

Denison Independent School District
Denison High School
2025-2026 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: October 1, 2025

Demographics

Demographics Summary

In 2025, DHS had a an enrollment of 1362 students. DHS is ethnically diverse with 2% American Indian, 1% Asian, 10% Black, 24% Hispanic, 9% two or more races and 54% White. 53% of students were classified as economically disadvantaged.

Demographics Strengths

The diversity and unity of the faculty and students creates a unique learning environment.

Demographics Needs

The number of Bilingual and ESL students continue to increase across the district. The district will continue to monitor these students and to encourage teachers to place the ESL endorsement on their certificates. There continues to be a need to recruit Spanish speaking teachers for the growing bilingual classes.

Student Achievement

Student Achievement Summary

Denison High School received a grade of B in the Accountability Rating. DHS also earned Distinction Designations in ELA/Reading, Mathematics, Science, Social Studies, Comparative Academic Growth, and Closing the Gaps (6 of 7 categories).

Graduation rate

Denison High School was added to the College Board Honor Roll the 2024 school year and continues to be nationally ranked by US News and World Report.

CCMR was in excess of 90%.

Student Achievement Strengths

Biology and US History continue to show the highest success rates with smaller gaps between student groups.

Student Achievement Needs

There is a need to improve achievement in English Language Arts and Algebra I, especially among special education populations.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: English EOC scores, especially among Hispanic and Emergent Bilingual students continues to be the lowest scores of all tests.

Root Cause: Language barriers.

School Culture and Climate

School Culture and Climate Summary

School culture and climate are difficult to quantify and are often times perceived differently among individuals and groups. At Denison High School provides students with a variety of organizations and activities from which they may choose to belong. Many of these choices are very successful at giving students a place to connect, a sense of attachment, and support. Examples of these groups would include athletic teams, theater, robotics, media, drill team, Swarm of Friends, AVID, Hope Squad, cheerleading, and various other clubs and organizations. These groups at DHS are led by very committed teachers and coaches that are dedicated to the students involved in their teams/clubs/organizations. We believe that many students feel a real connection to the members of the organization and the sponsor/coach. Those connections certainly have a positive effect on their lives. Where we have room for improvement is increasing the number of participants in the activities of DHS and increasing the overall connection that our students have to our school. True connectedness to our school and pride in being a Yellow Jacket seems to be lacking in many of our students.

Denison High School is staffed with dedicated and hardworking teachers that genuinely desire for their students to succeed. Teaching is a difficult job that is physically and mentally draining. The pressures of state testing, changing teacher evaluations, dealing with increasingly disconnected students, dealing with the problems that come with students living in poverty, etc. leave many teachers exhausted. There are support systems in place such as the mentoring program and professional learning communities but the impact of those programs ultimately pales in the face of the daily pressures many teachers feel. This is not necessarily a problem unique to Denison High School but more of a systemic problem in education as a whole.

Denison High School's motto is "It's Great to be a Yellowjacket".

School Culture and Climate Strengths

Schools across the district are engaged in the Professional Learning Community (PLC) process. Campus committees consistently refer to the guiding questions of a PLC;

1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond if the don't learn?
4. How will we respond if they already know it?

School Culture and Climate Needs

The campuses continue to search for authentic and relevant activities to celebrate individual student achievement as well as accomplishments of the school. In addition, Each campus will continue to seek further parent and community support through developing more effective means of communication,

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Most faculty and staff members at Denison High School meet certification requirements. Availability of certified teachers continues to be more difficult. The district has utilized DOI in the past few years and DHS has always began the year with a full staff. DOI will cease to be an option in the future.

Staff is selected and recruited in a variety of methods. Career fairs and Teacher Job Net provide a large pool of applicants. Staff selection is accomplished by a committee of administrators and teachers when at all possible. Candidates are carefully screened before the final selection and hiring.

The turnover rate is mainly due to salary and the need for higher income. Dismissal and non-renewal happens, but is less than 1% over the past several years. This indicates that teacher quality and performance is high.

Contributing to the quality of the staff are the mentor program and Professional Learning Communities. The district provides a mentor program for new teachers. This has been very beneficial to new teachers. The staff has also practiced PLC as modeled by Eaker and Dufour for the past ten years. Collaboration is a way of life at Denison High School and has been instrumental in increasing student success.

DHS has never failed to fill all vacant teaching positions prior to the start of the school year.

Staff Quality, Recruitment, and Retention Strengths

Denison ISD provides orientation for employees and teachers new to the district and specifically new to education. Each campus has identified a Mentor Teacher Leader to assist experienced teachers who mentor a novice teacher. Assignment of a mentor teacher to a novice teacher is based on the assignment and strengths of both the mentor and novice, as well as the needs of the novice.

Denison hopes to remain under 5000 student membership in order to receive an additional salary increase for certified teachers.

Staff Quality, Recruitment, and Retention Needs

The increase in English Language Learners across the district creates a need to focus on searching for teachers who are currently endorsed in English as a Second Language (ESL), as well as adding at least one certified bilingual teacher per year for the next four years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Professional learning communities provide the structure for curriculum development and revision in Denison ISD. Teams of teachers, led by Curriculum Staff, have created a district-developed curriculum that contains units of bundled Texas Essential Knowledge and Skills (TEKS) for each core area. Curriculum teams have written common formative assessments for each unit. Students are given two benchmarks during the year to prepare for state assessments. As needed, professional learning communities meet in the summer to revise units and assessments based upon data or changes in the TEKS. The district uses Eduphoria to house the curriculum.

Professional development is a high priority in Denison ISD. Professional development opportunities within and outside the district are plentiful, and all educators are expected to continue to seek learning that helps to hone their craft. Continuous professional development is an expectation: During each five years of employment, each administrator who has less than 30 hours of graduate credit beyond a master's degree, and each instructional staff person who has less than 30 hours of graduate credit beyond a bachelor's degree is expected to accumulate 60 hours of off-contract professional development credits. All professional development participation is documented, and professional development calendars give employees options for their learning.

Curriculum, Instruction, and Assessment Strengths

Curriculum coordinators lead summer grade level trainings to analyze units and instruction for rigor and alignment to the TEKS, and to review test data to see what is working. All teachers are involved. The curriculum coordinators are available to the teachers, connecting central office to the campus. There has been a strategic plan in place to get PLC's functioning with the purpose of ensuring engaging instruction in every classroom. This is part of a long range plan that was developed several years ago and is a basic structure for improving the schools.

