

**Poteet Independent School District**  
**Poteet High School**  
**2024-2025 Campus Improvement Plan**



# 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.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Achievement .....	6
School Culture and Climate .....	8
Staff Quality, Recruitment, and Retention .....	10
Curriculum, Instruction, and Assessment .....	11
Parent and Community Engagement .....	12
School Context and Organization .....	13
Technology .....	14
Priority Problem Statements .....	15
Comprehensive Needs Assessment Data Documentation .....	17
Goals .....	19
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. ....	19
Goal 2: Poteet High School parents and community members will be partners in education to foster a collaborative educational environment. ....	40
Goal 3: Poteet High School will cultivate a secure, supportive and nurturing environment where everyone feels safe and valued. ....	42
Campus Funding Summary .....	50

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Poteet High School services approximately 490 students. The 23-24 student demographics of the campus are as follows:

<b>At-Risk</b>	<b>67%</b>
Hispanic	88%
White	11%
African American	>1%
Pacific Islander	>1%
Two or More Races	>1%
Economically Disadvantaged	71%
Emergent Bilingual	8%
Gifted and Talented	8%
Special Education	12%
Dyslexic	11%
McKenny Vento	2%

### 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 consistenly.

- Student to teacher ratio has remained consistent over the past 5+ years.
- Approximately 70% of our teachers have at least 6 years of classroom experience.
- Teachers are given accommodations for all students to aide in their success.
- Multiple staff members are available to help with translation to meet the needs of our spanish speaking families.
- All English teachers are ESL certified.
- Strengths and Difficulties Questionnaire (SDQ) is used to help identify students with potential counseling needs.
- Staff is diverse
- Consistency throughout the year with expectations, attendance and discipline.

### **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):** Over half of the students enrolled on the campus are considered At-Risk. **Root Cause:** Lack of high level instruction, lack of student accountability, limited parent contact and attendance levels are not allowing our students to progress at the level needed.

**Problem Statement 3:** Students have high social/emotional needs that interfere with their academics and extracurricular activities. **Root Cause:** Additional classroom guidance lessons needed

# Student Achievement

## Student Achievement Summary

### EOC Testing Data (Spring 2024)

	<b>% Overall</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>ELA 1</b>	70%	13%	46%	11%
<b>ELA 2</b>	76%	16%	53%	7%
<b>Algebra 1</b>	69%	53%	15%	1%
<b>Biology</b>	84%	44%	34%	6%
<b>US History</b>	97%	44%	36%	17%

## Student Achievement Strengths

- Most students are performing at a higher level than in previous years
- ECHS program partnering with Palo Alto College
- Dual Credit Courses partnering with Palo Alto College
- Data rich environment
- Aggie OT classes for interventions and enrichment
- After school tutorials offered
- Saturday School offered
- Variety of CTE Pathways and certifications to match student interest
- Extracurricular activities keep students motivated
- High academic expectations
- Communication between teachers in each of the departments has improved significantly
- Planning days built within the district calendar for teachers

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Learning expectations and rigor levels are inconsistent across classrooms. **Root Cause:** Continuous monitoring of school wide expectations and processes for student learning should occur daily. Professional learning offered was not always accepted by all classroom teachers.

**Problem Statement 2 (Prioritized):** Student interventions and enrichment are not consistent and at the appropriate level throughout the campus. **Root Cause:** Some teachers require additional support and monitoring.

**Problem Statement 3 (Prioritized):** Student data was not utilized, in prior years, in the planning process for progress monitoring and increased student growth. **Root Cause:** Some teachers were unfamiliar with how to diaggregate their data and utilize it for continued progress.

**Problem Statement 4 (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

At Poteet High School, students academic, social and emotional needs are a priority. We strive to maintain a safe learning environment for students and staff. Staff members are given the opportunity to team build and collaborate to build a positive campus culture. The district employs mental health counselors and a parent liason to provide support to students, families and campuses when appropriate.

## School Culture and Climate Strengths

- Friendly, welcoming environment for all
- Willingness of staff to learn new ways of reaching students
- Variety of career pathways align to student interest
- ECHS/P-TECH
- Extracurricular support for students
- Guidance and support for students and staff based on need
- Strong traditions
- Strides taken to rebuild the culture/climate post-pandemic
- Social/emotional learning opportunities for both staff and students
- Guidance and support for students and staff based on need
- Consistency for students and staff

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** High standards for academics and behavior were previously not consistent throughout the campus year round. **Root Cause:** Clear expectations for staff and students should be revisited reguarly. Culture was not always conducive to learning at high levels.

**Problem Statement 2:** Parental involvement, beyond athletics, is low. Perception of home and school seperation exists. **Root Cause:** The age of our students, hightened security levels and other obligations (jobs, lack of transportation, etc.) have made parental involvement lacking. Most teacher have difficulty making contact with parents.

**Problem Statement 3:** Student attendance is not at an acceptable rate of 93% and above. **Root Cause:** Students and parents need a greater understanding of the importance of

school and their education.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

PHS strives to recruit highly qualified teachers. Staff have the opportunity to collaborate with each other to strengthen their craft and attend professional development. Weekly PLC's with the Academic Dean/Instructional Specialist offer on-going support. The high school is focused on the continual improvement of a supportive and positive environment for staff.

