

**Navarro Independent School District**  
**Navarro High School**  
**2015-2016 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Postsecondary Readiness



Navarro ISD  
Where Excellence is the Standard...

**Board Approval Date:** December 14, 2015  
**Public Presentation Date:** December 14, 2015

# Vision

Navarro ISD provides a safe, positive environment cultivating creative problem solvers that make sound, ethical decisions.

*We value relationships*  
*We engage learners*  
*We foster resilience and confidence*  
*We encourage forward thinking*

## Board Goals

**Goal 1: NISD will provide modern and inviting facilities that inspire a learning community.**

Indicators of Success:

- Adequate space for a growing population
- Expanded technology infrastructure
- Safe learning environment
- Aesthetics

**Goal 2: NISD will foster a professional learning community that attracts and develops a diverse staff that engages all students.**

Indicators of Success:

- Competitive compensation
- Broaden teacher certifications
- Develop and implement technology utilization

**Goal 3: NISD will meet individual academic needs, challenging students to their highest potential and developing college and career readiness.**

Indicators of Success:

- Course offerings and strategies meet the needs of individual students

- Continuous improvement in all four indices of the state accountability system
- Effective communication within the district and campus and between the classrooms and the home.
- Effective counseling and K-12 instruction that addresses soft skills and work ethic.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Needs

Our at-risk population had increased access to additional programs last year in our alternative classroom. We need to improve communication between all parties involved with at-risk students.

## Student Achievement

### Student Achievement Summary

#### Met Standard EOC Scores

| English I EOC              | STAAR 2014 Performance | STAAR 2015 Performance |
|----------------------------|------------------------|------------------------|
| All Students               | 71%                    | 86% (+15)              |
| Hispanic                   | 67%                    | 81% (+14)              |
| White                      | 73%                    | 90% (+17)              |
| Economically Disadvantaged | 64%                    | 74% (+10)              |
| Special Education          | 50%                    | 59% (+9)               |

| English II EOC             | STAAR 2014 Performance | STAAR 2015 Performance |
|----------------------------|------------------------|------------------------|
| All Students               | 74%                    | 80% (+6)               |
| Hispanic                   | 66%                    | 74% (+8)               |
| White                      | 79%                    | 85% (+6)               |
| Economically Disadvantaged | 58%                    | 63% (+5)               |
| Special Education          | *                      | 62%                    |

| <b>Algebra I EOC</b>       | <b>STAAR 2014 Performance</b> | <b>STAAR 2015 Performance</b> |
|----------------------------|-------------------------------|-------------------------------|
| All Students               | 74%                           | 89% (+15)                     |
| Hispanic                   | 71%                           | 86% (+15)                     |
| White                      | 75%                           | 91% (+16)                     |
| Economically Disadvantaged | 63%                           | 80% (+17)                     |
| Special Education          | 53%                           | 73% (+20)                     |

| <b>Biology EOC</b>         | <b>STAAR 2014 Performance</b> | <b>STAAR 2015 Performance</b> |
|----------------------------|-------------------------------|-------------------------------|
| All Students               | 97%                           | 98% (+1)                      |
| Hispanic                   | 95%                           | 96% (+1)                      |
| White                      | 98%                           | 100% (+2)                     |
| Economically Disadvantaged | 94%                           | 97% (+3)                      |
| Special Education          | 100%                          | 100% (-)                      |

| <b>US History EOC</b>      | <b>STAAR 2014 Performance</b> | <b>STAAR 2015 Performance</b> |
|----------------------------|-------------------------------|-------------------------------|
| All Students               | 95%                           | 92% (-3)                      |
| Hispanic                   | 96%                           | 85% (-11)                     |
| White                      | 94%                           | 96% (+2)                      |
| Economically Disadvantaged | 94%                           | 79% (-15)                     |
| Special Education          | *                             | *                             |

### EOC Scores Level III Advanced Standard

| All Subjects - Level III   | STAAR 2014 Performance | STAAR 2015 Performance |
|----------------------------|------------------------|------------------------|
| All Students               | 6%                     | 16% (+10)              |
| Hispanic                   | 4%                     | 10% (+6)               |
| White                      | 7%                     | 20% (+13)              |
| Economically Disadvantaged | 2%                     | 9% (+7)                |

| Reading EOC - Level III    | STAAR 2014 Performance | STAAR 2015 Performance |
|----------------------------|------------------------|------------------------|
| All Students               | 2%                     | 7% (+5)                |
| Hispanic                   | 4%                     | 5% (+1)                |
| White                      | 7%                     | 9% (+2)                |
| Economically Disadvantaged | 2%                     | * (-2)                 |

| Algebra I EOC - Level III  | STAAR 2014 Performance | STAAR 2015 Performance |
|----------------------------|------------------------|------------------------|
| All Students               | *                      | 14%                    |
| Hispanic                   | *                      | 10%                    |
| White                      |                        | 17%                    |
| Economically Disadvantaged | *                      | 11%                    |



| Science EOC - Level III    | STAAR 2014 Performance | STAAR 2015 Performance |
|----------------------------|------------------------|------------------------|
| All Students               | *                      | 22%                    |
| Hispanic                   | *                      | 11%                    |
| White                      | *                      | 30%                    |
| Economically Disadvantaged | *                      | *                      |

| Social Studies - Level III | STAAR 2014 Performance | STAAR 2015 Performance |
|----------------------------|------------------------|------------------------|
| All Students               | 21%                    | 34% (+13)              |
| Hispanic                   | 14%                    | 26% (+13)              |
| White                      | 28%                    | 42% (+14)              |
| Economically Disadvantaged | *                      | 18%                    |

### Student Achievement Strengths

Student Achievement Strengths include:

1. Increased performance on the English I EOC Exam and some students performing at the Advanced Level.
2. Increased performance on the Algebra I EOC exam and students performing at the Advanced Level.
3. Strong Consistent Performance on the Biology EOC Exam for All students.
4. Increased percentage of students performing at the Advanced Level III standard on the US History EOC Exam.

### Student Achievement Needs

While all student groups should be working toward improvement, specific need are identified in two areas. Our special education subgroup is a population

that needs attention. Level three performance by all groups in all areas is an area that needs to improve.

Discussions of classroom performance indicate a big increase in the numbers of students requiring credit recovery. Suggestions were made to try to address these issues more proactively, hopefully requiring less credit recovery.

Needs include:

1. Improved performance on the English II EOC exam to include students performing at the Advanced Level III performance standard.
2. Improved performance among Hispanic and Economically Disadvantaged students on the US History passing standard.
3. Improved performance in all subject areas for Advanced Level III.

## **School Culture and Climate**

### **School Culture and Climate Needs**

Consistent application of school rules and procedures is an area for improvement. This area includes staff application of student expectations, as well as, consistent performance by staff and administration. Discussion suggested that inconsistency and division among staff and confusion among students was a source of concern. Effective communication across the campus is a need recognized by several groups.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Navarro ISD strives to provide a cohesive sequence of instruction to students based on individualized instructional needs. To assist teachers, administrators, parents and community members in understanding the flow of the instructional content, Navarro ISD is a partner of the Texas Curriculum Management Cooperative (TCMPC). TCMPC does not provide scripted instructional lessons, but does provide sequences for study along with various resources, unit guides, vertical alignment resources and formative assessment tools. TCMPC provides a Scope and Sequence for each grade level and content area.

