interventions and enrichment were not taking place at the appropriate level throughout the campus. **Root Cause:** The campus did not create a plan for interventions for all.

Problem Statement 3 (Prioritized): Student data was not utilized in the planning process for progress monitoring and increased student growth. **Root Cause:** Unit assessments across the campus were not given to allow opportunities for instructional discussions.

Problem Statement 4 (Prioritized): Staff did not engage in maximized planning and learning discussions to determine the best resources/implementation needed for students. **Root Cause:** Instructional decisions and resources were not focused around targeted data talks.

Problem Statement 5 (Prioritized): Special education students are not performing consistently. **Root Cause:** Lack of planning/training for teachers on best practices to differentiate for the individual student needs.

School Culture and Climate

School Culture and Climate Summary

The school culture and climate have areas of needed improvement. Staff members have noted that the campus lacks structure at times and all handbook policies need to be enforced consistently by all. Social/Emotional learning is a focus for the campus and district.

School Culture and Climate Strengths

- Variety of career pathways align to student interest
- Extracurricular support for students
- Strong traditions
- Facilities clean and well maintained

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): High standards for academics and behavior not consistent throughout the campus. **Root Cause:** Lack of clear expectations for staff and students. Culture is not always conducive to learning at high levels.

Problem Statement 2: Restraint supplies for Special Education. **Root Cause:** Staff lacks proper protective supplies for use during restraints.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers at PHS are considered highly qualified by holding a certified teaching certificate in their teaching levels, enrolled in an alternative teaching program, or meet the criteria for CTE. A background check and fingerprinting is required of all employees. The teachers are evaluated under an evaluation and support system, Texas Teacher Evaluation and Support System (T-TESS). Staff have the opportunity to attend professional development and work with ESC xx staff to further develop skills necessary.

Staff Quality, Recruitment, and Retention Strengths

- Campus administration and teachers have the opportunity to attend professional development in needed areas
- Job Fairs are attended to promote our district/campuses
- Stipends offered to core content teachers
- Several staff members are previous graduates of Poteet High School

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Differentiation and best practices are often not utilized. **Root Cause:** Training and support in best practices were not a focus.

Problem Statement 2 (Prioritized): Mentor program needs to be developed for new staff members to succeed and feel welcomed to the district and the education profession. **Root Cause:** A campus/district based mentor program has not been established with consistency.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum, instruction and assessment focus, for core content, is guided by the TEKS resource system scope and sequence. iCEV is utilized for our CTE curriculum and certification testing. Students can participate in dual credit classes through Palo Alto College. Students in our Early College High School program can earn an associate's degree while earning their high school diploma.

Curriculum, Instruction, and Assessment Strengths

- TEKS Resource System
- iCEV for CTE pathways
- NWEA Map Assessment for informed decisions
- Dual Credit Courses
- Early College High School

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Students are underperforming on state assessments, TSIA and SAT assessments, when compared to other districts. **Root Cause:** Purposeful daily interventions and enrichment are not provided to students. There is a lack of data for review. All core content classes do not have common planning times, nor participate in PLC's. Curriculum, instruction, and assessment were not always aligned with college and career readiness standards.

Problem Statement 2 (Prioritized): Students continue to struggle with rigorous content in all areas. **Root Cause:** Depth of knowledge and critical thinking skills need to be addressed in planning and throughout all content lessons on a daily basis.

Parent and Community Engagement

Parent and Community Engagement Summary

Poteet High School provides opportunities through different events/activities for parent and community involvement. The district employs a McKinney Vento/Parent Liason and District At-Risk counselors that serve as resources to parents.

Parent and Community Engagement Strengths

- Meet the Teacher
- Band Concerts
- Banquets (FFA/Athletic)
- Senior Sunset & Tailgate
- Homecoming Community Pep Rally & Tailgate Party
- FAFSA night
- GT parent meeting
- ECHS parent night
- End of Year Extravaganza

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent engagement decreases at the secondary level. **Root Cause:** As students come closer to graduation, parents engagement lessens. The lack of parent communication (in various forms) caused stakeholders to not be up to date with information. Building relationships with families was not a focus at the campus.

School Context and Organization

School Context and Organization Summary

Faculty and staff have the opportunity to serve on a variety of committees to provide input and establish/maintain school improvement. The district has implemented the 7 Mindsets Social/Emotional curriculum for all students and adults.

School Context and Organization Strengths

- Free breakfast/lunch to all students
- Staff planning days
- UIL events for students
- Campus clubs/organizations
- Content teachers had ESC xx consultants to work with throughout the year
- 7 Mindsets

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): There has not been consistency with instructional focuses to reach all student learning needs and special populations. **Root Cause:** Inconsistencies with student learning has created gaps in academic success.

