

**New Caney Independent School District**  
**Porter High School**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

Our Mission is to provide for every youth, regardless of ability, environment, or race an educational program that will develop the competitive spirit, knowledge, skills, and behavior patterns, which will make each student successful, responsible and productive members of the global community.

# Vision

Porter High School will be the best place to learn, teach, and build a global community via a winning positive competitive spirit, innovative technologies, rigorous/relevant curriculum, and engaging instruction.

# Value Statement

## Communication:

Considerate and meaningful sharing of information, ideas, and feelings—listening carefully, speaking forthrightly, respecting diverse views, participating productively in dialogue and conversations. We welcome opportunities being pointed out with productive solution feedback as we move toward consensus.

## Collaboration:

We work with students and employees to achieve common goals—looking beyond self-interests. We offer both support and challenge, remain helpful and forgiving in difficult situations, help build consensus toward positive results, and help one another shape meaningful lives. We value laughter, play, kindness, celebration, and joy in our learning and work—taking our learning and work seriously and ourselves lightly.

### Professionalism:

We treat students and employees justly and expect the same in return—applying rules with equity, giving all the benefit of the doubt, and providing opportunities for individual success. We respect all stakeholders. We rush not to judgment but turn to wonder what was intended or being felt. Next, for clarity, we ask honest, open questions of ourselves and others. We do not take things personally and we work together to solve differences of opinion through the use of data.

### Integrity:

We speak and act truthfully, without hidden agendas. We admit our mistakes, say when we do not know, and honor our commitments. We avoid silence when it may mislead; we seek root causes and solve problems.

### Responsible Risk-Taking:

We thrive on change. We respond well to challenges—considering our actions carefully. Although uncertainties remain, we move forward despite possible criticism.

### Attitude

We value that the greatest discovery of any person is that one can alter his/her life by altering his/her attitude. Our lives are not determined by what happens to us, but how we react to what life brings us. Attitude is the paintbrush of the mind.

- No Grumps allowed
- If a problem is being identified, a solution is attached... otherwise it is just griping and bad for morale.
- Have fun at work!

### Best of the Best

We value students and strive to provide for every youth, regardless of ability, environment, or race an educational program that will develop knowledge, skills, and behavior patterns, which will make each student responsible and productive members of the global community via innovative technologies, rigorous and relevant curriculum, and engaging instruction. We value all stakeholders and learners that strive to be the best and work collaboratively with

the instructors to further their learning , growth, and understanding.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Porter High School is one of 15 campuses in the New Caney Independent School District. Porter High School serves approximately 1774 students in grades 9 to 12.

The student population is 4.6% African-American, 46.4% Anglo, 45.8% Hispanic, 49% male and 51% female with a low socioeconomic status of 48%.

The staff population is 90% Anglo, 1% Asian, 5% Hispanic, 1% African-American, 3% Other, 40% male and 60% female.

### Demographics Strengths

The Demographic strengths of PHS are in its wealth of experienced instructional employees. Also, the influx of a more affluent student demographic from the southern part of the district brings more parental involvement but also the challenges of ensuring the equitable accessibility to all resources. 24:1 is the student per teacher of the current hiring guidelines. Performance is higher than neighboring district schools, so numbers indicate that ratios are effective and teachers have opportunities to address the needs of all students in a more efficient manner.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** EL students across all content levels have a lower passing rate on state EOC assessments than other demographic groups **Root Cause:** This population continues to increase each year. The population is growing quicker than the campus/district can train.

**Problem Statement 2:** Special Education students have a lower passing rate on EOC assessments than other demographic groups. **Root Cause:** Staff has not had significant training on how to use a variety of instructional strategies to reach all groups.

**Problem Statement 3:** Students from all demographic groups have a lower passing rate on the EOC assessments than the state average **Root Cause:** Teachers have not had additional training and resources.

**Problem Statement 4:** Attendance is lower than 95% **Root Cause:** Parents and students do not understand the importance of credits and attendance in high

school.

# Community Involvement

## Community Involvement Summary

Community involvement is strong at Porter High School. The Pride survey is issued every year to ensure that the stakeholders and staff are successful in supporting students. The parental involvement plan incorporates booster clubs, parent volunteers and this year the creation of the PTO. Trends show involvement at the secondary level is more of a challenge than at the lower levels; however, PHS is showing better trends of involvement than most of the surrounding schools.

In all decisions community input is sought. Degree plans, SLC's, were created and are maintained via the parent/community input that is scheduled annually. Counseling family nights are scheduled annually with focus on the transition years such as incoming freshman and exiting seniors.

## Community Involvement Strengths

The school has business partners all throughout the community as well as the booster club and other extracurricular activities that have extensive outreach programs. The outreach programs provide support, scholarships, and assistance for those in need. Support throughout the year is created via the partnerships of the Asst. Principal, Councilor, and Teacher in each individual degree plan created for the student. This creates a relationship that is maintained with the student and family over the four year educational journey.



# Programs

## Programs Summary

Porter High School offers a variety of special programs and classes for our students such as: English as a Second Language, Pre-AP and AP Gifted and Talented, and Special Education which includes 504. The English as a Second Language class is offered to students at the high school who have been in the country less than 3 years; however, students can receive assistance with our ESL teacher beyond the 3 years. The Gifted and Talented program is offered to high school students. The program is subject-specific academically for language art, math, science, and social studies. Students are screened using a multiple criteria for placement. As students move into 11<sup>th</sup> and 12<sup>th</sup> grade, they take Advanced Placement courses in the subjects that they are identified GT in. The Special Education program is offered at this high school for those who qualify for services with each student developing an individualized educational program as determined by the ARD committee. Students are referred to the Intervention team and then to be tested by the special education team. If a student does not qualify for special educational services, 504 services can be offered. This campus offers 504 accommodations to students who are not receiving special education services but, need some extra help.

