

Sharyland Independent School District

Sharyland High School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25% Student Progress

Top 25% Closing Performance Gaps

Postsecondary Readiness



Board Approval Date: October 25, 2016
Public Presentation Date: October 25, 2016

Mission Statement

The mission of Sharyland High School is to provide a positive environment for learning, to encourage students to work to their full potential, and to expect each to succeed.

Vision

At Sharyland High School, we are focused on providing a rigorous and relevant curriculum that will prepare students to become critical and creative problem solvers. We believe that high expectations and a confident self-image positively influence student success.

As advocates for our students, we value the importance of affirming diversity and promoting positive social development for all. We pledge to provide a supportive, non-threatening environment where all students feel safe and strive for excellence.

As educators, we are dedicated to prepare all graduates to be independent and motivated life-long learners who are college ready. We will prepare our students to embrace technological change and be equipped to thrive in the 21st Century workforce.

Because communication between all stakeholders is fundamental, we understand the significance of building partnerships with parents, staff, and our community to ensure the success of our students.

United and working as "one", we aim to inspire our student body to surpass their own expectations. Provided the tools of education, we will enable them to welcome change and positively impact a greater society.

Nondiscrimination Notice

Sharyland High School does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Student Enrollment: 1,511

ENROLLMENT BY ETHNICITY	# ENROLL	% ENROLL
AMER. INDIAN/ALASKAN	1	0.07%
ASIAN	37	2.45%
BLACK/AFRICAN AMER.	7	0.46%
HISPANIC/LATINO	1,398	92.52%
WHITE	66	4.36%
HAWAIIAN/PAC ISLAND	0	0
TWO OR MORE	2	0.13%
--TOTAL--	1,511	100%

ENROLLMENT BY POPULATION	# ENROLL	% ENROLL
LEP	241	15.95%
IMMIGRANT	90	4.17%
ECONOMIC DISADVANTAGE	802	53.08%
MILITARY CONNECTED	3	0.20%
FOSTER CARE	0	0
HOMELESS	2	0.13%
UNACCOMPANIED YOUTH	2	0.13%
DYSLEXIA	27	1.79%
BILINGUAL		
MIGRANTS	7	0.46%
ESL	241	15.95%

ELIGIBLE FOR FREE OR REDUCED-PRICE MEAL	785	49.84%
GIFTED AND TALENTED	140	9.27%
CAREER AND TECHNICAL	1184	78.36%
AT RISK	531	35.14%
SPECIAL EDUCATION	83	5.49%

Demographics Needs

The following data were reviewed in relation to campus areas of need:

2016 District Performance-Based Monitoring Analysis System

2016 State Accountability Index Framework

2015-2016 Student Disciplinary Action Detail Report

Summary of Findings:

Upon review of this data, the following findings include our priority areas of need:

74% OF ALL students met standard on Reading (Federal Target = 87%)

55% of ELL students met standard on Reading (Federal Target = 87%)

66% of ALL students met standard on Math (Federal Target = 87%)

80% of ELL students met standard on Math (Federal Target = 87%)

58% of Special Ed met standard on Science Test compared to 95% all students

55% of Special Ed met standard on Social Studies test compared to 93% all students

29% of Special Ed met standard on Reading tests compared to 74% all students.

50% of Special Ed met standard on Math test compared to 86% all students.

47%of Special Ed met standard on Social Studies test compared to 91% all students.

Student Achievement

Student Achievement Summary

STAAR – BIOLOGY EOC 1st Time Testers (Fall & Spring)				
	Level II: Satisfactory		Level III: Advanced	
Grade	2016 %	2017 Target %	2016 %	2017 Target %
9	92.7	96	16	24
STAAR – ALGEBRA I EOC 1st Time Testers (Fall & Spring)				
	Level II: Satisfactory		Level III: Advanced	
Grade	2016 %	2017 Target %	2016 %	2017 Target %
9	89.6	93	25.6	28
STAAR – ENGLISH I EOC 1st Time Testers (Fall & Spring)				
	Level II: Satisfactory		Level III: Advanced	
Grade	2016 %	2017 Target %	2016 %	2017 Target %
9	79.3	85	12.9	16
STAAR – ENGLISH II EOC 1st Time Testers (Fall & Spring)				
	Level II: Satisfactory		Level III: Advanced	
Grade	2016 %	2017 Target %	2016 %	2017 Target %
10	77.7	82	12	15
STAAR – US HISTORY EOC 1st Time Testers (Fall & Spring)				
	Level II: Satisfactory		Level III: Advanced	
Grade	2016 %	2017 Target %	2016 %	2017 Target %
11	87.5	97	24.5	36

Student Achievement Strengths

- Growth in passing percentage for first-time testers in Eng I and Algebra I
- AP Honor Roll
- Increase in number of students who are TSI complete

- Increase in completion rate

Student Achievement Needs

- English acquisition for ELL students
- Closing gap with special education students in all areas

Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District 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

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
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- 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 failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Goals

Goal 1: Parents will be full partners in the education of their children.

