

Pottsboro Independent School District

District Improvement Plan

2023-2024

Accountability Rating: B



Board Approval Date: October 16, 2023

Mission Statement

Pottsville Independent School District will provide an education program characterized by quality, equity, and accountability that will help our students build essential academic skills necessary for lifelong learning. By developing the ability to think logically, independently, and creatively, each student will achieve a feeling of self-worth and the confidence required to conquer the challenges of our ever-changing world environment.

Vision

Exceptional By Choice

Core Beliefs

WE believe all individuals deserve an environment that is conducive to mental, physical, and spiritual growth.

WE believe the quality of our school district is a direct reflection on our community.

WE believe community support is essential to the success of our students and staff.

WE believe an effective staff member has a positive influence on students.

WE believe the learning environment extends well beyond the classroom.

WE believe excellence requires commitment.

WE believe each student has values.

Table of Contents

- Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 4
- District Processes & Programs 7
- Perceptions 10
- Priority Problem Statements 11
- Comprehensive Needs Assessment Data Documentation 12
- Goals 14
- Goal 1: STUDENT ACHIEVEMENT: Every employee of the district will encourage and provide quality learning experiences for students to meet their full educational potential. 15
- Goal 2: IMPROVED CURRICULUM AND INSTRUCTION: Appropriate curriculum and instruction will be provided to each student at the rigor expected using creative and innovative instruction and technology. 29
- Goal 3: STUDENT ENVIRONMENT: Each campus will maintain a challenging, positive, safe, and drug-free environment conducive to student learning. 33
- Goal 4: COMMUNICATION AND PARENTAL AND COMMUNITY INVOLVEMENT: PISD will encourage constant, positive, and effective communication with our parents and community concerning the education of their students. 37
- District Improvement Committee 41
- District Funding Summary 42

Comprehensive Needs Assessment

Demographics

Demographics Summary

Pottsboro Independent School District, located in northern Grayson County along Lake Texoma, is the hub of the Pottsboro community and serves approximately 1,430 students in grades pre-kindergarten through twelfth grade. The district has one high school (9th-12th), one middle school (5th-8th), and one elementary school (Pre-K-4th). According to the 2021-2022 TAPR report, the ethnic population of the district is 80.3% White, 8.5% Hispanic, 2.4% American Indian/Alaskan Natives, 0.3% Black/African American, .5% Asian, and 6.9% of two or more races. The percent of students who qualify as economically disadvantaged is 34.7%, English Language Learners at Pottsboro is at 1.5% while the At-Risk population is well below the state level at 25.8%. Students with the primary disability being behavior is PISD's highest percentage of students in special education at 56 students total or 35% which is above the state percentage of 20%. All other primary disabilities fall below the state average.

According to the 2021-2022 TAPR School Report Card, the Attendance rate for the district was 95% which is the same as the state rate. The annual dropout rate for grades 7-8 is 0%, which is below the state rate of 0.9%. The annual dropout rate for grades 9-12 is 0.0% which is again below the state dropout rate of 2.4%. The District 4-Year Longitudinal Graduation Rate for the Class of 2021 was above the state rate at a percentage of 100% for the District and 90% for the State. The percent of graduates that were college, career, or military ready was 76%, above the state average of 53%.

Pottsboro ISD has a total of 195 professionals, this includes teachers, professional support, campus administration, and central administration. 92% of which are White, 4% Hispanic, 0% African American, 1% American Indian and 5% two or more races. There are 70% females and 30% males currently staffed at Pottsboro ISD. Teachers with a master's degree are above the state average with 25.0% of our teachers holding a master's degree while 77.0% of our teachers have a bachelor's Degree.

Teachers by years of experience are: beginning teachers at 1%, 1-5 years of experience is 20%, 6-10 years of experience is 16%, 11-20 years of experience is 39.7% and over 20 years of experience is 22.8%.

Demographics Strengths

In the past five years, our student enrollment has steadily increased from 1,416 to 1,430 students. The district's attendance rate has matched or exceeded the 95% standard established by the state of Texas for the past 5 years with an attendance rate of 95% for the 2021-2022 school year.

The number of identified students with dyslexia is 125 at 10.5% above the state percentage of 4.5 which indicates that PISD is following Child Find protocols to identify and provide intervention for students in need. The number of special education students is 160 which is 11.2% of our student population.

Pottsboro ISD strives to retain its highly qualified and experienced teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The district attendance rate falls below the district expectation of 98%. **Root Cause:** The lack of immediate incentive and/or consequences. Seniors continue to have the lowest attendance rate of 93.41% although all grade levels were under the targeted average.

Problem Statement 2 (Prioritized): Students with the primary disability being behavior is PISD's highest percentage of students in special education at 56 students total and require additional resources and support. **Root Cause:** The special learning needs population has increased.

Student Learning

Student Learning Summary

Pottsboro ISD continues to show improvement in many areas of State Testing. For the 2021-2022 testing year, PISD received an overall rating of B.

Texas Education Agency
2022 Accountability Ratings Overall Summary
POTTSBORO ISD (091913) - GRAYSON COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		88	B
Student Achievement		90	A
STAAR Performance	49	81	
College, Career and Military Readiness	77	94	
Graduation Rate	100	100	
School Progress		86	B
Academic Growth	66	70	C
Relative Performance (Eco Dis: 34.8%)	63	86	B
Closing the Gaps	69	82	B

Students in all subject areas for Pottsboro ISD for the 2021-2022 score reports show our students scored 79% Approaches (3% increase), 47% of students scored Meets (1% increase), and 20% of the students at Masters (1% increase). The Economically Disadvantaged students for 2022 showed improvement from 2019 with scores of 68% Approaches (4% increase), 32% Meets (2% increase) and 12% Masters (1% increase). SPED STAAR scores from 2021 to 2022 were 56% for Approaches (16% decrease), 31% for Meets (6% decrease), and 15% for Masters (4% decrease).

Approaches (passing results) for all grade levels are as follows.

PISD STAAR/EOC Results			
	2022	2023	
3rd Reading	88	77	-11
3rd Math	73	71	-2
4th Reading	88	78	-10
4th Math	82	83	1
5th Reading	82	86	4
5th Math	71	92	21
5th Science	63	69	6
6th Reading	70	84	14
6th Math	62	73	11
7th Reading	84	91	7
7th Math	64	71	7
8th Reading	87	93	6
8th Math	71	85	14
Algebra 1 (8th graders)	100	100	
8th Social Studies	64	76	12
8th Science	78	83	5
Algebra 1 (HS)	65	88	23
English 1	76	89	13
English 2	89	90	1
US History	95	96	1
Biology	91	96	5

PISD students that earned Meets is 47% overall and 20% overall for all subjects.

