

Port Neches-Groves Independent School District

Port Neches-Groves High School

2023-2024 Improvement Plan



Board Approval Date: October 9, 2023
Public Presentation Date: October 9, 2023

Mission Statement

Port Neches-Groves ISD is committed to a tradition of excellence in education. The combined efforts of the students, staff, parents, and community will provide a safe learning environment that empowers all students to pursue lifelong learning and become responsible, productive citizens.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

High School Student Achievement Strengths:

PNGHS scored at or above the state and region in all EOC grades/subjects. Algebra, Biology, and U.S. History EOC scores are areas of strength.

Sections of Advanced Courses Remains Steady: Port Neches–Groves High School offered 51 sections of Advanced, Pre-AP, AP and dual credit classes. Most students enrolled in AP classes earn college credit through college co-enrollment where possible rather than taking the AP exam. We would like to encourage more students to take the AP exam.

Completion Rate/Dropout Rate: PNG High School has a 4-year graduation rate of 95.3% (Class of 2017) and a 5-year rate of 96.1% (Class of 2016). Also indicated is a low dropout rate of 0.08%. We will continue to work to keep our completion rate high and dropout rate low.

Student Achievement Areas of Concern:

Increasing the number of scores at Meets and Masters Level continues to be a target in all subject areas. Additional targeted support is needed in the following areas: Asian Academic Achievement in ELA/Reading, Special Education Academic Achievement in Reading, Math, and Graduation Rate.

Demographics

Demographics Summary

Port Neches-Groves High School had a student population of 1,588 during the 2021-2022 school year with 4.2% ELL, 35.27% Economically Disadvantaged, and a Mobility Rate of 9.0.

Last reported daily attendance rate was 93.18%.

Ethnic Distribution (2021-2022):

- African American 3.8%
- Hispanic 29.8%
- White 57.1 %
- American Indian 0.2 %
- Asian 5.8 %
- Two or More Races 3.4 %

Demographics Strengths

- Consistently good student behavior.
- Consistently good attendance rate.
- Lots of ESL support, including a full time teacher, plus a coordinator.
- We now have inclusion support for all core classes.
- Designated a campus 504 coordinator
- Continued Content Mastery to help with SPED, ESL, and 504 Students
- 2 full time case managers for all special education students
- Have many teachers who are ESL certified

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special Education Students did not meet Academic Achievement of 19% passing rate in Reading. **Root Cause:** We need to provide more opportunities in our English classes.

Problem Statement 2 (Prioritized): Special Education Students did not meet Academic Achievement of 23% passing rate in Math. **Root Cause:** We need more students in inclusion math classes.

Problem Statement 3 (Prioritized): Asian students did not meet Academic Achievement of 74% passing rate in ELA/Reading. **Root Cause:** We need to provide more opportunities in our English classes.

Problem Statement 4 (Prioritized): ELL students did not meet Academic Achievement of 29% passing rate in Reading. **Root Cause:** We need to provide more opportunities in our English classes.

Problem Statement 5 (Prioritized): White students did not meet Academic Achievement of 60% passing rate in reading. **Root Cause:** We need to provide more opportunities in our English classes.

Student Learning

Student Learning Summary

STAAR EOC	Approaches	Meets	Masters
English Language Arts I	83	63	10
English Language Arts II	86	70	9
Mathematics	85	33	14
Science	95	65	15
Social Studies	98	73	39

*Includes middle school and high school Algebra I for comparison to state and region scores which include both.

Passing rates on all EOC assessments met or exceeded region and state rates. However, our English I and English II scores are lower than we would like.

Target areas also include:

- re-testers in all subjects
- meets and masters level on all subjects

Student Learning Strengths

- Permanent ESL staff member is now available to support teachers and EL students at the high school.
- Continued integration for many high school students into grade-level courses through inclusion.
- SPED Vocational Work Period provides opportunities for transition to career and work readiness.
- Continue providing semester credit recovery class for English I, English II, English III, Algebra I, Geometry, and Government to prevent dropouts.
- High completion rate.
- Low dropout rate.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Algebra 1 scores were below State and Region Average for Meets and Masters **Root Cause:** We had a teacher out in the math department in the weeks leading up to the STAAR. We think this was an isolated incident and it shouldn't be the case this year. We are monitoring the situation and also sending the department to a Region 5 update.