Curriculum, Instruction, and Assessment Needs

The most pressing need for curriculum and assessment is to secure more resources that match the current rigor of the STAAR assessments. The growing use of technology curriculum components, and the day to day maintenance of these programs is a challenge considering the small size of the curriculum department and the job demands placed on each individual in the department.

Family and Community Engagement

Family and Community Engagement Summary

We have evidence of family and community involvement that supports student learning. Many student organizations have booster clubs. There is community support through donations and various fundraisers.

DHS PTO has been reestablished.

Open house where family members and community members are welcome to visit our facilities and meet the teachers and faculty. We experience high family and community attendance at extracurricular events.

Family and community members are involved in decision making by way of representation on the campus improvement plan committee, open attendance at school board meetings, parent representatives on LPAC committee for EB learners, and through private individual student ARDS at which parents are encouraged to attend. All of these opportunities give either community or family members a say in what happens at our school.

Some families of our students speak languages other than English. At this time those languages include Spanish and Urdu. We attempt to communicate with these families through bilingual staff members. Often written correspondences are available in both English and Spanish when needed.

Social media is a major tool for communication with parents and community.

Denison Youth Leadership Academy is an annual function involving a cross section of eleventh grade students who explore the workings of the community through tours of local government and industry.

Family and Community Engagement Strengths

There are many opportunities for parents and community to see students perform in the community and in extra-curricular activities.

Family and Community Engagement Needs

With the creation of a bilingual program, a concentrated effort must be given to communicate with the parents of our bilingual students.

School Organization

School Organization Summary

Denison High School has operated as a professional learning community over the last 20 years. One aspect of the PLC is to develop systems that are in place to support students with obstacles to learning. DHS has developed a master schedule that provides scheduled opportunities for interventions and inclusion support for special education and general education students.

These systems were developed over a long period of time with input from staff. An integral part of providing these additional resources to students has been the reassignment of staff to address the most pressing needs of students.

DHS believes that all students can learn, but not all students can learn at the same speed or with the same resources. The systematic approach to providing additional resources to students has resulted in marked improvement in student performance.

The district and DHS campus have recently prioritized a refocus on PLC through a commitment of professional development.

School Organization Strengths

Teachers at campuses are provided time to plan and collaborate with each other on lesson plans and as a PLC.

School Organization Needs

The classroom setting is the primary learning environment. More support is necessary to keep students in the regular classroom program and classrooms. Removal or pull-outs to should be used as a last resort. More attention to the Response to Intervention process will support learners.

Technology

Technology Summary

- The staff and students at DHS are very proficient with technology. DHS is a 1:1 campus with every student having an issued device. Teachers use Schoology to communicate and post lessons. Most students expect to use technology in some form in all classes. The current staff views technology as a learning tool in many ways and looks for ways to use it to assist in the learning process.
- There is a growing demand for STEM with respect to the computer chip manufacturing growth in the community. The District has received a \$1.4 million technology grant which has provided a CTE Director as well as training and equipment throughout the district.

Technology Strengths

DISD's strengths related to technology include but are not limited to the following:

- Every classroom and office in DISD has wireless access to the Internet.
- Every classroom has a BenQ, a projector, a document camera, an audio amplifier and a phone
- Each teacher and student are provided portable devices.
- DISD provides customized technology staff development throughout the year
- A Help Desk and Tech Support that is provided by members of the Tech Department and campus Tech Managers

Technology Needs

Findings from a needs survey of DISD staff:

- Additional Staff Development opportunities for teachers to learn how to integrate technology into the curriculum
- Additional classroom technology such as: computers, wireless access, wireless laptop computers, mobile computer labs, scanners, color laser printers, b/w laser printers, digital cameras, iPads, clickers, and video cameras.
- iPads for staff and students
- COW with iPads
- More wireless laptops
- Up-to-date computers
- More COWs (Computers on Wheels) and more student computers
- Additional software, particularly Math, Science, Social Studies, Early Childhood, Health/Physical Education and STAAR
- Additional Sanguk and Eduphoria training for administrators, clerical staff, and teachers
- Staff Development for those needing training in current software: SMART Notebook, Plato, Compass, Gradebook, Reading Plus, Renaissance Place, Outlook.com, A+dvance Learning, iStation, etc.
- Online curriculum for teachers, students, and parents

- Grade level appropriate technology training
- Hire additional tech support staff and tech curriculum personnel
- Increase the number of licenses for Reading Plus, Mathfacts in a Flash, Compass Odyssey, Rosetta Stone, and Imagination Station.
- Continue video streaming with Discovery Learning
- Implement surveillance and security systems throughout the District
- Provide training in all SBEC Technology Applications Standards
- Upgrade network infrastructure
- Upgrad and add classroom technology.
- Increase the use of Schoology.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- 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
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

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

Goals

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

Performance Objective 1: Improve all students' academic performance.

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

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

Strategy 4 Details	Reviews			
Strategy 4: Use PLC time to develop research-based engaging lessons to enhance learning Strategy's Expected Result/Impact: Lesson Plans, PLC Minutes Staff Responsible for Monitoring: Campus Principals, Classroom Teachers, Special Ed Teachers, Reading Intervention Teachers Funding Sources: - 199 21 Gifted and Talented, - 199 22 Career & Technology, - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 199 Regular Education, - 244 Career & Technology, - 224 Special Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Collaboratively create, administer and disaggregate formative assessments with appropriate modifications Strategy's Expected Result/Impact: Formative Assessments Staff Responsible for Monitoring: Curriculum Coordinators, Classroom Teachers, Campus Principals Funding Sources: - 255 Title II, Part A, - 199 23 Special Education, - 199 25 ESL, - 199 Regular Education, - 224 Special Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Provide additional time, support, and opportunities for students who are not successful Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Campus Principals, Classroom Teachers Funding Sources: - 199 24 Compensatory Education, - 199 22 Career & Technology, - 199 23 Special Education, - 199 25 ESL, - 199 31 High School Allotment, - 199 Regular Education, - 224 Special Education, - 244 Career & Technology, - 288 Indian Education Grant	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Provide enrichment opportunities for students who are initially successful Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Classroom Teachers, Campus Principals Funding Sources: - 199 21 Gifted and Talented, - 199 Regular Education, - 199 31 High School Allotment	Formative			Summative
	Nov	Jan	Mar	May