All Grades All Subjects	Year	State	Region	District
At Approaches Grade Level or Above	2022	74%	75%	79%
	2021	67%	69%	76%
At Meets Grade Level or Above	2022	48%	50%	47%
	2021	41%	44%	46%
At Masters Grade Level	2022	23%	25%	20%
	2021	18%	21%	19%

To address achievement gaps and improve student achievement overall, Pottsboro Independent School District utilizes the TEKS Resource System for the district's guaranteed and viable curriculum. The Texas Essential Knowledge and Skills (TEKS) are bundled into learning units throughout the instructional calendar. The TEKS Resource System has a Vertical Alignment Document (VAD) that aligns the TEKS at the appropriate grade level as well as aligns the TEKS across all the grade levels. The Year at a Glance (YAG) is a document provided within the system that shows which TEKS are taught during a six-grading period. Grade and subject-level teams of teachers ensure that the YAG is followed each year to ensure the best curriculum alignment for the district. Individuals and teams of teachers are responsible for designing their own lesson plans to reach the high expectations of

the district. A major focus and priority are on the resources utilized in the lesson plan. The resources need to be at the appropriate depth and complexity so the rigor of the lesson is aligned with the expectations of the STAAR and EOC tests. The district expects that all instructional staff are using ongoing and formative assessments in their daily lesson plans. The instruction aligned with the curriculum and the assessment aligned with the instruction produces results. Teachers work closely with their PLCs to evaluate assessment results to meet student needs.

Student Learning Strengths

A review of student performance from STAAR grades 3-8 and the EOC tests from 2022 to 2023 indicated that the district showed growth in all subject areas with the exception of 3rd and 4th Grade Reading. For the 2022 school year, all subjects were above the state average except for 5th Math, 5th grade Science, and 6th grade Math. For the 2023 school year, all subjects were above the state average except for 3rd and 6th grade Math.

According to the most recent TAPR report (2022), Pottsboro ISD scored higher than the state in all subject areas by 5% more students in the Approaches area. The percentage of students that met grade level on the 2022 STAAR assessment increased above the statewide results in 17 subject areas. Students continue to score above the state (70.8%) in all subject areas on the SAT and ACT college entrance exams (80.2%). College Ready Graduates (57%) continue to be above the State and Region (52%) by 5%, which is a 1% increase from 2021.

A collaborative team of educators work together throughout the school year in PLCs, Instructional Design Centers, and during their conference periods to plan and revise instruction to meet the needs of all students. The district curriculum is located through an online system for accessibility. Teachers utilize ongoing and formative assessment results to make the appropriate changes in instructional design. The district's supplemental curriculum is aligned vertically and horizontally throughout the grade levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 3rd and 6th grade Math scores are below the state average. **Root Cause:** An increase in students identified as at-risk, special education, and economically disadvantaged has impacted scores, along with the need for curriculum alignment and assessment training.

Problem Statement 2 (Prioritized): The percentage of PISD students that scored Meets and Mastered is below the state average. **Root Cause:** Rigorous curriculum and assessment alignment is needed throughout the district.

District Processes & Programs

District Processes & Programs Summary

The district's focus is on quality instruction and student learning as reflected through the district's operating budget, fund balance, multi-year projections of revenue and expenditures, and competitive compensation packages. The district strives to be transparent in the operations of the district through procedures for budget planning, purchasing, payroll, and maintenance of facilities. The district's organizational chart reflects a cohesive team of educators working together with the same expectations and goals. The expectation is to make a difference in all students' lives through a high-quality instructional and guaranteed and viable curriculum. The district's academic calendar for the 2023-2024 school year reflects this expectation giving curriculum directors, teachers, principals, and other instructional staff six instructional design center dates where professional development and curriculum alignment will occur.

This expectation is fully supported by the Board and the Central Administration.

- Pottsboro Elementary continues to implement a STEM program in the Library that extends the curriculum to all students. The elementary continues to implement both the Reading and Math Workshop Model for grades K-4.
- Middle School has added CTE business and college-prep classes.
- Pottsboro High School has added practicum-level CTE courses in order to provide more students with opportunities to gain work-based certifications, do work-study programs, and specialized projects related to their CTE program of study. AV/TECH at the High School continues to produce amazing results including the Cardinal Chronicle and Cardinal Nation Sports.

Pottsboro ISD believes that people are empowered by their independent use of computers and other technologies and are united by their opportunities to share resources and communicate in a global community. We recognize the increasing need to know more, to know how to access information, to understand, and to communicate. By including technology as a component of a well-balanced K-12 program PISD provides students with the opportunity to develop lifelong learning skills through the use of technology. By using technology as a tool, teachers, administrators, and support staff are more efficient and effective in facilitating and managing the learning environment. Pottsboro ISD maintains a technology strategy that fully integrates district curriculum and professional needs.

Pottsboro ISD's needs related to technology include, but are not limited, to the following:

- Expand District Access control systems
- Upgrade VoIP phone system installation
- Audit of the district's Cyber Security readiness
- Implement Endpoint detection and response (EDR) cybersecurity solution
- Evaluate potential Managed or Extended detection and response cybersecurity services (MDR/XDR)
- Upgrade and standardize district bells and paging systems
- Upgrade Auditorium, Cafeteria, and Gymnasium Audio and Video systems
- Expand security camera coverage and security response capabilities
- Provide additional Professional Development opportunities for teachers to learn how to integrate technology into their curriculum
- Provide additional Professional Development for existing technologies and applications
- Staffing growth to three campus technicians/instructional techs, Systems Administrator, and Technology Director (four full-time, one 11-month)

All campuses implement Professional Learning Communities in order to promote collaboration, professional development opportunities targeted at immediate teacher and student needs, and data-driven instructional design.

District Processes & Programs Strengths

Pottsboro ISD provides students with a variety of programs and rigorous curriculum. In addition to the general curriculum, several systems are in place to meet the diverse needs of all students. These systems included, but are not limited to:

- Social/Emotional Learning (SEL) across all grade levels.
- Accelerated Instruction
- Credit Recovery
- Response to Intervention Support
- Section 504 Services
- Dyslexia Support
- Special Education Services
- CTE programs and pathways of study
- Honors and AP courses
- Gifted and Talented Services
- Credit-by-Exam opportunities
- Dual Credit opportunities
- Fine Arts
- Athletics
- Career and Technical Education
- UIL
- Extra-curricular clubs and activities
- PALS program
- Student Council and Leadership Teams

Current network infrastructure, hardware, software, and training supporting this includes:

- Fiber backbone throughout the District providing 10 Gigabit connectivity between District MDFs and Campus IDF.
- Palo Alto Next Generation Firewall providing 10 Gbps+ security, threat prevention, and content filtering
- 10Gbps Fiber WAN connection through Region 10 Fiber Consortium (Fiber X)
- Nutanix Hyperconverged Virtual Server environment providing Windows Server 2019 infrastructure, application, print, and data servers
- Dell PowerEdge HyperV server providing additional virtual application servers
- Microsoft Azure Application Directory Services
- Microsoft Intune Endpoint Management
- Cisco Wired and Wireless network infrastructure
- FreePBX VoIP phone system
- One-to-One laptop deployment in grades 3-12 (approximately 1200 HP, Dell, Lenovo laptops)
- One-to-Two tablet deployment in grades K-2 (approximately 200 Apple iPads)
- Laptops for all teachers and administrators (approximately 150 Dell and Lenovo laptops)
- Standardized classroom technology installation consisting of 75" Vivitek Interactive panel with Windows 10 OPS module, Document Camera, Teacher Laptop, Classroom Phone
- Standardized workstation loadset - Windows 10 Education, Office 365, Google Chrome, Windows Defender VirusScan, Acrobat Reader
- Administrative software--Ascender (for student and business services), Frontline (employee time clock, absence management, HR services, Special Ed management), Eduphoria (lesson plans, personal development and appraisal, facilities management), IncidentIQ (inventory, helpdesk), DocuWare Document Management, Mosaic Cafeteria Management, Follett Destiny Library Management, Blackboard Connect parent call system, CrisisGo emergency management

- Online instructional software such as Canvas, Mastery Connect, ClassLink, Impero, Unicheck, Plato, Rosetta Stone, Renaissance, BrainPop, Headsprout, Study Island, Stemsscopes, iStation, Savvas, Dreambox, IXL, Starfall
- Various online textbooks and digital content from Savvas, Houghton Mifflin Harcourt, and McGraw Hill
- Microsoft 365 accounts for Teachers providing access to email, calendar, online office apps, downloadable versions of Microsoft Office, and OneDrive cloud storage
- Microsoft 365 accounts for Students (High School and Middle School) providing access to email, online office apps, downloadable versions of Microsoft Office, and OneDrive cloud storage
- Raptor visitor management system
- Verkada security cameras on all campuses and Verkada vape sensors
- SecureTech WAVE Plus Critical Incident Notification System
- Three full-time Technology staff members and one 11-month staff member with over 35 years combined experience at Pottsboro ISD Technology Department providing infrastructure, application, instructional support, helpdesk and training services.