Navarro ISD utilizes the Scope and Sequence as a starting point for discussing and guiding the year's instructional focus. Utilizing student instructional data, teachers and administrators are able to examine the scope and sequence and develop an instructional plan for each grading period based on the instructional needs of the students. These guides are referred to as the Year-at-a-Glance (YAG) document. The YAG is designed to provide a coherent sequence of instruction district-wide.

Navarro also utilizes Eduphoria's Aware product to assist in data analysis. Aware utilizes students prior testing data on STAAR or classroom assessments to identify potential instructional needs. Through the use of Quintile reports from Aware, teachers are able to quickly identify students who may need additional support in the mastery of the TEKS. Those students are placed into instructional tiers as demonstrated below to ensure that additional academic support is provided to students in order to master the content. This is part of the District's Response to Intervention (RTI) process to meet the needs of all students.

Through the use of the data tools available with Eduphoria and the curriculum alignment tools provided through the TEKS Resource System, Navarro ISD teachers and administrators are able to effectively and efficiently review classroom or individual student testing data and compare that data to the TEKS to identify potential learning gaps for student populations. Thus creating a framework for assisting teachers in moving all students to Tier 1 instructional levels. This strategy is being implemented district wide to support the closing of achievement gaps among students.

Curriculum development and vertical alignment is supported with a Professional Learning Community structure made up of cross grade level and content area teams. Teams work together to focus on student data and identified needs to adjust the Scope and Sequence according to student needs. In addition, teacher and staff members are able to plan formative assessments, benchmark assessments and other instructional structures to support the advancement of student learning.

The Instructional Services Department includes Special Education Services, Assessment and Data Services, ESL Services, GT Services, Instructional Technology, Behavior Services, Dyslexia Services, Speech Services and 504 Support.

### **Curriculum, Instruction, and Assessment Strengths**

- Development and implementation of Professional Learning Community Teams across grade levels and content areas.

- District plan to vertically and horizontally align curriculum and resources through collaborative teaming in PLC teams.
- Adopted Scope and Sequence through TEKS Resource System
- Professional development structure to support online, face to face and collaborative learning.
- Experienced workforce of teachers with advanced degrees to support student instruction.

### **Curriculum, Instruction, and Assessment Needs**

- Development of a structured Response to Intervention process
  - Identified resources for use at Tier II and Tier III
  - Professional development for teacher and staff to support student needs at Tier II and Tier III
  - Standardized monitoring processes to support student progress
  - Standard documentation methods for tracking student progress among RTI Tiers.
- Development of a Technology Competency Program for Staff
  - Technology Applications TEKS in all K-8 classes
  - Teacher technology integration in the classroom to meet SBEC and National Technology Standards.
  - Integration of technology to support 1:1 initiatives at campuses.
- Identification of data collection products/methods to assist the tracking of students progress and increase testing scores for Special Education, ESL/LEP and At-Risk students.
- Identify targeted Professional Development for campus faculty, staff and administration to increase student performance levels in the Special Education, ESL/LEP and At-Risk populations.

## **Family and Community Involvement**

### **Family and Community Involvement Needs**

Discussions and surveys indicate a need for continued improvement in communication from the campus and administration on campus. Multiple options for information to be shared and forums for that communication were discussed. Specific conversation about SAT performance and college readiness was discussed.

## **School Context and Organization**

### **School Context and Organization Needs**

Attendance improvement will be a model that we follow for improving our student success rate. We have identified a fairly high failure rate that has added to difficulties with the credit recovery program.

## **Technology**

### **Technology Needs**

We considered all of the advantages and challenges to be encountered as we implement a one-to-one with chromebooks for the ninth-graders.



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Response to Intervention (RTI) student achievement data

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

- Attendance data
- Discipline records
- Class size averages by grade and subject

### **Employee Data**

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Teacher STaR Chart Technology Data

### **Parent/Community Data**






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

# Goals

**Goal 1: The high school will meet standard for 2016 Accountability. We will also prepare to meet and exceed performance rates for all subgroups in all academic areas while increasing earned distinctions.**

**Performance Objective 1:** The high school will meet standard for 2016 Accountability. We will also prepare to meet and exceed performance rates for all subgroups in all academic areas while increasing earned distinctions.






| Strategy Description   | Staff Responsible for Monitoring                                      | Evidence that Demonstrates Success  | Formative Reviews |      |      |     |
|--|---|---|-------------------|------|------|-----|
|  |   |   | Mar               | June | Sept | Nov |
| 1) Provide academic support for all students through the Learning Lab.   | Teacher   | EOC scores; failure rate; drop-out rate; assessment scores                              |                   |      |      |     |
|  | Funding Sources: SCE Funds, SPED Funds, Local Funds                   |   |                   |      |      |     |
| 2) Utilize RTI process to identify needs for individual students and focus intervention efforts.   | Academic Dean, Counselor  | EOC scores; retention rate; failure rate  |                   |      |      |     |
|  | Funding Sources: Local Funds  |   |                   |      |      |     |
| 3) Use of regular tutorial schedule with flexible scheduling options to focus RTI process for highly at risk students.   | Academic Dean, Principal, Staff                                       | EOC scores; retention rate; failure rate  |                   |      |      |     |
|  | Funding Sources: Local Funds  |   |                   |      |      |     |
| 4) Provide PLATO alternative learning system to increase student opportunities for credit recovery.  | Principal   | Failure rate; drop-out rate; course completion rate                                     |                   |      |      |     |
|  | Funding Sources: SCE Funds  |   |                   |      |      |     |
| 5) Continue the expanded use of the PLATO System to allow for greater elective opportunities for students.   | Academic Dean, Plato teacher  | Number of credits received by CBI (computer based instruction)                          |                   |      |      |     |
|  | Funding Sources: Local Funds  |   |                   |      |      |     |
| 6) Provide remedial summer instruction for any student who has not passed EOC exams.   | Principal   | Summer EOC passing rates  |                   |      |      |     |
|  | Funding Sources: SCE Funds  |   |                   |      |      |     |
| 7) Ensure that eligible students receive dyslexia, ESL, GT, 504, and Special Education services and/or accommodations and/or modifications.                    | Academic Dean, Counselor; Dyslexia and GT coordinators; SpEd Director | Retention rate; failure rate; AP test pass rate; number of students testing; EOC scores |                   |      |      |     |
|  | Funding Sources: Local Funds  |   |                   |      |      |     |
| 8) Provide STAAR and coursework remediation for at risk students in all core areas.  | Core teachers; Academic Dean  | EOC scores after school intervention; school day tutorials                              |                   |      |      |     |
|  | Funding Sources: Local Funds, SCE Funds                               |   |                   |      |      |     |
| 9) Provide additional assistance for inclusion students.   | Special Education Teacher   | PEIMS data; STAAR scores; grade; attendance   |                   |      |      |     |
|  | Funding Sources: SPED Funds   |   |                   |      |      |     |
| 10) Coordinate with Region XIII to provide staff development in the areas of state and federal compliance, ESL, migrant, homeless, CTE, and Special Education. | Chief Instructional Officer, Principal, SPED Director                 | EOC scores; attendance rate   |                   |      |      |     |

