

**Clint Independent School District**  
**Clint Junior High School**  
**2020-2021 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

**Empower all students to become the best version of themselves by providing an academic foundation through opportunities, skills, rigor and a growth mindset.**

Clint Independent School District

Together...We Build Tomorrow!

We Are:

Committed

Learner Centered

Innovative

Nurturing

Transparent

## Vision

**Better than yesterday, improving for tomorrow!**

## Value Statement

Clint Junior High School faculty and staff will operate academically and morally with integrity while offering every child the opportunity to exemplify excellence in order to ensure success in all aspects of life.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
School Processes & Programs Strengths	8
Perceptions	9
Goals	11
Goal 1: Clint Junior will be a model of high standards for student academic excellence.	11
Goal 2: Clint Junior will ensure a safe, well disciplined, positive learning environment for all students.	37
Goal 3: Clint Junior will operate efficiently, being fiscally responsible	42
Goal 4: Clint Junior will become the employer of choice in order to seek and retain effective personnel.	44
Goal 5: Clint Junior will include parents, community and business members in the education of all students.	49
Comprehensive Support Strategies	52
Additional Targeted Support Strategies	53
State Compensatory	54
Personnel for Clint Junior High School	54
Campus Funding Summary	55
Addendums	59

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Teacher demographics reflects the student demographics on campus. The years of experience of teachers is slightly below the state and district averages. There is a high population of students who are coded at-risk. There is a need for a character education program and a positive behavior intervention system to assist the at-risk population. On campus, there is a Communities in Schools that works with students who are in need of interventions. The ELL population has low family support since they are not all with their parents. In classes for EL learners, they tend to be grouped together and do not have to acquire or practice the English language as they can communicate with each other because of this grouping. The population is increasing with student transfers which means that the student:teacher ratio has increased in some areas. Attendance rate has been above 96% for the past years however there is still a need to find ways to increase the attendance rates. There is a Gifted and Talented program that serves the GT population as well as a Dyslexia program that serves the Dyslexia population. These programs will continue and will need resources. Students in Special Education and ESL will continue to need support through the use of the instructional aides and materials for the courses. Teachers provide targeted interventions and tutoring for students to include students in the special education and ESL populations.

### Demographics Strengths

Student Enrollment has decreased for the 2019-2020 school year at 515 which means that most class sizes are smaller. Attendance Rates for the past school years have remained in the 96% average for the school year, attendance rate has been above 96% for the past years. On campus, there is a Communities in Schools that works with students who are in need of interventions. There is a Gifted and Talented program that serves the GT population as well as a Dyslexia program that serves the Dyslexia population. There are instructional aides on campus that assist with the populations of special education and ESL. The LPAC Clerk is also funded at 50% for instruction. The LPAC Clerk works with the ESL students and there are three adults in the classes that are big, this allows flexible grouping and differentiation for student need. Teachers provide targeted interventions and tutoring for students to include students in the special education and ESL populations. Teachers and staff on campus are dedicated to providing for the needs of all students. The RTI and PLC meetings provide additional support for teachers as well as a place to meet concerning targeted instruction in the classroom, for our special population and at-risk students. The new calendar provides teachers the time to plan every nine week period, which increases overall student instruction and success.

# Student Learning

## Student Learning Summary

### Student Academic Achievement Needs CNA 2020-2021

The campus earned one distinction for student achievement in English Language Arts and Reading for the 2018-2019 school year. The passing rates for 6th grade Reading did not show any change from the previous year. 7th grade Reading and a decrease by 2% in 8th grade Reading. There was also a decrease in student achievement. However, there has been a decrease in the ELL passing rates in all four core areas, SS, Math, Science and Reading and the 7th grade Reading and Math has remained stagnant with this population. Data from unit assessments, CBA's and teacher created exams is disaggregated for planning and instruction. Interventions are provided in tutoring. Classes for students in special education are co-taught. Teachers have a system in place to monitor students in addition to RtI.

The campus is going into their third year of AVID implementation for college readiness and increasing student achievement. Teachers have attended summer institute and those unable to attend were given the AVID two day training given by the district. Summer of. AVID is still fairly new to the campus, the class and program will need support with getting the class functional with necessary items and support. AVID will have an AVID club for fundraising to provide opportunities for students to visit different colleges/universities. The support of all teachers using AVID effectively and consistently in their would assist with the overall success of all students especially those in the AVID cohort. The need for an additional one or two college tutors who are able to remain on campus a total of 9 hours, would greatly assist students with AVID tutorials. The campus has also started to align and collaborate with the high school and the STEM program. A robotics club has been formed on campus and will continue to need support to establish the club.

Data Trackers are implemented in the classes for students to monitor their own progress. Teachers use the TEKS Resource System for their planning to guide their instruction. Teachers have access to a student tracker/journal where they can write notes in Eduphoria however not all teachers are using this feature. Teachers teach to the TEKS and refer to them in instruction. Teachers are very familiar with the Pacing Guides and use it with fidelity. Teachers also like the set up of the YAG/Pacing Guide as it lends itself to review time to spiral concepts. Teachers are able to break down data and will continue to do so through Professional Learning Communities (PLC) and Response to Intervention(RtI) as well as planning days. Students and teachers would like to take content-related, engaging experiences through field trips in the core and elective areas. Teachers on campus have high expectations and know their content. PLC's do occur and teachers collaborate as well as lead professional development in best strategies when they learn something new in a training. Students have access to their grades and attendance on Skyward through the student portal however students do not all know how to access it and teachers are unable to show them how to access the student portal on Skyward. Students in special education and English as a Second Language are able to test on line for STAAR however teachers do not all have headphones for them to be able to use the text to speech feature on a regular basis in their classrooms. Teachers and students lack technology know how when it comes to using some of the google platforms.

Parent support and ways to increase parent support are needed. Furthermore, the accountability and discipline system used by teachers differ per teacher, this however should remain consistent to assist with proactive measures when dealing with discipline rather than reactionary.

Grade 6	2019-2020 Interim Math Assessment, Grade 6- Opportunity 2				2019-2020 Interim Reading Assessment, Grade 6- Opportunity 2													
	Total Students	Prob of Achieving Appr GL	Prob of Achieving Meets GL	Prob of Achieving Masters GL	Total Students	Prob of Achieving Appr GL	Prob of Achieving Meets GL	Prob of Achieving Masters GL										
District	872	71%	39%	15%	District	866	57%	29%	12%									

		CJHS	180	71%	40%	17%	CJHS	178	55%	26%	11%						
Grade 7	<b>2019-2020 Interim Math Assessment, Grade 7- Opportunity 2</b>						<b>2019-2020 Interim Reading Assessment, Grade 7- Opportunity 2</b>					<b>19-20 G7 Spring Writing BM2</b>					
		Total Students	Prob of Achieving Appr GL	Prob of Achieving Meets GL	Prob of Achieving Masters GL		Total Students	Prob of Achieving Appr GL	Prob of Achieving Meets GL	Prob of Achieving Masters GL		Total Students	Approach es GL CISD	Meets GL CISD	Masters GL CISD		
	District	891	51%	24%	6%	District	884	69%	41%	20%	All Stude	878	29%	2%	0%		
	CJHS	179	48%	23%	7%	CJHS	180	72%	45%	24%	CJHS	182	25%	1%	0%		
Grade 8	<b>2019-2020 Interim Math Assessment, Grade 8- Opportunity 2</b>						<b>2019-2020 Interim Reading Assessment, Grade 8- Opportunity 2</b>					<b>2019-2020 Interim Science Assessment, Grade 8- Opportunity 2</b>					2019
		Total Students	Prob of Achieving Appr GL	Prob of Achieving Meets GL	Prob of Achieving Masters GL		Total Students	Prob of Achieving Appr GL	Prob of Achieving Meets GL	Prob of Achieving Masters GL		Total Students	Prob of Achieving Appr GL	Prob of Achieving Meets GL	Prob of Achieving Masters GL		
	District	859	59%	27%	4%	District	863	63%	32%	15%	District	868	53%	29%	13%	Dist	
	CJHS	157	53%	26%	5%	CJHS	157	68%	38%	18%	CJHS	160	52%	29%	13%	CJ	

### Student Learning Strengths

The campus earned 1 distinction for student achievement in English Language Arts and Reading for the 2018-2019 school year. There has been an increase in the passing rates for 6th grade Reading and Math in the sub-population of ELL. Data from unit assessments, CBA's and teacher created exams is disaggregated for planning and instruction. Interventions are provided in tutoring. Classes for students in special education are co-taught. Teachers have a system in place to monitor students, they are able to collaborate during PLC, A team and RTI meetings to find better ways of teaching and benefit students to excel in each class. The Implementation of Cub 101 with a plan for each core class has benefited students. Study Island and tutoring have also been a great resource. The campus has begun to look at AVID implementation for college readiness and increasing student achievement. AVID students have maintained good academic standing which have been supported by peer study groups and tutorials. Students have relied on their organizational tools to stay on top of assignments. The AVID program is also growing as a club, and a trip was fundraised and planned for the students which was cancelled due to the COVID-19 pandemic. The campus has also started to align and collaborate with the high school and the STEM program.