### Staff Quality, Recruitment, and Retention Strengths

- Campus administration and teachers have the opportunity to attend professional development in needed areas for continued growth
- Department Chairs helps bridge information to teachers for engagement and goals/expectations
- Teacher retention has improved
- 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
- The district will be implementing a first year teacher program
- New staff are assigned a mentor/buddy to help them acclimate and adjust
- Staff pay is continually looked at within the district to stay competitive to surrounding districts
- Administration communicates through bulletins, emails, announcements, etc. to keep everyone informed
- Walkthroughs help ensure staff is supported with educational goals

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

**Problem Statement 2 (Prioritized):** Mentor program needs consistency for new staff members to succeed and feel welcomed to the district and the education profession. **Root Cause:** A campus/district based mentor program had not been established, until the 2023-2024 school year.

# 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 and P-TECH programs can earn an associate's degree while earning their high school diploma. A variety of opportunities are offered to students for success, both in the classroom setting and preparing for the work force.

## Curriculum, Instruction, and Assessment Strengths

- Major focus of the campus is now on excellence in academics
- TEKS Resource System
- iCEV for CTE pathways, along with additional resources
- Utilizing data for continued improvement
- Dual Credit Courses
- Early College High School/P-TECH
- Additional technology purchased for classrooms
- PLC meetings with professional staff
- Aggie OT
- Common planning periods for departments
- CLT meetings twice per month
- Fundamental 5 implementation

## 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 Parent Liason and 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/P-TECH parent informational nights
- Decision Day
- Muffins with Mom
- SHAC, DEIC, SBDM
- Information via social media outlets has significantly improved

## 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 always a focus at the campus in previous years and due to the pandemic.

**Problem Statement 2:** Family and community communication should be a focus for the school. **Root Cause:** Communication is lacking with most teachers and families. The district parent liason is not always utilized.

## 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.

### School Context and Organization Strengths

- Free breakfast/lunch to all students
- Staff planning days/hybrid calendar
- UIL events for students
- Campus clubs/organizations
- PLC meetings weekly
- Open door policy with campus leadership
- Teambuilding for staff
- Safety measures in place

### 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
- 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 is needed 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

# Priority Problem Statements

**Problem Statement 1:** High standards for academics and behavior were previously not consistent throughout the campus year round.

**Root Cause 1:** Clear expectations for staff and students should be revisited regularly. Culture was 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:** Continuous monitoring of school wide expectations and processes for student learning should occur daily. Professional learning offered was not always accepted by all classroom teachers.

**Problem Statement 3 Areas:** Student Achievement

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

**Root Cause 4:** Some teachers were unfamiliar with how to diaggregate their data and utilize it for continued progress.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** Student interventions and enrichment are not consistent and at the appropriate level throughout the campus.

**Root Cause 5:** Some teachers require additional support and monitoring.

**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:** Students continue to struggle with rigorous content in all areas.

**Root Cause 7:** Depth of knowledge and critical thinking skills need to be addressed in planning and throughout all content lessons on a daily basis.

**Problem Statement 7 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 8:** Differentiation and best practices are not consistently utilized.

**Root Cause 8:** Training and support in best practices were not a focus in previous years.

**Problem Statement 8 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 9:** There has not been consistency with instructional focuses to reach all student learning needs and special populations.

**Root Cause 9:** Inconsistencies with student learning has created gaps in academic success.

**Problem Statement 9 Areas:** School Context and Organization

**Problem Statement 10:** Special education students are not performing consistently.

**Root Cause 10:** Lack of planning/training for teachers on best practices to differentiate for the individual student needs.

**Problem Statement 10 Areas:** Student Achievement

**Problem Statement 11:** Mentor program needs consistency for new staff members to succeed and feel welcomed to the district and the education profession.

**Root Cause 11:** A campus/district based mentor program had not been established, until the 2023-2024 school year.

**Problem Statement 11 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 12:** Parent engagement decreases at the secondary level.

**Root Cause 12:** 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 always a focus at the campus in previous years and due to the pandemic.

**Problem Statement 12 Areas:** Parent and Community Engagement

**Problem Statement 13:** Over half of the students enrolled on the campus are considered At-Risk.

**Root Cause 13:** Lack of high level instruction, lack of student accountability, limited parent contact and attendance levels are not allowing our students to progress at the level needed.

**Problem Statement 13 Areas:** Demographics

**Problem Statement 14:** Staff technology training is needed for more effective utilization and integration of technology during instruction and assessments

**Root Cause 14:** Technology is constantly changing along with the capabilities to use it to meet the diverse needs of our students

**Problem Statement 14 Areas:** Technology

**Problem Statement 15:** Replacement/recycle plan for outdated equipment

**Root Cause 15:** 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 15 Areas:** Technology

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data





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


- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices




# 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><b>Strategy 1:</b> Instructional Specialist will attend professional development to enrich the support provided to teachers and students. Supplies and materials will be purchased to assist in classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase academic support for teachers resulting in high student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> 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>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Special education staff will attend a CPI course for the safe management of disruptive behaviors and de-escalation techniques.</p> <p><b>Strategy's Expected Result/Impact:</b> safe interactions with students</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Special Education Director</p>	Formative			Summative
	Nov	Jan	Mar	June
	 100%	 100%	 100%	