Performance Objective 1: 95% of parents will be informed and included in the decision process to improve the quality of teaching and learning.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Increase publicity through local media, newspapers, monthly calendars, website, newsletter, Skylert, marquee, SHS Twitter, FANG online newsletter, Rattler Parent Connect newsletter.	1, 6	Administrators, Counselors, Teachers, Coaches, Club Sponsors	Newspaper, Announcements, Website; Comprehensives Needs Assessment			
2) Provide campus based Title I informational meeting.	9	Principal, Federal Program Director, Parental Engagement Coordinator	Parent Sign-In			
3) Maintain a dynamic SHS website and consistently update individual teacher websites each semester. Teacher websites should include class syllabus.		Head Librarian, Campus Technology Reps., Dept. Chair, Counselors, Teachers	Website			
4) Utilize intercom system or live announcements to keep student body informed of student activities.		High School Principal, Media Class (Mr. D. Trammell), Theater Class (Mr. C. Fernandez)	Announcements/Live Announcements, Student Feedback			
5) Communication with parents and community organizations on Child Find.	1, 6, 9	Counselors, Special Ed. Admin., District P.R. Person	Children referred; Comprehensives Needs Assessment			
6) Utilize Sharyland ISD App to communicate with students, parents, staff and the community.	6	Technology Director, Webmaster, Administrators,	Software reporting			

7) Continue using Skyalert as a communication tool with parents.	6	Technology Director, Principals, Parental Engagement Coordinator	Utilization log; usage reports			
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: Parents will be full partners in the education of their children.

Performance Objective 2: Increase parental involvement by 5%.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Increase parental awareness in all instructional, extracurricular, and special programs through Open House and Rattler Parent Connect meetings in the fall and spring using Skylert, SHS Twitter, HS Calendar Tab, digital marquee. Flyers will be distributed at Summer Registration with all dates of monthly parent meetings, open house, or meet the teacher nights.	1, 6	Newsletter Committee	Open House Flyers/Marquee, Website, Sign-in Sheets, Remind, skyward emails; Comprehensives Needs Assessment			
2) Nominate 1 parent representative to the Education Foundation. (Parent rotates every 2 years).	1, 6	Principal, SBDM Committee	Parent Nominee; Comprehensives Needs Assessment			
3) Increase family access awareness to skyward to monitor student progress, schedules, and attendance.	1, 6	High School Principal, Administrators, Counselors, Teachers, Librarian	Parent Feedback, Daily Attendance Records; Comprehensives Needs Assessment			
4) Orient parents on requirements of the state's high school graduation plan (Foundations High School Program), endorsements and assessment requirements.	6	Counselor(s), High School Principal, Teachers, CTE Counselor	Agendas, Sign in sheets, Minutes			
5) Promote the Sharyland ISD app to communicate with students, parent, staff, and community.	6	counselors, community liaison, campus administrative team, teachers	software reporting			
6) Provide Technology Showcase for campus, staff and community.	6	Technology Director, Instructional Technology Specialist, Technology Showcase Committee members	sign-in sheets, flyers, teacher feedback, schedule of events			

7) Include a parent representative of a special population student in the District Education Improvement Committee (DEIC).	6	Principals	Parent participation, agenda minutes, sign-in sheets			
8) Nominate a parent to serve on District Parental Advisory Committee.	6	Principal, Parental Engagement Coordinator	Sign-in sheets, parental feedback			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Parents will be full partners in the education of their children.

Performance Objective 3: The Campus will work with parents to promote value and ethics, and increase awareness by 20% within the school-system and community.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Present an awareness program for parents that is supportive at the campus level to explain the various aspects of digital citizenship. (SP 3.1.1)	6	Parent Engagement Coordinator, Instructional Software Specialist, Campus Administrative team	sign-in sheets, agenda, parent participation			
2) Ensure that the district's sense of purpose, social integrity, and behavior expectations are shared by families and community by promoting Sharyland High School Core Values (SP 3.1.1)	6	Parent Engagement Coordinator, Campus Administrative Team	Meeting agendas, sign-in sheets, parent survey			
Funding Sources: 211 - Title I, Part A - \$796.00						
						

Goal 2: Students will be encouraged and challenged to meet their full educational potential.