Strategy 8 Details	Reviews			
Strategy 8: Provide services to school-age parents and provide pregnancy related services. Strategy's Expected Result/Impact: Intervention Reports Staff Responsible for Monitoring: Campus Principals, Homebound Teacher, Counselors, CIS Counselor Funding Sources: - 199 24 Compensatory Education, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 9 Details	Reviews			
Strategy 9: Provide district-wide dropout prevention and recovery Strategy's Expected Result/Impact: Dropout Reports, Dropout Records Staff Responsible for Monitoring: High School Principals, Middle School Principal, Counselors, CIS Counselor Funding Sources: - 199 24 Compensatory Education, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 10 Details	Reviews			
Strategy 10: Conduct annual migrant identification, recruitment and verification Strategy's Expected Result/Impact: Completed Surveys Staff Responsible for Monitoring: Campus Principals, Director of Special Programs Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 11 Details	Reviews			
Strategy 11: Recruit and retain highly qualified staff. Assist all staff in achieving/maintaining highly qualified status. Equitably distribute HQ staff among all campuses. Provide high quality staff development for 100% of instructional staff. Strategy's Expected Result/Impact: Employment Records, Highly Qualified Reports Staff Responsible for Monitoring: Assistant Superintendent for Administrative Services, Director of Special Programs. Funding Sources: - 199 Regular Education, - 255 Title II, Part A	Formative			Summative
	Nov	Jan	Mar	May
Strategy 12 Details	Reviews			
Strategy 12: Implement and promote a Comprehensive School Health Program including TeleHealth. Strategy's Expected Result/Impact: Copies of Menus, Minutes of School Health Advisory Committee Staff Responsible for Monitoring: Director of Food Service, Director of Special Programs, School Nurse Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 13 Details	Reviews			
Strategy 13: Encourage teachers to incorporate emerging technology to improve student learning Strategy's Expected Result/Impact: Lesson Plans, Schoology Staff Responsible for Monitoring: Director of Technology, Director of Instruction, Campus Principals Funding Sources: - 199 21 Gifted and Talented, - 199 22 Career & Technology, - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 199 31 High School Allotment, - 199 Regular Education, - 224 Special Education, - 244 Career & Technology, - 483 Local Grant Funds	Formative			Summative
	Nov	Jan	Mar	May
Strategy 14 Details	Reviews			
Strategy 14: Provide Study Skills Interventions Strategy's Expected Result/Impact: Student Success Staff Responsible for Monitoring: Campus Principals Funding Sources: - 199 24 Compensatory Education, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 15 Details	Reviews			
Strategy 15: Offer EOC Summer School Strategy's Expected Result/Impact: Summer EOC Scores Staff Responsible for Monitoring: Campus Principals Funding Sources: - 199 Regular Education, - 199 24 Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 16 Details	Reviews			
Strategy 16: Provide writing opportunities across the curriculum. Strategy's Expected Result/Impact: Lesson Plans, quick writes, journaling. Staff Responsible for Monitoring: Campus Principals, Curriculum Coordinators, Classroom Teachers Funding Sources: - 199 24 Compensatory Education, - 199 Regular Education, - 199 25 ESL, - 199 23 Special Education, - 224 Special Education, - 199 22 Career & Technology	Formative			Summative
	Nov	Jan	Mar	May

Strategy 17 Details	Reviews			
Strategy 17: Initiate Writing Across the Curriculum in CORE subjects. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Curriculum Department Administrators Department Heads PLC Teams Funding Sources: - 199 23 Special Education, - 199 24 Compensatory Education, - 199 Regular Education, - 224 Special Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 18 Details	Reviews			
Strategy 18: WICOR Strategy's Expected Result/Impact: Writing achievement. Staff Responsible for Monitoring: Faculty Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	May
Strategy 19 Details	Reviews			
Strategy 19: Inclusion/Intervention for special education support. Strategy's Expected Result/Impact: Increased academic performance of special education students. Staff Responsible for Monitoring: Administration Faculty TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
Strategy 20 Details	Reviews			
Strategy 20: Implement HB 1416 tutoring plan. Strategy's Expected Result/Impact: Increased academic achievement. Staff Responsible for Monitoring: All staff. Funding Sources: - 288 Indian Education Grant, - 282 ESSER III (ARP)	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Improve students' mathematical concepts and skills and to prepare students for End-of-Course & STAAR Exams.

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

Strategy 1 Details	Reviews			
Strategy 1: Provide additional learning time for struggling students in the form of before school tutoring; in-school intervention and remediation classes. Strategy's Expected Result/Impact: Tutoring Records, Response to Intervention Records, PLC Minutes, Passing Rates, Summative Tests Staff Responsible for Monitoring: Campus Principals, Classroom Teachers Funding Sources: - 199 24 Compensatory Education, - 199 21 Gifted and Talented, - 199 22 Career & Technology, - 199 23 Special Education, - 199 25 ESL, - 199 31 High School Allotment, - 199 Regular Education, - 224 Special Education, - 244 Career & Technology, - 288 Indian Education Grant	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Specifically focus on students' needs during intervention times Strategy's Expected Result/Impact: Student Performance Reports, RtI Data Staff Responsible for Monitoring: Classroom Teachers Funding Sources: - 199 21 Gifted and Talented, - 199 22 Career & Technology, - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 199 31 High School Allotment, - 199 Regular Education, - 224 Special Education, - 244 Career & Technology	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Examine the TEKS at each grade level and revise the curriculum, including common assessments, to meet the rigor expected by the state Strategy's Expected Result/Impact: Curriculum Document(s) Staff Responsible for Monitoring: Director of Instruction, Campus Principals Funding Sources: - 199 Regular Education, - 255 Title II, Part A	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Complete and implement plans for remediation for all students demonstrating weakness in math Strategy's Expected Result/Impact: Implementation Plans, Lesson Plans, Local and State Test Scores including, STAAR Tests, End-of-Course Exams, AP Exams Staff Responsible for Monitoring: Director of Instruction, Campus Principals Funding Sources: - 199 24 Compensatory Education, - 199 23 Special Education, - 199 25 ESL, - 199 31 High School Allotment, - 199 Regular Education, - 224 Special Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Attend professional development sessions to improve math instructional strategies Strategy's Expected Result/Impact: Lesson Plans, Attendance Registers Staff Responsible for Monitoring: Campus Principals, Director of Instruction, Math Department Chairs Funding Sources: - 255 Title II, Part A, - 199 Regular Education, - 199 31 High School Allotment, - 199 23 Special Education, - 224 Special Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Provide AP Study Sessions Strategy's Expected Result/Impact: Student Attendance, AP Scores Staff Responsible for Monitoring: High School Principal, Department Chairs Funding Sources: - 199 21 Gifted and Talented, - 199 31 High School Allotment, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Evaluate passing rate of Dual Credit & AP courses Strategy's Expected Result/Impact: Dual Credit and AP Results Staff Responsible for Monitoring: High School Principal, Department Chairs, Counselors Funding Sources: - 199 31 High School Allotment, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
Strategy 8: Incorporate Skills based strategies (ELPS). Strategy's Expected Result/Impact: Teacher observations and student performance. Staff Responsible for Monitoring: Administration and teachers. Additional Targeted Support Strategy Funding Sources: - 199 Regular Education, - 199 25 ESL	Formative			Summative
	Nov	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 3: Prepare students for Writing Expectations on State Assessments.