Trackers are implemented in the classes for students to monitor their own progress. Teachers use the TEKS Resource System for their planning to guide their instruction. Teachers have access to a student tracker where they can write notes in Eduphoria. Teachers teach to the TEKS and refer to them in instruction. Teachers are very familiar with the Year at a Glance and use it with fidelity. Teachers also like the set up of the YAG as it lends itself to review time to spiral concepts. Teachers are able to break down data. Teachers on campus have high expectations and know their content. PLC's do occur and teachers collaborate as well as lead professional development in best strategies when they learn something new in a training. Teachers would like to continue training that focuses on academic achievement in all areas.

# School Processes & Programs

## School Processes & Programs Summary

Teachers on campus come to the campus with prior work experience outside of education. There are a number of teachers on the campus that are pursuing higher education degrees. Teachers do need professional development to sharpen their skills, keep up with the needs of students and implement new and effective strategies in the classroom. Teachers would like to attend professional development in areas such as GT, Dyslexia, P.E., Art, Dance, Foreign Languages and all core areas. Elective teachers are also requesting newer resources for their classes. Providing these resources would better assist students with the writing and reading campus initiative. There is a strong collaboration amongst teachers, which helps in the retention on the campus. Teachers feel that it is a family environment. The campus needs to continue raising morale and providing teacher appreciation. There is a District New Teacher Center that offers support on campus as well as the Curriculum Coach. Teachers on campus would like to see more horizontal planning in their departments however, this is difficult due to the size of the campus and almost every core teacher is in charge of a grade level by himself or herself. The student to teacher ratio can be high in some areas due to an increase in enrollment and transfers. The campus has added a Math teacher and AVID elective teacher for the 2019-2020 school year.

SMART goals are set in response to achievement levels. The campus has effective school programs. Parental support is not always there for the programs that are set in place. For example, there are some parents who are not in support of their students staying for tutoring or coming to school for attendance. There is also a low parental support for athletics. Parent volunteers on campus has increased. Teachers are able to communicate and collaborate decisions for the campus. There is a Campus Improvement Team and a Leadership team where teachers are able to voice and decide as a committee on decisions made on the campus. There has been training in Special Education for teachers so that they can improve on the referral process. There is a need for monthly coach meetings with all coaches so that they are all on the same page for consistency amongst athletes. Teachers have autonomy. The master schedule is built on student need. Teachers actively participate in decision making through CIT, PLC, Faculty meetings, RTI and Leadership committees. There is an open door policy and teachers concerns and/or suggestions are able to be brought up and it then it goes to a committee for improvement. The campus has department heads that assist in the informal leadership on campus. Teachers actively participate in PLC's.

All classrooms have been updated with Smart T.V.'s in place of interactive white boards. Students at Clint Junior have a chrome book since the District has the one-to-one initiative. However, some of our middle school students lack the maturity and responsibility when handling their technology. Some students have missing chargers, damaged chrome books, or they simply misplace them. Students also come to classes with their chromebooks not charged. The same holds true with the calculators. There are times that the wi-fi signal on campus is weak or down and there are issues with students logging in to their chrome books for assignments. Almost all teachers utilize the chrome books and the google documents for class and home work. Charging stations are needed in the classrooms as students come to class with chrome book not charged. A consistent guideline or strict campus plan with consequences for chrome book care and usage is needed and should be supported in the Student Code of Conduct. Classes on Digital Citizenship need to be implemented for students. Labs should be fully functional and updated to support programs and testing on the campus. Computer labs also lack some of the hardware, such as a projector,

t.v., printer, that are found in the regular classroom. There are teachers on the campus that are technology saavy. The campus would like to have one of the teachers trained and able to have administrator rights so that there is an immediate response to issues in the classroom. Clint Junior currently uses hardware, software and programs, such as Nearpod, Study Island, Khan Academy, Stem Scopes and Imagine Learning and Tiki Toki, to increase student outcomes and would like to continue to do so. All teachers also have a chromecast that is able to be projected onto their smart T.V.'s. TI-83 calculators will need to be updated and replaced with newer models that students are using in the classroom already, such as the TI-Nspires.

In regards to student academic support, students are all part of Cub 101. All students attend a 20 minute period for interventions and focus on academic need. Campus-wide teachers and students participate. Tutoring is also offered for students in areas of need in the core contents. The implementation of various differentiation strategies will give the students exposure to listening, speaking, writing and reading. Strategies like Kagan talking chips, interactive programs like Pear Deck and hands on activities that they can manipulate when working in groups like models. A timed roll-out of strategies, that will allow teachers time to familiarize and use the strategies in the classroom with fidelity.

## Remote Learning Needs

The District will be required to operate Remote Learning programs, at all levels, during the Spring 2020 school year. This remote learning will require that the District create instructional programs and provide resources to families. The District will need to ensure that all students have Internet access so that this required Remote Learning can occur. The District will use Federal Funds to purchase mobile hotspots for students to access the Internet and Remote Learning programs.

## **School Processes & Programs Strengths**

### **School Processes & Programs Strengths**

Teachers on campus come to the campus with prior work experience outside of education. There are a number of teachers on the campus that are pursuing higher education degrees. The District provides a New Teacher Center and mentor. The campus also has the support of the Curriculum Coach. Teachers have started to attend professional development trainings to strengthen their skills and strategies in the classroom, this also assisted raising teacher morale. Teachers also are more than willing to assist each other in and out of the classroom.

SMART goals are set in response to achievement levels. The campus has effective school programs. Teachers are able to communicate and collaborate decisions for the campus. There is a Campus Improvement Team and the Leadership team where teachers are able to voice and decide as a committee on decisions made on the campus. There has been training in Special Education for teachers so that they can improve on the referral process. Teachers have autonomy. The master schedule is built on student need. Teachers actively participate in decision making through CIT, PLC, Faculty meetings, RTI and Leadership committees. There is an open door policy and teachers concerns and/or suggestions are able to be brought up and it then it goes to a committee for improvement. The campus has department heads that assist in the informal leadership on campus. Teachers actively participate in PLC's.

All classrooms have a smart t.v. in place of a interactive white board. All students on campus have access to a chrome book under the one-to-one district initiative. Teachers all have a chromecast that can be used with their smart t.v.'s. There are tech saavy teachers on campus that can assist when needed. The campus has some TI-Nspire calculators for students to use during testing and in the classroom. Program licenses have been purchased for the use of Nearpod, Stemschopes, Brainpop, Imagine Learning, Study Island, Khan Academy, Tiki Toki, which are used in the classroom to improve instruction. Teachers are also open to implementing strategies and resources to differentiate in class. These strategies include AVID, Fundamental Five and Seidlitz.

Student academic support is provided to students who are all part of Cub 101. All students attend a 20 minute period for interventions and focus on academic need. Campus-wide, teachers and students participate. Tutoring is also offered for students in areas of need in the core contents. Sports teams and clubs allow students to stay motivated and engaged in their learning and overall school success.

### **Remote Learning**

Teachers are using Google Classroom to implement remote learning. They are meeting with students on a weekly basis for additional support through Google Meets. Additionally, they have been implementing Nearpod, Khan Academy, Imagine learning and Stem Scopes as a supplement to Google Classroom. As a campus we meet weekly through RTI, and PLC meetings as well as biweekly in faculty meetings which is also completed using the Google Meets program.

# Perceptions

## Perceptions Summary

The campus sets high academic standards, and students are aware of the academic expectations of the campus. There needs should be more consistency when it comes to the dress code. Discipline in the classrooms is not consistent. There are some teachers that may need classroom management assistance. There has been an increase in tardies. Lock outs occur and need to occur on a more consistent basis. Overall improvement in attendance for students and teachers. Dress code needs to be checked with ALL teachers each class period.