Technology

Technology Summary

Poteet ISD has worked diligently to improve available technology resources for staff and students. Our students have access to technology which provides great opportunity for growth. Additional devices have been purchased throughout the year to improve student learning.

Technology Strengths

- Continued purchase of additional technology devices
- 2 computer labs in addition to carts of chromebooks/laptops
- Campus wide wi-fi access points
- Acceptable Use policies
- Firewalls to protect student access to unauthorized websites
- Classroom projectors, document cameras, tv's
- Technology incorporated into lessons
- IT staff available for assistance

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Staff technology training for more effective utilization and integration of technology during instruction and assessments **Root Cause:** Technology is constantly changing along with the capabilities to use it to meet the diverse needs of our students

Problem Statement 2 (Prioritized): Replacement/recycle plan for outdated equipment **Root Cause:** With each year, our technology need grows and our equipment needs to be replaced or updated due to device capabilities or compatibility to software licenses purchased

Problem Statement 3 (Prioritized): Students and teachers do not have the technology needed for continued student growth. **Root Cause:** Lack of technology devices and related programs

Priority Problem Statements

Problem Statement 1: High standards for academics and behavior not consistent throughout the campus.

Root Cause 1: Lack of clear expectations for staff and students. Culture is not always conducive to learning at high levels.

Problem Statement 1 Areas: School Culture and Climate

Problem Statement 2: Due to the large amount of economically disadvantaged students on campus, interventions and/or after school tutorials are needed.

Root Cause 2: The campus has over 2/3 of its population listed as economically disadvantaged.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Learning expectations and rigor levels are inconsistent across classrooms.

Root Cause 3: The campus did not set and monitor school wide expectations and processes for student learning. Professional learning was not based on the needs of the campus/ students.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Student data was not utilized in the planning process for progress monitoring and increased student growth.

Root Cause 4: Unit assessments across the campus were not given to allow opportunities for instructional discussions.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Student interventions and enrichment were not taking place at the appropriate level throughout the campus.

Root Cause 5: The campus did not create a plan for interventions for all.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Students are underperforming on state assessments, TSIA and SAT assessments, when compared to other districts.

Root Cause 6: Purposeful daily interventions and enrichment are not provided to students. There is a lack of data for review. All core content classes do not have common planning times, nor participate in PLC's. Curriculum, instruction, and assessment were not always aligned with college and career readiness standards.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: Staff did not engage in maximized planning and learning discussions to determine the best resources/implementation needed for students.

Root Cause 7: Instructional decisions and resources were not focused around targeted data talks.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Students continue to struggle with rigorous content in all areas.

Root Cause 8: Depth of knowledge and critical thinking skills need to be addressed in planning and throughout all content lessons on a daily basis.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: Differentiation and best practices are often not utilized.

Root Cause 9: Training and support in best practices were not a focus.

Problem Statement 9 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 10: There has not been consistency with instructional focuses to reach all student learning needs and special populations.

Root Cause 10: Inconsistencies with student learning has created gaps in academic success.

Problem Statement 10 Areas: School Context and Organization

Problem Statement 11: Special education students are not performing consistently.

Root Cause 11: Lack of planning/training for teachers on best practices to differentiate for the individual student needs.

Problem Statement 11 Areas: Student Achievement

Problem Statement 12: Mentor program needs to be developed for new staff members to succeed and feel welcomed to the district and the education profession.

Root Cause 12: A campus/district based mentor program has not been established with consistency.

Problem Statement 12 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 13: Parent engagement decreases at the secondary level.

Root Cause 13: As students come closer to graduation, parents engagement lessens. The lack of parent communication (in various forms) caused stakeholders to not be up to date with information. Building relationships with families was not a focus at the campus.

Problem Statement 13 Areas: Parent and Community Engagement

Problem Statement 14: Since the Covid Pandemic, the attendance rate for the campus has been significantly lower than a typical year.

Root Cause 14: Lack of monitoring and parent contact to stress the importance of attendance.

Problem Statement 14 Areas: Demographics

Problem Statement 15: Staff technology training for more effective utilization and integration of technology during instruction and assessments

Root Cause 15: Technology is constantly changing along with the capabilities to use it to meet the diverse needs of our students

Problem Statement 15 Areas: Technology

Problem Statement 16: Replacement/recycle plan for outdated equipment

Root Cause 16: With each year, our technology need grows and our equipment needs to be replaced or updated due to device capabilities or compatibility to software licenses purchased

Problem Statement 16 Areas: Technology

Problem Statement 17: Students and teachers do not have the technology needed for continued student growth.