Performance Objective 1: Maintain daily attendance rate of at least 96% for students.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Distribute Attendance Incentives to students with perfect attendance every quarter.	10	Attendance Clerk, Administrators	Certificates			
Funding Sources: 191 - High School Allotment - \$2000.00						
2) Provide mail out to all parents regarding attendance policy and procedures: Parent Connect Newsletter, Attendance Warning Letters, Monthly Parent Connect meetings.	1, 6	Attendance Clerk, Principal, Administrators, Teachers	Attendance Report, Parent Signature; Comprehensives Needs Assessment			
3) Conduct follow-up on questionable absences by conducting home visits or requesting parent conferences anytime a student is absent 5 or more consecutive days.	1, 6, 9	Attendance Clerk, Counselor(s), Principal, Truant Officer	Documentation of Absences, PEIMS Data, Home Visits			
4) Continue to utilize Community Liaison to make parent contact with students who are absent before 10 am and the skylert program to report absences on a daily basis.	1, 6, 8, 10	Administrators, Community Liaison	Documentation of phone logs; Comprehensives Needs Assessment			
Funding Sources: 211 - Title I, Part A - \$11000.00						
5) Instruct Faculty to submit referrals on students with 4+ absences to administration.	8	Administrators, Teachers, Attendance Clerk	Attendance reports, referrals			
6) Promote the importance of staff attendance and recognize staff perfect attendance. Staff attendance goal is 98%.	5	Campus Administrative Team	SEMS reports, certificates			
Funding Sources: 199 - General Funds - \$300.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Students will be encouraged and challenged to meet their full educational potential.

Performance Objective 2: Provide support and challenging opportunities to 100% of our students in special programs.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Continue to promote and provide rigorous secondary curriculum course offerings such as Pre-AP, AP and DE.	3	Campus Administration and Counselors	Course offerings, class rosters, graduations plans and transcripts			
State System Safeguard Strategy 2) Provide varied supplemental web-based resources for to aid in mastery of EOC tests.	9, 10	Principal, Dean of Instruction, Special Ed department, ESL strategist	EOC scores, system safeguards, graduation plans			
Funding Sources: 191 - High School Allotment - \$5000.00, 211 - Title I, Part A - \$3000.00						
State System Safeguard Strategy 3) Review course offerings, student course requests to ensure selected courses meet the curricular needs of the student.		Campus Administration, Special Ed, ESL Strategist, Counselor	graduation plan, system safeguards, EOC scores			
State System Safeguard Strategy 4) Place an added focus on reading, speaking, writing, listening in all content areas utilizing the ELPS.	2	Campus Administration, Teachers, ESL Strategist	ELA 1/2 EOC scores			
State System Safeguard Strategy 5) Continue implementing language support courses for ELL's.	9	Principal, Dean of Instruction, ESL Strategist	Student language proficiency level gains			
State System Safeguard Strategy 6) Monitor graduation plans and state testing requirements of ELL's and special education students to ensure continued academic support.	9	Campus Administration, Counselors, ARD Committee, Special Ed	graduation plans, system safeguards, EOC scores			
7) Conduct campus extra-curricular activities promotion and recruitment efforts to increase participation by five percent.		Club sponsors	Program flyers, sign-ins heets, student participation rates			
8) Continue promoting engineering programs.	2	Principal, CTE Counselor	Course rosters and summer program rosters			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Students will be encouraged and challenged to meet their full educational potential.

Performance Objective 3: Ensure students are challenged by maintaining the least restrictive environment at least 98% of the time.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Serve students with disabilities in the least restrictive environment by analyzing student needs.		Diagnostician, ARD Committee	Analysis of documentation, discipline reports, class schedules			
2) Review and refine formal training on IEP's inclusion program.	9	Diagnostician, High School Principal, Special Ed. Dept.	Sign-in Sheets			
3) Continue Social Skills Unit to provide assistance to eligible students and utilize Behavior Intervention Specialist.	1, 2	High School Principal, Special Ed. Dept., Administrators	List of Services Provided, Decrease in Special ED Students in ISS or OSS; Comprehensives Needs Assessment			
State System Safeguard Strategy 4) Continue Academic Support Lab to intentionally target students in need of academic assistance and incorporate reading/writing web-based support programs	9, 10	Diagnostician, Administrators, Special Ed. Dept. Chair, Teachers, Paraprofessionals	Increase in Special Ed students passing the ELA I & II EOC Exam, meet/exceed State System Safeguard target yearly			
Funding Sources: 191 - High School Allotment - \$4000.00, 211 - Title I, Part A - \$3000.00						
5) Continue to use PBMAS reports to identify students by grade level to evaluate mainstream opportunities.		Diagnostician, Administrators, Special Ed. Dept. Chair	Students schedules, Courses scheduled			
6) Utilize esped, Forethought, and Aware to provide targeted and differentiated instruction to ALL students.	1	Principal, Dean of Instruction, Dept. Chair, Secondary Curr. Admin	IEP's Data disaggregation; Comprehensives Needs Assessment			
State System Safeguard Strategy 7) Identify students by grade level to evaluate low performance level indicators and develop strategies that increase student performance.	8	Campus Administration, Special Ed, ARD committee and teachers	PBMAS reports, campus master schedule, system safeguards			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Students will be encouraged and challenged to meet their full educational potential.