Students need more access to resources that assist with social emotional needs to assist with decision making. Additional workshop for parents to improve parent to student relationship. There has been an increase in activities for students and families on campus such as the Artificial Intelligence nights, STEM nights, Pep Rallies and the positivity on the campus is increasing as well. However, there aren't school traditions that are established and the school spirit is not consistent. Campus activities need to be promoted more by the campus and the student body. To assist with academics, the campus has an Art Club, Student Council, Chess Club and Friday Detention. Promote AVID throughout the campus by hanging pennants and banners to promote a college atmosphere. The need for another alternative for Friday Detention for students who are truly unable to make it. Teachers and students would like to see an increase in fun, innovative, content-related activities and/or field trips to provide enriching experiences for students. Announcements are made daily in the morning and in the afternoon however students are not always listening due to a lack of classroom management.

Teachers in the upper grade levels provide expectation talks to students. Communication piece from Elementary campus is missing, and 6th grade teachers would like to meet with 5th grade teachers concerning student discipline and academic strengths/weaknesses. The campus would like to work on the attendance to increase it. Incentives need to be given to students to increase attendance, promote school pride and spirit. There is a need for male and female coaches each period to monitor students as they change since this is the time that students have gotten into fights or done things to the restrooms, lockers and other's property.

Teachers, employees and students on campus are recognized for Teacher of the Month, Employee of the Month and Student of the Month. The campus would like to continue with these recognitions and awards. Expectations in athletics is not consistent amongst sports/teams. There is a need for classrooms to have dry-erase boards for instruction and for the gym to have the wall mats replaced and tools are needed to properly clean the gym floors for student safety. Better overall campus furniture to include student desks.

## Perceptions Strengths

Parents feel welcome at the campus. They have commented that every time they come to the school that they are welcomed and attended to immediately. The front office clerk is always attentive. Students and parents have access to Skyward Family Access. There is a Communities in Schools that assists families in need. Parents have shared that they feel teachers and staff are very caring and want students to be successful. Parents are part of the Campus Site Based Team and have input on campus improvement. The campus has hosted a few nights where families are welcome onto the campus and provided with hospitality. The campus does use call outs, the marquee, Facebook, Twitter and the Website to communicate with the community however there is a need for more communication through the call out system on events that are coming up on the campus. The campus needs to be kept up a little better in regards to cleanliness. Parents and community members need communication in Spanish as well as English.

The campus sets a high academic standards and students are aware of the academic expectations on the campus. There has been an increase in activities for students and families on campus such as the Artificial Intelligence nights, STEM nights, Pep Rallies and the positivity on the campus is increasing as well. To assist with academics, the campus has tutoring and Friday Detention. Teachers in the upper grade levels provide Expectation Talks to students. Teachers, employees and students on campus are recognized for Teacher of the Month, Employee of the Month and Student of the Month. Attendance has been maintained throughout the school year at about 96.3%.

CJHS security guard and SRO are attentive and visible they have a good rapport with staff and students are willing to assist in any way. Counselor provides extensive assistance to students in need and ensures students dell stable and safe. Turnover rate is low due to how comfortable teachers are with administration. AVID program assist students in

feeling a sense of family and togetherness. Elective courses such as P.E., Art, Spanish and Dance assist the campus with implementing social-emotional learning as part of the classroom culture. Furthermore, through Cub101 elective courses assists with campus wide reading, writing, math, social studies and science to assist students in improving their core academic skills.

# Goals

**Goal 1:** Clint Junior will be a model of high standards for student academic excellence.

**Performance Objective 1:** By May 2021, all students will show a 5% increase in STAAR scores at the Meets level for Reading, Math, Science, Social Studies and Writing to include ELL, SpEd and Economically Disadvantaged.

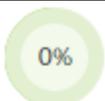
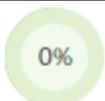
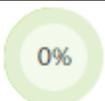
**Targeted or ESF High Priority**

**Evaluation Data Sources:** By May 2021, STAAR assessment scores will reflect a 5% improvement at the meets level in the areas of Reading, Math, Science, Social Studies and Writing for all students to include ELL, SpEd and Economically Disadvantaged students.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement the use of the Fundamental Five lesson cycle, essential question, Content/ Language Objectives and a posted TEK across the curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Walk-throughs, Lesson Plans Students will gain an understanding of the content being taught and the expectation of what they need to learn.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement AVID and other research based strategies to ensure rigor in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Walk-throughs, Lesson Plans Students will gain an understanding of the content being taught and the expectation of what they need to learn.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement RTI strategies to differentiate instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be on target and at grade level for courses in need of intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, Teachers, Instructional Aides, RtI teams</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				

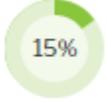
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will be included in decisions regarding the use of assessments on campus by basing decisions on data disaggregation and heat maps in order to improve instruction in each content area.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will focus on areas of instruction and target those through their instruction, tutoring, remediation, etc. so that students are successful.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Reading and supplemental support materials will be purchased to be used in classrooms to improve students' knowledge of current events while teaching them to summarize, practice reading fluency, expand vocabulary make inferences and improve overall assessment scores for all students (EL, SPED, At-Risk).</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted instruction for areas of student need</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$4,500, - 211 ESEA, TI A IMP - \$2,102</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will provide lab science equipment and supplies for students to provide hands-on activities in order to help them understand real-world based on subjects outlined in TRS.</p> <p><b>Strategy's Expected Result/Impact:</b> TEKS will be met through the lab experiments.</p> <p><b>Staff Responsible for Monitoring:</b> Science Teacher, Administration, Curriculum Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$1,450</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> General supplies and materials (including shipping and handling) will be purchased to help ESL, SPED and other At-Risk coded students excel in all core areas and improve STAAR scores.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to materials needed to attain the goals of instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, Teachers, ESL Teacher</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$2,000, - 199 GENERAL FUND - \$3,800</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Technology equipment will be purchased to assist At-Risk students in order to meet state academic standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access through technology to attain the goals of instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> The campus will maintain the position for a highly qualified curriculum coach in order to provide teachers with staff development, modeling and guidance on lesson delivery and instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher growth in instruction that will impact student growth overall. Student achievement will be increased through the development of teachers in the classroom, through lesson plans and with the use of data.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Campus will provide transportation for after school tutoring for students in need of additional remediation.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to attend after-school tutoring which targets individualized needed instruction for each student identified to attend.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Curriculum Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				

Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> After-school tutoring will be offered to Economically Disadvantaged and At-Risk students in the areas of ELAR, Math, Science and Social Studies to improve overall comprehension in all core areas, especially those of STAAR tested areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to attend after-school tutoring which targets individualized needed instruction for each student identified to attend.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$18,420</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Students with the need of additional remediation or who did not achieve satisfactory standards on the 8th grade Math and/or Reading STAAR assessments (SSI) will attend Summer School in order to improve their skills in math and reading. Summer school supplies will be purchased to assist teachers and students in the process.</p> <p><b>Strategy's Expected Result/Impact:</b> Summer school will assist in providing students with additional instruction of focus areas so that they are able to meet the passing standard on the STAAR exams at the 8th grade Reading and Math levels.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> Supplemental support materials will be purchased to be used in classrooms to improve students' knowledge in areas of Math, Science, Social Studies, English Language Arts and Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to materials needed to attain the goals of instruction in core areas.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, Core area teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$500</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> Support materials will be purchased to enhance classroom management for all teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be proficient in their classroom management so that they can focus on instruction for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> Students in Special Education will be tested on an online setting for unit assessments and CBA's to simulate and prepare for the STAAR exam.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have the opportunities to mirror the STAAR exam throughout the year. Students will become familiar with some of the tools that are available to them on the STAAR exam at the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, Teachers, Instructional Aides</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> Teachers will be trained in best practices using AVID strategies by attending the Summer Institute or other AVID trainings and then bring those strategies back to the campus for those that did not attend.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of best practices through AVID in all classes will support rigor and increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers attending the Summer 2020 AVID Institute</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$16,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 17 Details	Reviews			
<p><b>Strategy 17:</b> Health teacher will be provided with specialized instructional supplies and materials to improve academic performance of students, to include awareness of choices that affect students academically and in the real-world.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to materials needed to attain the goals of instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Health Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$700</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 18 Details	Reviews			
<p><b>Strategy 18:</b> ESL Teacher(s) will attend professional development to improve and support ELL instruction and differentiation in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional growth of teacher on how to assist students in the ESL program. This should impact each student's progress as measured through the STAAR exam.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teacher(s), Curriculum Coach, Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$260</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				