|   |   |   |  |  |  |  |
|---|---|---|--|--|--|--|
| 11) Support provided for curriculum development and alignment.  | Principal, Chief Instructional Officer          | Curriculum implementation                             |  |  |  |  |
| Funding Sources: Local Funds  |   |   |  |  |  |  |
| 12) Support for disaggregating of data will be provided.  | Principal, Chief Instructional Officer          | Teacher surveys and Eduphoria                         |  |  |  |  |
| Funding Sources: Local Funds  |   |   |  |  |  |  |
| 13) Provide access to practice ACT/SAT tests during tutorial periods through the Khan Academy in coordination with College Board.   | Counselors and academic dean                    | Increases in SAQT/ACT scores                          |  |  |  |  |
| 14) Provide PSAT, ASVAB   | Counselors                                      | Increase SAT/ACT scores; college and career readiness |  |  |  |  |
| Funding Sources: Local Funds  |   |   |  |  |  |  |
| 15) Use the Eduphoria program to target interventions for students failing EOC and local assessment.  | Principal, Academic Dean                        | Increase all EOC scores                               |  |  |  |  |
| Funding Sources: Local Funds  |   |   |  |  |  |  |
| 16) Increase participation in Dual Credit courses through regular opportunities for qualifying testing on TSI. We will begin testing all sophomore level students.  | Academic Dean, Counselor                        | Check dual credit enrollment by semester              |  |  |  |  |
| Funding Sources: Local Funds, CTE Funds   |   |   |  |  |  |  |
| 17) A vertically aligned, rigorous curriculum will be implemented in all core subjects.   | Chief Instructional Officer, Principal          | EOC scores; PDAS                                      |  |  |  |  |
| Funding Sources: Local Funds  |   |   |  |  |  |  |
| 18) Teachers will require writing activities in subjects across the campus with specific attention to short answer responses.   | Administrators                                  | Walk-throughs and PDAS                                |  |  |  |  |
| Funding Sources: Local Funds  |   |   |  |  |  |  |
| 19) We will be teaching selected courses in a team teaching environment with English or Math certified teachers working with special education students to meet the needs of students struggling in these two areas.  | Principal, Special Education Director, Teachers | Course completion rates; PDAS                         |  |  |  |  |
| Funding Sources: Local Funds  |   |   |  |  |  |  |
| 20) We will hire a full-time ESL teacher to teacher up to three periods daily at the secondary level. This teacher will service all ELL students, as well as, seeing beginning and intermediate language learners every day for multiple periods. This teacher will have a full language immersion classroom.   |   |   |  |  |  |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |   |   |  |  |  |  |

**Goal 2: Parents and Teachers will be full partners and will communicate throughout the year, as evidenced by parent and teacher surveys and participation at school functions.**

**Performance Objective 1:** Parents and Teachers will be full partners and will communicate throughout the year, as evidenced by parent and teacher surveys.






| Strategy Description  | Staff Responsible for Monitoring                 | Evidence that Demonstrates Success                                | Formative Reviews |      |      |     |
|---|--|---|-------------------|------|------|-----|
|   |  |   | Mar               | June | Sept | Nov |
| 1) Parents and community members will be included in campus improvement/planning committees. Current members will strive to recruit parent and community representatives.   | CIP committee                                    | Meeting sign-in sheets  |                   |      |      |     |
|   | Funding Sources: Local Funds                     |   |                   |      |      |     |
| 2) Parents and community members will be informed of school activities and performance on district website, marquee, and K12 alert.   | Principal, Web Master                            | Website tracking; current input on web; marquee; K12 alert        |                   |      |      |     |
|   | Funding Sources: Local Funds                     |   |                   |      |      |     |
| 3) Host parent meetings at times that meet the needs of the community to explain college and FAFSA. Invite parents to career day. Provide community library in the evenings.  | Counselor, Librarian, Staff                      | Percentage of students seeking college admission; parent survey   |                   |      |      |     |
|   | Funding Sources: Local Funds                     |   |                   |      |      |     |
| 4) Educate parents on career and college readiness standards through career day, college planning sessions, open house and posted articles.   | Principal, Counselor, Librarian, Staff           | Percentage of students seeking college admission; parent survey   |                   |      |      |     |
|   | Funding Sources: Local Funds                     |   |                   |      |      |     |
| 5) Teachers will contact parents in the third week, fifth week and week following grade posting regarding failing academic performance of their child. The contact will focus on the reason for the difficulties and a collaborative plan for getting the student back on a successful track. After two contacts the administration and counselors will schedule a meeting with the parents and student to take a broader look at the difficulties the student is experiencing. | Teachers, administrators                         | Parent surveys; teacher contact logs, administrative meeting logs |                   |      |      |     |
|   | Funding Sources: Local Funds                     |   |                   |      |      |     |
| 6) Campus administration will communicate with parents and students through daily announcements that will be posted on the website, marquee or K-12 alert system and central posting area on campus. Parents can also sign up for a list serve to receive daily announcements.  | Principal  | Teacher surveys; publication proof                                |                   |      |      |     |
|   | Funding Sources: Local Funds                     |   |                   |      |      |     |
| 7) Campus administration will communicate with teachers through weekly email (announcements and an events calendar on google). Hold faculty meetings once per month with agendas in google. Regularly scheduled PLC time in weekly schedule. Leadership team will meet as necessary.  | Principal; leadership team; core content leaders | Teacher surveys; meeting sign-in sheets and agendas               |                   |      |      |     |
|   | Funding Sources: Local Funds                     |   |                   |      |      |     |
| 8) Provide parents with online access to student grades. Increase participation through Academic Open House (scheduled to meet community needs).  | Principal; Teachers; Academic Dean               | Parent surveys; orientation sign-in sheets                        |                   |      |      |     |
|   | Funding Sources: Local Funds                     |   |                   |      |      |     |
| 9) Parents will be notified of student discipline referrals.  | Assistant Principal                              | Parent surveys; administrative discipline log                     |                   |      |      |     |
|   | Funding Sources: Local Funds                     |   |                   |      |      |     |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
| 10) Introduce parents to booster club opportunities at evening events.  | Principal, Staff,<br>Organization<br>Sponsors | Parent surveys; sign-in sheets   |  |  |  |  |
| Funding Sources: Local Funds  |   |  |  |  |  |  |
| 11) Campus successes will be communicated in the local media.   | Activity Sponsors                             | Parent surveys; publications   |  |  |  |  |
| Funding Sources: Local Funds  |   |  |  |  |  |  |
| 12) Orientation for 8th graders and parents making a transition to high school to include more teacher/program representation.  | Principal/<br>Academic Dean                   | Parent surveys; event occurrence   |  |  |  |  |
| Funding Sources: Local Funds  |   |  |  |  |  |  |
| 13) Parent Night in conjunction with the first six weeks report card.   | Academic Dean                                 | Parent sign-in; parent surveys   |  |  |  |  |
| Funding Sources: Local Funds  |   |  |  |  |  |  |
| 14) Continue holding Fish Camp for incoming freshmen each August.   | Academic Dean,<br>Counselors                  | Event occurrence   |  |  |  |  |
| Funding Sources: Local Funds  |   |  |  |  |  |  |
| 15) Coordinate communication between the Academic Dean and classroom teachers regarding at risk student progress.   | Principal, Academic<br>Dean                   | At- risk logs; teachers provided with at-risk student list;<br>email logs with teacher |  |  |  |  |
| Funding Sources: Local Funds  |   |  |  |  |  |  |
| 16) Personal invitations to parents of at-risk students for school events.  | Academic Dean                                 | Sign-in sheets at events   |  |  |  |  |
| Funding Sources: Local Funds  |   |  |  |  |  |  |
| 17) Communicate through technology and social networks to connect with graduates and evaluate their success.  | Tech. Coordinator                             | Feedback on website  |  |  |  |  |
| Funding Sources: Instructional Materials Allotment  |   |  |  |  |  |  |
| 18) Through posting lesson plans on the teacher website and grades on the parent portal, teachers and parents will have constant communication.   | Principal, All<br>Teachers                    | PDAS; parent survey  |  |  |  |  |
| Funding Sources: Local Funds  |   |  |  |  |  |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |   |  |  |  |  |  |