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CTE teachers will attend various professional developments for IBC's and CDE teams.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance</p> <p><b>Staff Responsible for Monitoring:</b> CTE Director, CTE teachers</p> <p><b>Title I:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Purchase Strategic Out-Source Services to meet the 21 professional development requirements (Compliance Strategy Items) in TEA's Special Education Assessment annually. Monographs and follow-ups target a single topic with related topics embedded to offer a more in-depth discussion of a previously referenced subject to provide review and reinforcement of previous learning.</p> <p><b>Strategy's Expected Result/Impact:</b> staff will develop a deeper understanding of Special Education topics</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Director</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Campus principal, Coordinator of College Programs and the CCMR Director will attend the 2024 CCRSM Leadership Summit in June and other conferences as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaboration on innovative ideas for CCRSM</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2</p> <p>- <b>TEA Priorities:</b> 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>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>


Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Ag teachers will attend the VATAT summer conference.  <b>Strategy's Expected Result/Impact:</b> Gain additional knowledge to support our students and the programs offered  <b>Staff Responsible for Monitoring:</b> CCMR Director</p> <p><b>Funding Sources:</b> conference fee - 199 CTE Allotment - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Teachers will have the opportunity to have planning days in the summer to review data and plan lessons accordingly that will increase our student academic achievement levels. New math and science curriculums will be available with professional development to aide in planning purposes.  <b>Strategy's Expected Result/Impact:</b> Improve academic acheivement, decrease drop out rate  <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Specialist</p> <p><b>Funding Sources:</b> additional pay for teachers - 270 RLIS Title V Part B - \$8,300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> The campus will participate in the Elevate 20 cooperative with ESC xx. This includes both synchronous and asynchronous sessions for your educational staff. Sessions will be focused on the four content areas and may incorporate topics in technology, special programs, and parent engagement.  <b>Strategy's Expected Result/Impact:</b> Quality PD that meets the needs of our staff and student instruction  <b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> coop fee - 211 Title I Part A Funds - \$1,877</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				








Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Special education teachers will attend various professional development sessions, including Autism workshop and Symposium, at ESC XX.</p> <p><b>Strategy's Expected Result/Impact:</b> increase in knowledge and skills to improve student success</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration &amp; Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> 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>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> registration fees - 199 SpEd Allotment - \$250</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> College Programs Coordinator will attend CCMR training at the service center to enhance our model of a comprehensive school program.</p> <p><b>Strategy's Expected Result/Impact:</b> targeted ways to support students</p> <p><b>Staff Responsible for Monitoring:</b> CCMR director</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> registration fee - 199 CCMR - \$25</p>	Formative			Summative
	Nov	Jan	Mar	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>				











**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><b>Strategy 1:</b> The campus will utilize TEKSBank, the online bank of test questions and resources developed and aligned to Texas STAAR Student Expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> increase student achievement levels with aligned items to STAAR EOC expectations</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Specialist, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> license - 199 Basic Educational Services - \$514</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Purchase classroom resources and interactive software, decodable readers to use with Dyslexia students. Purchase Dyslexia guides, which recommends evidence-based intervention programs as well as online resources. A valuable resource for all teachers committed to addressing the needs of students with dyslexia in their classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Dyslexia teacher, Instructional Specialist, Campus Administration</p> <p>Resources will be purchased reading/spelling decks, reading comprehension books, folders, phonic/language cards, software.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 199 Dyslexic Allotment - \$1,000, - 199 SpEd Allotment - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June







Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Purchase resources/supplies to use for inclusion, life skills classroom and cottage. Purchase the necessary supplies, printers and materials for special education to effectively manage records, paperwork and documentation throughout the year. Purchase supplies and groceries for use in the classroom and cottage.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Special Education teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> supplies - 199 SpEd Allotment - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> High Impact tutorials will take place before and/or after school to accelerate student learning in accordance with HB4545. Saturday school will be provided throughout the year to students needing continued academic support.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student learning</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Specialist, Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> tutorial pay for staff - 279 TCLAS - \$10,000, Saturday school pay - 270 RLIS Title V Part B - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students who are referred for Gifted and Talented curriculum will be screened using a variety of assessments such as Cognitive Abilities Test (CoCAT), Iowa Test of Basic Skills (ITBS), parent and teacher survey instruments. District GT Fair will be held for all GT students to showcase high level products with the use of Texas Performance Standards Project. Materials and resources will be purchased to support GT students and classrooms. Healthy snacks will be provided.</p> <p><b>Strategy's Expected Result/Impact:</b> Measurement Tool to determine Gifted/Talented</p> <p>Showcase Texas Performance Standards Project</p> <p><b>Staff Responsible for Monitoring:</b> GT coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>










Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Lowman educational materials will be purchased to provide at-risk students with the opportunity to effectively review heavily tested TEKS prior to EOC testing. Other supplies will be purchased to support the needs of students,</p> <p><b>Strategy's Expected Result/Impact:</b> increase in student achievement levels</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialist</p> <p><b>Funding Sources:</b> lowman materials - 410 Instructional Materials Allotment - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Supplies will be purchased for the Instructional Specialist to assist teachers in all areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> 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><b>Funding Sources:</b> supplies - 211 Title I Part A Funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Carnegie Learning will be purchased to provide a research based curriculum for math courses. Professional development will also be utilized to support our teachers with the new materials.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved mathematics success and teacher effectiveness</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist, Campus Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> curriculum resources - 410 Instructional Materials Allotment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				











Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Summit K12 Science curriculum will be purchased to provide students and teachers with targeted research based practice to improve student learning across science content.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved science success through engaging curriculum</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist, Campus Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Summit science resources - 410 Instructional Materials Allotment, - 282 ESSER III - \$73,396</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Advanced Math Decision Making will be purchased, from The University of Texas at Austin Dana Center, to provide a research based curriculum for the AQR math courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved math instruction</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist, Campus Administration</p> <p><b>Funding Sources:</b> teacher and student materials - 410 Instructional Materials Allotment - \$3,700</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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Co-Op fee - 211 Title I Part A Funds - \$1,926</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will have access to KAMI, a digital classroom resource to turn instructional documents into interactive learning to promote student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> license - 211 Title I Part A Funds - \$2,386</p>	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teach Town and LessonPix curriculums will be purchased for our Life Skills and resources.</p> <p><b>Strategy's Expected Result/Impact:</b> support curriculum for student success</p> <p><b>Staff Responsible for Monitoring:</b> Special education teachers</p> <p><b>Funding Sources:</b> curriculum purchase TeachTown - 199 SpEd Allotment - \$4,750, curriculum purchase LessonPix - 199 SpEd Allotment - \$72</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> MacBooks will be purchased for ECHS and PTECH students who attend Palo Alto College.</p> <p><b>Strategy's Expected Result/Impact:</b> Earn college hours along with certifications</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of College Programs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> macbooks - 282 ESSER III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Rosetta Stone licenses will be purchased to use with our Emergent Bilingual students to increase their academic achievement and decrease the drop-out rate.</p> <p><b>Strategy's Expected Result/Impact:</b> Proficiency with the English Language</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Specialist</p> <p><b>Funding Sources:</b> licenses - 270 RLIS Title V Part B</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Career Craft will be utilized to connect real world experiences with pathways that lead to postsecondary education and careers and will assist in tracking CCMR progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Inform student decisions about college, careers and the military.</p> <p><b>Staff Responsible for Monitoring:</b> CCMR Director</p> <p><b>Funding Sources:</b> renewal - 244 CTE Carl Perkins Act</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				




Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> University Start Up will be purchased for the Ag Science classes.  <b>Staff Responsible for Monitoring:</b> Director of CCMR  <b>Funding Sources:</b> on-line curriculum - 199 CTE Allotment - \$1,800</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Classroom timers will be purchased for core content teachers to promote time efficiency and management skills.  <b>Strategy's Expected Result/Impact:</b> Increase learning time  <b>Staff Responsible for Monitoring:</b> Classroom teachers</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 5: Effective Instruction  <b>Funding Sources:</b> classroom timers - 211 Title I Part A Funds - \$450</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				




**Goal 1:** 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> assistance in promoting the development and implementation of rigorous and challenging CTE programs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, CTE Coordinator</p> <p><b>Funding Sources:</b> co-op fee - 244 CTE Carl Perkins Act - \$3,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Students will be prepared to enroll in entry level college courses and succeed</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, CTE Coordinator, Student Success Advisor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Co-op fee - 199 CCMR - \$500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