Strategy 19 Details	Reviews			
<p><b>Strategy 19:</b> Core area teachers will attend professional development to include, but not limited to improving instructional strategies, best practices for instruction, classroom management, content related instruction, STAAR improvement, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional growth of teachers on how to improve instruction, utilize best practices, lesson plan and provide a safe classroom that is conducive to learning. This should impact each student's progress as measured through the STAAR exam.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, Core area teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 20 Details	Reviews			
<p><b>Strategy 20:</b> General supplies will be purchased for instruction and student use in areas of SpEd, EL and at-risk for non-core areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to materials needed to attain the goals of instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$200</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 21 Details	Reviews			
<p><b>Strategy 21:</b> Provide STAAR Blitz opportunities for at-risk students, students that are EL and students receiving special education services to assist students in passing the state assessments. Substitutes will be utilized.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement for students who are at-risk of failing.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, Teachers, Instructional Aides</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 22 Details	Reviews			
<p><b>Strategy 22:</b> Students will attend a field trip through ELAR class to engage in real-world experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to make real-world connections to instruction in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, Teachers in 8th grade ELAR</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$200</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				

Strategy 23 Details	Reviews			
<p><b>Strategy 23:</b> ELAR teachers will be trained on and implement the Abydos Program to improve rigor and understanding of lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted- instruction to students individual needs. Abydos, when used as intended, will increase student's writing proficiency levels.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, ELAR teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 24 Details	Reviews			
<p><b>Strategy 24:</b> General supplies for the AVID class to be able to begin and sustain the AVID curriculum and program.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to materials needed for the AVID elective course.</p> <p><b>Staff Responsible for Monitoring:</b> AVID Elective teacher, AVID Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$1,100</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 25 Details	Reviews			
<p><b>Strategy 25:</b> The AVID team will train teachers on campus to expand WICOR strategies for campu-wide implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Math scores from previous STAAR administration.</p> <p><b>Staff Responsible for Monitoring:</b> Math teachers, Administration, Curriculum Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$5,600</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 26 Details	Reviews			
<p><b>Strategy 26:</b> General supplies will be purchased for instruction and student use in areas of Fine Arts.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to materials needed to attain the goals of instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Art Teacher Choir Teacher Dance Teacher Band Teacher</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$1,300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 27 Details	Reviews			
<p><b>Strategy 27:</b> General supplies will be purchased for instruction and student use in areas of Foreign Languages.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to materials needed to attain the goals of instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Spanish Teacher</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$200</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				

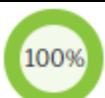
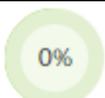
Strategy 28 Details	Reviews			
<p><b>Strategy 28:</b> General supplies will be purchased for instruction and student use in areas of P.E.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to materials needed to attain the goals of instruction.</p> <p><b>Staff Responsible for Monitoring:</b> PE Teachers</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$550</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 29 Details	Reviews			
<p><b>Strategy 29:</b> Nearpod will be purchased as a resource to assist in classroom instruction in all areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Access to engaging activities and lessons that will assist in a better understanding of the concepts. A deeper understanding of the concepts should increase STAAR scores in content areas tested.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Curriculum Coach Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$1,300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 30 Details	Reviews			
<p><b>Strategy 30:</b> Technology equipment, to include laptops, will be purchased for teachers and curriculum coach to refresh the technology for instructional use.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have access to technology for instruction. Curriculum Coach will use for professional development and lessons for students in all areas.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration Principal's Secretary Curriculum Coach</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$9,500, - 211 ESEA, TI A IMP - \$6,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 31 Details	Reviews			
<p><b>Strategy 31:</b> Flocabulary program will be purchased to increase student reading comprehension and fluency in the core content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> The program will assist in vocabulary comprehension which should impact STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Adminsitration Curriculum Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$2,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				

Strategy 32 Details	Reviews			
<p><b>Strategy 32:</b> Study Island will be purchased for all tested areas (Math, ELAR, 8th grade Science and SS) for the campus for students to use in CUB 101 for targeted interventions to assist in passing the STAAR exam.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students passing all core areas of STAAR exams.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers Curriculum Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$7,300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 33 Details	Reviews			
<p><b>Strategy 33:</b> Teachers will promote UIL participation on campus by recruiting and holding practices beginning in the first semester of school.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase their knowledge in the areas of participation so that they are competitive in all areas.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Curriculum Coach UIL Coaches</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 34 Details	Reviews			
<p><b>Strategy 34:</b> Classrooms will be provided with charging stations for student use.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to charging stations for their chromebooks so that they may use them for instructional purposes.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Administration Curriculum Coach Campus Secretary</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 35 Details	Reviews			
<p><b>Strategy 35:</b> SSI Math students in 6th grade will be placed into a Math Acceleration class to improve their foundational skills in Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase foundational skills in Math to be successful or show growth in the STAAR 6th grade Math Assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teacher Administration Scheduling Clerk</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				

Strategy 36 Details	Reviews			
<p><b>Strategy 36:</b> 6th-8th grade students identified will be placed into a Reading Acceleration class to improve their foundational skills in Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase foundational skills in Reading to be successful or show growth in the STAAR Reading Assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Teachers Adminsitration Scheduling Clerk</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 37 Details	Reviews			
<p><b>Strategy 37:</b> Training will be provided to the Dyslexia teacher through Region 19 and the Dyslexia Conference.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher will better instruct students in the area of Dyslexia.</p> <p><b>Staff Responsible for Monitoring:</b> Dyslexia Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 38 Details	Reviews			
<p><b>Strategy 38:</b> Teachers will be hired to work with students needing additional remediation or acceleration during Intersession in the fall/spring in order to improve their skills in Math, Reading Science and/or Social Studies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students passing on the STAAR and iin classes</p> <p><b>Staff Responsible for Monitoring:</b> Core Teachers Administration Curriculum Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$18,000, Additional teachers for intersession - 211 ESEA, TI A IMP - \$4,472</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 39 Details	Reviews			
<p><b>Strategy 39:</b> Instructional materials for the Dyslexia Program will be purchased to supplement curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Students with Dyslexia will have access to materials that target their disability. This will increase their learning capacity in dealing with their disability so that they are able to show growth in the STAAR assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Dyslexia Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$800</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				

Strategy 40 Details	Reviews			
<p><b>Strategy 40:</b> Supplemental material will be purchased through Mentoring Minds for use in Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to material that will help in preparing them to pass the Math STAAR exam.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers Curriculum Coach Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$1,550</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 41 Details	Reviews			
<p><b>Strategy 41:</b> Scholastic Magazines will be ordered for Social Studies classes to incorporate current events and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Student increase their writing which will assist in the ELAR classes.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies teachers Administration Curriculum Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$400</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 42 Details	Reviews			
<p><b>Strategy 42:</b> Kagan materials for students in Social Studies classes will be purchased to hold students accountable in their learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will engage in instruction and communicate their learning in different ways.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies teachers Curriculum Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$270</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				