Performance Objective 4: Increase AP-Dual Enrollment Program Participation by 5%.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Increase concurrent enrollment course offerings through STC.		Counselor(s), High School Principal	Course Enrollments, Dual enrollment rosters			
2) Continue to emphasize the importance of AP classes and establish a recruitment process to increase AP participation.		Counselor(s), Dean of Instruction, High School Principal, AP Teachers	Increase in AP Performance & Participation			
3) Continue to purchase materials to assist teachers and continue to train all AP/Pre-AP teachers at least once every two years.	4	High School Principal, Dean of Instruction	Increase in AP Performance & Participation			
	Funding Sources: 191 - High School Allotment - \$5000.00, 397- AP Funds - \$1000.00					
4) Continue AP test fee support for students.	10	High School Principal	Number of AP tests			
	Funding Sources: 191 - High School Allotment - \$34000.00					
5) Utilize criteria and AP Potential reports to encourage each student to take a least one Pre-AP/AP class during high school.	2	High School Principal, Counselors	Course Requests			
						

Goal 2: Students will be encouraged and challenged to meet their full educational potential.

Performance Objective 5: Increase participation in the Distinguished Level of Achievement Plan by 5%.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Continue to encourage students to graduate under the Distinguished Level Achievement Graduation Program and select endorsements appropriate to career interest.		Counselor(s), High School Principal	Student PGP, Graduation Rate by Diploma type			
2) Encourage a parent conference to change graduation plan.	2, 6	Counselor(s)	Percentage of students graduating under each graduation plan			
3) Continue to encourage enrollment in dual enrollment/AP courses.	2	Department Head Teacher, High School Principal	Increase in enrollment in AP/IDE courses			
4) Counselors will continue to conduct yearly sessions with students beginning their freshmen year in regards to endorsement and class selection.		Counselors	100% of students with selected endorsements			
						

Goal 2: Students will be encouraged and challenged to meet their full educational potential.

Performance Objective 6: Provide supplemental, research-based academic opportunities as well as social and emotional support for 100% of migrant students.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Offer multiple opportunities for course completion and credit recovery for migrant students.	2, 9	Federal Programs Director, Principal, Counselors	Successful course completion			
2) Continue to offer college experience opportunities for high school migrant students.	2, 9	Federal Programs Director, Principal, Academic Counselors, Migrant Counselors	Program completion, high school college credits			
3) Provide social and emotional support services for migrant families to assist with academic success of migrant students.	2	Federal Programs Director, Principal, Migrant NGS Clerk, Academic Counselors, Migrant Counselors	PFS Reports, Family Needs Assessment, Sign-in Sheets; Comprehensives Needs Assessment, homeless identification			
4) Provide "above and beyond" educational experiences to enhance the learning potential of migrant students.	2	Federal Programs Director, Principal, Migrant NGS Clerk, Academic Counselors, Migrant Counselors	Participation log/lesson plan, pre- and post activitiy			

5) Provide academic support/materials to ensure school and college readiness for migrant students.	10	Federal Programs Director, Principal, Migrant NGS Clerk, Migrant and Academic Counselors	Participation log, usage reports			
Funding Sources: 212 - Title 1, Part C						
6) Increase recruiting efforts to identify new migrant families.	1, 6	Federal Programs Director, Principal Migrant NGS Clerk, Academic Counselors, Migrant Counselors, Migrant Recruiters	Migrant Family Surveys COEs & NGS Reports, MSIX Reports; Comprehensives Needs Assessment			
Funding Sources: 212 - Title 1, Part C						
7) Continue Summer enrichment program.	2, 9	Federal Programs Director, Principal, Migrant NGS Clerk, Migrant Counselors, migrant teachers	Summer School Attendance, Pre & Post Tests, college and high school credits			
Funding Sources: 212 - Title 1, Part C						
8) Implement strategies to reach out to migrant students to encourage post-secondary enrollment.	9	Federal Programs Director, Principal, Academic Counselors, Migrant Counselors	Contact logs, meeting sign-in sheets, completion reports			
Funding Sources: 212 - Title 1, Part C						
9) Implement strategies to reach out to migrant students to encourage post-secondary enrollment through Career Awareness Club.	9	Federal Programs Director, Principal, Academic Counselors	Contact logs, Meeting sign-in sheets, completion reports			
Funding Sources: 212 - Title 1, Part C						
10) Implement strategies to reach out to migrant out of school migrant youth to encourage high school completion.	9	Federal Program Director, Principal, Migrant Counselors	High School Diploma or GED, Contact logs			
Funding Sources: 212 - Title 1, Part C						
						

Goal 2: Students will be encouraged and challenged to meet their full educational potential.

Performance Objective 7: 100% of Priority for Service Migrant Students will be provided with intervention activities/strategies that address their unique needs.