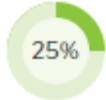




Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Kuder career preparation platforms empower people of all ages to plan for career success guided by research-backed career assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Help students define career choice options</p> <p><b>Staff Responsible for Monitoring:</b> CTE director</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p><b>Funding Sources:</b> license - 199 CCMR - \$1,743</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Poteet High School will partner with Alamo Community Colleges to provide courses to our students.</p> <p><b>Strategy's Expected Result/Impact:</b> students will earn college credits</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of College Programs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> cost share fees - 199 CCMR - \$75,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Various supplies will be purchased for the use of the Early College/P-Tech classrooms and advisors. Promotional materials will be purchased for college programs. ECHS will attend community and school events to distribute promotional materials.</p> <p><b>Strategy's Expected Result/Impact:</b> increased student achievement, data review</p> <p><b>Staff Responsible for Monitoring:</b> Director of College Programs, ECHS, P-TECH coordinator</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Funding Sources:</b> promotional materials &amp; supplies - 199 CCMR - \$27,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Supplies and resources will be purchased for the Ag Mechanics pathway  <b>Strategy's Expected Result/Impact:</b> Students will work toward certifications  <b>Staff Responsible for Monitoring:</b> CTE Director, Ag Mechanics teacher</p> <p><b>Title I:</b> 2.5, 2.6  - <b>TEA Priorities:</b> Connect high school to career and college  <b>Funding Sources:</b> supplies/resources/certification testing - 199 CTE Allotment - \$10,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Supplies and resources will be purchased for the Culinary pathway  <b>Strategy's Expected Result/Impact:</b> Students will earn culinary certifications  <b>Staff Responsible for Monitoring:</b> CTE Director, Culinary Teachers</p> <p><b>Title I:</b> 2.5  <b>Funding Sources:</b> kitchen supplies/groceries - 199 CTE Allotment - \$7,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Supplies and resources will be purchased for the Food Science pathway  <b>Strategy's Expected Result/Impact:</b> Students will work toward food science certifications  <b>Staff Responsible for Monitoring:</b> CTE Director, Food Science Teacher</p> <p><b>Title I:</b> 2.4, 2.6  - <b>TEA Priorities:</b> Connect high school to career and college  <b>Funding Sources:</b> supplies/resources - 199 CTE Allotment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Supplies and resources will be purchased for the Health Science pathway to support a well rounded education and provide enriched educational experiences for all students. Curriculum will be purchased to aide in student learning and pathway completion.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will work toward certifications  <b>Staff Responsible for Monitoring:</b> CTE director, Health Science teacher</p> <p><b>Title I:</b>  2.5  - <b>TEA Priorities:</b>  Connect high school to career and college  <b>Funding Sources:</b> supplies/resources - 199 CTE Allotment - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Supplies and resources will be purchased for the Business pathway</p> <p><b>Strategy's Expected Result/Impact:</b> Students will earn certifications  <b>Staff Responsible for Monitoring:</b> CTE Director, Business teacher</p> <p><b>Title I:</b>  2.5, 2.6  - <b>TEA Priorities:</b>  Connect high school to career and college  <b>Funding Sources:</b> resources/supplies - 199 CTE Allotment - \$500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Supplies and resources will be purchased for the Cosmetology pathway, including exam fees and license renewals. Curriculum for the Barbering certification will be purchased from Cengage Learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will earn certifications  <b>Staff Responsible for Monitoring:</b> CTE Director, Cosmo teachers</p> <p><b>Title I:</b>  2.5, 2.6  - <b>TEA Priorities:</b>  Connect high school to career and college  <b>Funding Sources:</b> resources/supplies - 199 CTE Allotment - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Supplies and resources will be purchased for the Automotive pathway. Students will attend the Skills USA Leadership and Skills Conference.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will earn certifications</p> <p><b>Staff Responsible for Monitoring:</b> CTE Director, Automotive Teacher</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> resources for students - 199 CTE Allotment - \$6,000, shop equipment - 244 CTE Carl Perkins Act - \$14,000, Skills USA conference fees/travel - 199 CTE Allotment - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> Students will have the opportunity to participate in the TSIA, ACT, PSAT and the SAT tests on campus, as well as the Accuplacer when appropriate. Ed Ready will be utilized for test prep.</p> <p><b>Strategy's Expected Result/Impact:</b> scores will aid in student college admissions</p> <p><b>Staff Responsible for Monitoring:</b> CCMR coordinator</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Funding Sources:</b> Test fees - 199 CCMR - \$8,000, Ed Ready licenses - 199 CCMR - \$3,750, headphones &amp; storage bins - 211 Title I Part A Funds - \$600</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> FFA students will participate in various learning opportunities and contests.</p> <p><b>Strategy's Expected Result/Impact:</b> increase knowledge skills</p> <p><b>Staff Responsible for Monitoring:</b> Ag teachers</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> travel &amp; registration expenses - 199 CTE Allotment - \$4,600, site license for livestock judging - 199 CTE Allotment - \$300, teacher travel expenses (hotel, gas,etc.) - 199 CTE Allotment - \$2,320</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> Students will be taken to various area and state colleges/universities to inquire about available program options.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop first hand knowledge of colleges/universities</p> <p><b>Staff Responsible for Monitoring:</b> Student Success Advisor, CTE/CCMR director, Counselor</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> travel expenses - 199 CCMR - \$60</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> Poteet HS will offer JROTC through a partnership with Pleasanton ISD.</p> <p><b>Strategy's Expected Result/Impact:</b> students will gain applicable skills</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Funding Sources:</b> partnership cost - 199 CCMR - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 17 Details	Reviews			
<p><b>Strategy 17:</b> Upward Bound will be provided to students with Palo Alto College.</p> <p><b>Strategy's Expected Result/Impact:</b> students will gain necessary skills for success</p> <p><b>Staff Responsible for Monitoring:</b> Campu Adminsitration, Counselors</p> <p><b>Funding Sources:</b> transportation - 199 CCMR</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 18 Details	Reviews			
<p><b>Strategy 18:</b> Supplies will be purchased for the CCMR coordinator and Student Success Advisor to aide in support of students and teachers.</p> <p><b>Staff Responsible for Monitoring:</b> CCMR director</p> <p><b>Funding Sources:</b> supplies - 199 CCMR - \$825</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 19 Details	Reviews			
<p><b>Strategy 19:</b> Supplies and resources will be purchased for the Ag Science department.</p> <p><b>Strategy's Expected Result/Impact:</b> students will participate in various activities</p> <p><b>Staff Responsible for Monitoring:</b> CTE director, Ag Science teachers</p> <p><b>Funding Sources:</b> floral supplies - 199 CCMR - \$350</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 20 Details	Reviews			
<p><b>Strategy 20:</b> Two virtual flight simulators will be purchased to build aviation awareness and skills for students future endeavors and prospective employment opportunities/careers.</p> <p><b>Strategy's Expected Result/Impact:</b> increase youth engagement in aviation opportunities</p> <p><b>Staff Responsible for Monitoring:</b> CCMR Director, Club Sponsor</p> <p><b>Funding Sources:</b> simulators - 270 RLIS Title V Part B - \$17,058</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 1:** 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 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 6:** Increase Academic Performance