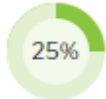



Root Cause 17: Lack of technology devices and related programs








Problem Statement 17 Areas: Technology

Goals


Goal 1: Poteet High School will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Professional Development: Staff will engage in professional learning that provides high quality opportunities for continued professional growth.

Strategy 1 Details	Reviews			
<p>Strategy 1: Texas COVID Learning Acceleration (TCLAS) Decision 4 Grow Your Own grant scholarship will facilitate increased entry of qualified candidates into the teaching profession in rural and small school settings.</p> <p>Strategy's Expected Result/Impact: additional opportunities for paraprofessional</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: grant stipend - 279 TCLAS - \$18,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Specialist will attend professional development such as: NWEA, Euphoria, and Instructional Coach Foundations Institute.</p> <p>Strategy's Expected Result/Impact: Increase acadmic support for teachers resulting in high student achievement</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: registration fees - 211 Title I Part A Funds - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Student Success advisor will attend rootEd professional development.</p> <p>Strategy's Expected Result/Impact: address challenging obstacles to success after high school in rural areas</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Funding Sources: travel expenses - 199 CCMR - \$700</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Select teachers will attend the University of Texas at San Antonio (UTSA) to complete graduate coursework. Tuition, supplies, books, mileage, and misc. expenses will be paid with the Texas COVID Learning Acceleration Support (TCLAS) grant.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to teach dual credit courses on the high school campus.</p> <p>Staff Responsible for Monitoring: Cmapus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Tuition, supplies, books, mileage - 429 Texas COVID Learning Acceleration Supports (TC - 50,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Dyslexia teacher will attend professional devolpment such as Dyslexia conference as well as other professional development related to Dyslexia.</p> <p>Strategy's Expected Result/Impact: Dyslexia teacher will remain up to date with information required for assessing and providing interventions. Assistance to general ed teachers will be provided with new information learned when teaching students with dyslexia.</p> <p>Staff Responsible for Monitoring: Campus admin.</p> <p>Funding Sources: - 199 Dyslexic Allotment - \$2,000, - 199 SpEd Allotment - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: The Culinary Arts teacher will attend the Hospitality Educators Conference in San Antonio in November.</p> <p>Strategy's Expected Result/Impact: professional development will increase program outcome</p> <p>Staff Responsible for Monitoring: CTE Director</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Registration fee - 199 CTE Allotment - \$299</p>	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	
Strategy 7 Details	Reviews			
<p>Strategy 7: On Ramps professional development will be provided by the University of Texas at Austin.</p> <p>Strategy's Expected Result/Impact: professional learning will increase the outcomes of our On-Ramps courses</p> <p>Staff Responsible for Monitoring: Director of College Programs, Campus Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development Returning Instructor Fee - 199 CCMR - \$1,100</p>	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	

Strategy 8 Details	Reviews			
<p>Strategy 8: Principal will attend the Annual Blue Ribbon School of Excellence (BRSE) Conference to learn, engage, and network with other school Principals from across the nation.</p> <p>Strategy's Expected Result/Impact: The national conference is designed to meet the needs of today's educators by empowering them to learn, share knowledge, and gain tools to lead students into the future.</p> <p>Staff Responsible for Monitoring: District Administration</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: registration, airfare, hotel, etc. - 199 Basic Educational Services - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 0%			



No Progress



Accomplished





Continue/Modify















Discontinue

Goal 1: Poteet High School will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: Data and PLC's: Poteet High School will support PLC collaboration and track student progress through the use of common assessment data, MAP testing, progress monitoring data and classroom instructional data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase NWEA MAP progress monitoring license to evaluate student academic standing and growth. Student data will be evaluated based on performance for BOY, MOY, and EOY.</p> <p>Strategy's Expected Result/Impact: Increase in student performance for identified areas of need.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Special Education Teachers, Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: License - 282 ESSER III - \$6,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will utilize TEKSBank, the online bank of test questions and resources developed and aligned to Texas STAAR Student Expectations.</p> <p>Strategy's Expected Result/Impact: increase student achievement levels with aligned items to STAAR EOC expectations</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Specialist, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: license - 199 Basic Educational Services - \$496</p>	Formative			Summative
	Nov	Jan	Mar	June
				










Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase classroom resources to use with Dyslexia students: magnetic letters, whisper phones, dry erase boards, interactive software, decodable readers and other resources as needed. Resources will be purchased to use with Take Flight/ Reading by Design curriculum: books, cookie sheets, mail sorter, folders reading/spelling decks, phonic/language cards and reading comprehension books.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Dyslexia teacher, Instructional Specialist, Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: teaching resources, registration fees - 199 Dyslexic Allotment - \$2,000, teaching resources, registration fees - 199 SpEd Allotment - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Purchase resources to use for the life skills classroom and cottage.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Life Skills teachers</p> <p>Title I: 2.4, 2.5</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: printer supplies - 199 SpEd Allotment - \$140, resources for the cottage - 199 SpEd Allotment - \$160, resources for the coffee cart - 199 SpEd Allotment - \$92, various classroom supplies for Wildenstein - 199 SpEd Allotment - \$400, personal hygiene & dental products - 199 SpEd Allotment - \$180</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Weekly PLC meetings will be utilized to encompass data analysis, support student learning, lesson planning, etc.</p> <p>Strategy's Expected Result/Impact: Overall improvement of student academic performance</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: High Impact tutorials will take place before and/or after school to accelerate student learning in accordance with HB4545.</p> <p>Strategy's Expected Result/Impact: Increase in student learning</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Specialist, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: tutorial pay for staff - 279 TCLAS - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Poteet High School will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: Technology: Teachers will integrate technology to enhance student engagement and academic success.







Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Technology for Special Education: VIZZLE, N2Y and Lesson Pixs will be used daily with our special education students.</p> <p>Strategy's Expected Result/Impact: Program generated reports will show increased student achievement from one six weeks to the next.</p> <p>Staff Responsible for Monitoring: Special Education Teachers, Instructional Specialist, Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Licenses - 199 SpEd Allotment - \$2,400</p>	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	
Strategy 2 Details	Reviews			
<p>Strategy 2: Discovery Education will be used to enhance lessons digitally. Hotspots will be purchased for students to engage online after school hours.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialist, Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: license - 211 Title I Part A Funds - \$940, - 282 ESSER III - \$1,200</p>	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	










Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will participate with the ESC Educational Resources/Living Science Cooperative to gain access to a variety of online resources and services that support digital literacies and school libraries in all content areas. Membership also includes access to the Living Science Materials Center to support science instruction.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Co-Op fee - 211 Title I Part A Funds - \$1,575</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will have access to KAMI, a digital classroom resource to turn instructional documents into interactive learning to promote student achievement.</p> <p>Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: license - 211 Title I Part A Funds - \$1,501</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Purchase the campus Instructional Specialist a surface pro laptop for use of classroom instructional purposes and data disaggregation.</p> <p>Strategy's Expected Result/Impact: Instructional Specialist will have access to student/teacher data for instructional purposes to make informed decisions based on campus need. Staff Responsible for Monitoring: Executive Director C&I</p> <p>Funding Sources: - 282 ESSER III - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				










Strategy 6 Details	Reviews			
<p>Strategy 6: Chromebooks and carts will be purchased for student use and to store devices.</p> <p>Strategy's Expected Result/Impact: increase student achievement and security of chromebooks</p> <p>Staff Responsible for Monitoring: Classroom teachers, Dyslexia teacher, CTE Director</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: carts - 282 ESSER III - \$4,000, chromebooks/cart - 199 Dyslexic Allotment - \$13,000, chromebooks/cart - 199 SpEd Allotment - \$5,000, chromebooks/cart - 244 CTE Carl Perkins Act - \$13,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Routers will be purchased and installed on 10 school buses to allow internet access to students.</p> <p>Strategy's Expected Result/Impact: Increase in student engagement to complete schoolwork.</p> <p>Staff Responsible for Monitoring: Campus Admin Technology</p> <p>Funding Sources: - 282 ESSER III - \$1,200</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: A hard drive will be purchased for a special education laptop.</p> <p>Strategy's Expected Result/Impact: completion of special education paperwork and lessons</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Funding Sources: hard drive - 199 SpEd Allotment - \$50</p>	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				










Goal 1: Poteet High School will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.




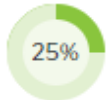

Performance Objective 4: College Career Military Readiness: Poteet High School will provide opportunities to develop an atmosphere of professionalism as all students work towards becoming college ready, career ready and life ready.









Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will participate in the CTE Co-op with the Education Service Center to receive targeted support for CTE compliance, program development and implementation with rigor and relevancy; bridging with postsecondary education and industry partners to build a global workforce, quality education programs and 21st century learners.</p> <p>Strategy's Expected Result/Impact: assistance in promoting the development and implementation of rigorous and challenging CTE programs.</p> <p>Staff Responsible for Monitoring: Campus Administration, CTE Coordinator</p> <p>Funding Sources: co-op fee - 244 CTE Carl Perkins Act - \$3,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will participate in the College Preparatory Course Partnership Cooperative with the Education Service Center to develop systems and collaborative learning opportunities that meet the requirements of House Bill 5.</p> <p>Strategy's Expected Result/Impact: Students will be prepared to enroll in entry level college courses and succeed</p> <p>Staff Responsible for Monitoring: Campus Administration, CTE Coordinator, Student Success Advisor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Co-op fee - 199 CCMR - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				






Strategy 3 Details	Reviews			
<p>Strategy 3: Bridges 360 will be utilized to measure career aptitudes for students. Strategy's Expected Result/Impact: Help students define career choice options Staff Responsible for Monitoring: CTE director</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: license - 199 CCMR - \$1,200</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Various supplies will be purchased for the Photography and Aggie Annual classes. Strategy's Expected Result/Impact: student engagement Staff Responsible for Monitoring: CTE Director</p> <p>Title I: 2.5, 2.6 Funding Sources: printer and toner cartridge - 199 CTE Allotment - \$1,600, camera backpack, , paper cutter blades, badge holders, etc. - 199 CTE Allotment - \$71</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Various supplies will be purchased for the use of the Early College classrooms. Strategy's Expected Result/Impact: increased student acheivement, data review Staff Responsible for Monitoring: Director of ECHS</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: various supplies - 199 CCMR - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Materials will be purchased to prepare culinary students to take certifications: TABC, ANSI Food Handler Course/Exam, OSHA</p> <p>Strategy's Expected Result/Impact: Students will earn culinary certifications</p> <p>Staff Responsible for Monitoring: CTE Director, Culinary Teachers</p> <p>Title I: 2.5</p> <p>Funding Sources: course/exam/certification tests - 199 CTE Allotment - \$1,305, Osha certification - 199 CTE Allotment - \$352</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Macbooks will be purchased for the use of the ECHS freshman cohort group.</p> <p>Strategy's Expected Result/Impact: students will be able to complete college course work</p> <p>Staff Responsible for Monitoring: Director of College Programs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: mac book purchase - 282 ESSER III - \$44,535</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Supplies will be purchased to aide in the CTE classrooms.</p> <p>Staff Responsible for Monitoring: CTE director</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: ink - 199 CTE Allotment - \$710, whiteboard and projector screen - 199 CTE Allotment - \$600, cosmetology supplies - 199 CTE Allotment - \$2,215</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 9 Details	Reviews			
<p>Strategy 9: Supplies/groceries will be purchased for the Culinary Arts classrooms</p> <p>Strategy's Expected Result/Impact: students will gain skills in the culinary classroom</p> <p>Staff Responsible for Monitoring: Culinary Arts teacher</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: groceries - 199 CTE Allotment - \$2,945</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Student licenses will be purchased for iCEV curriculum access.</p> <p>Strategy's Expected Result/Impact: access to assignments, projects and quizzes</p> <p>Staff Responsible for Monitoring: CTE director, CTE teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: license renewals - 199 CTE Allotment - \$850</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Welding supplies will be purchased for practice and certification purposes for ag mechanics classes.</p> <p>Strategy's Expected Result/Impact: experience with the trade</p> <p>Staff Responsible for Monitoring: CTE coordinator & Ag Mechanics teacher</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: welding supplies - 199 CTE Allotment - \$3,100</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 12 Details	Reviews			
<p>Strategy 12: Practicum students will have access to a Pharmacy Tech course. Strategy's Expected Result/Impact: preparation for pharmacy tech license Staff Responsible for Monitoring: CTE director, Health Science teacher</p> <p>Title I: 2.5 - TEA Priorities: Connect high school to career and college Funding Sources: course - 199 CTE Allotment - \$2,250</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
<p>Strategy 13: Students in AP Spanish and Calculus will participate in AP exams in the spring. Strategy's Expected Result/Impact: student achievement levels with exceed the college credit mark Staff Responsible for Monitoring: CTE Director</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Funding Sources: AP tests - 199 CCMR - \$1,672, AP fee - 199 CCMR - \$40</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 14 Details	Reviews			
<p>Strategy 14: Poteet High School will partner with Alamo Community Colleges to provide courses to our students. Strategy's Expected Result/Impact: students will earn college credits Staff Responsible for Monitoring: Director of College Programs</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Cost share fees - 199 CCMR - \$20,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 15 Details	Reviews			
<p>Strategy 15: Students will travel to the Aggie Fest Horse Clinic. Strategy's Expected Result/Impact: preparation for horse judging contest Staff Responsible for Monitoring: CTE director</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: travel expenses - 199 CTE Allotment - \$100</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 16 Details	Reviews			
<p>Strategy 16: FFA students will participate in a Livestock Camp in November. Strategy's Expected Result/Impact: increase knowledge of showmanship skills Staff Responsible for Monitoring: Ag teachers</p> <p>Title I: 2.5</p> <p>Funding Sources: travel expenses - 199 CTE Allotment - \$735</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 17 Details	Reviews			
<p>Strategy 17: Students will taken to various area and state colleges/universities to inquire about available program options. Strategy's Expected Result/Impact: Students will develop first hand knowledge of colleges/universities Staff Responsible for Monitoring: Student Success Advisor, CTE/CCMR director, Counselor</p> <p>Title I: 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 18 Details	Reviews			
<p>Strategy 18: FFA students will attend State Leadership Development Events to demonstrate their abilities in public speaking, decision making, communication and their knowledge of agriculture and the FFA organization. Strategy's Expected Result/Impact: Students will compete and advance Staff Responsible for Monitoring: Ag Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: travel expenses - 199 CTE Allotment - \$575</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 19 Details	Reviews			
Strategy 19: CTE director will attend the VATAT Winter Board Meeting in Waco. Strategy's Expected Result/Impact: Information obtained to promote our ag program Staff Responsible for Monitoring: CTE Director Funding Sources: travel expenses - 199 CTE Allotment - \$40	Formative			Summative
	Nov	Jan	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Poteet High School will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.