Priority for Service (PFS) Action Plan for Migrant Students As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is a required Program Activity for the Migrant Education Program. Priority for Service students are migratory children who are failing, or most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. [P.L. 107-110,1304 (d)]

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) On a monthly basis, run NGS Priority for Services (PFS) reports to identify migrant children and youth who require priority access to MEP Services. Counselor will Identify PFS students and schedule meeting with teacher and campus team. Identify campus intervention activities already in place and recommend Migrant-funded intervention activities.	2	Federal Program Director, Migrant NGS Clerk, Migrant Counselor, Teacher, Campus Administrator	PFS Report, Report Card, Progress Report, Transcript, Credit Count, PFS Action Plan			
				Funding Sources: 212 - Title 1, Part C - \$3000.00		
2) Develop a PFS Action Plan for serving PFS Student including criteria for defining student success, including timelines for achieving stated goals and objectives. Disaggregate PFS students test scores, review final report card grades and credits earned. Review entry and withdrawal dates. Identify summer SSI and EOC re-testers and ensure attendance to SS program. Work collaboratively with MIP to coordinate out-of-state testing.	2	Federal Program Director, Migrant Counselor, Teacher, Campus Administrator	Assessment results, Sign-in sheets, meeting agenda, notes, Calendar, Documented e-mail and phone calls to parents and MIP Grades, State Assessment, Transcripts			
				Funding Sources: 212 - Title 1, Part C - \$3000.00		
3) Title I Migrant Coordinator will provide campus principals, appropriate campus staff and parents the Priority for Service criteria and updated NGS Priority for Service reports.		Federal Program Director, Migrant and Academic Counselor, Teacher, Campus Administrator, Secondary Counselors	Sign-in sheets, meeting minutes, Agenda			
				Funding Sources: 212 - Title 1, Part C		

4) Complete home and/or community visits to update parents on the academic progress of their children.	6, 9	Federal Program Director, Migrant and Academic Counselor, Migrant Clerk, Campus Administrators	Meeting agenda, minutes and sign-in sheets, parent contact and home visit logs			
Funding Sources: 212 - Title 1, Part C - \$500.00						
5) Title I Migrant Coordinator will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities. Follow process to identify PFS students. PFS students will be served first and foremost with MEP-funded intervention activities. Evaluate intervention effectiveness. PFS Students and parents notified of MEP intervention activities.	1, 2	Federal Program Director, Migrant and Academic Counselors, Teachers and Campus Administrators	PFS Report, Student participation/non-participation log; report card scores			
Funding Sources: 212 - Title 1, Part C - \$2000.00						
6) District Title I Migrant Coordinator will ensure that Priority for Service students receive priority access to instructional services, as well as social workers and community social services/agencies.	9	Federal Program Director, Migrant and Academic Counselors, Teachers and Campus Administrators	PFS Reports, Family Needs Survey, Documented calls and e- mails, list of services provided			
Funding Sources: 212 - Title 1, Part C - \$2000.00						
7) The district will offer Federal, state and local programs that service Priority for Service students such as TMIP, UTRGV, STC, Region One, Headstart, Credit by Exam (CBE), Summer School, MUSE, TechPrep ACT/SAT Boot Camp, Participation of PFS Students.	2, 9, 10	Federal Program Director, Migrant and Academic Counselors, Teachers and Campus Administrators	Grades, credits and certificates of completion, attendance reports			
Funding Sources: 212 - Title 1, Part C - \$1500.00						
						

Goal 2: Students will be encouraged and challenged to meet their full educational potential.

Performance Objective 8: Provide transition opportunities to high school from Junior High for 100% of the upcoming freshman class.

Evaluation Data Source(s) 8:

Summative Evaluation 8:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Continue 8th grade Orientation to high school to allow students the opportunity to become familiar with the high school campus, organizations, and expectations.	7	Campus Administration, Counselors, Club sponsors	agenda, sign-in sheets			
2) Conduct a Principal Welcome Session for 9th graders within the first 3 weeks of school to review campus expectations and high school overview.	7	Campus Administration, Counselors	Agenda, class rosters			
						

Goal 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Increase High School Completion Rate to above 95% for all populations.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Closely monitor student progress and graduation plan fulfillment.	2, 9	Campus Administrative Team, Counselors, Teachers	Completion rates			
2) Provide academic support and counseling to students in at-risk situations.	9	Administrators, Counselor(s), Federal Programs Counselor, Teachers	List of Students Served, completion rates			
3) Continue tracking students who have not returned to school from previous year and encourage re-enrollment.		Administration, PEIMS Clerk, Counselors	Cohort List			
4) Continue to credit recovery program after school, incorporate into master schedule for at least one block each semester and offer credit by exams as needed.	9	Counselor(s)	Credits earned, usage reports, tutoring logs			
Funding Sources: 191 - High School Allotment - \$15000.00						
5) Follow SB 149 IGC criteria to ensure senior students who have not mastered all or parts of EOC test to complete projects as assigned.	3	Administration, Counselors	IGC roster			
6) Provide multiple career/college day opportunities.	1, 2, 10	Counselors, Principal, Go Center Counselor	Campus Calendar; list of participants; Comprehensives Needs Assessment			
Funding Sources: 199 - General Funds, 244 - Career & Technical - Basic Grant - \$7000.00, 199 - General Funds - \$5000.00, 191 - High School Allotment - \$2000.00						
7) Utilize truancy officers to assist with home visits.	2	Campus Administration	Decrease in number of dropouts to less than 4%.			
8) Provide students with opportunities to learn about the five graduation endorsements and certificate/certification programs.	2	Campus Administration, Counselors, Teachers	Enrollment in endorsements, class rosters			