## Programs Strengths

Porter High School is a comprehensive high school that is comprised of grades 9 through 12, located on a 65 acre sports and curriculum complex in Porter Texas. PHS will be comprised of 1800 students when all for grade levels are in attendance and is designed in Small Learning Communities to better serve students. In the last fifty years, the average size of high schools has changed from having fewer than 1,000 students to now having over 1,800 students. Research overwhelmingly supports the notion that students in kindergarten through high school are more successful when they attend small schools. In fact, smaller learning environments positively affect grades, test scores, attendance rates, graduation rates, and school safety. Moreover, PHS communities will share the same teachers and student members from grade to grade. PHS is designed on the Career Academy Model. This type of SLC is a four year structure developed around a career theme or Career Clusters. This structure is characterized by career-related electives and integration of career theme across entire academic curriculum. The career themes are based on current research from the community and the trends in the most popular careers. The research overwhelmingly supports this concept and PHS is divided into three "houses," or small learning communities. They are; Engineering, The Arts, and Business and Criminal Justice. In addition, the elective offerings will vary from orchestra, band, and the arts to a full line-up of sport activities. Another strength is the increased offerings in advanced placement courses for this academic school year.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Dyslexia 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

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS

#### **Parent/Community Data**

- Parent surveys and/or other feedback

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

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

Revised/Approved: September 17, 2018





**Goal 1: Porter High School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student centered programs.**

## STUDENT PERFORMANCE

**Performance Objective 1:** Students in all grades will master ELA curricula as evidenced by earning scores on the 2017 STAAR ELA tests that meet or exceed the state averages by at least 5%.

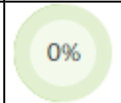
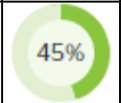




**Evaluation Data Source(s) 1:** Disaggregated data from the 2017 STAAR Reading and Writing tests will show student performance exceeded the state average on each grade level test

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) Teachers will deliver high quality, TEKS driven, high interest instruction, following district curriculum documents in ELA and Basic Reading each day.	Administrators	Administrators will conduct observations and walk-throughs to insure high quality instruction delivery.				
<b>Funding Sources:</b> Local - 0.00						
2) Teachers will develop high quality, TEKS connected lesson plans and post them in Forethought and Canvas each week.	Administrators	Administrators will monitor lesson plans of assigned teacher groups for completeness and quality.				
<b>Funding Sources:</b> Local - 0.00						

<b>Comprehensive Support Strategy</b> 3) Students will use IRLA and other online diagnostic software to improve reading comprehension and fluency. Target population is ESL, SPED, Dyslexia, and struggling readers	ELA teachers, Dean of Instruction, House AP, Instructional Coaches, ELL Instructional Coach, Campus Instructional Coach	Students will meet performance levels identified in Performance Objective 1.				
	<b>Funding Sources:</b> Local - 0.00, State Compensatory Ed - 61644.00					
4) Teachers will offer weekly ELA tutorials, at a minimum, once per week	ELA department head	Students will meet performance levels identified in Performance Objective 1.				
	<b>Funding Sources:</b> Local - 0.00					
5) Students set performance goals and participate in district CBA tests; teachers monitor results and conference individually with students concerning their performance and adjust and monitor goals as necessary	ELA teachers, department head, administrators, Instructional Coaches	Students will meet performance levels identified in Performance Objective 1.				
	<b>Funding Sources:</b> Local - 0.00, State Compensatory Ed - 0.00					
6) Teachers will attend high quality, research based staff development and training sessions, such as Rice Institute, and Lead4ward and will implement strategies in their classrooms. Teachers will attend trainings provided by District Instructional Specialist and Campus Instructional Coaches.	ELA Instructional Specialist and administrators	Students will meet performance levels identified in Performance Objective 1				
	<b>Funding Sources:</b> Local - 0.00, Title II - 714.00, State GT - 0.00, State Compensatory Ed - 0.00					
<b>Comprehensive Support Strategy</b> 7) Teachers will meet with ELL Specialist and will utilize ELL paraprofessional to coordinate language objectives, activities, interventions, translations and SIOP strategies for ELL students in their classes. All core teachers have been SIOP trained. A pullout tutorial program will be implemented for targeted ELL/LEP students in the spring semester.	ELL Specialist and administrators	Students will meet performance levels identified in Performance Objective 1.				
	<b>Funding Sources:</b> State BIL/ESL - 0.00, State Compensatory Ed - 67257.00					
<b>Comprehensive Support Strategy</b> 8) Core content teachers will attend workshops and learning opportunities provided by 2 new campus instructional coaches and district instructional specialists	Admin, dept chairs, district specialists, campus instructional coaches	agendas, calendars				
	<b>Funding Sources:</b> Title II - 0.00, State Compensatory Ed - 136418.00					
9) Migrant and Immigrant identified students will be served in these tutorials and pull out programs, as well as ESY if eligible. Parent information sessions are provided in home languages and supplemental support and instructional materials are provided	ELL Specialist and administrators	Students will meet performance levels identified in Performance Objective 1.				
	<b>Funding Sources:</b> Title I - 0.00, Title III - 0.00					