Problem Statement 2 (Prioritized): Our students had a low achievement rate for masters level on all subjects. **Root Cause:** Focus of academic success has been on passing the

tests, not advanced scores.

School Processes & Programs

School Processes & Programs Summary

New teachers are provided mentors to assist in the transition to teaching on the high school campus.

CIC provides input in planning for campus professional development and are given opportunities to evaluate professional development.

Recruitment of high quality teachers at the high school level is challenging, particularly in specialty subjects and those designated as teacher shortage areas. Also, there is a limited pool of available substitutes, and an even smaller number who would be considered qualified in a particular subject area.

PNGHS offered 51 sections of Advanced, Honors, AP, and dual credit academic classes. Most students earn college credit through college co-enrollment where possible rather than taking the AP exam. Students also achieved articulated credit through the CTE program.

Instruction is targeted to meet TEKS and increase student achievement based on data analysis.

Informal and formal classroom assessment, released EOC tests, and sample assessment items serve as teacher administered benchmark assessments to predict student success on state assessments. The STAR benchmark assessment is also given to 9th grade English, 10th grade English, and Algebra students for diagnostic purposes.

PNGHS is fortunate to have access to current tools of technology for teaching and learning. Students have access to laptops in our classrooms and teachers have access to Mimio technology and other interactive tools. As technology use increases on campus, so does the need for Internet access and technical support. Also, as laptops age and more curriculum resources are limited to a digital format, updating hardware and streamlining access becomes a priority.

Benchmark testing has been added to all core tested subjects.

School Processes & Programs Strengths

- Quality faculty and staff
- Mentor teachers support new teachers to facilitate transition and increase retention.
- Data analysis drives instructional decision-making.
- Teachers annually review and revise curriculum maps based on assessment data.
- Collaboration allows for horizontal and vertical alignment.
- Access to technology
- Purchased Chromebooks for all core classes.
- Campus instructional technology specialist
- Campus technology technician
- Computer Maintenance students

- BYOD program
- Added department heads

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Collaboration within departments is challenging. **Root Cause:** Facility makeup, master schedule, and teacher assignments are not conducive to collaboration.

Perceptions

Perceptions Summary

Over 80% of students are involved in a wide variety of student activities, including athletic, service, academic, and career & technical opportunities. Parents participate in various support organizations and volunteer opportunities. In addition, our Friday night lights shine on a full stadium with broad parent and community support. With one high school uniting the communities of Port Neches and Groves, the school is a focal point of pride and tradition, with school excellence the campus and community standard.

In addition, our campus facilities provide a pleasant working environment for students and staff. Also, we have boosted our campus security measures including: adding a full time School Resource Officer (SRO), limited the number of access points in the morning, monitoring the access points in the morning, and creating a newly formed safety committee to continuously review the campus safety procedures.

Parents are surveyed regarding opportunities for involvement and general level of satisfaction. The overall perception indicates parents are satisfied with opportunities for involvement. In addition, parents and community members tend to participate in large numbers in school events and programs.

PNGHS offers a comprehensive high school program and is organized around an alternating A/B block schedule. Management/governance utilizes site-based decision making through the Campus Improvement Committee with organization by departments. The Student Handbook and Student Code of Conduct serve as the basis for school discipline.

Communication is provided through a variety of methods including campus and teacher web pages, social media, Remind.com, Channel 7, mass phone call-outs, email, and letters.

Perceptions Strengths

- Student participation in activities
- Opportunities for student involvement
- Relatively low number of discipline referrals
- Parent attendance at Freshman Orientation
- Parent and community involvement in athletic events
- Business partnerships
- Project Graduation parent and community participation
- Bilingual teachers assist with translation to encourage family involvement
- A comprehensive high school program is able to accommodate a variety of students' interests and needs.
- Block schedule provides an opportunity for students to earn 8 credits per year.
- Active participation in CIC reflects an interested and involved faculty and staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There seems to be some wasted class time at the end of many "regular" classes. We will study whether or not to look at going back to an 8 period day. **Root Cause:** An hour and a half is a long time for today's student to sit in class.