**Evaluation Data Sources:** Student report cards, STAAR/EOC data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Dictionaries will be purchased to aide in student learning opportunities.  <b>Strategy's Expected Result/Impact:</b> Increased student acheivement  <b>Staff Responsible for Monitoring:</b> Instructional Specialist</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6  <b>- TEA Priorities:</b>                      Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools  <b>Funding Sources:</b> dictionaries - 211 Title I Part A Funds - \$3,560</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Tests of Dyslexia is comprehensive assessment of dyslexia. Assessments will be linked to targeted interventions.  <b>Strategy's Expected Result/Impact:</b> Resources used with students will assist in gains in their reading comprehension.  <b>Staff Responsible for Monitoring:</b> Campus Administration                      Dyslexia Teacher</p> <p><b>Funding Sources:</b> - 199 Dyslexic Allotment - \$1,000, - 199 SpEd Allotment - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> GT students will participate in an educational trip to NASA accompanied by PBL oppourtunities. GT students will participate in GT Fair to highlight student projects. Trophies and medal will be awarded to all participants.  <b>Strategy's Expected Result/Impact:</b> GT population have the necessary resources to ensure academic success.  <b>Staff Responsible for Monitoring:</b> GT Campus Coordinator</p> <p><b>Funding Sources:</b> - 199 Gifted and Talented - \$2,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Purchase classroom resources to use with Dyslexia students: 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 cars and reading comprehension books. Tests of Dyslexia is comprehensive assessment of dyslexia to target interventions for students. Interactive devices and teacher laptop will be purchased to allow teacher to create an effective and inclusive learning environment for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Resources used with students will assist in gains to their reading comprehension</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Director of Curriculum and Instruction Dyslexia Teacher</p> <p><b>Funding Sources:</b> - 199 Dyslexic Allotment - \$7,500, - 199 SpEd Allotment - \$5,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Microscopes will be purchased to expand and enhance student learning in science classes.</p> <p><b>Strategy's Expected Result/Impact:</b> increased academic performance and content knowledge</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist</p> <p><b>Funding Sources:</b> microscopes - 211 Title I Part A Funds - \$5,330</p>	Formative			Summative
	Nov	Jan	Mar	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>				





**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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parents will attend Decision Day for Seniors in May. Seniors declaring a college, trade school or military will be recognized.</p> <p><b>Strategy's Expected Result/Impact:</b> celebration of student commitments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, CCMR Coordinator</p> <p><b>Funding Sources:</b> gift bags for seniors - 211 Title I Part A Funds - \$1,400</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Poteet HS will host parent meetings and offer celebration activities to engage family and community and increase support to school based activities. Examples of such events are Muffins with Mom, Spring crafts, Cinco de Mayo, Academic Nights, among others.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin</p> <p><b>Funding Sources:</b> - 211 Title I Part A Funds - \$500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 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><b>Strategy 1:</b> Intrado Interactive/PowerSchool will be utilized to communicate more effectively and efficiently with students and parents.</p> <p><b>Strategy's Expected Result/Impact:</b> information dispersed quickly</p> <p><b>Staff Responsible for Monitoring:</b> IT department</p> <p><b>Funding Sources:</b> license - 211 Title I Part A Funds - \$1,153</p>	Formative			Summative
	Nov	Jan	Mar	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>				










**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><b>Strategy 1:</b> The campus will participate in the Bilingual/ESL Cooperative with the Education Service Center.  <b>Strategy's Expected Result/Impact:</b> program assistance for bilingual/ESL program development  <b>Staff Responsible for Monitoring:</b> Campus Administration, Academic Dean, ESL teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6  <b>- TEA Priorities:</b>                      Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Funding Sources:</b> co-op fee - 199 Bilingual Allotment - \$469</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> GT certifications for teachers and appropriate activities for learners  <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Specialist</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6  <b>- TEA Priorities:</b>                      Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Funding Sources:</b> Co-op fee - 199 Gifted and Talented - \$1,776</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus will participate in the School Health Cooperative with the Education Service Center to provide ongoing professional development and technical assistance for school health professionals.</p> <p><b>Strategy's Expected Result/Impact:</b> PD opportunities and assistance for campus nurse</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Nurse</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p><b>Funding Sources:</b> Co-op fee - 289 Title IV, Part A - \$537</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The campus staff will have access to Eduphoria and DMAC. The web based applications supply Texas educators with state-of-the-art tools and services necessary to develop and improve the quality of education provided to students.</p> <p><b>Strategy's Expected Result/Impact:</b> monitoring student progress, data disaggregation, goals/appraisals, PD portfolios</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Campus Administration, Instructional Specialist</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Funding Sources:</b> license, appraisals, planworks, state assessment, TEKScore, formworks, learning plans, Lead4Ward, tag, class roster - 211 Title I Part A Funds - \$4,510</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Aloe Software (On Data Suite) will be purchased to provide visuals and reports to PEIMS and Student Assessment Data.</p> <p><b>Strategy's Expected Result/Impact:</b> Data disaggregation tool</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p><b>Funding Sources:</b> license - 199 State Compensatory Education (SCE) - \$1,676</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Imagine Learning will provide opportunities and access to high quality education</p> <p><b>Strategy's Expected Result/Impact:</b> aide students reaching their academic goals through credit recovery, instruction, test prep</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, DAEP Teacher, Classroom Teachers</p> <p><b>Funding Sources:</b> license - 199 State Compensatory Education (SCE) - \$21,293</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 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><b>Strategy's Expected Result/Impact:</b> easy access to online resources for students and staff</p> <p><b>Staff Responsible for Monitoring:</b> IT staff, Campus Administration, Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Funding Sources:</b> license - 211 Title I Part A Funds - \$1,877</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Lead4Ward Accountability Connect will be utilized to aide in the understanding of state and federal accountability systems.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective instructional practices to promote an increase in campus accountability</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> 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>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> participation fee - 211 Title I Part A Funds - \$738</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				


Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Plan4Learning (English &amp; Spanish) will be used to maintain the CIP and CNA and address areas of concern.  <b>Strategy's Expected Result/Impact:</b> Improvement in student achievement  <b>Staff Responsible for Monitoring:</b> Cmapus Administration</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning  <b>Funding Sources:</b> program fee - 211 Title I Part A Funds - \$1,050</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> TitleCrate will be used to collect, organize and validate all Federal Program documentation.  <b>Strategy's Expected Result/Impact:</b> meet all district, state and federal requirements  <b>Staff Responsible for Monitoring:</b> Campus Administration, Director of Federal Programs</p> <p><b>Funding Sources:</b> license - 211 Title I Part A Funds - \$550</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Handicap stickers/decals will be purchased for student desks/tables compliance.  <b>Strategy's Expected Result/Impact:</b> compliance  <b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Funding Sources:</b> decals - 199 SpEd Allotment - \$250</p>	Formative			Summative
	Nov	Jan	Mar	June
				


Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Smart Pass will be purchased to aid in maximizing learning and reduce out of class time.</p> <p><b>Strategy's Expected Result/Impact:</b> Maximize student learning time in the classroom</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> campus subscription - 289 Title IV, Part A - \$3,000</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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> best practices with counseling services</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors</p> <p><b>Funding Sources:</b> Co-op fee - 289 Title IV, Part A - \$537</p>	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff will receive training in Active Shooter and Stop the Bleed. Crisis drills will be conducted regularly.</p> <p><b>Strategy's Expected Result/Impact:</b> Drills completed each month</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, SRO's</p>	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Life skills students will participate in a field trip to Morgan's Wonderland.</p> <p><b>Strategy's Expected Result/Impact:</b> increase social skills</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Teachers</p> <p><b>Funding Sources:</b> tickets - 199 SpEd Allotment - \$108</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will be trained in proper restraint techniques</p> <p><b>Strategy's Expected Result/Impact:</b> decrease potential physical situations by using de-escalation strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Staff</p> <p><b>Funding Sources:</b> - 199 SpEd Allotment - \$625</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# Campus Funding Summary

199 Basic Educational Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	license		\$514.00
<b>Sub-Total</b>					\$514.00
<b>Budgeted Fund Source Amount</b>					\$25,149.00
<b>+/- Difference</b>					<b>\$24,635.00</b>
211 Title I Part A Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	coop fee		\$1,877.00
1	2	7	supplies		\$0.00
1	3	1	Co-Op fee		\$1,926.00
1	3	2	license		\$2,386.00
1	3	8	classroom timers		\$450.00
1	4	13	headphones & storage bins		\$600.00
1	6	1	dictionaries		\$3,560.00
1	6	5	microscopes		\$5,330.00
2	1	1	gift bags for seniors		\$1,400.00
2	1	2			\$500.00
2	2	1	license		\$1,153.00
3	2	4	license, appraisals, planworks, state assessment, TEKScore, formworks, learning plans, Lead4Ward, tag, class roster		\$4,510.00
3	2	7	license		\$1,877.00
3	2	8	participation fee		\$738.00
3	2	9	program fee		\$1,050.00
3	2	10	license		\$550.00
<b>Sub-Total</b>					\$27,907.00
<b>Budgeted Fund Source Amount</b>					\$11,557.00
<b>+/- Difference</b>					<b>-\$16,350.00</b>

199 Bilingual Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	co-op fee		\$469.00
<b>Sub-Total</b>					\$469.00
<b>Budgeted Fund Source Amount</b>					\$266.00
<b>+/- Difference</b>					<b>-\$203.00</b>

199 CTE Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	conference fee		\$3,000.00
1	3	7	on-line curriculum		\$1,800.00
1	4	6	supplies/resources/certification testing		\$10,000.00
1	4	7	kitchen supplies/groceries		\$7,500.00
1	4	8	supplies/resources		\$0.00
1	4	9	supplies/resources		\$5,000.00
1	4	10	resources/supplies		\$500.00
1	4	11	resources/supplies		\$5,000.00
1	4	12	Skills USA conference fees/travel		\$2,000.00
1	4	12	resources for students		\$6,000.00
1	4	14	teacher travel expenses (hotel, gas,etc.)		\$2,320.00
1	4	14	travel & registration expenses		\$4,600.00
1	4	14	site license for livestock judging		\$300.00
<b>Sub-Total</b>					\$48,020.00
<b>Budgeted Fund Source Amount</b>					\$5,000.00
<b>+/- Difference</b>					<b>-\$43,020.00</b>