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

Strategy 1 Details	Reviews			
Strategy 1: Conduct practice AP Language study sessions Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: High School Principal, Department Chairs Funding Sources: - 199 21 Gifted and Talented, - 199 Regular Education, - 199 31 High School Allotment	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Evaluate Dual Credit & AP English Course passing rate Strategy's Expected Result/Impact: Dual Credit grades and AP Scores Staff Responsible for Monitoring: Campus Principals Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Provide additional learning time for struggling students in the form of before school tutoring; in-school intervention and remediation classes. Strategy's Expected Result/Impact: Tutoring Records, Response to Intervention Records, PLC Minutes, Passing Rates, Summative Tests Staff Responsible for Monitoring: Teachers, Principals Funding Sources: - 199 24 Compensatory Education, - 199 22 Career & Technology, - 199 23 Special Education, - 199 25 ESL, - 199 31 High School Allotment, - 199 Regular Education, - 224 Special Education, - 244 Career & Technology, - 288 Indian Education Grant	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Collaboration with EB teacher to improve vocabulary and effectiveness of classroom instruction to support writing across the curriculum for ELL students. Strategy's Expected Result/Impact: Benchmarks and Formative Assessments. Staff Responsible for Monitoring: Teachers Funding Sources: - 199 25 ESL, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Continue Skills based strategies (ELPS) Strategy's Expected Result/Impact: Observations and student performance. Staff Responsible for Monitoring: Administration and teachers. Additional Targeted Support Strategy Funding Sources: - 199 25 ESL, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Ensure applied English students have scheduled interventions. Strategy's Expected Result/Impact: Student schedules. Staff Responsible for Monitoring: Administration, counselors, teachers. Additional Targeted Support Strategy Funding Sources: - 199 25 ESL, - 199 24 Compensatory Education, - 199 Regular Education, - 199 23 Special Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Provide STAAR specific skills based common assessments to meet the rigor of state expectations. Strategy's Expected Result/Impact: Common assessments, benchmarks, report cards, other formative assessments. Staff Responsible for Monitoring: Curriculum department, teachers, administrators. Additional Targeted Support Strategy Funding Sources: - 199 Regular Education, - 224 Special Education, - 199 23 Special Education, - 255 Title II, Part A	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 4: Improve students' science concepts and skills and prepare students for End-of-Course and STAAR Science Exams.

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

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



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 5: Prepare students for social studies expectations including social studies exams.

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

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

Strategy 5 Details	Reviews			
Strategy 5: Provide additional learning time for struggling students in the form of before school tutoring; in-school intervention and remediation classes Strategy's Expected Result/Impact: Tutoring Records, Response to Intervention Records, PLC Minutes, Passing Rates, Summative Tests Staff Responsible for Monitoring: Teachers, Principals Funding Sources: - 199 24 Compensatory Education, - 199 23 Special Education, - 199 31 High School Allotment, - 199 Regular Education, - 199 25 ESL, - 288 Indian Education Grant	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 6: Improve students' reading abilities and prepare students for End-of-Course and STAAR Reading/English exams.

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

Strategy 1 Details	Reviews			
Strategy 1: Attend staff development sessions to inform staff of test changes including an awareness of readiness and supporting standards & improve reading strategies Strategy's Expected Result/Impact: Session Attendance Records, Teacher Lesson Plans Staff Responsible for Monitoring: Director of Instruction, Curriculum Coordinators, Campus Principals, Classroom Teachers, Department Chairs Funding Sources: - 255 Title II, Part A, - 199 31 High School Allotment, - 199 Regular Education, - 199 23 Special Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Identify and provide MTA instruction for students with dyslexia Strategy's Expected Result/Impact: Class Records Staff Responsible for Monitoring: Campus Principals, Dyslexia Coordinator, Director of Instruction Funding Sources: - 199 Regular Education, - 199 23 Special Education, - 199 24 Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Provide additional learning time in the form of before school tutoring and intervention. Strategy's Expected Result/Impact: Common Assessment and Benchmark Results, Report Cards, Accelerated Instruction Lesson Plans Staff Responsible for Monitoring: Campus Principals, Department Chairs, Classroom Teachers Funding Sources: - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 199 31 High School Allotment, - 199 Regular Education, - 224 Special Education, - 288 Indian Education Grant	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Provide AP English study sessions and practice exams Strategy's Expected Result/Impact: Attendance Records, Exam Scores Staff Responsible for Monitoring: High School Principal, Department Chair Funding Sources: - 199 21 Gifted and Talented, - 199 31 High School Allotment, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Evaluate Dual Credit & AP English course passing rates Strategy's Expected Result/Impact: AP Passing Rates Staff Responsible for Monitoring: High School Principal, Department Chair Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Continue Skills Based Strategies (ELPS) Strategy's Expected Result/Impact: Observations and student performance. Staff Responsible for Monitoring: Administration and Teachers.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: STAAR specific skills based common assessments to meet the rigor of the EOC test.	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 7: Enhance students' technology skills and abilities.