Pottsboro ISD's strengths related to technology include, but are not limited, to the following:

- One-to-One Technology program for grades 3-12 with a four year device lifecycle
- One-to-Two Technology program for grades K-2
- 10Gb Internet Connection
- Upgraded Enterprise Data Center Infrastructure and Firewall
- Enterprise class cloud security camera system on all campuses
- Critical District and Student data systems, Ascender and Eduphoria, migrated to enterprise class data centers ensuring secure and reliable access and storage of mission critical data, as well as disaster recovery and business continuity coverage
- Utilizing Canvas, a Learning Management System, integrated with Unicheck, a plagiarism checker, to improve the flow of digital classroom assignments and online instruction
- Impero Education Pro utilized for Classroom Management of devices and for Online Student Safety
- ClassLink Single-Sign-On and OneRoster rostering tool to manage account provisioning and access for students and staff
- Standardized wireless internet available on all campuses
- Every classroom has a 75" Vivitek Interactive panel with embedded Windows PC, Document Camera, Teacher Laptop, and Classroom Phone
- Standardized workstation loadset
- Technology supportive Administration and School Board
- Experienced Technology Staff

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Additional programs and processes require a need for additional academic, social, emotional, technology, and facility support. **Root Cause:** The increase in student program offerings to meet the needs and interests of all students.

Problem Statement 2: Teachers need more time, training, and experience in PLCs. **Root Cause:** Making time to have PLC meetings and receiving training is difficult due to shared staff, singletons in master schedules, and not sharing common planning periods

Perceptions

Perceptions Summary

Making a difference in the lives of each student is what we strive for each day. The district has high expectations for all students to reach their educational potential. Learning is our business at PISD and it's what we do here! Grade-level and subject teams of teachers collaborate and discuss instructional strategies to meet the needs of our students. Ongoing communication among the grade level and subject teams is crucial to the success of our students. Students engaged and focused on learning excel on the curriculum content and achieve at a higher level. Teachers analyze data, design instruction, and adjust instruction based on ongoing assessment. The administrative team focuses on teacher observations and evaluations, meetings, staff development, and book studies on improving student learning.

Parent and community involvement are strong in PISD. This is evident through the district's volunteer program that assists schools with tutoring students as well as the Watch Dog program that supports the district's goal of a secure and safe learning environment. The PTA/PTOs are very strong and raise additional monies to supplement a campus budget. In March 2013, the district supported the beginning of a Pottsboro Education Foundation. The foundation has 21 Board of Directors and an Executive Director who obtain funding from outside sources to enhance the classroom by providing grants for innovative and creative teaching ideas. The Board of Directors is comprised of a cross-section of the community bringing expertise from all areas. To date, the Pottsboro Education Foundation has awarded over \$200,000.00 to our teachers through approved grants for their classrooms.

An expectation of the district is to recruit and retain highly qualified employees in the district. The average years of teaching experience is 14.2% with 62.5% of the district's teachers having more than 10 years of experience. The best employees are the ones who have learned within the system and understand the philosophy, expectations, and goals of the district. It is the "grow your own" from within philosophy. A mentor and buddy system has been established to assist administrators, teachers, and staff in growing to become the most effective employees. If an employee from within can't fill a position, the district will utilize job fairs, teacher job networks, and outside sources to recruit the most qualified person. A competitive compensation package allows the district to recruit teachers from other districts and universities.

Perceptions Strengths

Each campus has celebrations to recognize student achievement and obtaining goals. The district makes it a priority to be a leader in academic performance as well as extra-curricular programs. The Board of Trustees recognizes the achievement and success of students, teachers, staff, and community at the local monthly board meetings. The difference is how infused our community is with assisting the schools. An outstanding volunteer program allows campuses to assist students in areas of need as well as support a school environment of safe and secure schools through our Watch Dog Program as well as our campus's PTA and PTO programs. The district welcomes family and community members to the campuses and invites their input to improve all students' educational experiences. The Pottsboro Education Foundation, parent and community volunteers, parent attendance at meetings and celebrations, booster club support for programs, and a strong PTA/PTO at the campuses are evident in the involvement at PISD. Pottsboro ISD has parents who lead our PTA and PTO at each campus. They arrange fun activities and rewards for deserving students throughout the school year. For a small school district, the compensation packages are very comparable to larger districts in the area. Teachers and administrators are assigned a mentor or buddy to assist during the first year in the district. The district's average class size is 15 students. In most job openings, the district implements an interview committee with scripted questions for each applicant. This allows consistency and fairness in the interview process as well as allows multiple perspectives on the strengths and weaknesses of the applicant. The district has a strong team of teachers with a broad span of expertise to assist students with their needs. Teachers have common planning times that allow them as grade level or subject teams to plan instruction that will make a difference. Exceptional campuses have exceptional leaders who support and assist teachers in their work to improve student learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): PISD continues to face challenges regarding closing achievement gaps, teacher retention, funding, and maintaining a positive climate for staff, students, and the community. **Root Cause:** Overcoming gaps from the pandemic, dealing with lack of funding from the state, and state mandates create these challenges.

Priority Problem Statements

Problem Statement 1: 3rd and 6th grade Math scores are below the state average.

Root Cause 1: An increase in students identified as at-risk, special education, and economically disadvantaged has impacted scores, along with the need for curriculum alignment and assessment training.

Problem Statement 1 Areas: Student Achievement - Student Learning

Problem Statement 2: Additional programs and processes require a need for additional academic, social, emotional, technology, and facility support.

Root Cause 2: The increase in student program offerings to meet the needs and interests of all students.

Problem Statement 2 Areas: District Processes & Programs

Problem Statement 3: PISD continues to face challenges regarding closing achievement gaps, teacher retention, funding, and maintaining a positive climate for staff, students, and the community.

Root Cause 3: Overcoming gaps from the pandemic, dealing with lack of funding from the state, and state mandates create these challenges.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: The percentage of PISD students that scored Meets and Mastered is below the state average.

Root Cause 4: Rigorous curriculum and assessment alignment is needed throughout the district.

Problem Statement 4 Areas: Student Achievement - Student Learning

Problem Statement 5: The district attendance rate falls below the district expectation of 98%.

Root Cause 5: The lack of immediate incentive and/or consequences. Seniors continue to have the lowest attendance rate of 93.41% although all grade levels were under the targeted average.

Problem Statement 5 Areas: Demographics - Demographics

Problem Statement 6: Students with the primary disability being behavior is PISD's highest percentage of students in special education at 56 students total and require additional resources and support.