199 SpEd Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	registration fees		\$250.00
1	2	2			\$500.00
1	2	3	supplies		\$3,000.00
1	3	3	curriculum purchase TeachTown		\$4,750.00
1	3	3	curriculum purchase LessonPix		\$72.00
1	6	2			\$1,000.00

199 SpEd Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	4			\$5,500.00
3	2	11	decals		\$250.00
3	3	3	tickets		\$108.00
3	3	4			\$625.00
<b>Sub-Total</b>					\$16,055.00
<b>Budgeted Fund Source Amount</b>					\$2,400.00
<b>+/- Difference</b>					<b>-\$13,655.00</b>
199 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	5	license		\$1,676.00
3	2	6	license		\$21,293.00
<b>Sub-Total</b>					\$22,969.00
<b>Budgeted Fund Source Amount</b>					\$5,000.00
<b>+/- Difference</b>					<b>-\$17,969.00</b>
244 CTE Carl Perkins Act					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6	renewal		\$0.00
1	4	1	co-op fee		\$3,500.00
1	4	12	shop equipment		\$14,000.00
<b>Sub-Total</b>					\$17,500.00
<b>Budgeted Fund Source Amount</b>					\$3,329.00
<b>+/- Difference</b>					<b>-\$14,171.00</b>
255 Title II Part A-TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$500.00
<b>+/- Difference</b>					<b>\$500.00</b>

270 RLIS Title V Part B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	additional pay for teachers		\$8,300.00
1	2	4	Saturday school pay		\$2,000.00
1	3	5	licenses		\$0.00
1	4	20	simulators		\$17,058.00
<b>Sub-Total</b>					\$27,358.00
<b>Budgeted Fund Source Amount</b>					\$5,000.00
<b>+/- Difference</b>					<b>-\$22,358.00</b>
289 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3	Co-op fee		\$537.00
3	2	12	campus subscription		\$3,000.00
3	3	1	Co-op fee		\$537.00
<b>Sub-Total</b>					\$4,074.00
<b>Budgeted Fund Source Amount</b>					\$499.00
<b>+/- Difference</b>					<b>-\$3,575.00</b>
410 Instructional Materials Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	lowman materials		\$1,000.00
1	2	8	curriculum resources		\$0.00
1	2	9	Summit science resources		\$0.00
1	2	10	teacher and student materials		\$3,700.00
<b>Sub-Total</b>					\$4,700.00
<b>Budgeted Fund Source Amount</b>					\$5,000.00
<b>+/- Difference</b>					<b>\$300.00</b>
199 Dyslexic Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$1,000.00
1	6	2			\$1,000.00
1	6	4			\$7,500.00
<b>Sub-Total</b>					\$9,500.00

199 Dyslexic Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Budgeted Fund Source Amount</b>					\$2,000.00
+/- Difference					<b>-\$7,500.00</b>
199 CCMR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	registration fee		\$25.00
1	4	2	Co-op fee		\$500.00
1	4	3	license		\$1,743.00
1	4	4	cost share fees		\$75,000.00
1	4	5	promotional materials & supplies		\$27,000.00
1	4	13	Ed Ready licenses		\$3,750.00
1	4	13	Test fees		\$8,000.00
1	4	15	travel expenses		\$60.00
1	4	16	partnership cost		\$5,000.00
1	4	17	transportation		\$0.00
1	4	18	supplies		\$825.00
1	4	19	floral supplies		\$350.00
<b>Sub-Total</b>					\$122,253.00
<b>Budgeted Fund Source Amount</b>					\$3,600.00
+/- Difference					<b>-\$118,653.00</b>
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	9			\$73,396.00
1	3	4	macbooks		\$0.00
<b>Sub-Total</b>					\$73,396.00
<b>Budgeted Fund Source Amount</b>					\$20,652.00
+/- Difference					<b>-\$52,744.00</b>
429 Texas COVID Learning Acceleration Supports (TC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00

**429 Texas COVID Learning Acceleration Supports (TC**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Budgeted Fund Source Amount</b>					\$50,000.00
<b>+/- Difference</b>					\$50,000.00

**199 Gifted and Talented**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	3			\$2,500.00
3	2	2	Co-op fee		\$1,776.00
<b>Sub-Total</b>					\$4,276.00
<b>Budgeted Fund Source Amount</b>					\$1,600.00
<b>+/- Difference</b>					-\$2,676.00

**279 TCLAS**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	tutorial pay for staff		\$10,000.00
<b>Sub-Total</b>					\$10,000.00
<b>Budgeted Fund Source Amount</b>					\$18,000.00
<b>+/- Difference</b>					\$8,000.00

**429 Strong Foundation Math Grant**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$400.00
<b>+/- Difference</b>					\$400.00

**206 Homeless ARP II**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$40.00
<b>+/- Difference</b>					\$40.00
<b>Grand Total Budgeted</b>					\$159,992.00
<b>Grand Total Spent</b>					\$388,991.00
<b>+/- Difference</b>					-\$228,999.00