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

Strategy 1 Details	Reviews			
Strategy 1: Engage learners through the use of technological tools to access, create and share content as well as collaborate with other learners throughout the world Strategy's Expected Result/Impact: Student Products, Lesson Plans Staff Responsible for Monitoring: Director of Technology, Curriculum Department, Classroom Teachers, Campus Principals Funding Sources: - 199 21 Gifted and Talented, - 199 22 Career & Technology, - 199 23 Special Education, - 199 24 Compensatory Education, - 199 25 ESL, - 199 31 High School Allotment, - 199 Regular Education, - 224 Special Education, - 244 Career & Technology	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Integrate CTE and academic instruction Strategy's Expected Result/Impact: Perkins Performance Report Staff Responsible for Monitoring: Campus Principal, CTE Director Funding Sources: - 244 Career & Technology - \$59,415, - 199 22 Career & Technology, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Utilize Schoology, a learning management system, to give student round-the-clock access to curriculum. Strategy's Expected Result/Impact: Teacher, Student, and Parent use. Staff Responsible for Monitoring: Directory of Curriculum, Campus Principals Funding Sources: - 199 31 High School Allotment, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 8: Implementation of Summit K12 for ESOL and ESL classes.

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

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

Strategy 5 Details	Reviews			
Strategy 5: Provide enrichment activities for ESL students Strategy's Expected Result/Impact: AEIS Staff Responsible for Monitoring: Director of Instruction, Campus Principal Funding Sources: - 199 25 ESL, - 199 24 Compensatory Education, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Train staff in TELPAS. Strategy's Expected Result/Impact: Certification completion Staff Responsible for Monitoring: Principal ESL Teacher Funding Sources: - 199 Regular Education, - 199 25 ESL	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Increase the use of technology in ESL classes. Strategy's Expected Result/Impact: Observation of student use. Staff Responsible for Monitoring: ESL Teacher Principal Funding Sources: - 199 25 ESL, - 199 31 High School Allotment, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
Strategy 8: Provide specific assistance for student and adults with English language acquisition. Strategy's Expected Result/Impact: Increase in academic and behavioral performance. Staff Responsible for Monitoring: CIS Counselor	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 9: The percentage of graduates that meet the criteria for CCMR will be at or above 95% at the end of 2025-26.

High Priority

HB3 Goal

Evaluation Data Sources: School report card.

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

Strategy 5 Details	Reviews			
Strategy 5: Report the completed passing rate of Dual Credit courses Strategy's Expected Result/Impact: Completed work Staff Responsible for Monitoring: High School Principal, High School Counselors Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Ensure that representative numbers of economically disadvantaged and at-risk students attempt take Honors and AP courses. Strategy's Expected Result/Impact: Enrollment data Staff Responsible for Monitoring: Counselors Funding Sources: - 199 31 High School Allotment, - 199 Regular Education, - 199 24 Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Increase access to Dual Credit through online courses Strategy's Expected Result/Impact: Enrollment data Staff Responsible for Monitoring: Principal, Counselors Funding Sources: - 199 Regular Education, - 199 31 High School Allotment	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
Strategy 8: Continue using 11th grade Xello Modules. Strategy's Expected Result/Impact: Post secondary education, training, job placement. Staff Responsible for Monitoring: Teachers, Counselors Funding Sources: - 199 22 Career & Technology, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 9 Details	Reviews			
Strategy 9: Participation in AP exams will be required and paid for by the district. Strategy's Expected Result/Impact: Increased participation. Staff Responsible for Monitoring: Teachers, AP Coordinator Funding Sources: - 199 21 Gifted and Talented, - 199 31 High School Allotment, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 10 Details	Reviews			
Strategy 10: PSAT testing of select 11th graders and 10th grade AVID students. Strategy's Expected Result/Impact: PSAT participation rate. Staff Responsible for Monitoring: Counselors and administration. Funding Sources: - 199 31 High School Allotment, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 11 Details	Reviews			
Strategy 11: Expand AVID Strategy's Expected Result/Impact: Performance of AVID studnets. Staff Responsible for Monitoring: AVID Site Team Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 12 Details	Reviews			
Strategy 12: Promote the College Fair Strategy's Expected Result/Impact: Student and Higher Education participation. Staff Responsible for Monitoring: Counseling Staff, CIS Counselor Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 13 Details	Reviews			
Strategy 13: Increase the number of student certifications. Strategy's Expected Result/Impact: Increase numbers of student certifications. Staff Responsible for Monitoring: CTE Director	Formative			Summative
	Nov	Jan	Mar	May
Strategy 14 Details	Reviews			
Strategy 14: Require College Bridge Math and English course for all on-level students. Strategy's Expected Result/Impact: Increased college readiness for graduates.u Staff Responsible for Monitoring: Faculty and Administration Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	May

Strategy 15 Details	Reviews			
Strategy 15: Site administration of TSIA and ASVAB. Strategy's Expected Result/Impact: Increase CCMR scores. Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	May
Strategy 16 Details	Reviews			
Strategy 16: School day administration of SAT and ACT. Strategy's Expected Result/Impact: Increase numbers and performance of students on SAT and ACT. Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	May
Strategy 17 Details	Reviews			
Strategy 17: OnRamps Strategy's Expected Result/Impact: Increased dual credit and CCMR. Staff Responsible for Monitoring: All DHS staff.	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 10: Integrate CTE Skills and Expectations with Core Academic Subject Areas and Career Preparation.

Strategy 1 Details	Reviews			
Strategy 1: Continue Pre-enrollment and Planning activities Strategy's Expected Result/Impact: Participation of parents. Staff Responsible for Monitoring: Counselors, Principal Funding Sources: - 199 Regular Education, - 199 23 Special Education, - 224 Special Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Partnerships with Denison Development Alliance, Workforce Texoma, Grayson College, and business and industry partners to provide training and transitions from school to higher education and the workforce. Strategy's Expected Result/Impact: Placement of students in internships, post secondary enrollment, and employment. Staff Responsible for Monitoring: CTE Director	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Partnerships with local business and industry to provide for student practicum and internships. Strategy's Expected Result/Impact: Communication with business partners. Staff Responsible for Monitoring: CTE Director Funding Sources: - 199 22 Career & Technology, - 199 Regular Education, - 244 Career & Technology	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Encourage industry certification and licensure. Strategy's Expected Result/Impact: Perkins Performance Review Staff Responsible for Monitoring: CTE Director Funding Sources: - 199 22 Career & Technology, - 199 Regular Education, - 244 Career & Technology	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Continue articulations with Grayson College for Early Technical Credit. Strategy's Expected Result/Impact: Increased numbers of ETC Staff Responsible for Monitoring: CTE Director	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Educate Texas grant for STEM. Strategy's Expected Result/Impact: Increase participation in STEM courses. Staff Responsible for Monitoring: CTE Director	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Electronic Engineering Technology course and certification. Strategy's Expected Result/Impact: Increased employability of students in the growing tech industry. Staff Responsible for Monitoring: CTE Director	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 11: Focus on "Hoppers and Droppers" in all STAAR tested subjects.