Root Cause 6: The special learning needs population has increased.

Problem Statement 6 Areas: Demographics

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 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- 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) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: October 16, 2023

Goal 1: STUDENT ACHIEVEMENT: Every employee of the district will encourage and provide quality learning experiences for students to meet their full educational potential.

Performance Objective 1: Pottsboro ISD will develop data-informed systems and practices that promote academic growth for all students.

High Priority

Evaluation Data Sources: Curriculum Plan Documentation
Formative and Summative Assessment Data
TTESS evaluation Data

Strategy 1 Details	Reviews			
Strategy 1: Provide aligned-supplemental materials for our district curriculum Strategy's Expected Result/Impact: Improved performance on progress monitoring throughout the school year. Staff Responsible for Monitoring: Campus Principals and Staff, Central Office Funding Sources: Campus Curriculum Budgets - 199 General Fund - \$66,675	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development for teachers. Strategy's Expected Result/Impact: Teaching at a higher level of rigor. Improved student progress. Staff Responsible for Monitoring: Campus Principals Professional Development Coordinator Funding Sources: Region 10, Conferences, Workshops - Title 11 - \$33,000	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Continue to align TEKS Resource System curriculum in core academic areas. Strategy's Expected Result/Impact: Closing the performance gaps in all areas. Staff Responsible for Monitoring: Classroom Teachers and Campus Principals. Funding Sources: - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Assign students to classroom arrangements and scheduling that lead to a successful learning environment in core academic areas. Strategy's Expected Result/Impact: Close the performance gap through smaller class sizes and RTI. Staff Responsible for Monitoring: Campus Principals and Staff Funding Sources: - 199 General Fund, - Comp. Ed., Teacher Aides K-4 - 211 Title 1 - \$190,000	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Teachers and campus administrators will analyze AWARE Premium and BOY, MOY and EOY data to formulate a plan for students who did not master TEKS. Strategy's Expected Result/Impact: Closing the achievement gap, progress monitoring, RTI Staff Responsible for Monitoring: Central Office, Campus Principals, and (PLCs) Teachers Funding Sources: R10 Support Package - Title 11 - \$750, AWARE Premium - 199 General Fund - \$6,216	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Provide training for teachers and staff concerning the English Language Learner. Strategy's Expected Result/Impact: Increase ELL progress scores at all grade levels. Staff Responsible for Monitoring: Federal Programs Director, Campus Principals Funding Sources: Teachers to become ESL Certified (one-time testing fee) - 199 General Fund, Teachers to become ESL Certified - ESC ESL	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Reinforce the plan for continued improvement on college, career, military readiness standards for all students. Strategy's Expected Result/Impact: Increase CCMR Accountability Staff Responsible for Monitoring: Campus Principals and Counselors	Formative			Summative
	Nov	Jan	Mar	May

Strategy 8 Details	Reviews			
Strategy 8: Develop instructional strategies for economically disadvantaged and special education students. Strategy's Expected Result/Impact: Improved STAAR Results, and overall Grades in all students. Staff Responsible for Monitoring: Campus Principals, Director of Instruction, Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	May
Strategy 9 Details	Reviews			
Strategy 9: Review RDA (Results Driven Accountability) data regarding placement of special education students with each building principal and faculty. Strategy's Expected Result/Impact: Closing the performance gap and overall improvement on STAAR Results. Staff Responsible for Monitoring: Coordinator of Student Services, Campus Principals Funding Sources: Meet in the Fall with all campus staff - Campus Meetings	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: STUDENT ACHIEVEMENT: Every employee of the district will encourage and provide quality learning experiences for students to meet their full educational potential.

Performance Objective 2: Students will achieve grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2024 STAAR and EOC exams.

High Priority

Evaluation Data Sources: STAAR 2023 and 2024 Scores

Domain 1: Student Achievement

Domain 2: Student Progress

Domain 3: Closing the Gaps

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide supplemental materials for our district curriculum to meet the needs of students in reading programs. Strategy's Expected Result/Impact: Improved performance on Progress Monitoring throughout the school year. Staff Responsible for Monitoring: Campus Principals and Staff</p> <p>Funding Sources: Study Island, Reading Eggs, IXL, Lexia, and Renaissance - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide additional training on new STAAR design, accountability measures and scoring guides. Strategy's Expected Result/Impact: Increase reading scores on all assessments for all students. Staff Responsible for Monitoring: Campus Principals and Curriculum Director</p> <p>Funding Sources: Training for teachers, counselors and teachers - ESC 10</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop instructional interventions for economically disadvantaged and special education students. Strategy's Expected Result/Impact: Increase STAAR Results and classroom Grades for all students. Staff Responsible for Monitoring: Campus principals, Classroom teachers, Special Education teachers</p> <p>Funding Sources: - 199 General Fund, - Comp. Ed.</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide training to campus principals and teachers on effective strategies for dis-aggregating data, and developing instructional plans.</p> <p>Strategy's Expected Result/Impact: Close the performance gap with all students in all reading components. Lesson plans will be developed with a focus on the inclusion of rigorous activities. Principals and teachers will continue to evaluate student learning outcomes.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Campus Principals, Curriculum Coordinator</p> <p>Funding Sources: - Title 11, - ESC 10</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide accelerated instruction in the form of RtI, in-school tutoring, reading intervention, after-school tutoring, Saturday school, and summer school.</p> <p>Strategy's Expected Result/Impact: Additional time for learning will increase students' mastery of concepts.</p> <p>Staff Responsible for Monitoring: Campus Principals, Classroom Teachers,</p> <p>Funding Sources: Title 1 Aides - 199 General Fund, - 211 Title 1, - Comp. Ed.</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: PLCs will identify instructional strategies to improve areas of academic weakness with students.</p> <p>Strategy's Expected Result/Impact: Tier-specific groups to close the performance gap.</p> <p>Staff Responsible for Monitoring: Campus Principals, PLCs</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: In compliance with HB1416, all campuses will complete and implement plans for remediation for all students demonstrating weakness in STAAR tested subjects.</p> <p>Strategy's Expected Result/Impact: Improvement in reading skills will increase with focused instruction in reading.</p> <p>Staff Responsible for Monitoring: Campus Principals, Classroom ELA and Math Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
<p>Strategy 8: Evaluate the passing rate of Dual Credit and AP Courses based on the previous year's data to improve instructional strategies.</p> <p>Strategy's Expected Result/Impact: Data will be used to revise instruction and make decisions for improvement the following year.</p> <p>Staff Responsible for Monitoring: High School Principal, Counselors</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 9 Details	Reviews			
<p>Strategy 9: Identify and provide specialized instruction plan for students with dyslexia in accordance with HB3928.</p> <p>Strategy's Expected Result/Impact: Reading performance will improve with specialized instruction.</p> <p>Staff Responsible for Monitoring: Campus Principal, Dyslexia Coordinator,</p> <p>Funding Sources: Spire and Take Flight - 199 General Fund, Spire and Take Flight Training - Title 11</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 10 Details	Reviews			
<p>Strategy 10: Evaluate all students K-12 using data from unit tests, BOY/MOY/EOY benchmark assessments (using Star Renaissance), and STAAR interim assessments, where applicable.</p> <p>Strategy's Expected Result/Impact: Close performance gaps. Use data to drive instruction</p> <p>Staff Responsible for Monitoring: Teacher, Campus admin</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: STUDENT ACHIEVEMENT: Every employee of the district will encourage and provide quality learning experiences for students to meet their full educational potential.