**Goal 3: The campus staff will enhance attendance monitoring and dropout prevention efforts to raise the attendance level to 96%, and increase the high school completion rate to 95% for all students. We expect 90+% of our graduates to be on the recommended, distinguished or foundation with endorsements plans.**

**Performance Objective 1:** The campus staff will enhance attendance monitoring and dropout prevention efforts to raise the attendance level to 96%, and increase the high school completion rate to 95% for all students. We expect 90+% of our graduates to be on the recommended or distinguished plans.






| Strategy Description  | Staff Responsible for Monitoring                                      | Evidence that Demonstrates Success                                  | Formative Reviews |      |      |     |
|---|---|---|-------------------|------|------|-----|
|   |   |   | Mar               | June | Sept | Nov |
| 1) Support programs (i.e. Special Education, ESL, Learning Lab, counseling, Pregnancy Related Services) will provide individualized assistance to at risk students.   | Counselor, SpEd, Nurse  | STAAR scores; failure/retention rate; attendance rate; dropout rate |                   |      |      |     |
|   | Funding Sources: Local Funds, SCE Funds, SPED Funds                   |   |                   |      |      |     |
| 2) Provide Alternative curricula/avenues to meet individual needs (i.e. PLATO, Distance Learning, AP courses, dual credit courses, CTE courses, Manufacturing Academy, Information Technology Academy, CTTC courses). | Academic Dean   | Student surveys; graduation rates; PEIMS data                       |                   |      |      |     |
|   | Funding Sources: Local Funds, SCE Funds, SPED Funds, CTE Funds        |   |                   |      |      |     |
| 3) Alternative classroom to provide accelerated online opportunities for students at-risk for graduation with their cohort.   | Principal, Academic Dean, Teacher                                     | Enrollment; attendance; graduation records                          |                   |      |      |     |
|   | Funding Sources: Local Funds  |   |                   |      |      |     |
| 4) Attendance incentive for senior opportunities for preferred parking assignments.   | Assistant Principal   | Junior class attendance rates                                       |                   |      |      |     |
|   | Funding Sources: Local Funds  |   |                   |      |      |     |
| 5) Attendance incentive for school sponsored spring dances.   | Assistant Principal   | Reductions in credit loss to attendance                             |                   |      |      |     |
|   | Funding Sources: Local Funds  |   |                   |      |      |     |
| 6) Provide exam exemptions for seniors based on grades and attendance rate.   | Principal   | Increased attendance rate   |                   |      |      |     |
|   | Funding Sources: Local Funds  |   |                   |      |      |     |
| 7) Attendance letters will be mailed on a regular basis.  | Assistant Principal; PEIMS clerk                                      | Attendance rates  |                   |      |      |     |
|   | Funding Sources: Local Funds, SCE Funds                               |   |                   |      |      |     |
| 8) Parents will be called for every student absence and informed of trending absences.  | Assistant Principal, Attendance Committee, campus secretary and nurse | Attendance rates; truancy filings                                   |                   |      |      |     |
|   | Funding Sources: Local Funds, SCE Funds                               |   |                   |      |      |     |
| 9) Conduct Attendance Committee meetings to review each instance of a student having 10 or more absences.   | Assistant Principal, Attendance Committee                             | Attendance rates; credit recovery placements                        |                   |      |      |     |
|   | Funding Sources: Local Funds  |   |                   |      |      |     |
| 10) Utilize civil court system to enforce compulsory school attendance laws, and develop a plan.  | Assistant Principal   | Improved attendance for students with chronic truancy               |                   |      |      |     |
|   | Funding Sources: Local Funds  |   |                   |      |      |     |

|   |   |   |  |  |  |  |
|---|---|---|--|--|--|--|
| 11) Systematic tracking of all campus "leavers".  | Attendance Clerk;<br>Academic Dean;<br>Assistant Principal  | Increased completion rate; PEIMS data                 |  |  |  |  |
|   | Funding Sources: Local Funds  |   |  |  |  |  |
| 12) Identify and monitor potential at-risk 9th graders based on attendance.   | Academic Dean,<br>Assistant Principal,<br>9th grade teachers  | At-risk student list                                  |  |  |  |  |
|   | Funding Sources: Local Funds, SCE Funds   |   |  |  |  |  |
| 13) Modeling attendance behaviors through improved staff attendance.  | Principal   | Staff attendance records and rewards                  |  |  |  |  |
|   | Funding Sources: Local Funds  |   |  |  |  |  |
| 14) Weekly reports of absences to be reviewed for truancy and credit purposes. They will be used for tracking absences before a problem arises. | Assistant Principal,<br>Registrar   | Weekly attendance reports with student absence counts |  |  |  |  |
|   |  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |   |  |  |  |  |



## Goal 4: Qualified and effective personnel will be recruited, retained, and trained in creative and innovative instruction and administration techniques.