High Priority

Evaluation Data Sources: STAAR results.

Goal 2: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 1: Encourage respect for one another.

Evaluation Data Sources: Teacher and staff recognition of acts of kindness and compassion.

Strategy 1 Details	Reviews			
Strategy 1: Provide students the information, assistance, and support that enable them to take responsibility for their own learning. Strategy's Expected Result/Impact: Copies of Documents Staff Responsible for Monitoring: School Counselors, Classroom Teachers Funding Sources: - 199 23 Special Education, - 199 24 Compensatory Education, - 199 Regular Education, - 199 25 ESL, - 199 31 High School Allotment	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Continue Positive Principal Referrals Staff Responsible for Monitoring: Principals Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Restart "Swarm of Friends" Strategy's Expected Result/Impact: Participation in Special Olympics. Staff Responsible for Monitoring: Special Olympics Staff Funding Sources: - 199 Regular Education, - 199 23 Special Education, - 224 Special Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Continue Community in Schools Counselor. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 2: Improve student attendance.

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

Strategy 1 Details	Reviews			
Strategy 1: Maintain nurse and counseling services on each campus. Strategy's Expected Result/Impact: Employment Records Staff Responsible for Monitoring: Assistant Superintendent of Administration, Campus Principals, Director of Special Programs, Director of Special Education Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: DISD Truancy Tribunal and Court Strategy's Expected Result/Impact: Attendance rate will rise to 98%. Staff Responsible for Monitoring: Attendance clerks and campus administrators. Funding Sources: - 199 24 Compensatory Education, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Continue Telehealth Strategy's Expected Result/Impact: Student referrals to doctors. Staff Responsible for Monitoring: Nurse Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Continue Tele-Mental Health program. Strategy's Expected Result/Impact: Improved student mental health. Staff Responsible for Monitoring: Administration and Counselors.	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Continue Community in Schools counselor. Strategy's Expected Result/Impact: Increase attendance of at-risk students. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 3: Reduce the percentage of student disciplinary offenses.

Evaluation Data Sources: Disciplinary referrals will decline from the previous year.

Strategy 1 Details	Reviews			
Strategy 1: Inform all students, parents, guardians, and staff of the expected behavior as stated in the District/Campus Code of Conduct. Strategy's Expected Result/Impact: Signed letters Staff Responsible for Monitoring: Campus Principals, Classroom Teachers, Counselors Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Continue to provide an alternative setting for students with severe and/or persistent misbehavior. Strategy's Expected Result/Impact: Pathways High School Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Education, Director of Special Programs, Pathways Principal Funding Sources: - 199 24 Compensatory Education, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Study proportionality of ISS and DAEP placements. Strategy's Expected Result/Impact: Demonstrate fairness in implementation of student discipline. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Continue with Communities in Schools counselor. Strategy's Expected Result/Impact: Decreased discipline referrals of at-risk students.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: PBIS Strategy's Expected Result/Impact: Reduced referrals. Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 4: Continue AVID.

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

Strategy 1 Details	Reviews			
Strategy 1: Continue with AVID elective class. Strategy's Expected Result/Impact: Master schedule Staff Responsible for Monitoring: Administration Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Encourage the use of WICOR strategies. Strategy's Expected Result/Impact: Observations. Staff Responsible for Monitoring: Avid site team and administration. Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: Provide a safe campus environment.

Strategy 1 Details	Reviews			
Strategy 1: Continue to implement the District Emergency Operation Plan Strategy's Expected Result/Impact: District Emergency Plan Staff Responsible for Monitoring: Central Administration Staff, Campus Principals, School Safety Officer Funding Sources: - 199 Regular Education, - 199 24 Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Continue to provide an alternative setting for students with severe and/or persistent misbehavior. Strategy's Expected Result/Impact: Pathways Enrollment Information Staff Responsible for Monitoring: Assistant Superintendent for Administration, Director of Special Education, Director of Special Programs, Pathways Principal Funding Sources: - 199 24 Compensatory Education, - 199 Regular Education, - 199 23 Special Education, - 224 Special Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Educate and monitor minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness & response Strategy's Expected Result/Impact: Online Safety Documents Staff Responsible for Monitoring: Director of Technology, Campus Principals, Computer Lab Managers, Classroom Teachers, CIS Counselor Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Educate staff, parents and students on bullying prevention and dating violence policies and procedures Strategy's Expected Result/Impact: Copies of fliers and information shared with parents Staff Responsible for Monitoring: Director of Special Programs, Counselors, Campus Principals, Classroom Teachers, CIS Counselor, Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Continue drug testing program. Strategy's Expected Result/Impact: Decrease in positive tests and repeat positive testers. Staff Responsible for Monitoring: Campus drug testing coordinator Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Continue positive relationship between Denison IDS PD and Denison PD. Strategy's Expected Result/Impact: Lack of violent conflicts, drugs, alcohol, criminal activity. Staff Responsible for Monitoring: Principal Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Staff training in recognition and prevention of student suicide. Strategy's Expected Result/Impact: Professional development records. Staff Responsible for Monitoring: All Staff Funding Sources: - 199 Regular Education, - 199 23 Special Education, - 199 31 High School Allotment, - 255 Title II, Part A	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
Strategy 8: Increased security with improved security system and Raptor. Strategy's Expected Result/Impact: Incident record. Staff Responsible for Monitoring: All Staff Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 9 Details	Reviews			
Strategy 9: Utilize threat assessment protocols. Strategy's Expected Result/Impact: Appropriate response to potential threats to safety. Staff Responsible for Monitoring: All certified staff.	Formative			Summative
	Nov	Jan	Mar	May

Strategy 10 Details	Reviews			
Strategy 10: Implement Peer Helpers Plus. Staff Responsible for Monitoring: Adminstration Counselors	Formative			Summative
	Nov	Jan	Mar	May
Strategy 11 Details	Reviews			
Strategy 11: Continue The Hive. Strategy's Expected Result/Impact: Students supporting students emotionally. Staff Responsible for Monitoring: Principal, counselors. and sponsors.	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Collaborate with families, businesses, education and governmental agencies to develop a partnership between the community and the district.