Priority Problem Statements

Problem Statement 1: Special Education Students did not meet Academic Achievement of 19% passing rate in Reading.

Root Cause 1: We need to provide more opportunities in our English classes.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Special Education Students did not meet Academic Achievement of 23% passing rate in Math.

Root Cause 2: We need more students in inclusion math classes.

Problem Statement 2 Areas: Demographics

Problem Statement 3: ELL students did not meet Academic Achievement of 29% passing rate in Reading.

Root Cause 3: We need to provide more opportunities in our English classes.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Asian students did not meet Academic Achievement of 74% passing rate in ELA/Reading.

Root Cause 4: We need to provide more opportunities in our English classes.

Problem Statement 4 Areas: Demographics

Problem Statement 5: White students did not meet Academic Achievement of 60% passing rate in reading.

Root Cause 5: We need to provide more opportunities in our English classes.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Algebra 1 scores were below State and Region Average for Meets and Masters

Root Cause 6: We had a teacher out in the math department in the weeks leading up to the STAAR. We think this was an isolated incident and it shouldn't be the case this year. We are monitoring the situation and also sending the department to a Region 5 update.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Our students had a low achievement rate for masters level on all subjects.

Root Cause 7: Focus of academic success has been on passing the tests, not advanced scores.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Collaboration within departments is challenging.

Root Cause 8: Facility makeup, master schedule, and teacher assignments are not conducive to collaboration.

Problem Statement 8 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: PNGISD will maintain a strong emphasis in literacy and mathematics, to ensure every students grows each year.





Performance Objective 1: PNGISD will maximize academic growth for each student through programs rooted in literacy to increase academic success.

High Priority

HB3 Goal

Evaluation Data Sources: Increase District Reading STAAR/EOC scores from ___ to ___ at least by 2024 and continue to increase annually to reach the goal of 80% by 2026.

Increase K-2 District scores from ___ growth to ___ growth at least by 2024 and continue to increase annually to reach 95% growth by 2026.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to enhance core instruction in the classroom with a focus on the TEKS Resource System and PNGISD Pacing Guides.</p> <p>Strategy's Expected Result/Impact: Students will reach the STAAR/EOC goal for 2023 in Reading of ___ of all students will score at the Meets measure.</p> <p>Staff Responsible for Monitoring: Campus Leadership and Teachers</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Strengthen instructional leadership capacity of campus leaders through the use of the district curriculum team, learning provided at monthly administrative team meetings, and regular coaching conversations.</p> <p>Strategy's Expected Result/Impact: Grow campus leaders by providing support from district curriculum team, targeted professional learning at staff meetings, and coaching</p> <p>Staff Responsible for Monitoring: Superintendent, Deputy Superintendent, District Curriculum Team</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide continuous instructional coaching for continued teacher growth.</p> <p>Strategy's Expected Result/Impact: Teacher growth and utilization of district curriculum team, TEKS resource system, and pacing guides.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, District Curriculum Team, Campus Leadership</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: PNGISD will maintain a strong emphasis in literacy and mathematics, to ensure every students grows each year.

Performance Objective 2: PNGISD will maximize academic growth for each student through programs rooted in mathematical problem solving to increase academic success.

High Priority

Evaluation Data Sources: Grades, Teacher Observation, STAAR Results

Increase District Math STAAR/EOC scores from ___ to ___ at least by 2024 and continue to increase annually to reach the goal of ___ by 2026.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to enhance core instruction in the classroom with a focus on problem solving through embedded instructional strategies.</p> <p>Strategy's Expected Result/Impact: Students will reach the STAAR/EOC goal for 2024 in Math of ___ of all students will score at the Meets measure.</p> <p>Staff Responsible for Monitoring: Campus Leadership and Teachers</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Strengthen instructional leadership capacity of campus leaders through the use of the district curriculum team, learning provided at monthly administrative team meetings, and regular coaching conversations.</p> <p>Strategy's Expected Result/Impact: Grow campus leaders by providing support from district curriculum team, targeted professional learning at staff meetings, and coaching</p> <p>Staff Responsible for Monitoring: Superintendent, Deputy Superintendent, District Curriculum Team</p>	Formative		
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	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 2: PNGISD will annually increase student engagement and performance in activities that prepare 100% of students for post-secondary educational or career paths.