Performance Objective 5: Attendance: Poteet High School will ensure at least 92% attendance rate.

Goal 2: Poteet High School parents and community members will be partners in education to foster a collaborative educational environment.

Performance Objective 1: Programs and Family Nights: Poteet High School will collaborate with families and community members to support the academic, physical, emotional and social well-being of each student.

Goal 2: Poteet High School parents and community members will be partners in education to foster a collaborative educational environment.

Performance Objective 2: Communication: Poteet High School will provide consistent, meaningful communication between home, school and community.

Strategy 1 Details	Reviews			
<p>Strategy 1: Intrado Interactive will be utilized to communicate more effectively and efficiently with students and parents.</p> <p>Strategy's Expected Result/Impact: information dispersed quickly</p> <p>Staff Responsible for Monitoring: IT department</p> <p>Funding Sources: license - 211 Title I Part A Funds - \$1,202</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				










Goal 3: Poteet High School will cultivate a secure, supportive and nurturing environment where everyone feels safe and valued.










Performance Objective 1: Engagement: Poteet High School will create an environment that seeks and respects input from all individuals within our educational community.











Goal 3: Poteet High School will cultivate a secure, supportive and nurturing environment where everyone feels safe and valued.

Performance Objective 2: Operational Flexibility: Poteet High School will provide and adaptive, efficient and innovative infrastructure to optimize all operational areas in a fiscally, responsible manner.