10) General education teachers will be trained to maximize effectiveness of SPED inclusion paraprofessionals/ teachers in their classes.	SPED department head and administrators	Students will meet performance levels identified in Performance Objective 1.				
<b>Funding Sources:</b> Local - 0.00						
11) Teachers who teach Advanced or Pre-AP ELA classes will be GT certified and will implement research-based strategies to challenge and enrich curriculum for GT identified students participating in the GT program at WFMS. Many ELA teachers are RICE Institute trained. District instructional specialists and the Director of Advanced Academics support these efforts, as well as provide training and PD activities and data disaggregation to improve practice and support student achievement	Administrators, District Instructional Specialists, District GT Coordinator and Director of Advanced Academics, and AP Advisory Council Campus Representative	Academic performance and satisfaction indicated on year-end student and parent survey results.				
<b>Funding Sources:</b> Local - 0.00, State GT - 0.00						
12) Provide after school, Saturday, and summer support for Pre-AP/AP students.	House Principals, Support Personnel, Teachers, Principal, and Dean.	Sessions are provided and student performance in AP courses and exams improve.				
<b>Funding Sources:</b> Title II - 0.00						
13) Teachers will be trained in the usage of Canvas and will become proficient in delivering instruction through these resources.	Administrators	Students will meet identified performance levels				
<b>Funding Sources:</b> Local - 0.00						
14) Edgenuity will serve as an online curriculum to accelerate students who need to recover credits.	Counselors, Dean of Instruction, Admin	Students will graduate with their cohort				
<b>Funding Sources:</b> State Compensatory Ed - 37379.00, Local - 0.00						
<b>Comprehensive Support Strategy</b> 15) Identified student groups such as ESL, LEP, 504, Dyslexia, SPED, and struggling students, will receive specialized quality instruction from a highly trained English Teacher	English Dept. Principal, Admin, Instructional Coaches	improved EOC English passing rate				
<b>Funding Sources:</b> State Compensatory Ed - 2250.00						
<b>Comprehensive Support Strategy</b> 16) Accelerated Instruction will be provided for students not passing STAAR or EOC to enable them to pass the state assessment.	Counselors, Dean of Instruction, Admin	Students passing state assessment and graduating with their cohort.				
<b>Funding Sources:</b> State Compensatory Ed - 107723.00						
17) Students in need of course credit recovery will be able to attend a credit recovery program after school.	Teacher, Principal, Dean of Instruction, Counselors	students will graduate with their cohort				

18) Students in need of course credit recovery will be able to attend a credit recovery program after school.	Teacher, Principal, Dean of Instruction, Counselors	students will graduate with their cohort				
<b>Funding Sources:</b> Local - 0.00, State Compensatory Ed - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 1:** Porter High School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student centered programs.

**STUDENT PERFORMANCE**

**Performance Objective 2:** Students in all grades will master Math curricula as evidenced by earning scores on the 2017 STAAR Algebra EOC tests that exceed the state averages by at least 5%

**Evaluation Data Source(s) 2:** Disaggregated data from the 2017 Algebra EOC tests will show student performance exceeded the state average on each grade level test by at least 5%.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) Teachers will deliver high quality, TEKS driven, high interest instruction, following district curriculum documents in Math and STAAR Math classes each day.	Administrators	Administrators will conduct observations and walk-throughs to insure high quality instruction delivery.				
<b>Funding Sources:</b> Local - 0.00						
2) Teachers will develop high quality, TEKS connected lesson plans and post them in Forethought and Canvas each week.	Administrators	Administrators will monitor lesson plans of assigned teacher groups for completeness and quality.				
<b>Funding Sources:</b> Local - 0.00						
<b>Comprehensive Support Strategy</b> 3) Students will use Think Through Math program, ALEKS, as well as other interactive and online software and websites to increase math knowledge and skills.	Math teachers and department head	Students will meet performance levels identified in Performance Objective 2.				
<b>Funding Sources:</b> Local - 0.00						
4) Students set performance goals and participate in district bundle tests; teachers monitor results and conference individually with students concerning their performance and adjust and monitor goals as necessary.	Math teachers, department head, and administrators	Students will meet performance levels identified in Performance Objective 2.				
<b>Funding Sources:</b> Local - 0.00						
5) Teachers will hold weekly tutorial sessions,	Math department head and administrators	Students will meet performance levels identified in Performance Objective 2.				
<b>Funding Sources:</b> Local - 0.00						



6) Teachers will attend high quality, research based staff development and training sessions, such as Lead4ward, and CAMT, etc. and will implement strategies in their classrooms. Teachers will attend district trainings provided by District Instructional Specialist.	Math Instructional Specialist, department head, and administrators	Students will meet performance levels identified in Performance Objective 2.				
<b>Funding Sources:</b> Local - 0.00, Title II - 714.00, State Compensatory Ed - 0.00, State GT - 0.00						
<b>Comprehensive Support Strategy</b> 7) Teachers will meet with ELL Specialist and will utilize ELL paraprofessional to coordinate language objectives, activities, interventions, translations and SIOP strategies for ELL students in their classes.	ELL Specialist and administrators	Students will meet performance levels identified in Performance Objective 2.				
<b>Funding Sources:</b> State BIL/ESL - 0.00						
8) Core content teachers will attend workshops and learning opportunities provided by 2 new campus instructional specialists and district instructional specialists	Admin, instructional specialist, dept. chairs	agendas, lesson plans				
<b>Funding Sources:</b> State Compensatory Ed - 0.00						
<b>Comprehensive Support Strategy</b> 9) General education teachers will be trained to maximize effectiveness of SPED inclusion paraprofessionals/ teachers in their classes.	SPED department head and administrators	Students will meet performance levels identified in Performance Objective 2.				
<b>Funding Sources:</b> Local - 0.00						
10) students will become proficient in the use of scientific/graphing calculators.	Math teachers and department head	Students will be able to use scientific/graphing calculators as evidenced by performance on bundle and STAAR/EOC assessments.				
<b>Funding Sources:</b> Local - 0.00						
11) Teachers who teach Advanced or Pre-AP Math classes will be GT certified and will implement research-based strategies to challenge and enrich curriculum for GT identified students participating in the GT program at PHS. Each year a rotation of teachers attend the RICE Institute.	District GT Coordinator, AP Advisory Council Campus Representative, and administrators	Academic performance and satisfaction indicated on year-end student and parent survey results.				
<b>Funding Sources:</b> State GT - 0.00						
12) Teachers will continue to implement Canvas and will become proficient in delivering instruction through this resources.	Administrators	Students will meet identified performance levels.				
<b>Funding Sources:</b> Local - 0.00						
13) Migrant and Immigrant identified students will be served in these tutorials and pull out programs, as well as ESY if eligible. Parent information sessions are provided in home languages and supplemental support and instructional materials are provided	ELL Specialist and administrators	Students will meet performance levels identified in Performance Objective 1.				
<b>Funding Sources:</b> Title I - 0.00, Title III - 0.00						