**Performance Objective 1:** Qualified and effective personnel will be recruited, retained, and trained in creative and innovative instruction and administration techniques.

| Strategy Description  | Staff Responsible for Monitoring                            | Evidence that Demonstrates Success  | Formative Reviews |      |      |     |
|---|---|---|-------------------|------|------|-----|
|   |   |   | Mar               | June | Sept | Nov |
| 1) All teachers and paraprofessionals will meet state and federal guidelines for certification.   | Principal   | Certificates on file in central office  |                   |      |      |     |
| Funding Sources: Title II Funds, Local Funds  |   |   |                   |      |      |     |
| 2) New teachers will receive orientation training.  | Chief Instructional Officer                                 | Teacher retention rate  |                   |      |      |     |
| Funding Sources: Local Funds  |   |   |                   |      |      |     |
| 3) Teachers will receive professional development based on identified needs. Professional development activities will include: AP Institutes; subject area/grade level training; meeting the needs of diverse groups; behavior management; technology/technology integration; disaggregating of test scores; emergency procedures training; CPI training; homeless identification; instructional strategies for special populations; support for certification; CTE; ESL instruction, District data.              | Principal; Technology Director; Chief Instructional Officer | Teacher surveys; PDAS; EOC scores; discipline records; AP scores; six weeks tests |                   |      |      |     |
| Funding Sources: Title II Funds, SCE Funds, SPED Funds, Local Funds   |   |   |                   |      |      |     |
| 4) Administrators will meet with departments and campus committees on a regular basis through the establishment of the leadership team.   | High School Admin.  | Teacher surveys   |                   |      |      |     |
| Funding Sources: Local Funds  |   |   |                   |      |      |     |
| 5) Continue partnership program with TSU and TLU participating in student teaching programs.  | Principal and University Supervisors                        | Produce highly qualified candidates   |                   |      |      |     |
| Funding Sources: Local Funds  |   |   |                   |      |      |     |
| 6) Mentoring program to assist new teachers to campus.  | Principal, Teacher Leader for Program                       | Summative conference results with new teachers, staff surveys                     |                   |      |      |     |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |   |   |                   |      |      |     |

**Goal 5: Navarro High School will maintain a safe and disciplined environment conducive to student learning with effective discipline management and programs for all students demonstrating need for intervention in suicide prevention, conflict resolution, and violence prevention. We will maintain a safe rating under AYP, and parent and teacher surveys will reflect appropriate ratings for campus safety and discipline.**

**Performance Objective 1:** Navarro High School will maintain a safe and disciplined environment conducive to student learning with effective discipline management and programs for all students demonstrating need for intervention in suicide prevention, conflict resolution, and violence prevention. We will maintain a safe rating under AYP, and parent and teacher surveys will reflect appropriate ratings for campus safety and discipline.

| Strategy Description  | Staff Responsible for Monitoring  | Evidence that Demonstrates Success                 | Formative Reviews |      |      |     |
|---|---|--|-------------------|------|------|-----|
|   |   |  | Mar               | June | Sept | Nov |
| 1) Participate in Red Ribbon Week activities  | Counselors; Nurse   | Student involvement; social climate; participation |                   |      |      |     |
|   | Funding Sources: Local Funds  |  |                   |      |      |     |
| 2) Provide programs to support the message of safe and drug free schools and life choices.  | Counselors; Nurse   | Student involvement; social climate; participation |                   |      |      |     |
|   | Funding Sources: Local Funds  |  |                   |      |      |     |
| 3) Provide individual counseling and conflict resolution for at risk students.  | Counselors; Academic Dean; A.P.   | PEIMS 425  |                   |      |      |     |
|   | Funding Sources: Local Funds  |  |                   |      |      |     |
| 4) Inform teachers on campus crisis plan by conducting lockdown procedure drills. Review and update as needed.                            | Assistant Principal   | Mock drills and verbal                             |                   |      |      |     |
|   | Funding Sources: Local Funds  |  |                   |      |      |     |
| 5) Provide canine drug detection.   | Administration, Private Company   | PEIMS 425 report                                   |                   |      |      |     |
|   | Funding Sources: SCE Funds  |  |                   |      |      |     |
| 6) Update Crisis Prevention Institute training for core team members (CPI).   | Core Team   | Effective handling of crisis situations            |                   |      |      |     |
|   | Funding Sources: IDEA-B Funds   |  |                   |      |      |     |
| 7) Counselor will collaborate with outside agencies and refer students and their families when appropriate.                               | Counselor   | Student/teacher surveys                            |                   |      |      |     |
|   | Funding Sources: Local Funds  |  |                   |      |      |     |
| 8) A variety of alternatives will be utilized for discipline management i.e. lunch school detention, ISS, DAEP, suspension and expulsion. | Administration  | Student achievement; 425 report; daily climate     |                   |      |      |     |
|   | Funding Sources: Local Funds  |  |                   |      |      |     |
| 9) ISS/AEP with a single teaching professional managing work and scheduling for all students.   | Restructured ISS/AEP with a single teaching professional managing work and scheduling for all students. | Contact and assignment logs in classroom           |                   |      |      |     |
|   | Funding Sources: Local Funds  |  |                   |      |      |     |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| 10) A character education program will be included into the ISS discipline program.   | Assistant principal<br>I.S.S. Coordinator              | PEIMS 425 report; daily occurrences  |  |  |  |  |
| Funding Sources: Local Funds, SCE Funds   |  |  |  |  |  |  |
| 11) Campus administration will meet with a discipline committee comprised of teachers to review discipline and campus order and safety.   | Assistant Principal,<br>Discipline<br>Committee        | Teacher surveys; 425 report  |  |  |  |  |
| Funding Sources: Local Funds  |  |  |  |  |  |  |
| 12) Improve safety by requiring all visitors/ substitutes to wear name tags, improving signage to ensure that all visitors check in, and training staff to challenge anyone without a name tag.   | All staff  | No unidentified and approved visitors on campus  |  |  |  |  |
| Funding Sources: Local Funds  |  |  |  |  |  |  |
| 13) Consistent enforcement of campus wide rules.  | All staff  | PDAS; PEIMS 425 report; teacher surveys  |  |  |  |  |
| Funding Sources: Local Funds  |  |  |  |  |  |  |
| 14) Counseling will include: bullying, dating violence, and sexual harassment.  | Counselor  | Parent and staff surveys   |  |  |  |  |
| Funding Sources: Local Funds  |  |  |  |  |  |  |
| 15) An evidence-based alcohol awareness instructional program will be incorporated for students from the approved providers lists as per SB 1344.   | Principal, Counselor                                   | Lesson plans   |  |  |  |  |
| Funding Sources: Local Funds  |  |  |  |  |  |  |
| 16) Support efforts of the SHAC (School Health Advisory Council) in implementing services.  | Nurse, Principal,<br>Counselor, SHAC                   | SHAC; Fitnessgram results  |  |  |  |  |
| Funding Sources: Local Funds  |  |  |  |  |  |  |
| 17) Promote safe and healthy life choices through PE, counseling services, and character education.   | Teachers, counselor,<br>SHAC, Nurse                    | Parent and staff surveys   |  |  |  |  |
| 18) Literature and contact options will be posted and available to students for issues surrounding dating violence. Counselors are available to work with teens in need of this service.  | Counselors   | Counselor contact logs   |  |  |  |  |
| Funding Sources: Local Funds  |  |  |  |  |  |  |
| 19) Tracking and support for students assigned to ISS/DAEP will include immediate emails from administrator making the placement and daily updates of placement from DAEP coordinator.  | Principal, Assistant<br>Principal, DAEP<br>Instructor. | Regular and timely communication of student assignments and student work in the ISS/DAEP classrooms. |  |  |  |  |
| Funding Sources: Local Funds - \$0.00   |  |  |  |  |  |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |  |  |  |  |  |  |