Performance Objective 1: The percentage of graduates that meet the criteria for CCMR will increase yearly.

High Priority

HB3 Goal

Evaluation Data Sources: Utilize the CCMR indicators that are reported annually to monitor progress and show growth.

Strategy 1 Details	Formative Reviews		
Strategy 1: 1) Continue incentive programs: Drawings for perfect attendance Exemptions for finals Strategy's Expected Result/Impact: Incentive programs will lead to increased student attendance. Staff Responsible for Monitoring: Asst. Principals; Principal	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Maintain daily contact with parents when students are absent. Strategy's Expected Result/Impact: Daily contact with parents will lead to increased student attendance. Staff Responsible for Monitoring: Attendance Clerk, Nurse, Counselor, Asst. Principals; Principal	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Parents of students with chronic absences will be required to meet with school officials. File on students who violate compulsory attendance rules. Develop an Attendance Plan with Parents and Students. Strategy's Expected Result/Impact: Meetings with parents will lead to increased student attendance. Staff Responsible for Monitoring: Counselor, Asst. Principals; Principal	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: PNGISD will annually increase student engagement and performance in activities that prepare 100% of students for post-secondary educational or career paths.

Performance Objective 2: Increase performance on TSIA/SAT/ACT to ensure students are college ready by graduation.

HB3 Goal





Evaluation Data Sources: TSIA/SAT/ACT test scores increase and show overall performance improvement.

Goal 3: PNGISD will provide all students a safe, drug free environment that is conducive to learning and supports their social emotional wellbeing.

Performance Objective 1: PNGISD will provide professional learning and training to ensure all PNGISD staff are aligned in our safety protocols and procedures.

High Priority

Evaluation Data Sources: Trainings provided, staffs knowledge and preparedness to react and respond to situations

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to provide updated information regarding armed intruder training. Strategy's Expected Result/Impact: Training will reinforce safety protocol. Staff Responsible for Monitoring: Asst. Principals; Principal; Safety Director	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Staff members will practice scheduled drills with students: Lockdown Lockout Evacuation Shelter Strategy's Expected Result/Impact: Practicing drills will provide a safer campus. Staff Responsible for Monitoring: Asst. Principals; Principal; Safety Director	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Use proper technology to monitor PNGHS Strategy's Expected Result/Impact: Technology will help monitor in investigations. Staff Responsible for Monitoring: Asst. Principals; Principal; Safety Director	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Continue the Safety Committee Strategy's Expected Result/Impact: The safety committee will reinforce safety protocols. Staff Responsible for Monitoring: Asst. Principals; Principal;	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 3: PNGISD will provide all students a safe, drug free environment that is conducive to learning and supports their social emotional wellbeing.

Performance Objective 2: PNGISD will utilize and adhere to Threat Assessment Protocols in an effort to prevent threats (mental and physical) to PNGISD students and staff.

High Priority

Evaluation Data Sources: Threat Assessment reports, proactive approach to possible threats

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct regular meetings with the staff to develop improved procedures for incorporating the campus discipline management plan in accordance with the District Student Code of Conduct.</p> <p>Strategy's Expected Result/Impact: Conducting regular meetings with the staff will lead to a safer campus.</p> <p>Staff Responsible for Monitoring: Asst. Principals; Principal;</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide programs that stress the importance of discipline, bullying prevention, violence prevention, violence intervention, and academics.</p> <p>Strategy's Expected Result/Impact: Providing programs will reduce the number of discipline incidents and the number of failures per year for students.</p> <p>Staff Responsible for Monitoring: Asst. Principals; Principal; Teachers; Counselors; School Resource Officer</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Have an additional counselor to provide mentoring and school counseling to all students, including students who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse.</p> <p>Strategy's Expected Result/Impact: An additional counselor will improve the overall well being of students.</p> <p>Staff Responsible for Monitoring: Principal; Counselor</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Campus counselors will be the liaisons for the purpose of suicide prevention and crisis situations.</p> <p>Strategy's Expected Result/Impact: Counselor assessments will provide for a safer counselors.</p> <p>Staff Responsible for Monitoring: Principal; Counselors</p>	Formative		
	Nov	Feb	May