14) Provide after school, Saturday, and summer support for Pre-AP/AP students.	House Principals, Support Personnel, Teachers, Principal, and Dean.	Sessions are provided and student performance in AP courses and exams improve.				
	<b>Funding Sources:</b> Title II - 1000.00					
15) Edgenuity will serve as an online curriculum to accelerate students who need to recover credits.	Counselors, Dean of Instruction, Admin	Students will graduate with their cohort				
	<b>Funding Sources:</b> State Compensatory Ed - 37379.00					
16) Identified students in need of prescriptive instruction will be double blocked in an Algebra 1 schedule. Students include ESL, 504, Sped, and struggling learners ALEKS online math program will be utilized to supplement instruction	Math Dept, Admin, Instructional Coaches	improved EOC scores				
	<b>Funding Sources:</b> State Compensatory Ed - 0.00, Local - 0.00					
<b>Comprehensive Support Strategy</b> 17) Accelerated Instruction will be provided for students not passing STAAR or EOC to enable them to pass the state assessment.	Counselors, Dean of Instruction, Admin	Students passing state assessment and graduating with their cohort.				
	<b>Funding Sources:</b> State Compensatory Ed - 82072.00					
18) Students in need of course credit recovery will be able to attend a credit recovery program after school.	Teacher, Principal, Dean of Instruction, Counselors	students will graduate with their cohort				
	<b>Funding Sources:</b> State Compensatory Ed - 0.00					
= Accomplished      = Continue/Modify      = No Progress      = Discontinue						

**Goal 1:** Porter High School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student centered programs.

**STUDENT PERFORMANCE**






**Performance Objective 3:** Students in all grades will master Science curricula as evidenced by earning scores on the 2017 STAAR EOC Biology Science test that meet or exceed the state average by at least 5%.

**Evaluation Data Source(s) 3:** Disaggregated data from the 2017 STAAR Science test will show student performance met or exceeded the state average.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) Teachers will deliver high quality, TEKS driven, high interest instruction, following district curriculum documents in Science classes each day.	Department head and administrators	Administrators will conduct observations and walk-throughs to insure high quality instruction delivery.				
	<b>Funding Sources:</b> Local - 0.00					
2) Teachers will develop high quality, TEKS connected lesson plans and post them in Forethought and Canvas each week.	Administrators	Administrators will monitor lesson plans of assigned teacher groups for completeness and quality.				
	<b>Funding Sources:</b> Local - 0.00					
3) Teachers will hold weekly tutorial sessions, at a minimum on Mondays before school.	department head and administrators	Students will meet performance levels identified in Performance Objective 3				
	<b>Funding Sources:</b> Local - 0.00					
4) Teachers will attend high quality, research based staff development and training sessions, such as Lead4ward, and CAST, etc. Teachers will attend district trainings provided by District Instructional Specialist.	Science Instructional Specialist, department head and administrators	Students will meet performance levels identified in Performance Objective 3.				
	<b>Funding Sources:</b> Local - 0.00, Title II - 714.00, State Compensatory Ed - 0.00					

<p><b>Comprehensive Support Strategy</b></p> <p>5) Teachers will meet with ELL Specialist and will utilize ELL paraprofessional to coordinate language objectives, activities, interventions, translations and SIOP strategies for ELL students in their classes. Teachers will implement a new content specific vocabulary improvement program. ELL staff will use funds for testing and instructional supplies (bilingual support and translation materials, parent information, bilingual dictionaries, etc.)</p>	ELL Specialist and administrators	Students will meet performance levels identified in Performance Objective 3.				
	<p><b>Funding Sources:</b> State BIL/ESL - 0.00</p>					
<p>6) General education teachers will be trained to maximize effectiveness of SPED inclusion paraprofessionals/teachers in their classes.</p>	SPED department head and administrators	Students will meet performance levels identified in Performance Objective 3.				
	<p><b>Funding Sources:</b> Local - 0.00</p>					
<p>7) Core content teachers will attend workshops and learning opportunities provided by 2 new campus instructional coaches and district instructional specialists</p>	Admin, dept. chairs, Dean, Associate Principal	agenda, lesson plans				
	<p><b>Funding Sources:</b> Title II - 0.00, State Compensatory Ed - 0.00</p>					
<p>8) Teachers who teach Advanced or Pre-AP Science classes will be GT certified and will implement research-based strategies to challenge and enrich curriculum for GT identified students participating in the GT program at PHS. Many teachers are RICE Institute trained.</p>	District GT Coordinator, AP Advisory Council Campus Representative, and administrators	Academic performance and satisfaction indicated on year-end student and parent survey results.				
	<p><b>Funding Sources:</b> State GT - 0.00</p>					
<p>9) Teachers will be trained in the usage of Google Classroom and Canvas and will become proficient in delivering instruction through these resources</p>	Administrators	Students will meet identified performance levels.				
	<p><b>Funding Sources:</b> Local - 0.00</p>					
<p><b>Comprehensive Support Strategy</b></p> <p>10) Migrant and Immigrant identified students will be served in these tutorials and pull out programs, as well as ESY if eligible. Parent information sessions are provided in home languages and supplemental support and instructional materials are provided</p>	ELL Specialist and administrators	Students will meet performance levels identified in Performance Objective 1.				
	<p><b>Funding Sources:</b> Title I - 0.00, Title III - 0.00</p>					
<p>11) Provide after school, Saturday, and summer support for Pre-AP/AP students.</p>	House Principals, Support Personnel, Teachers, Principal, and Dean.	Sessions are provided and student performance in AP courses and exams improve.				
	<p><b>Funding Sources:</b> Title II - 1000.00</p>					

12) Edgenuity will serve as an online curriculum to accelerate students who need to recover credits. Edgenuity offers all core content areas for credit recovery. The program will be offered before, during and after school hours.	Dean of Instruction, Counselors, Admin	Students will graduate with their cohort				
	<b>Funding Sources:</b> State Compensatory Ed - 0.00					
13) Students in need of course credit recovery will be able to attend a credit recovery program after school.	Teacher, Principal, Dean of Instruction, Counselors	students will graduate with their cohort				
	<b>Funding Sources:</b> State Compensatory Ed - 0.00					

 = Accomplished     
  = Continue/Modify     
  = No Progress     
  = Discontinue

**Goal 1:** Porter High School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student centered programs.

**STUDENT PERFORMANCE**

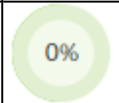





**Performance Objective 4:** Students in all grades will master Social Studies curricula as evidenced by students earning scores on the 2017 STAAR US Hist EOC test that meet or exceed the state average by at least 5%.