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will participate in the Bilingual/ESL Cooperative with the Education Service Center. Strategy's Expected Result/Impact: program assistance for bilingual/ESL program development Staff Responsible for Monitoring: Campus Administration, Academic Dean, ESL teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: co-op fee - 199 Bilingual Allotment - \$708</p>	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will participate in the Gifted and Talented Co-Operative with the Education Service Center which promotes and supports the Texas State Plan for the Education of Gifted/Talented students through professional development. Strategy's Expected Result/Impact: GT certifications for teachers and appropriate activities for learners Staff Responsible for Monitoring: Campus Administration, Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Co-op fee - 199 Gifted and Talented - \$1,856</p>	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will participate in the School Health Co-operative with the Education Service Center to provide ongoing professional development and technical assistance for school health professionals.</p> <p>Strategy's Expected Result/Impact: PD opportunities and assistance for campus nurse</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Nurse</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: Co-op fee - 289 Title IV, Part A - \$499</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus staff will have access to Eduphoria School Objects. The integrated apps assist in every aspect of the school day, from lesson planning to monitoring student progress, streamlining administrative duties, and providing a collaborative platform for education professionals. Eduphoria! creates tools that seamlessly precipitate a teacher's success in the classroom.</p> <p>Strategy's Expected Result/Impact: monitoring student progress, data disaggregation, goals/appraisals, PD portfolios</p> <p>Staff Responsible for Monitoring: Teachers, Campus Administration, Instructional Specialist</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: license, suite - 211 Title I Part A Funds - \$3,641</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Aloe Software (On Data Suite) will be purchased to provide visuals and reports to PEIMS and Student Assessment Data.</p> <p>Strategy's Expected Result/Impact: Data disaggregation tool</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: license - 199 State Compensatory Education (SCE) - \$1,699</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Imagine Learning will provide opportunities and access to high quality education</p> <p>Strategy's Expected Result/Impact: aide students reaching their academic goals through credit recovery, instruction, test prep</p> <p>Staff Responsible for Monitoring: Campus Administration, DAEP Teacher, Classroom Teachers</p> <p>Funding Sources: license - 199 State Compensatory Education (SCE) - \$21,750</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Classlink will be purchased and utilized to simplify and standardize parent, student and teacher access to digital content. Analytics will be in place and monitored to track usage and make informed purchasing and training decisions. Class Link will increase learning time for all students.</p> <p>Strategy's Expected Result/Impact: easy access to online resources for students and staff</p> <p>Staff Responsible for Monitoring: IT staff, Campus Administration, Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: license - 211 Title I Part A Funds - \$1,736</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Lead4Ward Accountability Connect will be utilized to aide in the understanding of state and federal accountability systems.</p> <p>Strategy's Expected Result/Impact: Effective instructional practices to promote an increase in campus accountability</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: participation fee - 211 Title I Part A Funds - \$733</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 9 Details	Reviews			
<p>Strategy 9: Plan4Learning (English & Spanish) will be used to maintain the CIP and CNA and address areas of concern.</p> <p>Strategy's Expected Result/Impact: Improvement in student achievement</p> <p>Staff Responsible for Monitoring: Cmapus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: program fee - 211 Title I Part A Funds - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: TitleCrate will be used to collect, organize and validate all Federal Program documentation.</p> <p>Strategy's Expected Result/Impact: meet all district, state and federal requirements</p> <p>Staff Responsible for Monitoring: Campus Administration, Director of Federal Programs</p> <p>Funding Sources: license - 211 Title I Part A Funds - \$550</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Poteet High School will cultivate a secure, supportive and nurturing environment where everyone feels safe and valued.

Performance Objective 3: Social Emotional Learning: Poteet High School will promote a safe school environment, consistent counseling programs, student wellness and provide character development opportunities.

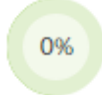




Strategy 1 Details	Reviews			
<p>Strategy 1: The 7 Mindsets will be used campus wide to promote self-awareness, self management, social awareness, relationship skills, and responsible decision making.</p> <p>Strategy's Expected Result/Impact: increase attendance, engagement and academic success and reduce behavior issues</p> <p>Staff Responsible for Monitoring: Campus Administration, Academic Dean, Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: program license - 282 ESSER III - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	
Strategy 2 Details	Reviews			
<p>Strategy 2: The School Counselor Cooperative provides opportunities for professional development and collaboration for school counselors and social workers in both elementary and secondary school settings within the four components of the Texas Model for Comprehensive School Counseling Programs: Guidance Curriculum, Responsive Services, Individual Planning, and System Support.</p> <p>Strategy's Expected Result/Impact: best practices with counseling services</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors</p> <p>Funding Sources: Co-op fee - 211 Title I Part A Funds - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	
Strategy 3 Details	Reviews			
<p>Strategy 3: Staff will receive training in Active Shooter and Stop the Bleed. Crisis drills will be conducted regularly.</p> <p>Strategy's Expected Result/Impact: Drills completed each month</p> <p>Staff Responsible for Monitoring: Campus Administration, SRO's</p>	Formative			Summative
	Nov	Jan	Mar	June

	0%			
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 No Progress	 Accomplished	 Continue/Modify	 Discontinue
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Goal 4: Restraint Supplies for Special Education to ensure proper protection for teachers.

Performance Objective 1: Provide proper restraint supplies for staff protection.

Strategy 1 Details	Reviews			
Strategy 1: Proper restraint supplies for Special Education staff to prevent injuries. Funding Sources: - 199 SpEd Allotment - \$30	Formative			Summative
	Nov	Jan	Mar	June
	 0%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

199 Basic Educational Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	registration, airfare, hotel, etc.		\$2,000.00
1	2	2	license		\$496.00
Sub-Total					\$2,496.00
Budgeted Fund Source Amount					\$25,149.00
+/- Difference					\$22,653.00
211 Title I Part A Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	registration fees		\$1,000.00
1	3	2	license		\$940.00
1	3	3	Co-Op fee		\$1,575.00
1	3	4	license		\$1,501.00
2	2	1	license		\$1,202.00
3	2	4	license, suite		\$3,641.00
3	2	7	license		\$1,736.00
3	2	8	participation fee		\$733.00
3	2	9	program fee		\$1,000.00
3	2	10	license		\$550.00
3	3	2	Co-op fee		\$500.00
Sub-Total					\$14,378.00
Budgeted Fund Source Amount					\$11,557.00
+/- Difference					-\$2,821.00
199 Bilingual Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	co-op fee		\$708.00
Sub-Total					\$708.00
Budgeted Fund Source Amount					\$266.00
+/- Difference					-\$442.00