9) Partner with institutions of higher learning to provide educational opportunities for at-risk students.	10	Principals, Counselors, CTE Director, CTE Specialist	Tutoring logs, course completion, course rosters			
10) Utilize Texas Virtual School Network (TxVSN) for identified students.	10	Principals, Counselors	Credits earned			
11) Utilize ELL Counselor to assist ELL students with preparing for Credit by Exams (credit recovery).	9	Principals, ELL Counselor, Federal Program Director	Increased graduation rates for ELL students			
12) Refine campus systems to improve completion rate and data validity.		Asst. Superintendent, Curriculum and Instruction, Principals, Counselors	Completion rates			
13) Maintain Saturday make-up days for students who have exceeded the number of allowable absences. (Target Group: All)	3, 9	Attendance Committee, High School Asst. Principal	Saturday School Sign-in			
14) Continue to implement and monitor pregnancy related services program: counseling services, school and other health services, assistance in obtaining services from government agencies, community service organization, instruction related to knowledge skills in child development, parenting, family living, and appropriate job readiness training, case management service coordination, compensatory education in home instruction.	9, 10	High School Principal, Nurses, Counselor(s), PRS Counselor	Identified students served, Record of Services Rendered			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: A well-balanced and appropriate curriculum will be provided to all students.

Performance Objective 1: 90% of students will meet local and state assessment standards.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Utilize campus instructional support staff to improve student performance. (SP 5.2.2)	2, 4, 8	Campus Administration, teachers	Student performance data, meeting agendas, sign-ins			
State System Safeguard Strategy 2) Utilize instructional strategies to differentiate for special program populations. (SP 1.1.1)	2, 4	Teachers, instructional aides	Lesson plans, walk through documentation			
State System Safeguard Strategy 3) Evaluate mini-assessment and benchmark tests in core content areas to adjust instruction. (SP 1.1.1)	2, 8	Campus administration and core content teachers	mini-assessment and benchmark data			
4) Meet target performance levels on Performance Based Monitoring Analysis System (PBMAS) and State Accountability Framework by analyzing data to ensure areas of need are met.	9	Campus Administration	PBMAS District Rating, Campus Accountability Reports			
State System Safeguard Strategy 5) Increase STAAR Reading met standard percentages of ELL's (60%), Economically Disadvantaged (75%), and Special Education (60%)	2, 4, 9, 10	Campus Administration, Teachers, ESL Strategist, Special ED	Benchmark data, STAAR results, state and federal system safeguard reports, yearlong ELA 1 classes, tutoring rosters			
State System Safeguard Strategy 6) Increase STAAR Math met standard percentages of ELL's (85%), Economically Disadvantaged (87%), and Special Education (60%)	2, 4, 9, 10	Campus Administration, Teachers, ESL Strategist, Special ED	Benchmark data, STAAR results, state and federal system safeguard reports, yearlong Algebra 1 classes, tutoring logs			
7) Increase STAAR Science met standard percentages of ELL's (90%), Economically Disadvantaged (93%), and Special Education (60%)	2, 4, 9, 10	Campus Administration, Teachers, ESL Strategist, Special ED	Benchmark data, STAAR results, state and federal system safeguard reports, tutoring logs			

<p align="center">State System Safeguard Strategy</p> <p>8) Increase STAAR Social Studies met standard percentages of ELL's (78%), Economically Disadvantaged (90%), and Special Education (60%)</p>	2, 4, 9, 10	Campus Administration, Teachers, ESL Strategist, Special ED	Benchmark data, STAAR results, state and federal system safeguard reports, tutoring logs			
<p align="center">State System Safeguard Strategy</p> <p>9) Use available software to provide additional support in core content areas. (SP 1.1.1)</p>	2, 9, 10	Campus Administration, teachers	Usage Reports, Test Performance			
<p align="center">Funding Sources: 191 - High School Allotment - \$4000.00, 211 - Title I, Part A - \$3000.00</p>						
<p align="center">State System Safeguard Strategy</p> <p>10) Use available software to provide additional support in core content areas.</p>	2, 9, 10	Campus Administration	Usage Reports, Test Performance			
<p align="center">Funding Sources: 191 - High School Allotment - \$4000.00, 211 - Title I, Part A - \$3000.00</p>						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: A well-balanced and appropriate curriculum will be provided to all students.