Strategy 5 Details	Formative Reviews		
Strategy 5: Continue to try and meet all physical needs of students: Provide counseling Provide food and clothing at appropriate times Strategy's Expected Result/Impact: Meeting the physical needs of students will provide for a safer campus. Staff Responsible for Monitoring: Counselors, Nurse	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Students participate in preventive programs: Red Ribbon Parade Counselor Intervention Tobacco Prevention Vaping Education Mental Health Screenings Peace Office Interaction Parenting Education Strategy's Expected Result/Impact: Prevention programs will provide for a safer campus. Staff Responsible for Monitoring: Asst. Principals; Principal; Teachers; Counselors; School Resource Officer	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: PNGISD will continue to recruit, retain, and develop faculty and staff through continuous development and training.

Performance Objective 1: 100% of instructional staff will be offered high-quality staff development opportunities.

Evaluation Data Sources: PDExpress evaluations, professional development attendance records, non-district PD registration information, DEIC minutes





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Instructional technology professional development opportunities will be provided to teachers, staff, and administrators. Opportunities may include campus-based training, online training, face-to-face training; Region 5 workshops, TCEA, etc.</p> <p>Strategy's Expected Result/Impact: Faculty, staff and administrators who demonstrate mastery of technology will lead/teach by example with daily use of these skills.</p> <p>Evidence: PDExpress attendance reports; sign-in sheets and evaluations</p> <p>Staff Responsible for Monitoring: Technology Director</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Leadership professional development will be encouraged for all administrators.</p> <p>--Encourage participation at TEPSA and TASSP events.</p> <p>--Region 5 Parent Involvement workshops/speakers</p> <p>--Lead4Ward workshops</p> <p>--GROW Conference</p> <p>--Principal/Director Leadership with Region 5</p> <p>Strategy's Expected Result/Impact: Leadership professional development will enable instructional leaders to more effectively mentor teachers.</p> <p>Evidence: Sign-in sheets and evaluations</p> <p>Staff Responsible for Monitoring: Deputy Superintendent</p>	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide teachers with instructional professional development opportunities through Responsive Learning, conferences, Region 5 ESC, outside consultants, speakers, etc.,as funds allow.</p> <p>Strategy's Expected Result/Impact: Technology staff development equips teachers with instructional technology strategies to use in their instruction. Evidence: Sign-in sheets</p> <p>Staff Responsible for Monitoring: Deputy Superintendent</p> <p>Funding Sources: - 244 - Perkins - \$3,000</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 5: PNGISD will provide positive opportunities for students, families, and the community to support student learning.

Performance Objective 1: PNGISD will increase the percent of stakeholders who feel engaged with and connected to their schools, district.





Evaluation Data Sources: Target parents who are not traditionally involved and track their engagement.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Early Learning Support Coordinators will connect with families and provide them with learning strategies to assist their students at home.</p> <p>Strategy's Expected Result/Impact: Students and parents will work together to increase learner performance through community events, parenting programs, home visits, etc.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Early Learning Support Coordinators</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 5: PNGISD will provide positive opportunities for students, families, and the community to support student learning.

Performance Objective 2: PNGISD will keep stakeholders informed through various in-person and online modes of communication.

Evaluation Data Sources: End of year survey results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the Superintendent Report section of monthly board meetings to update the community on the events of the district in an in-person format.</p> <p>Strategy's Expected Result/Impact: The community will benefit from attending monthly board meetings and have all the current information and questions answered.</p> <p>Staff Responsible for Monitoring: Superintendent, Deputy Superintendent</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Send communication via social media and mass messaging systems to keep stakeholders informed of district activities and initiatives.</p> <p>Strategy's Expected Result/Impact: Sending communications through social media and mass messaging systems will increase knowledge of important announcements made at the district and campus levels.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Public Information Employee, Campus leadership</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

244 - Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3			\$3,000.00
Sub-Total					\$3,000.00