Strategy 43 Details	Reviews			
<p><b>Strategy 43:</b> Students will be provided with learner-centered instruction through remote resources during the school closure. Chromebook adapters/chargers, Wifi hotspots, Chromebook computers, iPads, Software Programs (Zoom, GotoMeeting, Google Classroom, Class Dojo, Remind, ScreenCastify, etc.) will be purchased and provided to students as part of the district's remote learning initiative.</p> <p><b>Strategy's Expected Result/Impact:</b> Distribution Logs Check-out Forms Remote Learning Teacher Logs</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Curriculum Coaches Librarian</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Remote Learning Resources/Materials - 211 ESEA, TI A IMP - 211 - \$2,000, Remote Learning Resources/Materials - 199 GENERAL FUND - 199 - \$2,000</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 44 Details	Reviews			
<p><b>Strategy 44:</b> Teachers will provide learner-centered instruction through remote resources. Laptops will need to be upgraded through a refresher for teacher use to provide the instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Distribution Logs Check-out Forms Remote Learning Teacher Logs</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Curriculum Coaches Budget Clerk</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$2,000</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 45 Details	Reviews			
<p><b>Strategy 45:</b> Calculators will be purchased to replace old calculators for student use. Students will use them in the classrooms as well as the state STAAR assessment in 8th grade, Algebra 1 and Special Education Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have the necessary tools to be successful on state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers Curriculum Coach Administration Budget Clerk</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$4,100</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 46 Details	Reviews			
<p><b>Strategy 46:</b> Reading Teachers will use Lexia PowerUp to address gaps in fundamental literacy skills while helping students build the higher-order skills they need to comprehend, analyze, evaluate, and compare increasingly complex literary and informational texts to help students become proficient readers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in scores on state assessments Targeted intervention for students</p> <p><b>Staff Responsible for Monitoring:</b> Administration Curriculum Coach Reading Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$7,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 47 Details	Reviews			
<p><b>Strategy 47:</b> Audio visual equipment and other supplemental materials, to include technology components will be purchased for instruction and student use in areas of Fine Arts.</p> <p><b>Strategy's Expected Result/Impact:</b> Fine Arts teachers will be able to deliver instruction in the virtual setting.</p> <p><b>Staff Responsible for Monitoring:</b> Art Teacher Band Teacher Choir Teacher Dance Teacher</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$750</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 48 Details	Reviews			
<p><b>Strategy 48:</b> General supplies (including shipping and handling) will be purchased to help students in ELAR, Math, Social Studies and Science to increase the quality of instructional time, remediation, hands-on activities, and student engagement. General supplies will be used for interactive notebooks, gallery walks, and total response with whiteboards.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in quality instruction and student engagement; increase in student retention of learning and improved scores</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Curriculum Coach Administration</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - 199 E 11 6399 44 041 0 30 - \$1,400, - 199 GENERAL FUND - 199 E 11 6399 41 041 0 30 - \$1,500, - 199 GENERAL FUND - 199 E 11 6399 36 041 0 30 - \$1,400</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 49 Details	Reviews			
<p><b>Strategy 49:</b> Easels will be purchased to assist with student led small group instruction, increase student collaboration and engagement in ELAR classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student participation and engagement in the classroom. As well as providing teachers the ability to create lessons that are kinesthetic and hands-on.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR teachers</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - 199.E.11.6399.36.041.0.30 - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 1:** Clint Junior will be a model of high standards for student academic excellence.

**Performance Objective 2:** All Limited English Proficient students will become proficient and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**Evaluation Data Sources:** By May 2021, 70% of LEP students will perform at least at an Advanced or Advanced High rating in the areas of Listening, Speaking, Reading and Writing on TELPAS.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement research based strategies and best practices through Fundamental Five and AVID to ensure rigor in classroom for EL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in rigor which will impact student achievement. Students will show progress as measured by STAAR from their previous year.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, ESL teacher, ESL instructional aide</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> EL teachers will implement the use of the English 3D program with EL classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Students in the EL program that are at the Advanced/ Advanced High levels will become stronger academically so that they are passing TELPAS and STAAR Reading to exit the ESL program.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, EL Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Testing Materials purchased in order to test EL students for initial placement into the correct program and to test progress for newcomers at the end of the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be placed at their correct instructional setting.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Personnel trained in testing ELL students</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$1,800</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Resources, supplies and reading materials will be purchased to assist EL students with language acquisition and fluency in order to improve STAAR results.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have materials needed to assist in language acquisition and fluency. This should assist in an increase of proficiency levels as measured by TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, EL teachers</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$4,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students receiving English as a Second Language services will be tested in an online setting for unit assessments and CBA's to simulate and prepare for the STAAR exam.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have the opportunities to mirror the STAAR exam throughout the year. Students will become familiar with some of the tools that are available to them on the STAAR exam at the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Aide LPAC Clerk/Aide EL teachers Curriculum Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> SIOP training of Seidlitz strategies will occur for all teachers through the Curriculum Coach to be implemented in all areas of classroom instruction for second language acquisition.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will gain the knowledge needed in working with EL students in their content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Audio visual equipment will be purchased for use with EL students to assist with language acquisition.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase amount of EL students passing the STAAR exams with the use of audio visual equipment.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teacher</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 1:** Clint Junior will be a model of high standards for student academic excellence.

**Performance Objective 3:** All Limited English Proficient students will show improvement by 3% in all sections of the STAAR in the 2020-2021 school year in the areas of Reading/ELA, Mathematics, Writing, Social Studies and Science.

**Evaluation Data Sources:** All LEP students will show progress in all sections of STAAR in the 2020-2021.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will collaboratively base decisions regarding the use of assessments by data disaggregation and heat maps in order to improve instruction in each content area.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will focus on areas of need for students and be able to adjust instruction or spiral in concepts for student understanding.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will utilize TEKS Resource Instructional Focus Document in all planning and assess students at the end of every three weeks by grade level and content area to better evaluate classroom instruction and student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be provided with data on student achievement levels and understanding of the student expectations for learning. This data will be used to assist in lesson planning and instruction.</p> <p><b>Staff Responsible for Monitoring:</b> AdministrationCurriculum Coach, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$4,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Title I support instructional aide will be hired to assist with EL students in the ESL classroom and or sheltered instruction setting.</p> <p><b>Strategy's Expected Result/Impact:</b> The ESL teacher will have assistance in working with students who are English learners so that differentiation may occur in the class for the different levels of language proficiency.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, ESL Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$20,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students who are receiving ESL services and are struggling with attendance will be monitored, parent contact will be made, student will be placed on an academic contract, tutoring and detention will be issued and/or SAC, home visits will be made by administration and CIS to improve attendance which will improve academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in individual student achievement (progress) as well as language proficiency.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, Teachers, Communities in Schools, Counselor, Attendance clerk</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Sept	Nov	Feb	May
	 20%	 40%	 50%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Clint Junior will be a model of high standards for student academic excellence.

**Performance Objective 4:** Clint Junior High School will implement initiatives and strategies which will prepare students to achieve academically in their careers or post-secondary education.

**Evaluation Data Sources:** Students will show an improved interest in attaining a post secondary educational and/or career preparation through receiving college readiness strategies in the classroom.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will be afforded the opportunity to participate in PreAP classes in English, Math, Social Studies and Science to encourage participation in enriched classes and accelerated curriculum in high school and college.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have the choice to participate in advanced classes. Students will have the rigor needed to prepare them for advanced courses in high school and for college readiness.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Counselor, Scheduling Clerk</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will be exposed to different careers through the Collage and Careers Readiness Class in the 8th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will gain an understanding of the job clusters to assist with their choice of career pathway.</p> <p><b>Staff Responsible for Monitoring:</b> College and Career Readiness Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Depth of Knowledge, Rigor and AVID strategies will be implemented to assist students in understanding concepts necessary for college readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student college readiness as well as progress in understanding the content for each subject area.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 6th grade students will attend the Young Achievers Forum at UTEP to inspire, motivate and educate students on college readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be exposed to college life through the Young Achiever's Forum and UTEP.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselor</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$300</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students will attend the Sun Country Science Fair. Transportation and food/snacks will be provided for students who are competing.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to compete in the Science Fair.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Science Teachers</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$400</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Students will participate in UIL competition. Food/snacks will be provided for students who are competing.</p> <p><b>Strategy's Expected Result/Impact:</b> Student's will be able to compete in the UIL competition.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, Teachers, UIL Coordinator</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$700</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Students will be afforded a student planner that will assist in acquiring skills to enhance college readiness (for example: organizational skills, learning strategies and time management).</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to an organizational tool that will focus on the AVID strategy of Organization. Students will use the agenda to assist in time-management, homework, daily assignments and reminders so that they are successful all around.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> GT students will participate in school organized field trips connected to real world content as well as participate in Destination Imagination activities to include transportation.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided with opportunities to participate in higher levels of engagement and competition.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, GT teacher</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$2,300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> GT materials, supplies and audio visual equipment will be purchased to enhance the GT program and services for GT students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to materials and equipment needed to attain the goals of instruction in the GT program.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Coach GT teacher</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> AVID team will be sent to summer workshop (virtually or in person) in June 2021 for school wide implementation of the AVID program.</p> <p><b>Strategy's Expected Result/Impact:</b> Rigor will be increased across the campus. This will impact student achievement and progress as measured by STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, Teachers, Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$10,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Students will be able to participate in the Robotics team. The robotics team will enter a competition in which they are able to use STEM skills to compete. Transportation and food/snacks will be provided for students who are competing.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to compete among other schools in the area in the area of STEM.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Curriculum Coach, Robotics sponsor</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$2,850, - 211 ESEA, TI A IMP - \$1,200</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> AVID annual membership will be purchased so that there is access to the AVID Library and the resources for implementation in the classroom to promote college and career readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have access to the library which has resources that can be implemented in all areas to promote college and career readiness.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, AVID Elective teacher, AVID Coordinator, Curriculum Coach</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$8,300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				

Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> Students will be provided the opportunity to attend the Special Olympics and transportation will be provided.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to participate in the Special Olympics.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Teacher, Administration</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$200</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> Meals and snacks for students participating in Destination Imagination will be purchased.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to participate in the Destination Imagination competition for the full day.</p> <p><b>Staff Responsible for Monitoring:</b> GT Teacher Destination Imagination Sponsor</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$800</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> AVID students will participate in school organized field trips to universities or colleges for campus visits. Transportation and food/snacks will be included.</p> <p><b>Strategy's Expected Result/Impact:</b> Students in the AVID elective will gain exposure to universities and colleges for post-secondary plans.</p> <p><b>Staff Responsible for Monitoring:</b> AVID Coordinator AVID Elective Teacher Administration</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$600</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> Reading materials that support social/emotional lessons in the AVID classes will be purchased.</p> <p><b>Strategy's Expected Result/Impact:</b> Students in AVID will learn ways to effectively work through self-guided techniques when learning to organize themselves in postsecondary readiness.</p> <p><b>Staff Responsible for Monitoring:</b> AVID Teacher</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$570</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 17 Details	Reviews			
<p><b>Strategy 17:</b> GT students will utilize computer aided design (CAD) programs to facilitate their creativity thinking by designing and printing objects through the use of a 3D Printer.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will use creative thinking and work in collaboration with their peers to solve problems. The hands on experience and design will transfer to real-world project based thinking.</p> <p><b>Staff Responsible for Monitoring:</b> GT Teacher</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$900</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 1:** Clint Junior will be a model of high standards for student academic excellence.

**Performance Objective 5:** Teachers and students will have access to technology throughout the campus needs assessment to improve overall instruction in the classroom.

**Evaluation Data Sources:** Instruction will be enhanced and will show evidence of improvement on state and federal assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hardware, software and accessories will be purchased in order to better assist students' (Sped, EL, 504) instruction in all core through classroom instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to technology in the instructional setting.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$700</p>	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Hardware, software and accessories will be renewed in order to better assist special population students in all core areas and elective areas through classroom instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to technology in the instructional setting.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$700</p>	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> StemScopes will be renewed in order to better assist at-risk students' instruction in Science.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to resources used for instruction. This will assist in student understanding of concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Curriculum Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$3,200</p>	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All students will have access to a Chromebook for instructional purposes in the classroom. (District Initiative)</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to use the technology for classes to include, projects, homework, classwork, research, etc.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Librarian</p>	Formative			Summative
	Sept	Nov	Feb	May

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Renaissance computer software will be renewed in order to better assist special population students in the area of reading to enhance learning and improve understanding of content in all core areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and teachers will be able to keep track of their individual reading levels.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Librarian</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$7,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Audio and visual equipment will be purchased in order to enhance teacher instruction and improve student learning in all core areas and to improve STAAR scores.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access through audio and visual equipment to attain the goals of instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$6,000, - 211 ESEA, TI A IMP - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Web-based programs will be purchased in order to better assist at-risk students' instruction in all core and/or elective areas through classroom instruction with programs such as BrainPop, GimKit, Padlet and other library resources. (System Safeguard).</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and students will have access to web-based programs that will supplement the teaching and learning. Students will be able to use the programs for targeted areas of need. When assigned the targeted instruction, student mastery should increase in the assigned area of need.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Curriculum Coach, Librarian</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$1,000, - 199 GENERAL FUND - \$1,500, - 211 ESEA, TI A IMP - \$2,550</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Teachers and instructional aides in the ESL classroom will be provided a laptop to be able to provide instruction in the virtual setting for students in the ESL classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional aides will be able to assist the teacher with instruction for students. Small group instruction will be able to be purposeful and target students areas of need. Student achievement should increase in the classroom and on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Instructional Aides, ESL Teacher, Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> To enhance and ensure students consistently use their chromebooks during instruction in the classroom setting, charging stations will be purchased for student use.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to use their chromebooks in the classroom without instructional interruption. This will assist with maximizing instructional time and therefore increasing STAAR scores and overall student progress.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - 199.E.11.6399.0.041.0.30.000 - \$11,840</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> To enhance and ensure student learning while using their chromebooks during instruction in the classroom setting, headphones will be purchased.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to use their chromebooks in the classroom without instructional interruption. This will assist with maximizing instructional time and therefore increasing STAAR scores and overall student progress.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$2,130</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

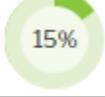
**Goal 2:** Clint Junior will ensure a safe, well disciplined, positive learning environment for all students.

**Performance Objective 1:** The school will implement and maintain a safe, positive learning environment that encourages success, a high rate of achievement for all students, a decline in discipline referrals and a high rate of attendance for all students.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Students will participate in activities that will help them learn acceptable, safe and healthy social skills while maintaining an attendance rating of at least 98%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will continue to be encouraged to attend school on a daily basis by providing an environment conducive to learning and by providing incentives (pizza party, Den Day, Dance) for those who master perfect attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student attendance which will have an impact on increasing student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Communities in Schools, Counselor, Attendance Committee</p>	Formative			Summative
	Sept	Nov	Feb	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use of activities, special spirit days as well as other incentives for good behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student attendance and a decrease in student discipline referrals which will have an impact on increasing student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Communities in Schools</p>	Formative			Summative
	Sept	Nov	Feb	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide drug prevention presentation throughout the school year and present activities during Red Ribbon Week.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness provided to the students which should result in zero placements at the District Alternative Educational program (DAEP).</p> <p><b>Staff Responsible for Monitoring:</b> Communities in Schools, Counselor, School Resource Officer</p>	Formative			Summative
	Sept	Nov	Feb	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Use of honor roll and perfect attendance recognitions, awards assemblies to motivate students toward high achievement and success.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student attendance and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Scheduling Clerk, Attendance Clerk</p>	Formative			Summative
	Sept	Nov	Feb	May

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide safe and drug free school assemblies targeting violence prevention, drug use prevention, bullying prevention, suicide prevention, conflict resolution, character building, social-emotional aspects and social skills building.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness provided to the students which should result in zero placements at the District Alternative Educational program (DAEP).</p> <p><b>Staff Responsible for Monitoring:</b> Communities in Schools, Counselor School Resource Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Students will participate in moderate vigorous physical activity as required by Section 28.002(I)</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be aware of healthy choices as well as participate in a program that promotes health through physical activity.</p> <p><b>Staff Responsible for Monitoring:</b> PE Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> A Special Assignment Classroom (SAC) instructional aide will be hired and utilized to maintain a safe and conducive to learning classroom while students are disciplined under SAC.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional aide will be able to impact student discipline by mentoring students while they are in the SAC environment and build relationships with them to avoid future placements.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, SAC aide</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Ice cream social will be used to recognize students for Honor Roll and Perfect Attendance to encourage students to attend school on a daily basis and to do their best in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student attendance and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Scheduling Clerk, Attendance Clerk</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Hire Communities in Schools personnel to provide:</p> <ul style="list-style-type: none"> <li>*Academic support including tutoring and extended learning time</li> <li>*College and career readiness including pre-employment preparation</li> <li>*Enrichment activities</li> <li>*Health and human services including mental health and basic needs</li> <li>*Parent and family involvement including home visits</li> <li>*Supportive guidance and counseling</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Communities in Schools counselor will be able to work with families and students in need through the program. This will assist in providing the needed services and supplies for students. Outside services may be utilized by students and families to meet their basic needs to be successful in the school setting. Counseling services may also be provided to students in need.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Communities in Schools</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	100%	100%	100%	
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Students who have followed campus rules and procedures will be invited to attend an end of the year activity for presenting healthy habits, teamwork and antibullying strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in students with referrals</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, SAC aide Communities in Schools Attendance Clerk</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	0%	0%	0%	
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> A School Safety Plan/Emergency Operations Plan will be reviewed by the campus Safety committee and implemented. This will include: Fire Drill Procedures, Lockdown Procedures, and additional School Safety Protocols.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide a safe environment for students, faculty, staff and visitors to the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Safety Committee, Nurse</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	35%	35%	40%	
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Student of the Month recognitions will occur. Students will be recognized through announcements, on display, VIP section in Cafeteria and pizza party at the end of each semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student pride on campus</p> <p><b>Staff Responsible for Monitoring:</b> Administration Office clerks</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	10%	25%	40%	

Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> Positive Behavior Intervention System will be adopted for the 2020-2021 school year. The campus will utilize the app to monitor and facilitate PBIS.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive behavior will increase. Discipline referrals will decrease.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> At-risk students will attend a field trip to the detention center, courthouse or jail tour.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in positive behavior and a decrease on discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Administration CIS Coordinator SRO</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> Grade-level discipline meetings will be held at least once a month to review student referrals, consequences and behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain consistency across the campus in the area of discipline.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration PBIS Committee</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> Social Emotional Training will be provided to teachers, staff and 8th grade students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness of mental health for student and campus safety</p> <p><b>Staff Responsible for Monitoring:</b> Administration Campus Safety Health Advisory Committee Representative</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 17 Details	Reviews			
<p><b>Strategy 17:</b> Leadership (Administration and Counseling) will attend training on working with students in a safe-environment and learn to provide proactive supports for self-injury behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide a safe environment for students. Recognize behaviors in students that could lead to unsafe practices.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Counselor</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$90</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p style="text-align: center;">  No Progress               Accomplished               Continue/Modify               Discontinue       </p>				

**Goal 2:** Clint Junior will ensure a safe, well disciplined, positive learning environment for all students.

**Performance Objective 2:** Ensure that 100% of students can access Remote Learning programs

**Evaluation Data Sources:** Student Work Progress, Google Classroom documentation, teacher logs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide Mobile Hotspots for Internet access to students to access remote learning</p> <p><b>Strategy's Expected Result/Impact:</b> All students successfully completing remote learning programs.  <b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>Funding Sources:</b> Technology Equipment - 211 ESEA, TI A IMP - 211.11.6399 - \$5,600</p>	Formative			Summative
	Sept	Nov	Feb	May
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Clint Junior will operate efficiently, being fiscally responsible

**Performance Objective 1:** Clint Junior High School will ensure it is operated efficiently, being fiscally responsible.

**Evaluation Data Sources:** Clint Junior High School will operate efficiently, being fiscally responsible.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Clint Junior High School will adhere to all budget guidelines and deadlines in order to spend all allocated monies.</p> <p><b>Strategy's Expected Result/Impact:</b> The budget will be utilized for the campus needs.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Budget Clerk, Teachers, Counselor, Nurse, Librarian, Curriculum Coach</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Clint Junior High School will maintain an attendance rating of at least a 98% throughout the entire year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Attendance Clerk, Counselor, Communities in Schools</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Clint Junior High School will verify PEIMS coding data to ensure proper funding of special programs for the campus/district.</p> <p><b>Strategy's Expected Result/Impact:</b> Funding will be provided based on the individual need of students and the programs that they participate in.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Registrar, GT Coordinator, SpEd teachers, ESL teacher</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Clint Junior High School will encourage teachers to turn off their classroom lights when they are not in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in awareness of being environmentally friendly and aware of being efficient in the electricity used by the teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Office Staff, Custodians Student Council</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Clint Junior students will run a recycling campaign for the campus. <b>Strategy's Expected Result/Impact:</b> Promote awareness of being environmentally friendly <b>Staff Responsible for Monitoring:</b> Student Council, Student Council Sponsor	Formative			Summative
	Sept	Nov	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** Clint Junior will become the employer of choice in order to seek and retain effective personnel.

**Performance Objective 1:** 100% of the staff employed at CJHS will be highly qualified.

**Evaluation Data Sources:** 100% of staff employed will be highly qualified for the 2019-2020 school year with the help from district personnel services.

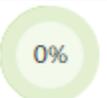
Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure that all teachers are certified in the appropriate subject or grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be highly qualified in the areas of instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Human Resources for the District</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Schedule and conduct monthly PLC dedicated to data disaggregation for staff members on implementation of TEKS at the proper depth and complexity.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to break down the data and use it through PLC to assist in instruction and planning to impact student achievement and teacher growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Curriculum Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Monies will be used to build capacity of teachers through professional development in areas to include but not limited to, Fundamental Five National Conference, AVID workshops and Teambuilding.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be trained in areas of need for teacher growth. This will be turned around in the classroom to provide quality instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Curriculum Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teacher and Employee of the month will be implemented to acknowledge teacher's efforts and dedication to student success and the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in campus morale.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> SPED teachers will be afforded the opportunity to attend staff development trainings to enhance their instruction in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be trained in areas of need for teacher growth. This will be turned around in the classroom to provide quality instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, SpEd Teachers</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$400</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Monies will be used to build capacity of teachers through professional development. PD will provide teachers the necessary tools to deliver instruction to at-risk students in core subjects that will enhance knowledge and skills contained in the TEKS and to meet the state requirements (STAAR) state assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be trained in areas of need for teacher growth. This will be turned around in the classroom to provide quality instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Curriculum Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Administration will attend the "Bridges to Success " Middle School Conference at Region 19 and bring back the training to the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the overall capacity of the leadership team (and teachers) in dealing with middle school issues such as chronic absenteeism, struggling academics and behavioral issues.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$200</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p style="text-align: center;">  No Progress               Accomplished               Continue/Modify               Discontinue       </p>				

**Goal 4:** Clint Junior will become the employer of choice in order to seek and retain effective personnel.

**Performance Objective 2:** School administration and district personnel will provide professional development to the staff in content areas as needed.

**Evaluation Data Sources:** All school personnel will show evidence of attending staff development by implementing the knowledge acquired in their instructional day-to-day dealings with students, parents, other school personnel and the community.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will attend staff development provided by district personnel on technology implementation in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> We should see an increase of purposeful technology use for instruction in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Curriculum Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All teachers will receive the required GT 6-hour update through professional development provided by either the campus or district.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to complete their GT 6 hour update through the Teaching and Learning Expo so that they are able to implement strategies that will target students that are coded as GT.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Curriculum Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All teachers will receive professional development on addressing Special Education students to include, modifications and accommodations.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will gain an understanding of what students in special education need as identified through their Individualized Education plan.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Curriculum Coach, SpEd Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$320</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				

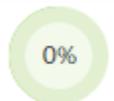
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Counselor will obtain staff development through different organizations (BER, Region 19, etc.) on a variety of topics.</p> <p><b>Strategy's Expected Result/Impact:</b> By attending the professional development, the counselor's tool box will be increased so that he is up-to-date in working with students who may need services.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Administration will attend professional development throughout the year to improve leadership and instructional skills, to include but not limited to professional development areas of STEM, AVID, Fundamental Five and Lead4Ward.</p> <p><b>Strategy's Expected Result/Impact:</b> Build capacity of leadership on campus to bring back to the campus for effective instruction and implementation of programs.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$1,900</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers will attend various Professional Development to improve student success on Social Studies, Science, Math or English Language Arts assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher's toolbox for effective instruction in their content areas. This will in turn affect student achievement and understanding of concepts.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Curriculum Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$660</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Curriculum Coach will attend various staff development training to be implemented with the teachers on campus. Curriculum Coach will focus on training that will target areas of need such as ELL, SpEd, ELAR, Math, Science, SS, Reading and Writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Building capacity in the curriculum coach so that she is able to assist teachers and students in effective instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> AVID strategies will be implemented into the campus and an AVID team will be sent to summer workshop for school wide implementation to include administration.</p> <p><b>Strategy's Expected Result/Impact:</b> Building capacity of the campus in AVID strategies. Teachers will attend the summer workshop so that they are trained in the foundation and correct implementation of the AVID strategies within their scope for student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Curriculum Coach, Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Counselor will obtain staff development to support AVID and STEM on the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Building capacity of the campus in AVID strategies. The counselor will attend the summer workshop so that they are trained in the foundation and correct implementation of the AVID strategies within their scope for student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$1,800</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Professional Development for ESL teacher will be provided to strengthen best practices and instruction in the classroom with EL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in rigor of lessons, classroom management practices and an overall increase in scores on the state exams.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teacher</p> <p><b>Funding Sources:</b> - 199 GENERAL FUND - \$325</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 5:** Clint Junior will include parents, community and business members in the education of all students.

**Performance Objective 1:** The campus will engage parents in social and academic opportunities and or experiences so that an effective (parent, school and student) relationship is developed.