Performance Objective 2: Establish the sequence for curriculum and ensure 100% integration of state standards.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p align="center">State System Safeguard Strategy</p> <p>1) Provide curriculum based professional development that is relevant, effective and ongoing. (SP 1.1.1)</p>	1, 2	Campus Administration	Comprehensive Needs Assessment, Profession Development Survey, workshop portfolios.			
Funding Sources: 191 - High School Allotment - \$30000.00						
2) Create and review SISD scope and sequence, lessons, and instructional resources to align to state standards.	2, 10	Asst. Superintendent of Curriculum and Instruction, Curriculum Directors, Content Specialists, Teachers	Agendas, sign-in sheets, scope and sequence, lesson plans			
3) Encourage vertical team planning in core content areas and decisions regarding assessments.	2, 8, 9	Asst. Superintendent of Curriculum and Instruction, Curriculum Directors, Content Specialists, Principals, Department Heads	Agendas and minutes, lesson plans, walk through data, assessment data			
4) Continue common planning periods for core content areas.	2, 8, 9	Campus administration, Counselors, Teachers	Master schedule, agendas, meeting rosters			
5) Develop assessments that are valid and reliable and aligned to state standards.	2, 8	Curriculum directors, content specialists, Dean of Instruction, Teachers	Student performance			
<p align="center">State System Safeguard Strategy</p> <p>6) Continue to implement Writing Across the Curriculum (WAC) for all content areas.</p>	2, 9	C&I Team, Campus Administration, Teachers	Writing samples, feedback forms, writing scores, walk through data			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: A well-balanced and appropriate curriculum will be provided to all students.

Performance Objective 3: Ensure 100% of students are college and career ready.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide online testing practice resources.	2	Campus administration, Librarian, Counselors, Teachers	Student participation, database statistics			
2) Host a college fair for Juniors and Seniors in the Fall and Spring (i.e. TACRAO).		Counselors, College/Career Counselor	Increase in student participation & college registration, campus calendar, list of presenters, student surveys			
Funding Sources: 199 - General Funds - \$2500.00						
3) Promote use of Go Center resources at the campus.	2	Counselor(s), College Transition, Teachers	meeting agenda, promotional flyers, informational resources			
4) Encourage all students to enroll in College Transition course which will focus on TSI, college applications, resumes, and portfolios. Incorporate college field trips.	2	Counselor(s), Principal	TSI Results Increase in Index 4- Post Secondary Readiness, college/university tours			
Funding Sources: 191 - High School Allotment - \$2000.00						
5) Continue to sustain and build CTE program to address student interests.	2	CTE Director, CE Specialist, CTE Counselor	Course rosters, student survey results, student career cluster identification reports, student HB5 endorsement identification reports			
Funding Sources: 199 - General Funds - \$350000.00						
6) Increase number of students earning a certificate or taking a certification exam.	2, 3	CTE Director, CE Specialist, CTE Counselor, CTE Teachers	Student counts on Carl Perkins Program Effectiveness report, STC student certificate rosters, purchase orders for certificates/certification exam fees			
Funding Sources: 199 - General Funds - \$18000.00, 244 - Career & Technical - Basic Grant - \$8000.00						
7) Provide support to students in areas of college admissions, scholarships, and financial aid.	2, 10	Counselor(s), Web Master, College Transition Teachers, Campus Administration	Completion of Apply Texas, Increase in participation of college placement & entrance exams, sign-in sheets, counseling logs			

8) Continue to administer TSI test to all 10th, 11th, and 12th grade students.		Counselors, computer lab managers	Increase in students passing all sections of TSI			
	Funding Sources: 199 - General Funds - \$1000.00					
9) Continue to provide orientation/updates on HB5 Endorsements to both students and staff.	2	Counselors, Principal, CTE Coounselor	100% of student with selected endorsement, four year graduation plans, class presentations			
	Funding Sources: 191 - High School Allotment - \$2000.00					
10) Provide SAT/ACT test prep during the fall semester and after school tutorials.		Go Center Counselor, SAT/ACT Teacher	Number of students enrolled in the course, SAT/ACT scores			
	Funding Sources: 191 - High School Allotment - \$2000.00					
11) Continue promoting CTE non-traditional courses and careers.	2	CTE Director, CTE Specialist, COounselors	Course rosters, non-traditional career events			
	Funding Sources: 199 - General Funds - \$1500.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: A well-balanced and appropriate curriculum will be provided to all students.

Performance Objective 4: Ensure Parents and Students Understand Graduation Components.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Orient parents and students on requirements of the state's high school graduation plan (Foundations High School Program), endorsements and new assessment requirements.	6	Counselor(s), High School Principal, Teachers, CTE Director	Agendas, Sign in sheets, Minutes			
2) Visit the Junior Highs in the fall/spring to orient students/parents on the new curriculum including the Foundations High School Program, endorsements and new assessment requirements.	6, 7	Counselor(s), CTE Director	Copy of Handouts, Sign-up Sheets			
3) Pre-register the students and review the state curriculum and credits earned to date.	6	Counselor(s)	Copy of Pre-registration Schedule with Parent Signature			
4) Develop 4-year plans/PGBs for all students reflecting current curriculum requirements and new assessment requirements.	2	Counselor(s)	4 year plans/PGBs yearly			
						

Goal 4: A well-balanced and appropriate curriculum will be provided to all students.