Performance Objective 3: Students will be prepared for success in college, career, or the military.

Evaluation Data Sources: Dual Credit Data
 CTE Completer Data
 ACT and SAT Scores
 CCMR accountability measures
 AP Scores
 TSIA Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to provide opportunities to attend career days for exposure to college admission requirements and information for juniors.</p> <p>Strategy's Expected Result/Impact: Students making better decisions on career majors</p> <p>Staff Responsible for Monitoring: High School Principal and Counselors</p> <p>Funding Sources: Grayson County College - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Continuous discussion with students and parents about individualized graduation plans</p> <p>Strategy's Expected Result/Impact: Increase students awareness of graduation plans.</p> <p>Staff Responsible for Monitoring: High School Principal and Counselor</p> <p>Funding Sources: - ESC 10</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Evaluate AP results through grade-level PLCs in order to improve instructional strategies.</p> <p>Strategy's Expected Result/Impact: Increase performance based on AP results.</p> <p>Staff Responsible for Monitoring: High School Principal, Director of Instruction</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Increase the percentage of students who earn dual credit hours for at least 3 hours in ELA or Mathematics. Strategy's Expected Result/Impact: Increase completion rates in dual credit classes. Staff Responsible for Monitoring: High School Principal and Counselor Funding Sources: Grayson County College - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Provide class meetings with 11th graders to discuss the importance of taking the ACT/SAT for college admissions and scholarships. Strategy's Expected Result/Impact: Increase student knowledge for success on the ACT/SAT. Staff Responsible for Monitoring: High School Principal and Counselor	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Provide at least one PSAT meeting to discuss the opportunity of the National Merit Program Strategy's Expected Result/Impact: Increase student knowledge of PSAT/National Merit Results Staff Responsible for Monitoring: High School Principal and Counselor Funding Sources: PSAT Information - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Continue to implement a College, Career, and Military Readiness program by increasing the percentage of CTE completers by providing curriculum, resources, and equipment needed to prepare all students with industry-based knowledge and skills. Strategy's Expected Result/Impact: CTE completer percentage will increase from Staff Responsible for Monitoring: High School Principal Funding Sources: - ESC 10, - CCMR	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
Strategy 8: The percentage of students taking the ACT or SAT will increase by 5%. Strategy's Expected Result/Impact: Increase the number of students that are prepared to take the ACT/SAT assessments. Staff Responsible for Monitoring: Counselor, High School Principal	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: STUDENT ACHIEVEMENT: Every employee of the district will encourage and provide quality learning experiences for students to meet their full educational potential.

Performance Objective 4: Provide accelerated instruction designed to enhance the educational opportunities for identified at-risk students.

Evaluation Data Sources: STAAR Scores, Common Assessments, and Universal Screener

Strategy 1 Details	Reviews			
<p>Strategy 1: Students exhibiting special needs in core subject areas will receive accelerated instruction or remediation through each campus's Response to Intervention program.</p> <p>Strategy's Expected Result/Impact: Closing the performance gap for all students.</p> <p>Staff Responsible for Monitoring: Campus Principals, Classroom Teachers , RtI Coordinator and Aides</p> <p>Funding Sources: - 199 General Fund, Tutoring - 211 Title 1, - Comp. Ed.</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Dyslexia services will be offered to students qualifying for the program.</p> <p>Strategy's Expected Result/Impact: Development of skills to compensate for documented deficiencies of the student</p> <p>Staff Responsible for Monitoring: Campus Principals, Dyslexia Teacher</p> <p>Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to ensure that all Title I campuses carry out activities that will address each of the ten components of a school-wide program</p> <p>Strategy's Expected Result/Impact: Increase all students performance levels.</p> <p>Staff Responsible for Monitoring: Director of Federal Programs, Campus Principals, Classroom teachers</p> <p>Funding Sources: Closing the performance gaps - Title 11, Dibels, Read Naturally, RTI kits, RTI at work - 211 Title 1</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Provide Title I parent involvement programs Strategy's Expected Result/Impact: Increase parents knowledge of school wide programs and improve students learning skills. Staff Responsible for Monitoring: Elementary Principal, Director of Federal Programs Funding Sources: Home School Connection - 211 Title 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Continue to identify and coordinate funding for our district homeless students. Strategy's Expected Result/Impact: Identify all students who are homeless in order to provide for their educational needs Staff Responsible for Monitoring: Campus Principals, Counselors, Homeless Liaison Funding Sources: - 211 Title 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Ensure that each CTE course offering provides the aligned industry-based certification. Strategy's Expected Result/Impact: Increased participation in CTE courses and IBC completion, Certification Report Staff Responsible for Monitoring: High School Principal, High School counselor, Director of Instruction Funding Sources: CTE program materials - 199 General Fund, CTE Certifications - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: After-school tutoring programs will be provided for STAAR-tested subject areas. Strategy's Expected Result/Impact: Closing the performance gaps for students. Staff Responsible for Monitoring: Campus Principals Funding Sources: - 199 General Fund, After School Tutoring - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
Strategy 8: Grade levels 1-4 will use campus aides to provide intervention or enrichment for all scheduled grade-level RTI times. Strategy's Expected Result/Impact: Increase STAAR scores, close the performance gap for all students. Staff Responsible for Monitoring: Campus Principals, Curriculum Director Funding Sources: - 199 General Fund, - 211 Title 1	Formative			Summative
	Nov	Jan	Mar	May

Strategy 9 Details	Reviews			
Strategy 9: Implement online research-based interventions to increase student knowledge in all subject areas. Strategy's Expected Result/Impact: Close performance gaps for all students. Staff Responsible for Monitoring: Campus Principals, Curriculum Director Funding Sources: - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: STUDENT ACHIEVEMENT: Every employee of the district will encourage and provide quality learning experiences for students to meet their full educational potential.

Performance Objective 5: Attendance for all students will increase to 98%.

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Emphasize high attendance to parents and provide incentives for students who meet attendance expectations. Strategy's Expected Result/Impact: Attendance rate will increase to at least 98%. Staff Responsible for Monitoring: Central Office, All Campus Administration, Teachers and staff</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Communicate with parents through letters, phone calls, or meetings if their child's attendance rate falls below expectations. Strategy's Expected Result/Impact: Increase student attendance rate. Staff Responsible for Monitoring: Campus Principals and Classroom Teachers.</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Using the compensatory attendance law, campus principals will monitor attendance weekly and implement truancy prevention measures. Strategy's Expected Result/Impact: Improved student attendance and learning, parents referred to justice court, Campus Attendance Reports. Staff Responsible for Monitoring: Central Office, Campus Principals, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: STUDENT ACHIEVEMENT: Every employee of the district will encourage and provide quality learning experiences for students to meet their full educational potential.

Performance Objective 6: The literacy performance (overall reading level) in early childhood students in grades K-2, will increase from 82% to 85% by May 2024.