Performance Objective 1: Improve parent communication.

Strategy 1 Details	Reviews			
Strategy 1: Improve communication through social media. Strategy's Expected Result/Impact: Increasing the knowledge of the operations and events at DHS. Staff Responsible for Monitoring: DHS office staff. Funding Sources: - 199 Regular Education, - 199 24 Compensatory Education, - 199 23 Special Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide Teacher internships with local business through Denison Development Alliance and Workforce Solutions Texoma BET program. Strategy's Expected Result/Impact: Teacher participation Staff Responsible for Monitoring: Principal Funding Sources: - 199 Regular Education, - 483 Local Grant Funds	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Develop student internships in local business and industry Strategy's Expected Result/Impact: Student placements. Staff Responsible for Monitoring: Principal Funding Sources: - 199 22 Career & Technology, - 244 Career & Technology, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Provide communication tools such as Parent Square, Schoology, and Home Access Center. Strategy's Expected Result/Impact: Parent involvement. Staff Responsible for Monitoring: Principal Funding Sources: - 199 Regular Education, - 199 31 High School Allotment	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Collaborate with families, businesses, education and governmental agencies to develop a partnership between the community and the district.

Performance Objective 2: Encourage parent involvement.

Evaluation Data Sources: Parent comments.

Strategy 1 Details	Reviews			
Strategy 1: Translate documents in the home language of each child. Strategy's Expected Result/Impact: Translated documents. Staff Responsible for Monitoring: Central Administration, Elementary and Secondary Campus Administrators, DISD Public Relations Office Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Continue the automated calling system. Strategy's Expected Result/Impact: Logs of calls Staff Responsible for Monitoring: Central Administration, Elementary & Secondary Campus Administration, DISD Public Relations Office Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Provide access to student's grades online with the Gradebook Parent Viewer. Strategy's Expected Result/Impact: Online Gradebook Staff Responsible for Monitoring: Central Administration, Elementary & Secondary Campus Administration, DISD Public Relations Office Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Distribute information from the DISD Public Information Office in both print and online forms. Strategy's Expected Result/Impact: Copies of fliers, Spotlights on Education, etc. Staff Responsible for Monitoring: DISD Public Relations Office Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Continue Pre-enrollment and Planning sessions Strategy's Expected Result/Impact: Parent participation on Graduation Plan. Staff Responsible for Monitoring: Counselors, Principal Funding Sources: - 199 23 Special Education, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Collaborate with families, businesses, education and governmental agencies to develop a partnership between the community and the district.

Performance Objective 3: Coordinate services to support the enrollment, attendance and success of all students.

Strategy 1 Details	Reviews			
Strategy 1: Identify needs of homeless students. Staff Responsible for Monitoring: All	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide services to homeless students. Staff Responsible for Monitoring: All	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Provide basic needs assistance to at-risk students. Strategy's Expected Result/Impact: Increase achievement and attendance. Staff Responsible for Monitoring: CIS Counselor, school counselors.	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	18	WICOR
1	2	8	Incorporate Skills based strategies (ELPS).
1	3	5	Continue Skills based strategies (ELPS)
1	3	6	Ensure applied English students have scheduled interventions.
1	3	7	Provide STAAR specific skills based common assessments to meet the rigor of state expectations.
1	9	14	Require College Bridge Math and English course for all on-level students.

State Compensatory

Budget for Denison High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 6.033

Brief Description of SCE Services and/or Programs

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Personnel for Denison High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anita Brown	Teacher	0.083
Ashley Glover	Teacher	0.22
Carissa Winstead	Teacher	0.167
Cassie Lovell	Teacher	0.11
Chelsey Scoggins	Teacher	0.11
Christi Coplin	Teacher	0.34
Christi Mitchell	Teacher	0.11
Christopher Oestreich	Teacher	0.44
Clint Burns	Teacher CTE	0.11
Corban Taylor	Teacher	0.45
Donald Fleming	Teacher	0.22
Donald Parker	Teacher	0.22
Jeffrey Wade	Teacher	0.699
Julie Engel	Teacher	0.22
Kasaundra Baker	Teacher	0.22
Kathy Lathen	Teacher	0.11
Lisa Whitmire	Teacher	0.22
Marijane Wilburn	Teacher Dyslexia	0.5

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Matthew Townsend	Teacher	0.167
Monica Housden	Teacher	0.22
Rickey Thomas	Teacher	0.1
Ronald Mullins	Teacher	0.11
Roy Patti	Teacher	0.11
Samantha Thomas	Teacher	0.167
Sarah Vogel	Teacher	0.17
Thomas Stoddard	Teacher	0.22
Tyler James	Teacher	0.11
Valerie Walters	Teacher	0.11

Site Based Decision Making Committee

Committee Role	Name	Position
CTE Director	Dustin Anderson	CTE Director
Asst Principal	Caleb Noble	Asst Principal
Asst Principal	Holly Bach	Asst Principal
Teacher	Cynthia Bruton	Teacher
Teacher	Susan Arthur	Teacher
Teacher	Mary Creech	Teacher
Teacher	Timms Scott	Teacher
Teacher	Valerie Walters	Teacher
Teacher	Allen Mobley	Teacher
Counselor	Tonya Crump	Counselor
Parent	Meredith Doty	Parent
Parent	Kimberly Brem	Parent
Business/Industry	Janie Bates	TWC
Business/Industry	Tony Kaai	DDA
Principal	Cavin Boettter	Principal

Campus Funding Summary

199 Regular Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00
1	1	13			\$0.00
1	1	14			\$0.00
1	1	15			\$0.00
1	1	16			\$0.00
1	1	17			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	2	6			\$0.00
1	2	7			\$0.00
1	2	8			\$0.00
1	3	1			\$0.00