**Goal 6: Classroom use of technology will continue as reflected by the following levels on the Texas**

**Star Chart:**

**Teaching & Learning --- Advanced Tech**

**Educator Preparation & Development --- Developing Tech Administration & Support Services --- Advanced Tech**

**Infrastructure for Technology --- Advanced Tech**

**Performance Objective 1:** Classroom use of technology will continue as reflected by the following levels on the Texas


Star Chart:

Teaching & Learning --- Advanced Tech

Educator Preparation & Development --- Developing Tech Administration & Support Services --- Advanced Tech Infrastructure for Technology ---


Advanced Tech

| Strategy Description  | Staff Responsible for Monitoring | Evidence that Demonstrates Success   | Formative Reviews |      |      |     |
|---|----------------------------------|--|-------------------|------|------|-----|
|   |                                  |  | Mar               | June | Sept | Nov |
| 1) Support and train High School Level Technology Applications teachers.  | Principal                        | Texas Campus Star Chart; Texas Teacher Star Chart  |                   |      |      |     |
|   | Funding Sources: Local Funds     |  |                   |      |      |     |
| 2) Send one teacher to TCEA.  | Principal                        | Report made at faculty meeting   |                   |      |      |     |
|   | Funding Sources: Local Funds     |  |                   |      |      |     |
| 3) Students will have access to electronic databases.   | Librarian                        | Campus and teacher Star Charts   |                   |      |      |     |
|   | Funding Sources: Local Funds     |  |                   |      |      |     |
| 4) The library will maintain current library management software.   | Librarian                        | Usage reports; campus and teacher Star Charts  |                   |      |      |     |
|   | Funding Sources: Local Funds     |  |                   |      |      |     |
| 5) The campus will maintain and update the electronic student management system.  | Registrar                        | Data Audit = 90% of student contact data will be entered by due date; Campus and teacher Star Charts       |                   |      |      |     |
|   | Funding Sources: Local Funds     |  |                   |      |      |     |
| 6) The campus will maintain and update an electronic health database.   | Nurse; Technology Director       | Data Audit - 95% of student health information will be entered by due date; Campus and teacher Star Charts |                   |      |      |     |
|   | Funding Sources: Local Funds     |  |                   |      |      |     |
| 7) The campus will maintain and update a campus website.  | Campus Webmaster                 | Statistical reports; parent surveys  |                   |      |      |     |
|   | Funding Sources: Local Funds     |  |                   |      |      |     |
| 8) Parents, Students, Teachers and Community Members will have access to campus libraries beyond the normal school day. | Principal, Librarian             | Usage reports; Campus and teacher Star Charts  |                   |      |      |     |
|   | Funding Sources: Local Funds     |  |                   |      |      |     |
| 9) All professional personnel will successfully complete testing for technology competencies.                           | Principal                        | PDAS; Texas Teacher Star Charts  |                   |      |      |     |
|   | Funding Sources: Local Funds     |  |                   |      |      |     |
| 10) All professional personnel will maintain a webpage for parent communication.  | Staff                            | Data audit - 100% of professional staff have weekly updated pages  |                   |      |      |     |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
| 11) Utilize email to provide weekly updates for staff.  | Principal                               | Texas Teacher Star Chart   |  |  |  |  |
|   | Funding Sources: Local Funds            |  |  |  |  |  |
| 12) Teachers will use the school provided electronic program to record attendance and grades.   | Registrar; Principal                    | Attendance records; grade records                                  |  |  |  |  |
|   | Funding Sources: Local Funds            |  |  |  |  |  |
| 13) Begin to integrate chromebooks into the classrooms beginning with ninth-grade classes.  | Principal, Technology Director          | Walkthroughs and evaluations                                       |  |  |  |  |
|   | Funding Sources: Local Funds            |  |  |  |  |  |
| 14) All teachers will fill out the Texas Teacher Star Chart.  | Principal                               | 100% completion of Star Chart by staff                             |  |  |  |  |
|   | Funding Sources: Local Funds            |  |  |  |  |  |
| 15) Increased student enrollment in CBI courses.  | Principal, Academic Dean                | Class counts   |  |  |  |  |
|   | Funding Sources: Local Funds            |  |  |  |  |  |
| 16) Student access to CTTC for technology courses.  | Academic Dean, Counselor                | Course completion and participation rates                          |  |  |  |  |
|   | Funding Sources: Local Funds, CTE Funds |  |  |  |  |  |
| 17) Continue student participation in dual credit classes.  | Academic Dean, Counselor                | Course completion and participation rates                          |  |  |  |  |
|   | Funding Sources: Local Funds            |  |  |  |  |  |
| 18) Update technology software and hardware for technology classes.   | Technology Director                     | New software and equipment   |  |  |  |  |
|   | Funding Sources: Local Funds            |  |  |  |  |  |
| 19) The campus will comply with all CIPA (Children's Internet Protection Act) requirements.   | Technology Director                     | Lesson plans; parent surveys                                       |  |  |  |  |
|   | Funding Sources: Local Funds            |  |  |  |  |  |
| 20) All students will be instructed on internet safety.   | Instructional Technologist              | Completion through English courses with instructional technologist |  |  |  |  |
|   | Funding Sources: Local Funds            |  |  |  |  |  |
| 21) Instructional technologist position has been added. They will work with teachers to use Chromebooks as instructional tools in their classrooms with their subject matter. | Chief Instructional Officer, Principal  | Walkthroughs and PDAS  |  |  |  |  |
|   | Funding Sources: Local Funds            |  |  |  |  |  |
|   |   |  |  |  |  |  |

**Goal 7: Age appropriate career education will be provided to 100% of the students as evidenced in each student's four year plan file.**

**Performance Objective 1:** Age appropriate career education will be provided to 100% of the students as evidenced in each student's four year plan file.

| Strategy Description   | Staff Responsible for Monitoring         | Evidence that Demonstrates Success  | Formative Reviews |      |      |     |
|--|--|---|-------------------|------|------|-----|
|  |  |   | Mar               | June | Sept | Nov |
| 1) Utilize TLU Academic Coach and Career Cruising Program for student planning and college/career investigation.                     | Counselor; Librarian                     | Four year plans on file   |                   |      |      |     |
|  | Funding Sources: Local Funds, CTE Funds  |   |                   |      |      |     |
| 2) Utilize Career Center for increased student/parent access to information about further education/ employment.                     | Counselor; Academic Dean                 | Increased use of resources  |                   |      |      |     |
|  | Funding Sources: Local Funds, CTE Funds  |   |                   |      |      |     |
| 3) Provide enhanced learning opportunities through distance learning with Alamo Colleges and the Texas Virtual School network.       | Academic Dean                            | Increased number of students accessing coursework                         |                   |      |      |     |
|  | Funding Sources: Local Funds             |   |                   |      |      |     |
| 4) Continue providing a Navarro High School Career Fair in conjunction with Generation TX week.                                      | Counselor                                | Student have the opportunity to explore/discuss a wide variety of careers |                   |      |      |     |
|  | Funding Sources: Local Funds             |   |                   |      |      |     |
| 5) Provide opportunity for students and parents to tour CTTC.  | Principal; Academic Dean                 | Student comfort with the application process and attendance at CTTC       |                   |      |      |     |
|  | Funding Sources: Local Funds             |   |                   |      |      |     |
| 6) Provide increased awareness and opportunities for career-centered course opportunities.   | Counselor                                | Number of students enrolled in CTE courses                                |                   |      |      |     |
| 7) Provide increased opportunities for students to achieve certification in CTE courses.   | Counselor                                | Number of students earning certifications                                 |                   |      |      |     |
| 8) Provide classroom guidance to grades 9-12 on college & career planning.   | Counselors                               | Students will feel comfortable applying for college admission or jobs     |                   |      |      |     |
| 9) Provide parent nights to offer college & career planning awareness.   | Counselors                               | Parent awareness of opportunities for their children                      |                   |      |      |     |
|  | Funding Sources: Local Funds             |   |                   |      |      |     |
| 10) Information meetings for special education and 504 parents to facilitate the transition to post graduation support for students. | Special ed. Teachers, Principal          | ARD documents referencing transition meetings                             |                   |      |      |     |
|  | Funding Sources: Local Funds, SPED Funds |   |                   |      |      |     |
|    |  |   |                   |      |      |     |