**Evaluation Data Source(s) 4:** Disaggregated data from the 2017 STAAR test will show student performance met or exceeded the state average.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) Teachers will deliver high quality, TEKS driven, high interest instruction, following district curriculum documents in Social Studies classes each day.	Administrators and department head	Administrators will conduct observations and walk-throughs to insure high quality instruction delivery				
<b>Funding Sources:</b> Local - 0.00						
2) Teachers will develop high quality, TEKS connected lesson plans and post them in Forethought each week	Administrators	Administrators will monitor lesson plans of assigned teacher groups for completeness and quality				
<b>Funding Sources:</b> Local - 0.00						
3) Teachers will be trained in the usage of Google Classroom and Canvas and will become proficient in delivering instruction through these resources.	Media Center Specialist, department head, and administrators	Students will meet performance levels identified in Performance Objective 5				
<b>Funding Sources:</b> Local - 0.00						
4) Teachers will hold weekly tutorial sessions, at a minimum on Fridays before school.	Department head and administrators	Students will meet performance levels identified in Performance Objective 5				
<b>Funding Sources:</b> Local - 0.00						
5) Teachers will attend high quality, research based staff development and training sessions and will implement strategies in their classrooms. Teachers will attend district trainings provided by District Instructional Specialist.	Administrators and department head	Students will meet performance levels identified in Performance Objective 5				
<b>Funding Sources:</b> Local - 0.00, Title II - 0.00, State Compensatory Ed - 0.00						

<p><b>Comprehensive Support Strategy</b></p> <p>6) Teachers will meet with ELL Specialist and will utilize ELL paraprofessional to coordinate language objectives, activities, interventions, translations and SIOP strategies for ELL students in their classes.</p>	ELL Specialist and administrators	Students will meet performance levels identified in Performance Objective 5				
	<p><b>Funding Sources:</b> State BIL/ESL - 0.00</p>					
<p><b>Comprehensive Support Strategy</b></p> <p>7) General education teachers will be trained to maximize effectiveness of SPED inclusion paraprofessionals/ teachers in their classes.</p>	SPED department head and administrators	Students will meet performance levels identified in Performance Objective 5				
	<p><b>Funding Sources:</b> State Sped - 0.00</p>					
<p>8) Teachers who teach Advanced or Pre-AP Social Studies classes will be GT certified and will implement research-based strategies to challenge and enrich curriculum for GT identified students participating in the GT program at WFMS. GT identified students will complete the Texas Performance Standards Project.</p>	District GT Coordinator, AP Advisory Council Campus Representative, and administrators	Academic performance and satisfaction indicated on year-end student and parent survey results.				
	<p><b>Funding Sources:</b> State GT - 0.00</p>					
<p>9) Migrant and Immigrant identified students will be served in these tutorials and pull out programs, as well as ESY if eligible. Parent information sessions are provided in home languages and supplemental support and instructional materials are provided</p>	ELL Specialist and administrators	Students will meet performance levels identified in Performance Objective 1.				
	<p><b>Funding Sources:</b> Title I - 0.00, Title III - 0.00</p>					
<p>10) Provide after school, Saturday, and summer support for Pre-AP/AP students.</p>	House Principals, Support Personnel, Teachers, Principal, and Dean.	Sessions are provided and student performance in AP courses and exams improve.				
	<p><b>Funding Sources:</b> Title II - 1000.00</p>					
<p>11) Core content teachers will attend workshops and learning opportunities provided by 2 new campus instructional specialists and district instructional specialists</p>	Admin, dept, chair, Dean, Associate Prin,	lesson plans, agenda				
	<p><b>Funding Sources:</b> State Compensatory Ed - 0.00</p>					
<p>12) Edgenuity will serve as an online curriculum to accelerate students who need to recover credits.</p>	Counselors, Dean of Instruction, Admin	Students will graduate with their cohort				
	<p><b>Funding Sources:</b> State Compensatory Ed - 0.00, Local - 0.00</p>					
<p>13) Accelerated Instruction will be provided for students not passing STAAR or EOC to enable them to pass the state assessment.</p>	Counselors, Dean of Instruction, Admin	Students passing state assessment and graduating with their cohort.				
	<p><b>Funding Sources:</b> State Compensatory Ed - 9214.00</p>					
<p>14) Students in need of course credit recovery will be able to attend a credit recovery program after school.</p>	Teacher, Principal, Dean of Instruction, Counselors	students will graduate with their cohort				
	<p><b>Funding Sources:</b> State Compensatory Ed - 9214.00</p>					

15) Students in need of course credit recovery will be able to attend a credit recovery program after school.	Teacher, Principal, Dean of Instruction, Counselors	students will graduate with their cohort				
<b>Funding Sources:</b> State Compensatory Ed - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						











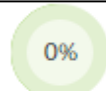

**Goal 1:** Porter High School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student centered programs.

**STUDENT PERFORMANCE**

**Performance Objective 5:** Through an engaging, hands-on curriculum, Porter High Schools CTE course offerings will encourage the development of problem-solving skills, critical thinking, creative and innovative reasoning, and a love of learning.