199 Regular Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	3	6			\$0.00
1	3	7			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	5	5			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
1	6	5			\$0.00
1	7	1			\$0.00
1	7	2			\$0.00
1	7	3			\$0.00
1	8	1			\$0.00
1	8	2			\$0.00
1	8	3			\$0.00
1	8	4			\$0.00
1	8	5			\$0.00
1	8	6			\$0.00
1	8	7			\$0.00

199 Regular Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1			\$0.00
1	9	2			\$0.00
1	9	3			\$0.00
1	9	4			\$0.00
1	9	5			\$0.00
1	9	6			\$0.00
1	9	7			\$0.00
1	9	8			\$0.00
1	9	9			\$0.00
1	9	10			\$0.00
1	9	11			\$0.00
1	9	12			\$0.00
1	10	1			\$0.00
1	10	3			\$0.00
1	10	4			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00

199 Regular Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6			\$0.00
3	1	7			\$0.00
3	1	8			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
4	2	4			\$0.00
4	2	5			\$0.00
Sub-Total					\$0.00
199 21 Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	7			\$0.00
1	1	13			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	6			\$0.00
1	3	1			\$0.00
1	4	3			\$0.00
1	5	3			\$0.00
1	6	4			\$0.00
1	7	1			\$0.00
1	9	1			\$0.00
1	9	2			\$0.00
1	9	3			\$0.00
1	9	9			\$0.00

199 21 Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
199 22 Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4			\$0.00
1	1	6			\$0.00
1	1	13			\$0.00
1	1	16			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	3			\$0.00
1	7	1			\$0.00
1	7	2			\$0.00
1	9	8			\$0.00
1	10	3			\$0.00
1	10	4			\$0.00
4	1	3			\$0.00
Sub-Total					\$0.00
199 23 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	13			\$0.00
1	1	16			\$0.00
1	1	17			\$0.00
1	2	1			\$0.00

199 23 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	3	3			\$0.00
1	3	6			\$0.00
1	3	7			\$0.00
1	4	2			\$0.00
1	5	2			\$0.00
1	5	5			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	7	1			\$0.00
1	10	1			\$0.00
2	1	1			\$0.00
2	1	3			\$0.00
3	1	2			\$0.00
3	1	7			\$0.00
4	1	1			\$0.00
4	2	5			\$0.00
Sub-Total					\$0.00
199 24 Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	6			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	1	13			\$0.00

199 24 Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14			\$0.00
1	1	15			\$0.00
1	1	16			\$0.00
1	1	17			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	4			\$0.00
1	3	3			\$0.00
1	3	6			\$0.00
1	4	2			\$0.00
1	5	2			\$0.00
1	5	5			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	7	1			\$0.00
1	8	5			\$0.00
1	9	6			\$0.00
2	1	1			\$0.00
2	2	2			\$0.00
2	3	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
4	1	1			\$0.00
Sub-Total					\$0.00
199 25 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	13			\$0.00

199 25 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	16			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	4			\$0.00
1	2	8			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	3	6			\$0.00
1	5	5			\$0.00
1	6	3			\$0.00
1	7	1			\$0.00
1	8	1			\$0.00
1	8	2			\$0.00
1	8	4			\$0.00
1	8	5			\$0.00
1	8	6			\$0.00
1	8	7			\$0.00
2	1	1			\$0.00
Sub-Total					\$0.00
199 31 High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	1	7			\$0.00
1	1	13			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	2	6			\$0.00

199 31 High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7			\$0.00
1	3	1			\$0.00
1	3	3			\$0.00
1	4	1			\$0.00
1	4	3			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	5			\$0.00
1	6	1			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
1	7	1			\$0.00
1	7	3			\$0.00
1	8	7			\$0.00
1	9	3			\$0.00
1	9	6			\$0.00
1	9	7			\$0.00
1	9	9			\$0.00
1	9	10			\$0.00
2	1	1			\$0.00
3	1	7			\$0.00
4	1	4			\$0.00
Sub-Total					\$0.00
224 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00

224 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13			\$0.00
1	1	16			\$0.00
1	1	17			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	3	3			\$0.00
1	3	7			\$0.00
1	6	3			\$0.00
1	7	1			\$0.00
1	10	1			\$0.00
2	1	3			\$0.00
3	1	2			\$0.00
Sub-Total					\$0.00
225 33 Special Education Pre-k					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
244 Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	4			\$0.00
1	1	6			\$0.00
1	1	13			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	3			\$0.00
1	7	1			\$0.00
1	7	2			\$59,415.00

244 Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	3			\$0.00
1	10	4			\$0.00
4	1	3			\$0.00
Sub-Total					\$59,415.00
255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	11			\$0.00
1	2	3			\$0.00
1	2	5			\$0.00
1	3	7			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	6	1			\$0.00
3	1	7			\$0.00
Sub-Total					\$0.00
282 ESSER III (ARP)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	20			\$0.00
Sub-Total					\$0.00
288 Indian Education Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	1	20			\$0.00
1	2	1			\$0.00
1	3	3			\$0.00
1	5	5			\$0.00
1	6	3			\$0.00

288 Indian Education Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
483 Local Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13			\$0.00
4	1	2			\$0.00
Sub-Total					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention		7/25/2023	Regina Prigge	2/10/2025
Child Abuse and Neglect		10/6/2015	Regina Prigge	2/10/2025
Coordinated Health Program		6/22/2022	Regina Prigge	2/10/2025
Decision-Making and Planning Policy Evaluation		5/26/2023	Regina Prigge	2/10/2025
Disciplinary Alternative Education Program (DAEP)		11/7/2023	Regina Prigge	2/10/2025
Dropout Prevention		7/7/2020	Regina Prigge	2/10/2025
Dyslexia Treatment Program		11/8/2023	Regina Prigge	2/10/2025
Title I, Part C Migrant	Shonda Cannon		Regina Prigge	3/27/2025
Pregnancy Related Services		4/1/2005	Regina Prigge	2/10/2025
Post-Secondary Preparedness		11/8/2023	Regina Prigge	2/10/2025
Recruiting Teachers and Paraprofessionals		11/8/2023	Regina Prigge	2/10/2025
Student Welfare: Crisis Intervention Programs and Training		11/8/2023	Regina Prigge	2/10/2025
Student Welfare: Discipline/Conflict/Violence Management		11/8/2023	Regina Prigge	2/10/2025
Technology Integration		11/8/2023	Regina Prigge	2/10/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Paul Neumann	5/1/2024	Regina Prigge	3/20/2025