# State Compensatory

## Budget for Navarro High School:

| <u>Account Code</u>                              | <u>Account Title</u>  | <u>Budget</u>      |
|--|---|--------------------|
| <b>6100 Payroll Costs</b>                        |   |                    |
| 199.11.6112.40.001.6.24.0.00                     | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$2,000.00         |
| 199.11.6119.40.001.6.24.0.00                     | 6119 Salaries or Wages - Teachers and Other Professional Personnel    | \$61,956.00        |
| 199.11.6122.40.001.6.24.0.00                     | 6122 Salaries or Wages for Substitute Support Personnel               | \$500.00           |
| 199.11.6129.40.001.6.24.0.00                     | 6129 Salaries or Wages for Support Personnel                          | \$7,375.00         |
| 199.11.6141.40.001.6.24.0.00                     | 6141 Social Security/Medicare   | \$921.00           |
| 199.11.6142.40.001.6.24.0.00                     | 6142 Group Health and Life Insurance                                  | \$4,643.00         |
| 199.11.6144.40.001.6.24.0.00                     | 6144 Teacher Retirement/TRS Care - On Behalf Payment                  | \$4,855.00         |
| 199.11.6146.40.001.6.24.0.00                     | 6146 Teacher Retirement/TRS Care                                      | \$1,852.00         |
| <b>6100 Subtotal:</b>                            |   | <b>\$84,102.00</b> |
| <b>6200 Professional and Contracted Services</b> |   |                    |
| 199.11.6299.00.001.6.24.0.00                     | 6299 Miscellaneous Contracted Services                                | \$15,000.00        |
| <b>6200 Subtotal:</b>                            |   | <b>\$15,000.00</b> |
| <b>6300 Supplies and Services</b>                |   |                    |
| 199.11.6399.00.001.6.24.0.00                     | 6399 General Supplies   | \$1,500.00         |
| 199.11.6399.44.001.6.24.0.00                     | 6399 General Supplies   | \$500.00           |
| <b>6300 Subtotal:</b>                            |   | <b>\$2,000.00</b>  |
| <b>6400 Other Operating Costs</b>                |   |                    |
| 199.11.6411.00.001.6.24.0.00                     | 6411 Employee Travel  | \$250.00           |

|  |                                       |
|--|---------------------------------------|
|  | <b>6400 Subtotal:</b> <b>\$250.00</b> |
|--|---------------------------------------|



## 2015-2016 Campus Improvement Committee

| <b>Committee Role</b>      | <b>Name</b>          | <b>Position</b>     |
|----------------------------|----------------------|---------------------|
| Non-classroom Professional | Gary D. Haass        | Principal           |
| Classroom Teacher          | Kat Champion         | Teacher             |
| Classroom Teacher          | Marilyn Palacin      | Teacher             |
| Non-classroom Professional | John Gary            | Academic Dean       |
| Non-classroom Professional | John Pugh            | Assistant Principal |
| Non-classroom Professional | Robyn Steffen        | Counselor           |
| Parent                     | Katy Anderson        | Parent              |
| Parent                     | Brenda Audrey-Guerra | Parent              |

# Campus Funding Summary

| <b>Title II Funds</b>                    |           |          |                  |              |        |
|--|-----------|----------|------------------|--------------|--------|
| Goal                                     | Objective | Strategy | Resources Needed | Account Code | Amount |
| 4  | 1         | 1        |                  |              | \$0.00 |
| 4  | 1         | 3        |                  |              | \$0.00 |
| <b>Sub-Total</b>                         |           |          |                  |              | \$0.00 |
| <b>Instructional Materials Allotment</b> |           |          |                  |              |        |
| Goal                                     | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2  | 1         | 17       |                  |              | \$0.00 |
| <b>Sub-Total</b>                         |           |          |                  |              | \$0.00 |
| <b>Local Funds</b>                       |           |          |                  |              |        |
| Goal                                     | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1  | 1         | 1        |                  |              | \$0.00 |
| 1  | 1         | 2        |                  |              | \$0.00 |
| 1  | 1         | 3        |                  |              | \$0.00 |
| 1  | 1         | 5        |                  |              | \$0.00 |
| 1  | 1         | 7        |                  |              | \$0.00 |
| 1  | 1         | 8        |                  |              | \$0.00 |
| 1  | 1         | 11       |                  |              | \$0.00 |
| 1  | 1         | 12       |                  |              | \$0.00 |
| 1  | 1         | 14       |                  |              | \$0.00 |
| 1  | 1         | 15       |                  |              | \$0.00 |
| 1  | 1         | 16       |                  |              | \$0.00 |
| 1  | 1         | 17       |                  |              | \$0.00 |
| 1  | 1         | 18       |                  |              | \$0.00 |
| 1  | 1         | 19       |                  |              | \$0.00 |
| 2  | 1         | 1        |                  |              | \$0.00 |

|   |   |    |  |  |        |
|---|---|----|--|--|--------|
| 2 | 1 | 2  |  |  | \$0.00 |
| 2 | 1 | 3  |  |  | \$0.00 |
| 2 | 1 | 4  |  |  | \$0.00 |
| 2 | 1 | 5  |  |  | \$0.00 |
| 2 | 1 | 6  |  |  | \$0.00 |
| 2 | 1 | 7  |  |  | \$0.00 |
| 2 | 1 | 8  |  |  | \$0.00 |
| 2 | 1 | 9  |  |  | \$0.00 |
| 2 | 1 | 10 |  |  | \$0.00 |
| 2 | 1 | 11 |  |  | \$0.00 |
| 2 | 1 | 12 |  |  | \$0.00 |
| 2 | 1 | 13 |  |  | \$0.00 |
| 2 | 1 | 14 |  |  | \$0.00 |
| 2 | 1 | 15 |  |  | \$0.00 |
| 2 | 1 | 16 |  |  | \$0.00 |
| 2 | 1 | 18 |  |  | \$0.00 |
| 3 | 1 | 1  |  |  | \$0.00 |
| 3 | 1 | 2  |  |  | \$0.00 |
| 3 | 1 | 3  |  |  | \$0.00 |
| 3 | 1 | 4  |  |  | \$0.00 |
| 3 | 1 | 5  |  |  | \$0.00 |
| 3 | 1 | 6  |  |  | \$0.00 |
| 3 | 1 | 7  |  |  | \$0.00 |
| 3 | 1 | 8  |  |  | \$0.00 |
| 3 | 1 | 9  |  |  | \$0.00 |
| 3 | 1 | 10 |  |  | \$0.00 |
| 3 | 1 | 11 |  |  | \$0.00 |
| 3 | 1 | 12 |  |  | \$0.00 |