**Evaluation Data Sources:** The school will increase the number of parents participating in parental involvement activities and will show evidence through the Clint ISD Parent Survey.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Inform parents of their students' grades and absences, teacher messages and upcoming events through parent contact. Translation services will be available for parents that need.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase communication with parents on student progress and events occurring on the campus that would affect their children.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Counselor</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Inform parents of campus goals in regards to state and federal assessment mandates through parent meetings and flyers. Communication will be sent in English and Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent/school communication and increase the amount of involvement occurring on the campus by parents</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselor</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Open house, parent/teacher nights will be conducted once a semester. Translation services will be available for parents that need.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent/school communication and awareness of student's academic progress</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Include parents in the development of parent and family engagement policy. Translation services will be available for parents that need.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent/school communication and increase the amount of involvement occurring on the campus by parents</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselor, Communities in Schools</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Translation device system and other supplies will be purchased for parents and families and will be used during parental trainings/meetings on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent/school communication and increase the amount of involvement occurring on the campus by parents</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Communities in Schools, Counselor</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - 6390 - \$1,400, - 211 ESEA, TI A IMP - \$400</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide parents/guardians with parenting classes to provide instructional strategies they may use with their children at home. Translation services will be available for parents that need.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide opportunities for parent outreach and educational programs to assist them in working with their child at home.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselor, Communities in Schools</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$750</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide snacks for parenting classes and trainings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the amount of parents attending training on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselor, Communities in Schools</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$300</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Use of Sky Alert District System to call parents and keep them informed on upcoming activities. Communication will be in English and Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the communication and information going out to parents so that they are aware of what is occurring on the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	Formative			Summative
	Sept	Nov	Feb	May
				
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Use social media to inform and keep community informed of up-coming school events. Communication will need to be provided in English and Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the communication and information going out to parents so that they are aware of what is occurring on the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Personnel in charge of campus website</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> The campus will host a Career Fair in the first semester by seeking out areas of student interest based on student survey,</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have representation of areas of interest for post-secondary interests.</p> <p><b>Staff Responsible for Monitoring:</b> Communities in Schools Administration Counselor</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Reading materials will be purchased for parents as a resource to be able to help their students at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will have a better understanding of how to work with their children at home in support of their academics.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Administration</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$1,200</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Provide the opportunity for parents to attend the Parent family Engagement Conference in the 2020-2021 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be able to attend the conference to provide them with strategies and information that affect their students.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor CIS Coordinator</p> <p><b>Funding Sources:</b> - 211 ESEA, TI A IMP - \$450</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
No Progress       Accomplished       Continue/Modify       Discontinue				

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Implement AVID and other research based strategies to ensure rigor in the classroom.
1	1	3	Implement RTI strategies to differentiate instruction.
1	1	11	After-school tutoring will be offered to Economically Disadvantaged and At-Risk students in the areas of ELAR, Math, Science and Social Studies to improve overall comprehension in all core areas, especially those of STAAR tested areas.
1	1	12	Students with the need of additional remediation or who did not achieve satisfactory standards on the 8th grade Math and/or Reading STAAR assessments (SSI) will attend Summer School in order to improve their skills in math and reading. Summer school supplies will be purchased to assist teachers and students in the process.
1	1	15	Students in Special Education will be tested on an online setting for unit assessments and CBA's to simulate and prepare for the STAAR exam.
1	1	16	Teachers will be trained in best practices using AVID strategies by attending the Summer Institute or other AVID trainings and then bring those strategies back to the campus for those that did not attend.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Implement RTI strategies to differentiate instruction.
1	1	11	After-school tutoring will be offered to Economically Disadvantaged and At-Risk students in the areas of ELAR, Math, Science and Social Studies to improve overall comprehension in all core areas, especially those of STAAR tested areas.
1	1	12	Students with the need of additional remediation or who did not achieve satisfactory standards on the 8th grade Math and/or Reading STAAR assessments (SSI) will attend Summer School in order to improve their skills in math and reading. Summer school supplies will be purchased to assist teachers and students in the process.
1	1	15	Students in Special Education will be tested on an online setting for unit assessments and CBA's to simulate and prepare for the STAAR exam.
1	1	16	Teachers will be trained in best practices using AVID strategies by attending the Summer Institute or other AVID trainings and then bring those strategies back to the campus for those that did not attend.
1	1	25	The AVID team will train teachers on campus to expand WICOR strategies for campus-wide implementation.
1	1	31	Flocabulary program will be purchased to increase student reading comprehension and fluency in the core content areas.
1	5	7	Web-based programs will be purchased in order to better assist at-risk students' instruction in all core and/or elective areas through classroom instruction with programs such as BrainPop, GimKit, Padlet and other library resources. (System Safeguard).

# State Compensatory

## Personnel for Clint Junior High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arellano, Gabriel	Computer Teacher	State Compensatory Education	1.0
Guzman, Cassandra	Reading Support Teacher	State Compensatory Education	.375
Lopez, Adriana	Reading Support Teacher	State Compensatory Education	.5
Martinez, Jacqueline	Reading Support Teacher	State Compensatory Education	.5
Martinez, Raquel	Reading Support Teacher	State Compensatory Education	.625
Molina, Yanna	Instructional Aide	State Compensatory Education	1.0
Ramirez, Gloria	ESL Teacher	State Compensatory Education	1.0
Reyes, Edna	Curriculum Coach	State Compensatory Education	1.0
Sanchez, Jessica	ESL Instructional Aide	State Compensatory Education	1.0
Silva, Maria	Reading Support Teacher	State Compensatory Education	.5
Trejo, Brenda	AVID Teacher	State Compensatory Education	1.0

# Campus Funding Summary

199 GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$4,500.00
1	1	6			\$1,450.00
1	1	7			\$3,800.00
1	1	10			\$300.00
1	1	13			\$500.00
1	1	17			\$700.00
1	1	18			\$260.00
1	1	19			\$1,000.00
1	1	20			\$200.00
1	1	22			\$200.00
1	1	25			\$5,600.00
1	1	26			\$1,300.00
1	1	27			\$200.00
1	1	28			\$550.00
1	1	29			\$1,300.00
1	1	30			\$9,500.00
1	1	31			\$2,500.00
1	1	37			\$1,000.00
1	1	38			\$18,000.00
1	1	39			\$800.00
1	1	40			\$1,550.00
1	1	43	Remote Learning Resources/Materials	199	\$2,000.00
1	1	47			\$750.00
1	1	48		199 E 11 6399 44 041 0 30	\$1,400.00
1	1	48		199 E 11 6399 41 041 0 30	\$1,500.00
1	1	48		199 E 11 6399 36 041 0 30	\$1,400.00

**199 GENERAL FUND**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	49		199.E.11.6399.36.041.0.30	\$1,000.00
1	2	3			\$1,800.00
1	2	4			\$4,000.00
1	2	7			\$2,000.00
1	4	4			\$300.00
1	4	5			\$400.00
1	4	6			\$700.00
1	4	8			\$2,300.00
1	4	9			\$2,000.00
1	4	13			\$200.00
1	4	14			\$800.00
1	4	15			\$600.00
1	4	17			\$900.00
1	5	1			\$700.00
1	5	2			\$700.00
1	5	6			\$6,000.00
1	5	7			\$1,000.00
1	5	7			\$1,500.00
1	5	8			\$2,000.00
1	5	9		199.E.11.6399.0.041.0.30.000	\$11,840.00
1	5	10			\$2,130.00
2	1	17			\$90.00
4	1	5			\$400.00
4	2	3			\$320.00
4	2	6			\$660.00
4	2	9			\$1,800.00
4	2	10			\$325.00
<b>Sub-Total</b>					<b>\$108,725.00</b>

**211 ESEA, TI A IMP**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	5			\$2,102.00
1	1	7			\$2,000.00
1	1	11			\$18,420.00
1	1	16			\$16,000.00
1	1	24			\$1,100.00
1	1	30			\$6,000.00
1	1	32			\$7,300.00
1	1	38	Additional teachers for intersession		\$4,472.00
1	1	41			\$400.00
1	1	42			\$270.00
1	1	43	Remote Learning Resources/Materials	211	\$2,000.00
1	1	44			\$2,000.00
1	1	45			\$4,100.00
1	1	46			\$7,000.00
1	3	2			\$4,000.00
1	3	3			\$20,000.00
1	4	10			\$10,500.00
1	4	11			\$2,850.00
1	4	11			\$1,200.00
1	4	12			\$8,300.00
1	4	16			\$570.00
1	5	3			\$3,200.00
1	5	5			\$7,000.00
1	5	6			\$3,000.00
1	5	7			\$2,550.00
2	2	1	Technology Equipment	211.11.6399	\$5,600.00
4	1	7			\$200.00
4	2	5			\$1,900.00
5	1	5		6390	\$1,400.00

211 ESEA, TI A IMP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	5			\$400.00
5	1	6			\$750.00
5	1	7			\$300.00
5	1	11			\$1,200.00
5	1	12			\$450.00
<b>Sub-Total</b>					\$148,534.00
<b>Grand Total</b>					\$257,259.00

# Addendums