**Evaluation Data Source(s) 5:** End of Year Summative conference with the CATE department chairs and teachers.

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) CTE classes will align within Houses with the intent of providing defined career electives designed to better prepare the student for post-secondary education or the industry which they intend to enter.	CTE teachers and staff, Admin, Counselors	certifications, walk throughs, observations				
	<b>Funding Sources:</b> Perkins - 0.00, State CTE - 0.00					
2) Align CTE courses with degree plans. Students will follow a coherent sequence of CTE coursework	Counselors, Admin	students will graduate with an endorsement				
	<b>Funding Sources:</b> State CTE - 0.00, Perkins - 0.00					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 1:** Porter High School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student centered programs.

**STUDENT PERFORMANCE**

**Performance Objective 6:** PHS will have a dropout rate of zero and a student attendance rate that exceeds the state high school average.

**Evaluation Data Source(s) 6:** PEIMS and TAPR reports will reflect the dropout and attendance rate.

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) PHS will celebrate students who have perfect attendance at end of year awards ceremony	Attendance clerk, teachers, and administrators	Attendance rate will be monitored each week.				
<b>Funding Sources:</b> Local - 0.00						
2) School Messenger will call absent students, and attendance committee will meet bi-weekly to take appropriate action on excessive absences and investigate immediately any possible dropout situations	teachers, and administrators	Attendance rate will be monitored each week.				
<b>Funding Sources:</b> Local - 0.00						
3) ) Pregnancy related services- PRS will be utilized for students who self identify needing the services. East Montgomery County Youth Services will be contracted to assist and connect students with appropriate resources. The campus will assist with home bound services, offer alternative solutions for graduation completion, and offer a child development classes.	Counselors, Dean of Instruction	completion of high school with cohort.				
<b>Funding Sources:</b> Local - 0.00, Title I - 0.00						
4) College prep courses will be available for all students.	Counselors, Dean of Instruction	Increased number of at-risk students taking college prep course, dual and AP courses				
<b>Funding Sources:</b> State Compensatory Ed - 15977.00						
5) Students at risk for losing course credit will be placed on an attendance recovery plan.	House AP, Associate Principal, Principal, Principal	completion of high school with cohort; improved attendance				
<b>Funding Sources:</b> State Compensatory Ed - 0.00						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Goal 1:** Porter High School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student centered programs.

**STUDENT PERFORMANCE**

**Performance Objective 7:** PHS will foster the use of technology as an effective instructional strategy

**Evaluation Data Source(s) 7:** Britebytes survey technology evaluation of overall campus technology program will be conducted.

**Summative Evaluation 7:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) PHS will support the NCISD 1 Vision initiative by deploying Chromebooks, training staff and students in their use, providing ongoing staff development, encouraging participation in the Google summit, and utilizing the department of Digital Learning, Media Center Specialist and campus technology technician to troubleshoot and support chromebook integrated instruction.	Campus Media Specialist, teachers, and administrators.	Positive response from staff, students, and parents via phone calls, emails and survey				
	<b>Funding Sources:</b> Local - 0.00					
2) Teachers will utilize Canvas LMS	Dept. Chairs, Admin	Lesson plans, log in reports, surveys				
	<b>Funding Sources:</b> Local - 0.00					
= Accomplished                       = Continue/Modify                       = No Progress                       = Discontinue						

**Goal 1:** Porter High School will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student centered programs.

**STUDENT PERFORMANCE**

**Performance Objective 8:** Students will be college, career, and military ready for post secondary success

**Evaluation Data Source(s) 8:** TSI testing, college prep classes, EOC-STAAR ,ACT,SAT, certifications

**Summative Evaluation 8:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) Students will have the opportunity to enroll in college prep classes in English and Math. Students will have the opportunity to enroll in Advanced Placement and/or Dual Credit classes Students will have the opportunity to enroll in AFJROTC. Students will have the opportunity to gain certifications through CTE courses.	Counselors, Dean of Instruction, CTE teachers, Teachers	Students will obtain certifications, enrollment in AFROTC, career exploration of student's interests				
<b>Funding Sources:</b> Local - 0.00, State Compensatory Ed - 0.00, Perkins - 0.00						
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue						

## Goal 2: Porter High School will provide a safe and orderly environment that promotes student learning for all students.

**Performance Objective 1:** PHS will investigate, establish, and promote programs to ensure the safety of students and staff.

**Evaluation Data Source(s) 1:** PEIMS data will be disaggregated to identify strengths and areas needing improvement through PEIMS discipline records. Parent, staff, and student surveys will also be conducted.

### Summative Evaluation 1:









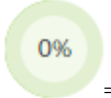

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) All NCISD resources and programs which help insure a safe and orderly environment will be fully implemented: School Peace Officer with K-9 on campus; Raptor visitor screening; security cameras; bullying and violence prevention training for staff and students; Red Ribbon Week anti-drug abuse activities; dating violence education; safety drills; health services; random drug testing for athletes and coaches; counseling services; transition from DAEP/JJAEP placements; CPI PBSI training; mandatory staff and student ID badge display; local anti-bullying reporting systems;	All staff	PEIMS data will be disaggregated to identify strengths and areas needing improvement through PEIMS 425 discipline records. Parent, staff, and student surveys will also be conducted.				
	<b>Funding Sources:</b> Local - 0.00					
2) NCISD identifies homeless and unaccompanied youth and provides services to these students as needed. NCISD has a webpage dedicated to Homeless resources.	Staff, Counselors, Registrars, Admin	PEIMS data, counseling referrals, Student Residency Questionnaire				
	<b>Funding Sources:</b> Title I - 1000.00					
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

# Goal 3: Porter High School will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

**Performance Objective 1:** All PHS teachers and paraprofessionals will meet the state certification standards.

**Evaluation Data Source(s) 1:** The PHS staffing plan will reflect 100% of teachers and paraprofessionals meeting the state certification standards.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) Administrators will network and attend job fairs as needed to attract and hire state certified staff.	Administrators	The staffing plan will reflect 100% of teachers and paraprofessionals meeting the state certification standards.				
<b>Funding Sources:</b> Local - 0.00						
2) 2) Competitive stipends and retention pay are offered to enhance opportunities for teachers to grow and stay in the district.	Administration	Teachers retention at the campus. Climate and culture surveys.				
<b>Funding Sources:</b> Local - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 3:** Porter High School will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

**Performance Objective 2:** NCISD will provide meaningful and quality professional growth opportunities for all administrators, teachers, and paraprofessionals. 100% of identified staff will participate in a minimum of 12 hours of high quality professional development activities during the year.