Evaluation Data Sources: Reading assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide additional professional development for teachers on effective ways to use data reports. Strategy's Expected Result/Impact: Over all reading levels will improve. Staff Responsible for Monitoring: Campus Principal, Curriculum Director	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide remediation for struggling students in the form of before, during, and after school tutoring. Strategy's Expected Result/Impact: Additional time for learning will accelerate students mastery. Staff Responsible for Monitoring: Campus Principal, Teachers	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Provide supplemental materials for our district curriculum. Strategy's Expected Result/Impact: Improve progress on middle and end-of-year assessments. Staff Responsible for Monitoring: Campus Principal, Staff and Curriculum Director	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Provide aides at the elementary campus to increase small groups for students that perform below grade level in reading. Strategy's Expected Result/Impact: Increase the number of students that read on grade level. Staff Responsible for Monitoring: Campus Principal, Staff and curriculum Director. Funding Sources: - 211 Title 1	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: STUDENT ACHIEVEMENT: Every employee of the district will encourage and provide quality learning experiences for students to meet their full educational potential.

Performance Objective 7: By May 2024, Pre-K students will demonstrate kindergarten readiness by increasing their on-track levels to 90%.

Evaluation Data Sources: CLI Engage (CIRCLE) and Frog Street to monitor progress

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers with staff development, as needed to improve instructional strategies and align curriculum. Strategy's Expected Result/Impact: Increase of "On Track" performance. Staff Responsible for Monitoring: Campus Principal, Curriculum Director Funding Sources: Now4Ever - Title 11</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: STUDENT ACHIEVEMENT: Every employee of the district will encourage and provide quality learning experiences for students to meet their full educational potential.

Performance Objective 8: All campuses will hold weekly PLC meetings to enhance teaching practices through collaboration and ongoing data analysis to improve student achievement.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus principals will provide time for teachers to meet with their PLC. Strategy's Expected Result/Impact: Students growth in all subject area will increase. Staff Responsible for Monitoring: Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: PLC training will be provided, as needed for district and campus administrators to support implementation at the middle school and improve PLC efficiency at the elementary and high school campuses. Strategy's Expected Result/Impact: Increase student achievement Monitor at-risk student performance Improve collaboration among teacher teams and departments Staff Responsible for Monitoring: Central office, campus administration, PLC committees Funding Sources: PLC Conference - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: IMPROVED CURRICULUM AND INSTRUCTION: Appropriate curriculum and instruction will be provided to each student at the rigor expected using creative and innovative instruction and technology.

Performance Objective 1: Professional development for instructional staff will be designed to meet identified needs in order to increase student performance in the classroom.

High Priority

Evaluation Data Sources: Student assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: All campuses will work to align curriculum to the TEKS according to the TEKS Resource System Strategy's Expected Result/Impact: Increased student performance aligned to all grade levels. Staff Responsible for Monitoring: Director of Instruction, Campus Principals, Classroom Teachers Funding Sources: Time for alignment - Campus Meetings</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: TEKS Resource System training will be provided during in-service and on Instructional Design Center days for teachers, support staff, and principals. Strategy's Expected Result/Impact: Increase knowledge for teachers on using the TEKS Resource System to better education students. Staff Responsible for Monitoring: Director of Instruction, Campus Principals Funding Sources: - ESC 10</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: All campuses will continue to implement researched-based intervention programs to supplement the curriculum. Strategy's Expected Result/Impact: Improvement of student skills Staff Responsible for Monitoring: Director of Technology, Director of Instruction, Campus Principals, Classroom Teachers Funding Sources: Study Island, Reading Eggs, Lexia, IXL, Dream Box, and Renaissance - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: All campuses will use PLCs to analyze standardized test reports in order to drive instruction. Strategy's Expected Result/Impact: Classroom instruction and resources will align with the rigor of the TEKS, Item Analysis, Released Tests, Campus Meetings Staff Responsible for Monitoring: Curriculum Directors, Campus Principals, PLCs	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Integrate technology in the curriculum such as tablets, laptops, smartboards, etc. Strategy's Expected Result/Impact: Teachers utilizing tablets in classroom instruction Staff Responsible for Monitoring: Director of Instruction, Director of Technology, Principals Funding Sources: - Title V, - Technology	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Admission, Review, and Dismissal (ARD) Training to ensure compliance of all IEPs to meet the diverse needs of students in special education. Strategy's Expected Result/Impact: Increase teacher knowledge of all students' needing. Staff Responsible for Monitoring: Campus Principals Funding Sources: - SPED CO-OP	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Provide inclusion training for teachers and administrators Strategy's Expected Result/Impact: Provide all students with an equal opportunity to learn in the most restrictive environment. Staff Responsible for Monitoring: Assistant Superintendent Funding Sources: - SPED CO-OP	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
Strategy 8: Provide mental health and suicide prevention training for teachers and administrators. Strategy's Expected Result/Impact: Staff aware of how to recognize signs and help students with these needs Staff Responsible for Monitoring: Curriculum Directors and Campus Principals	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: IMPROVED CURRICULUM AND INSTRUCTION: Appropriate curriculum and instruction will be provided to each student at the rigor expected using creative and innovative instruction and technology.

Performance Objective 2: Students will show an increase in technology skills and abilities.

Evaluation Data Sources: Eduphoria AWARE
 Typing
 CTE projects

Strategy 1 Details	Reviews			
<p>Strategy 1: Review and implement the state expectations for technology by grade level on all campuses. Strategy's Expected Result/Impact: Agendas, Campus Meetings Staff Responsible for Monitoring: Campus Principals, Directors of Instruction and Technology Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for students to apply technology skills on assessments to prepare for online STAAR/EOC testing requirements. Strategy's Expected Result/Impact: Students have the skills needed to take the online STAAR/EOC tests. Staff Responsible for Monitoring: Campus Principals, Classroom Teachers, Technology, DTC Funding Sources: Mastery Connect - Technology, Practice STAAR/EOC online assessments - Technology</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue using wireless access points so technology integration can occur other places than a computer lab. Strategy's Expected Result/Impact: Wireless Connectivity Staff Responsible for Monitoring: Director of Technology Funding Sources: - Technology</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Technology instruction will be provided in Microsoft Word, PowerPoint, and Keyboarding through BIM. Strategy's Expected Result/Impact: Teachers will be able to design more lessons requiring more technological skills Staff Responsible for Monitoring: Campus Principals, Curriculum Coordinator Funding Sources: - Technology</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Continue to support the 1:1 laptop computer initiative in grades 3-12. Strategy's Expected Result/Impact: Classroom observations, student feedback Staff Responsible for Monitoring: Classroom Teachers, Campus Principals, Technology Staff Funding Sources: - Technology	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Continue DYKnow software to improve instructor and student engagement with the 1:1 initiative Strategy's Expected Result/Impact: Classroom Observations, Teacher Feedback Staff Responsible for Monitoring: Classroom Teachers, Campus Principals, Technology Staff Funding Sources: - 199 General Fund, - Technology	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 3: STUDENT ENVIRONMENT: Each campus will maintain a challenging, positive, safe, and drug-free environment conducive to student learning.