|   |   |    |  |  |        |
|---|---|----|--|--|--------|
| 3 | 1 | 13 |  |  | \$0.00 |
| 4 | 1 | 1  |  |  | \$0.00 |
| 4 | 1 | 2  |  |  | \$0.00 |
| 4 | 1 | 3  |  |  | \$0.00 |
| 4 | 1 | 4  |  |  | \$0.00 |
| 4 | 1 | 5  |  |  | \$0.00 |
| 5 | 1 | 1  |  |  | \$0.00 |
| 5 | 1 | 2  |  |  | \$0.00 |
| 5 | 1 | 3  |  |  | \$0.00 |
| 5 | 1 | 4  |  |  | \$0.00 |
| 5 | 1 | 7  |  |  | \$0.00 |
| 5 | 1 | 8  |  |  | \$0.00 |
| 5 | 1 | 9  |  |  | \$0.00 |
| 5 | 1 | 10 |  |  | \$0.00 |
| 5 | 1 | 11 |  |  | \$0.00 |
| 5 | 1 | 12 |  |  | \$0.00 |
| 5 | 1 | 13 |  |  | \$0.00 |
| 5 | 1 | 14 |  |  | \$0.00 |
| 5 | 1 | 15 |  |  | \$0.00 |
| 5 | 1 | 16 |  |  | \$0.00 |
| 5 | 1 | 18 |  |  | \$0.00 |
| 5 | 1 | 19 |  |  | \$0.00 |
| 6 | 1 | 1  |  |  | \$0.00 |
| 6 | 1 | 2  |  |  | \$0.00 |
| 6 | 1 | 3  |  |  | \$0.00 |
| 6 | 1 | 4  |  |  | \$0.00 |
| 6 | 1 | 5  |  |  | \$0.00 |
| 6 | 1 | 6  |  |  | \$0.00 |

|                  |                  |                 |                         |                     |               |
|------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| 6                | 1                | 7               |                         |                     | \$0.00        |
| 6                | 1                | 8               |                         |                     | \$0.00        |
| 6                | 1                | 9               |                         |                     | \$0.00        |
| 6                | 1                | 11              |                         |                     | \$0.00        |
| 6                | 1                | 12              |                         |                     | \$0.00        |
| 6                | 1                | 13              |                         |                     | \$0.00        |
| 6                | 1                | 14              |                         |                     | \$0.00        |
| 6                | 1                | 15              |                         |                     | \$0.00        |
| 6                | 1                | 16              |                         |                     | \$0.00        |
| 6                | 1                | 17              |                         |                     | \$0.00        |
| 6                | 1                | 18              |                         |                     | \$0.00        |
| 6                | 1                | 19              |                         |                     | \$0.00        |
| 6                | 1                | 20              |                         |                     | \$0.00        |
| 6                | 1                | 21              |                         |                     | \$0.00        |
| 7                | 1                | 1               |                         |                     | \$0.00        |
| 7                | 1                | 2               |                         |                     | \$0.00        |
| 7                | 1                | 3               |                         |                     | \$0.00        |
| 7                | 1                | 4               |                         |                     | \$0.00        |
| 7                | 1                | 5               |                         |                     | \$0.00        |
| 7                | 1                | 9               |                         |                     | \$0.00        |
| 7                | 1                | 10              |                         |                     | \$0.00        |
| <b>Sub-Total</b> |                  |                 |                         |                     | \$0.00        |
| <b>SCE Funds</b> |                  |                 |                         |                     |               |
| <b>Goal</b>      | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b> | <b>Account Code</b> | <b>Amount</b> |
| 1                | 1                | 1               |                         |                     | \$0.00        |
| 1                | 1                | 4               |                         |                     | \$0.00        |
| 1                | 1                | 6               |                         |                     | \$0.00        |
| 1                | 1                | 8               |                         |                     | \$0.00        |

|                     |                  |                 |                         |                     |               |
|---------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| 3                   | 1                | 1               |                         |                     | \$0.00        |
| 3                   | 1                | 2               |                         |                     | \$0.00        |
| 3                   | 1                | 7               |                         |                     | \$0.00        |
| 3                   | 1                | 8               |                         |                     | \$0.00        |
| 3                   | 1                | 12              |                         |                     | \$0.00        |
| 4                   | 1                | 3               |                         |                     | \$0.00        |
| 5                   | 1                | 5               |                         |                     | \$0.00        |
| 5                   | 1                | 10              |                         |                     | \$0.00        |
| <b>Sub-Total</b>    |                  |                 |                         |                     | \$0.00        |
| <b>IDEA-B Funds</b> |                  |                 |                         |                     |               |
| <b>Goal</b>         | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b> | <b>Account Code</b> | <b>Amount</b> |
| 5                   | 1                | 6               |                         |                     | \$0.00        |
| <b>Sub-Total</b>    |                  |                 |                         |                     | \$0.00        |
| <b>SPED Funds</b>   |                  |                 |                         |                     |               |
| <b>Goal</b>         | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b> | <b>Account Code</b> | <b>Amount</b> |
| 1                   | 1                | 1               |                         |                     | \$0.00        |
| 1                   | 1                | 9               |                         |                     | \$0.00        |
| 3                   | 1                | 1               |                         |                     | \$0.00        |
| 3                   | 1                | 2               |                         |                     | \$0.00        |
| 4                   | 1                | 3               |                         |                     | \$0.00        |
| 7                   | 1                | 10              |                         |                     | \$0.00        |
| <b>Sub-Total</b>    |                  |                 |                         |                     | \$0.00        |
| <b>CTE Funds</b>    |                  |                 |                         |                     |               |
| <b>Goal</b>         | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b> | <b>Account Code</b> | <b>Amount</b> |
| 1                   | 1                | 16              |                         |                     | \$0.00        |
| 3                   | 1                | 2               |                         |                     | \$0.00        |
| 6                   | 1                | 16              |                         |                     | \$0.00        |
| 7                   | 1                | 1               |                         |                     | \$0.00        |

|   |   |   |  |  |                    |        |
|---|---|---|--|--|--------------------|--------|
| 7 | 1 | 2 |  |  | \$0.00             |        |
|   |   |   |  |  | <b>Sub-Total</b>   | \$0.00 |
|   |   |   |  |  | <b>Grand Total</b> | \$0.00 |