**Evaluation Data Source(s) 2:** NCISD will collect data regarding staff participation and the effectiveness of staff development activities

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) Staff will have the opportunity to pursue professional growth that will enhance and improve student performance. Examples could include, Rice Institutes, Region 4, Region 6, Content training with district specialists and campus instructional coaches.	All staff	professional learning communities- PLC agendas, survey, professional learning transcripts				
	<b>Funding Sources:</b> Local - 0.00, State Compensatory Ed - 0.00, State GT - 0.00					
2) 2) All staff will participate in required TEC professional development.	Administration	Certificate of completion				
	<b>Funding Sources:</b> Local - 0.00					
3) Provide meaningful and high quality leadership and academic professional development for all administrators (Capturing Kids Hearts, PBIS, Restorative Discipline, Region trainings, etc.)						
	<b>Funding Sources:</b> Title IV - 2575.00					
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue						

**Goal 3:** Porter High School will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

**Performance Objective 3:** Administrators will support district new teacher mentor program efforts; will strive to create a positive and pleasant school climate; and also to support PHS staff in order to retain happy and productive educators in each classroom and in each department on campus.

**Evaluation Data Source(s) 3:** Staff retention rates and survey results will be evaluated each year and any suggestions for improvement will be considered.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) Weekly mentor meetings will be hosted. Book study will be conducted using Fred Jones Strategies for classroom management enhancement.	Admin, Dept. chairs	observations, walk throughs				
<b>Funding Sources:</b> Local - 0.00						
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue						



# Goal 4: Porter High School will increase opportunities for parent/community involvement in all educational processes of our district.

**Performance Objective 1:** PHS will increase parent and community engagement

**Evaluation Data Source(s) 1:** Parent and student surveys will reflect positive impact of these parent involvement programs and opportunities

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	June
1) PHS parents are provided the following options, among others, for involvement in their child's education: parent volunteers; attend and volunteer at fine arts, extracurricular, and athletic competitions and functions; book fairs; fundraising; awards ceremonies; Meet the Spartans open house event.	Staff, Admin	parent/student surveys positive emails and correspondence from parents and students				
	<b>Funding Sources:</b> Local - 0.00					
2) Various parent training events and communication avenues such as the campus website, facebook, twitter, school marquee board; School Messenger callout system; SchoolWay app, Remind 101 app, and Skyward are provided to parents.	Staff, Admin	parent/student surveys positive emails and correspondence from parents and students				
	<b>Funding Sources:</b> Local - 0.00					
3) Counselors will hold parent and student meetings both during and after school hours	Counselors, Dean of Instruction, Principal	Parents more informed and students and parents taking amore active role in the educational process				
	<b>Funding Sources:</b> Local - 0.00					
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Students will use IRLA and other online diagnostic software to improve reading comprehension and fluency. Target population is ESL, SPED, Dyslexia, and struggling readers
1	1	7	Teachers will meet with ELL Specialist and will utilize ELL paraprofessional to coordinate language objectives, activities, interventions, translations and SIOP strategies for ELL students in their classes. All core teachers have been SIOP trained. A pullout tutorial program will be implemented for targeted ELL/LEP students in the spring semester.
1	1	8	Core content teachers will attend workshops and learning opportunities provided by 2 new campus instructional coaches and district instructional specialists
1	1	15	Identified student groups such as ESL, LEP, 504, Dyslexia, SPED, and struggling students, will receive specialized quality instruction from a highly trained English Teacher
1	1	16	Accelerated Instruction will be provided for students not passing STAAR or EOC to enable them to pass the state assessment.
1	2	3	Students will use Think Through Math program, ALEKS, as well as other interactive and online software and websites to increase math knowledge and skills.
1	2	7	Teachers will meet with ELL Specialist and will utilize ELL paraprofessional to coordinate language objectives, activities, interventions, translations and SIOP strategies for ELL students in their classes.
1	2	9	General education teachers will be trained to maximize effectiveness of SPED inclusion paraprofessionals/ teachers in their classes.
1	2	17	Accelerated Instruction will be provided for students not passing STAAR or EOC to enable them to pass the state assessment.
1	3	5	Teachers will meet with ELL Specialist and will utilize ELL paraprofessional to coordinate language objectives, activities, interventions, translations and SIOP strategies for ELL students in their classes. Teachers will implement a new content specific vocabulary improvement program. ELL staff will use funds for testing and instructional supplies (bilingual support and translation materials, parent information, bilingual dictionaries, etc.)
1	3	10	Migrant and Immigrant identified students will be served in these tutorials and pull out programs, as well as ESY if eligible. Parent information sessions are provided in home languages and supplemental support and instructional materials are provided
1	4	6	Teachers will meet with ELL Specialist and will utilize ELL paraprofessional to coordinate language objectives, activities, interventions, translations and SIOP strategies for ELL students in their classes.
1	4	7	General education teachers will be trained to maximize effectiveness of SPED inclusion paraprofessionals/ teachers in their classes.