Performance Objective 1: Provide a school community that is safe and maximizes learning time.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to implement social/emotional learning (SEL) and character education programs on all campuses. Strategy's Expected Result/Impact: Student behavior will improve Staff Responsible for Monitoring: Campus Principals, Counselors, Teachers Funding Sources: SEL Curriculum - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to implement the Threat Assessment Team on each campus that oversees the plan for reporting bullying incidents and students in crisis. The team will also educate staff, parents, and students on bullying prevention, policies and procedures. Strategy's Expected Result/Impact: Discipline reports will decline. Bully reports decrease. Staff Responsible for Monitoring: Campus Principals and Counselors</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to provide support and interventions for students with severe and/or persistent misbehavior. Strategy's Expected Result/Impact: Increased safety for all students. Staff Responsible for Monitoring: Central Office, Campus Principals Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: 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: Improve student, teacher and guardian relationships. Staff Responsible for Monitoring: Campus Principals, Classroom Teachers Funding Sources: - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Implement the District/Campus Code of Conduct for bus referrals. Strategy's Expected Result/Impact: Decrease the number of bus referrals. Staff Responsible for Monitoring: Campus Principals, Transportation Director	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Continue to partner with Pottsville PD to provide SROs daily for security and a K9 for detection services Strategy's Expected Result/Impact: Increase the awareness of the "No Drug" Policy. Increase police/security presence on all campuses Staff Responsible for Monitoring: Assistant Superintendent Funding Sources: SRO hourly rate - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Continue implementation of the District Emergency Operation Plan Strategy's Expected Result/Impact: Safe Learning Environment, Campus Meetings. Staff Responsible for Monitoring: Central Office, Campus Principals	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
Strategy 8: Educate students about appropriate digital citizenship, including social networking, chat rooms and cyberbullying Strategy's Expected Result/Impact: Increase students knowledge of online behavior to reduce the risk of students being unsafe with online access. Staff Responsible for Monitoring: Technology Dept., Campus Principals, Counselor, and Classroom Teachers Funding Sources: - ESC 10	Formative			Summative
	Nov	Jan	Mar	May
Strategy 9 Details	Reviews			
Strategy 9: Continue to use the video surveillance equipment across the district. Utilize metal detectors effectively at middle school and high school campus entries. Continue the addition of duress buttons at all entrances. Strategy's Expected Result/Impact: Increase safety of all staff and students. Staff Responsible for Monitoring: Central Office, Campus Principals and Technology	Formative			Summative
	Nov	Jan	Mar	May
Strategy 10 Details	Reviews			
Strategy 10: Continue to implement at least one bully/motivation program each year. Strategy's Expected Result/Impact: A learning environment that is safer for all, Campus Meetings Staff Responsible for Monitoring: Central Office, Campus Principals	Formative			Summative
	Nov	Jan	Mar	May

Strategy 11 Details	Reviews			
<p>Strategy 11: Provide training and/or awareness for teachers, parents, students, and administrators in all grade levels dealing with and reporting dating violence.</p> <p>Strategy's Expected Result/Impact: Increase the safety of all students.</p> <p>Staff Responsible for Monitoring: Students, staff and parents will report any suspicion dating violence to the High School Principal, Counselor, Assistant Principal, Teacher or Assistant Superintendent.</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 12 Details	Reviews			
<p>Strategy 12: Provide suicide prevention and trauma-informed care training for counselors, teachers, nurses, administrators, and all other staff who regularly interact with students on</p> <p>Strategy's Expected Result/Impact: Increase the safety of all students.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent and Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 13 Details	Reviews			
<p>Strategy 13: Provide drug testing in grades 7-12 for all students participating in extra-curricular activities and/or driving a vehicle on campus.</p> <p>Strategy's Expected Result/Impact: Eliminate students from trying/doing drugs.</p> <p>Staff Responsible for Monitoring: Central Office, Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 14 Details	Reviews			
<p>Strategy 14: Continue to implement the Raptor System at each campus for all visitors to sign in using their drivers license.</p> <p>Strategy's Expected Result/Impact: Eliminate any parent entering the building that would be a threat to students.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 15 Details	Reviews			
<p>Strategy 15: Implement Active Shooter Training for all staff members.</p> <p>Strategy's Expected Result/Impact: Prepare staff for an active shooter.</p> <p>Staff Responsible for Monitoring: Central Office</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 16 Details	Reviews			
<p>Strategy 16: Increase the number of armed staff members and resources for defenders that are highly trained.</p> <p>Strategy's Expected Result/Impact: Increase the safety of all students and staff.</p> <p>Staff Responsible for Monitoring: Central Office Staff</p> <p>Funding Sources: Training - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 17 Details	Reviews			
Strategy 17: Purchase medical supplies for all campuses and train educators with CPR/AED. Strategy's Expected Result/Impact: Increase safety of all students. Staff Responsible for Monitoring: Campus Principals, Central Office Funding Sources: Red Cross CPR/AED Training - Title 11 - \$2,414	Formative			Summative
	Nov	Jan	Mar	May
Strategy 18 Details	Reviews			
Strategy 18: Educate students on the dangers of vaping. Strategy's Expected Result/Impact: Eliminate students from doing or trying vaping. Staff Responsible for Monitoring: Central Office, Campus Principals, Counselors. Funding Sources: - 199 General Fund	Formative			Summative
	Nov	Jan	Mar	May
Strategy 19 Details	Reviews			
Strategy 19: Staff members working with high-risk and/or special education students will attend professional development on special education topics related to behavior management, compliance, and crisis prevention. Strategy's Expected Result/Impact: Staff members will development an understanding of compliance, restrictions and knowledge. Staff Responsible for Monitoring: Assistant Superintendent, Campus Principals Funding Sources: CPI Training Materials - SPED CO-OP	Formative			Summative
	Nov	Jan	Mar	May
Strategy 20 Details	Reviews			
Strategy 20: Provide supplies for HS STC/Lifeskills classroom to improve mobility of disabled students. Strategy's Expected Result/Impact: Provides easy transfers, optimal positioning and instant access to any activity for the student. Staff Responsible for Monitoring: Special education teacher	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: COMMUNICATION AND PARENTAL AND COMMUNITY INVOLVEMENT: PISD will encourage constant, positive, and effective communication with our parents and community concerning the education of their students.

Performance Objective 1: Communication with parents will improve concerning the education of their child(ren) and parents will be encouraged to participate in all aspects of their student's educational experience.

Strategy 1 Details	Reviews			
Strategy 1: Continue to expand volunteer programs using parents and community members. Strategy's Expected Result/Impact: Increased parent and community participation. Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Continue to utilize the Pottsboro ISD/Campus web pages to communicate information. Strategy's Expected Result/Impact: Increased opportunities for parents and community members to stay up to date. Staff Responsible for Monitoring: Campus Principals, Web page Designer Funding Sources: - 199 General Fund, - Technology	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Continue to communicate with parents through multiple ways such as e-mail, telephone, letters, calling system, District digital sign, Remind and social media. Strategy's Expected Result/Impact: Positive communication with parents to improve the students' educational experience Staff Responsible for Monitoring: Campus Principals, Counselors, Classroom Teachers and Staff	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Continue to implement Campus and District Facebook pages and Twitter communications Strategy's Expected Result/Impact: Another method to communicate with parents and community Staff Responsible for Monitoring: Director of Technology, Campus Principals Funding Sources: - Technology	Formative			Summative
	Nov	Jan	Mar	May

Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to implement PTO/PTA organizations at the campus level, as well as booster clubs at the high school level.</p> <p>Strategy's Expected Result/Impact: Boost spirit and pride through successful programs initiated by PTO/PTA/Booster Clubs</p> <p>Staff Responsible for Monitoring: Campus Principals, Campus Program Directors</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Continue to promote the PISD Education Foundation.</p> <p>Strategy's Expected Result/Impact: The Foundation develops a vital link between the community and the classroom and creates funding for teachers to write grants for learning.</p> <p>Staff Responsible for Monitoring: Central Office, Executive Director of Foundation</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Parent notifications will be sent for students being placed in the Response to Intervention program on their campus in order to provide Tier III interventions and appropriate classroom accommodations.</p> <p>Strategy's Expected Result/Impact: Updated information about students needs leads to positive relationships between parents and students.</p> <p>Staff Responsible for Monitoring: Campus Principals, Classroom Teachers</p> <p>Funding Sources: SuccessEd - 199 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 8 Details	Reviews			
<p>Strategy 8: Conduct activities that provide parents the opportunity to play an active role in their students' learning experiences which will strengthen the partnership between the home and school.</p> <p>Strategy's Expected Result/Impact: Increase students learning environment through communicating with parents.</p> <p>Staff Responsible for Monitoring: Campus Principals, Classroom Teachers, Counselors, Director of Instruction.</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 9 Details	Reviews			
<p>Strategy 9: Continue to provide access to student's grades and attendance online through Student Portal and Parent Portal.</p> <p>Strategy's Expected Result/Impact: Parents are more informed with their student's grades and attendance</p> <p>Staff Responsible for Monitoring: Central Office, Campus Principals</p> <p>Funding Sources: - 199 General Fund, - Technology</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 10 Details	Reviews			
Strategy 10: Continue to acknowledge students' and staff achievements at monthly School Board meetings. Strategy's Expected Result/Impact: Acknowledging success of individuals is positive Staff Responsible for Monitoring: Central Office, School Board	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: COMMUNICATION AND PARENTAL AND COMMUNITY INVOLVEMENT: PISD will encourage constant, positive, and effective communication with our parents and community concerning the education of their students.

Performance Objective 2: Develop parents' skills and capacity to be leaders at home, at school, and in the community.

Evaluation Data Sources: Family Engagement activity sign in sheets/ meeting minutes.

Strategy 1 Details	Reviews			
<p>Strategy 1: Assist preschool children in the transition from early childhood programs to kindergarten. Strategy's Expected Result/Impact: Transitions will go smoothly for students and parents. Staff Responsible for Monitoring: Elementary Campus Principals</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide focused training and specific resources for families in order to engage them in the education and improvement of reading skills of their children. Strategy's Expected Result/Impact: Families utilize at least one additional resource which can be used to improve the reading level of their students. Staff Responsible for Monitoring: Title 1 Coordinator, Campus Admin</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

District Improvement Committee

Committee Role	Name	Position
District-level Professional	Kevin Matthews	Superintendent
Business Representative	Leslie King	Business Representative
Community Representative	Jamie Hulsey	Community Representative
Parent	Lauren Westhoff	Parent
Classroom Teacher	Christy Peterman	Elementary Teacher
Classroom Teacher	Jessica Hackworth	Elementary Teacher
Classroom Teacher	Tony Nunez	Algebra 1 Teacher
Classroom Teacher	Stacie Robbins	Dyslexia Teacher
Classroom Teacher	AJ Hempkins	Math Teacher
Classroom Teacher	Evan Myers	Special Education Teacher
Classroom Teacher	Vivianne Wesley	English Teacher
Non-classroom Professional	Tandee Hughes	High School Counselor /CCMR Representative
Classroom Teacher	Heather McLaren	Math Teacher
Classroom Teacher	David Corder	Social Studies Teacher
District-level Professional	Danielle Powell	Assistant Superintendent
Community Representative	Tricia Edwards	Community Representative
Business Representative	Kelly Goss	Business Representative
Parent	Emily Sissney	Parent
Classroom Teacher	Becky McMinn	ELAR Teacher
Classroom Teacher	Jessica Likarish	Science Teacher
Classroom Teacher	Jackie Deen	Band Director
Classroom Teacher	Kara Wright	Chemistry Teacher
Classroom Teacher	Melanie Hoyt	Elementary Teacher
Classroom Teacher	Tayler Monroe	Elementary Teacher
Classroom Teacher	Jennifer Kirk	Elementary Teacher
Classroom Teacher	Julia Williams	Special Education Teacher
Classroom Teacher	Ashlee Dyer	CTE Teacher

District Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Campus Curriculum Budgets		\$66,675.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5	AWARE Premium		\$6,216.00
1	1	6	Teachers to become ESL Certified (one-time testing fee)		\$0.00
1	2	1	Study Island, Reading Eggs, IXL, Lexia, and Renaissance		\$0.00
1	2	3			\$0.00
1	2	5	Title 1 Aides		\$0.00
1	2	6			\$0.00
1	2	9	Spire and Take Flight		\$0.00
1	3	1	Grayson County College		\$0.00
1	3	3			\$0.00
1	3	4	Grayson County College		\$0.00
1	3	6	PSAT Information		\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	6	CTE Certifications		\$0.00
1	4	6	CTE program materials		\$0.00
1	4	7			\$0.00
1	4	7	After School Tutoring		\$0.00
1	4	8			\$0.00
1	4	9			\$0.00
1	8	2	PLC Conference		\$0.00
2	1	3	Study Island, Reading Eggs, Lexia, IXL, Dream Box, and Renaissance		\$0.00
2	2	1			\$0.00
2	2	6			\$0.00
3	1	1	SEL Curriculum		\$0.00

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3			\$0.00
3	1	4			\$0.00
3	1	6	SRO hourly rate		\$0.00
3	1	16	Training		\$0.00
3	1	18			\$0.00
4	1	2			\$0.00
4	1	7	SuccessEd		\$0.00
4	1	9			\$0.00
Sub-Total					\$72,891.00
Title 11					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Region 10, Conferences, Workshops		\$33,000.00
1	1	5	R10 Support Package		\$750.00
1	2	4			\$0.00
1	2	9	Spire and Take Flight Training		\$0.00
1	4	3	Closing the performance gaps		\$0.00
1	7	1	Now4Ever		\$0.00
3	1	17	Red Cross CPR/AED Training		\$2,414.00
Sub-Total					\$36,164.00
ESC 10					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Training for teachers, counselors and teachers		\$0.00
1	2	4			\$0.00
1	3	2			\$0.00
1	3	7			\$0.00
2	1	2			\$0.00
3	1	8			\$0.00
Sub-Total					\$0.00

Comp. Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	2	3			\$0.00
1	2	5			\$0.00
1	4	1			\$0.00
Sub-Total					\$0.00
211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Teacher Aides K-4		\$190,000.00
1	2	5			\$0.00
1	4	1	Tutoring		\$0.00
1	4	3	Dibels, Read Naturally, RTI kits, RTI at work		\$0.00
1	4	4	Home School Connection		\$0.00
1	4	5			\$0.00
1	4	8			\$0.00
1	6	4			\$0.00
Sub-Total					\$190,000.00
ESC ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Teachers to become ESL Certified		\$0.00
Sub-Total					\$0.00
Title V					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$0.00
Sub-Total					\$0.00
Campus Meetings					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Meet in the Fall with all campus staff		\$0.00
2	1	1	Time for alignment		\$0.00
Sub-Total					\$0.00

Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$0.00
2	2	2	Mastery Connect		\$0.00
2	2	2	Practice STAAR/EOC online assessments		\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
2	2	5			\$0.00
2	2	6			\$0.00
4	1	2			\$0.00
4	1	4			\$0.00
4	1	9			\$0.00
Sub-Total					\$0.00
SPED CO-OP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			\$0.00
2	1	7			\$0.00
3	1	19	CPI Training Materials		\$0.00
Sub-Total					\$0.00
CCMR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	7			\$0.00
Sub-Total					\$0.00