199 CTE Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Registration fee		\$299.00
1	4	4	printer and toner cartridge		\$1,600.00
1	4	4	camera backpack, , paper cutter blades, badge holders, etc.		\$71.00
1	4	6	Osha certification		\$352.00
1	4	6	course/exam/certification tests		\$1,305.00
1	4	8	cosmotology supplies		\$2,215.00
1	4	8	ink		\$710.00
1	4	8	whiteboard and projector screen		\$600.00
1	4	9	groceries		\$2,945.00
1	4	10	license renewals		\$850.00
1	4	11	welding supplies		\$3,100.00
1	4	12	course		\$2,250.00
1	4	15	travel expenses		\$100.00
1	4	16	travel expenses		\$735.00
1	4	18	travel expenses		\$575.00
1	4	19	travel expenses		\$40.00
Sub-Total					\$17,747.00
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					-\$12,747.00
199 SpEd Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$500.00
1	2	3	teaching resources, registration fees		\$500.00
1	2	4	printer supplies		\$140.00
1	2	4	personal hygiene & dental products		\$180.00
1	2	4	various classroom supplies for Wildenstein		\$400.00
1	2	4	resources for the cottage		\$160.00
1	2	4	resources for the coffee cart		\$92.00
1	3	1	Licenses		\$2,400.00
1	3	6	chromebooks/cart		\$5,000.00

199 SpEd Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	8	hard drive		\$50.00
4	1	1			\$30.00
Sub-Total					\$9,452.00
Budgeted Fund Source Amount					\$2,400.00
+/- Difference					-\$7,052.00
199 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	5	license		\$1,699.00
3	2	6	license		\$21,750.00
Sub-Total					\$23,449.00
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					-\$18,449.00
244 CTE Carl Perkins Act					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6	chromebooks/cart		\$13,000.00
1	4	1	co-op fee		\$3,500.00
Sub-Total					\$16,500.00
Budgeted Fund Source Amount					\$3,329.00
+/- Difference					-\$13,171.00
289 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3	Co-op fee		\$499.00
Sub-Total					\$499.00
Budgeted Fund Source Amount					\$499.00
+/- Difference					\$0.00
199 Dyslexic Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$2,000.00
1	2	3	teaching resources, registration fees		\$2,000.00
1	3	6	chromebooks/cart		\$13,000.00

199 Dyslexic Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$17,000.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					-\$15,000.00
199 CCMR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	travel expenses		\$700.00
1	1	7	Professional Development Returning Instructor Fee		\$1,100.00
1	4	2	Co-op fee		\$500.00
1	4	3	license		\$1,200.00
1	4	5	various supplies		\$500.00
1	4	13	AP tests		\$1,672.00
1	4	13	AP fee		\$40.00
1	4	14	Cost share fees		\$20,500.00
Sub-Total					\$26,212.00
Budgeted Fund Source Amount					\$3,600.00
+/- Difference					-\$22,612.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	License		\$6,500.00
1	3	2			\$1,200.00
1	3	5			\$2,000.00
1	3	6	carts		\$4,000.00
1	3	7			\$1,200.00
1	4	7	mac book purchase		\$44,535.00
3	3	1	program license		\$15,000.00
Sub-Total					\$74,435.00
Budgeted Fund Source Amount					\$20,652.00
+/- Difference					-\$53,783.00

429 Texas COVID Learning Acceleration Supports (TC

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Tuition, supplies, books, mileage	50,000	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$50,000.00
+/- Difference					\$50,000.00

199 Gifted and Talented

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	Co-op fee		\$1,856.00
Sub-Total					\$1,856.00
Budgeted Fund Source Amount					\$1,600.00
+/- Difference					-\$256.00

279 TCLAS

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	grant stipend		\$18,000.00
1	2	6	tutorial pay for staff		\$1,000.00
Sub-Total					\$19,000.00
Budgeted Fund Source Amount					\$18,000.00
+/- Difference					-\$1,000.00
Grand Total Budgeted					\$149,052.00
Grand Total Spent					\$223,732.00
+/- Difference					-\$74,680.00