# State Compensatory

## Personnel for Porter High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Castles, Tara	ESL Reading	ELL	.5
Heasley, Carrie	LS Reading	Life Skills	.12
James, Nicole	Math Lab	APEX	.5
Lutrell, William	APEX Teacher	APEX remediation	1
Pena, Melanie	Reading	Achieve 3000	.25
Rice, Rebecca	Reading	Achieve 3000	1
Semler, Megan	Reading	Achieve 3000	.37
Uschak-Cruz	ELL Specialist	ELL	1

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# Campus Site-Based School Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Autumn Dowdy	
Classroom Teacher	Charles Rickert	
Administrator	Donda Slaydon	
Classroom Teacher	George Dowdy	
Classroom Teacher	Jaime Martinez	
Classroom Teacher	jeff reece	
Administrator	Jeremy Harris	
Classroom Teacher	jim sanders	
Classroom Teacher	John Ogden	
Classroom Teacher	Lauren Fraga	
Community Representative	Loren Dixon	
Parent	M Kruger	
Classroom Teacher	meg semler	
Classroom Teacher	Michael McDonald	
Business Representative	Shelton Easley	
Business Representative	T Barrow	
Classroom Teacher	Tanya Easley	
Classroom Teacher	Tom Davidson	
Classroom Teacher	Vandi Nall	
Community Representative	Jonathan Grey	
Classroom Teacher	Jennifer Younge	
Classroom Teacher	Wendy Mitchell	

# Campus Funding Summary

<b>Title I</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	9	Migrant Title I, Part C, S.Messmer, H.U.Cruz		\$0.00
1	2	13	Migrant Title I, Part C-		\$0.00
1	3	10	Migrant Title I, Part C		\$0.00
1	4	9	Migrant Title I, Part C		\$0.00
1	6	3	Montgomery County Youth Services		\$0.00
2	1	2	Homeless funds		\$1,000.00
<b>Sub-Total</b>					<b>\$1,000.00</b>
<b>Title II</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	6	District Instructional Specialist. W.Mitchell, J.Young		\$714.00
1	1	8	J. Young; W.Mitchell		\$0.00
1	1	12	PAP training		\$0.00
1	2	6	District Instructional Specialist		\$714.00
1	2	14	PAP training		\$1,000.00
1	3	4	District Instructional Specialist		\$714.00
1	3	7			\$0.00
1	3	11	PAP training		\$1,000.00
1	4	5	District Instructional Specialist		\$0.00
1	4	10	PAP training		\$1,000.00
<b>Sub-Total</b>					<b>\$5,142.00</b>
<b>Title III</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	9	Immigrant, S.Messmer, H.U.Cruz		\$0.00
1	2	13	Immigrant- H.Cruz, S.Messmer		\$0.00

1	3	10	Immigrant- H.Cruz., S.Messmer		\$0.00
1	4	9	Immigrant		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Title IV</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	2	3	Admin PD		\$2,575.00
<b>Sub-Total</b>					\$2,575.00
<b>State Compensatory Ed</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	ESOL Teacher - Messmer		\$60,394.00
1	1	3	Dyslexia travel,, supplies, general supplemental supplies	PIC 24	\$1,250.00
1	1	5	P.Sutherland; T.Castles, M.Semler; W.Mitchell, J.Young		\$0.00
1	1	6	Travel/materials		\$0.00
1	1	7	EL Specialist - Uschak-Cruz		\$67,257.00
1	1	8	J. Young; W.Mitchell		\$136,418.00
1	1	14	W.Luttrell		\$37,379.00
1	1	15	P.Wilke, M.Semler, P.Sutherland, T.Castles- STAFF DEV	PIC 24	\$750.00
1	1	15	PIC 24- dyslexia- instructional SCE Gen SPLS	PIC 24	\$500.00
1	1	15	GEN SPLS- Dyslexia	PIC 24	\$1,000.00
1	1	16	Reading - Semler ELA - Castles, Sutherland		\$107,723.00
1	1	18	Teacher		\$0.00
1	2	6	W. Mitchell, J.Young, travel, materials		\$0.00
1	2	8	W.Mitchell, J.Young, district instruct specialists		\$0.00
1	2	15	W.Luttrell		\$37,379.00
1	2	16	A.Sturdy, N.James, L.Luke		\$0.00
1	2	17	Math teachers James Luke and Sturdy		\$82,072.00
1	2	18	Teacher		\$0.00
1	3	4	W.Mitchell, J. Young, travel, materials		\$0.00

1	3	7	W.Mitchell, J.Young		\$0.00
1	3	12	W.Luttrell,		\$0.00
1	3	13	Teacher		\$0.00
1	4	5	materials, travel		\$0.00
1	4	11	W.Mitchell, J.Young		\$0.00
1	4	12	W.Luttrell		\$0.00
1	4	13	EOC - Gov Teacher - T. Power		\$9,214.00
1	4	15	Teacher		\$0.00
1	6	4			\$15,977.00
1	6	5	teachers to work after school hours		\$0.00
1	8	1			\$0.00
3	2	1			\$0.00

**Sub-Total** \$557,313.00

**Perkins**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	CTE		\$0.00
1	5	2	CTE		\$0.00
1	8	1			\$0.00

**Sub-Total** \$0.00

**State CTE**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	CTE		\$0.00
1	5	2	CTE		\$0.00

**Sub-Total** \$0.00

**State GT**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	1	11			\$0.00



1	2	6			\$0.00
1	2	11			\$0.00
1	3	8	Training		\$0.00
1	4	8			\$0.00
3	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>State BIL/ESL</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	7	State BIL/ESL Funds; H.U.Cruz; S.Messmer; T.Castles		\$0.00
1	2	7	H.Cruz, S.Messmer		\$0.00
1	3	5	Bil/ESL- S. Messmer H.Cruz		\$0.00
1	4	6			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Local</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3	M.Semler;J.Young; W.Mitchell, H.Cruz,		\$0.00
1	1	4			\$0.00
1	1	5	P.Sutherland; T.Castles, M.Semler;		\$0.00
1	1	6			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	1	13			\$0.00
1	1	14			\$0.00
1	1	18	Teacher		\$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	9	A.Sturdy, N.James		\$0.00
1	2	10			\$0.00
1	2	12			\$0.00
1	2	16			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	6			\$0.00
1	3	9			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	12			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	7	1			\$0.00
1	7	2	District Technology		\$0.00
1	8	1			\$0.00
2	1	1			\$0.00
3	1	1			\$0.00

3	1	2			\$0.00
3	2	1	J.Young, W.Mitchell, H.Cruz		\$0.00
3	2	2			\$0.00
3	3	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>State Sped</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	4	7			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$566,030.00