Performance Objective 5: Provide diversified CTE programs.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Develop curriculum outlines for Career and Technical Education courses.	3	CTE Counselor, Counselor(s), Dept. Chair, CTE Teachers	Curriculum Documents			
				Funding Sources: 199 - General Funds		
2) Orient students on different Career and Technical Education programs.	3	CTE Counselor, Counselor(s), Dept. Chair	Student CTE Selections			
				Funding Sources: 199 - General Funds		
3) Continue articulation with college and technical schools in Career and Technical Education areas not available on campus.	3	CTE Counselor, Counselor(s), Dept. Chair, CTE Admin, High School Principal, CTE Director	Course Rosters, Current ATC Certifications			
				Funding Sources: 199 - General Funds		
4) Provide a variety of courses in statewide/local articulation courses through an articulation with STC, TSTC and statewide articulation.	2	Counselor(s), High School Principal, CTE Director	Course Rosters			
				Funding Sources: 199 - General Funds		
						

Goal 5: Qualified and highly effective personnel will be recruited, developed, and retained, via a highly qualified recruitment plan.

Performance Objective 1: Retain, support and assist 100% of our new employees.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Develop and implement mentoring, training and support programs for new teachers (new to career or new to district) and tenured professionals promoted to new positions. (SP 2.1.1)	1, 2, 3, 4, 5	Campus Administration	Mentor Program, Support system for employees who change roles within the campus, and Session Sign-in Sheets			
2) Conduct new employees orientation and cover employee policies and procedures.	3, 4, 5	Campus Administration	Evaluations, and Sign-in Sheets			
3) Continue utilizing a mentor system (for 0-3 years' experience) and buddy system (for 4+ new to the district) that provides instructional support.	3, 5, 9	Campus Administration	End-of-Year Mentor Teacher Surveys, End-of-Year Mentee Surveys, Agendas, Sign-in Sheets, and Mentor Stipends Paid			
4) Develop a mentorship program that encompasses all job positions with emphasis on new hires with a goal-oriented feedback system as a means to develop strong relationships within an organization.	3, 5, 9	Campus Administration	Mentor/Buddy List			
5) Train instructional personnel in communication skills, classroom management skills, and innovative technology	4	High School Principal, Technology Committee, Librarian	Implementation of training in lessons and activities			
						

Goal 5: Qualified and highly effective personnel will be recruited, developed, and retained, via a highly qualified recruitment plan.

Performance Objective 2: Retain, support and assist 100% of the personnel who have been employed with the district.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Develop and implement positive morale through support programs, mentorship, effective communication, employee input and recognition in order to foster a healthy work environment. (SP 2.2.1)	3, 5	Campus Administration	Mentor/Buddy Program, Climate Survey, Teacher/Staff Appreciation Activities, and Recognition Events			
2) Continue the implementation of the Texas Teacher Evaluation and Support System (T-TESS) as our approved instrument for evaluating and supporting teachers.		Board Approved Appraisers	T-TESS Evaluations, T-TESS Reports, and Eduphoria Appraise			
3) Establish procedures to review data from staff development sessions in effort to assess its effectiveness and plan for intentional and relevant future trainings.	1	Administrators	Evaluations Received; Comprehensives Needs Assessment			
4) Train personnel on needs of special populations such as ESL, special education, and at-risk students.	4, 9	High School Principal, ESL Strategist	Training Rosters			
5) Continue training all staff on Rigor, Relevance and relationships in addition to student engagement activities.	4	Administration	Increased in Rigorous lessons and relevant activities, walk-throughs, surveys, T-TESS evaluations, sign-in sheets			
						

Goal 5: Qualified and highly effective personnel will be recruited, developed, and retained, via a highly qualified recruitment plan.

Performance Objective 3: Evaluate the quality of teachers and paraprofessionals in the district to determine 100% compliance with Title I requirements (Every Student Succeeds Act - ESSA).

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Monitor staff for appropriate state licensures and certifications standards.	3, 5	Principal	Every Student Succeeds Act (ESSA)			
						

Goal 6: Sharyland students will demonstrate exemplary performance in comparison to local, state, and national standards.

Performance Objective 1: Achieve a 90% passing rate on state accountability scores.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Train all professional and instructional staff on highly engaged classroom strategies.	4, 10	Asst. Superintendent of Curriculum and Instruction, campus administration	Sign-in sheets, agendas, walk-through data, T-TESS observations			
Funding Sources: 191 - High School Allotment - \$30000.00						
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> 2) Analyze test results from prior years to adjust the delivery of curriculum and instruction to meet the needs of all students and identified special needs students	1, 2, 8, 9	Asst. Superintendent of C&I, ESL Coordinator, Federal Programs Director, ARE Director, Special Ed Director Campus Administration, Teachers	STAAR results, retention rates, failure rates, AWARE reports, Comprehensive Needs Assessment			
3) Provide resources and opportunities to ensure TEKS/STAAR/EOC alignment and increase student academic performance on state mandated assessments.	8	Dean of Instruction, High School Asst. Principal, High School Principal	Copy of Correlation, Resources provided			
<p>State System Safeguard Strategy</p> 4) Utilize on-line STAAR/EOC tutorial programs to differentiate instruction in all core areas.	8	Dean of Instruction, Teachers	Log of Program Use			
5) Continue implementation of the Plan of Action for Core Areas, ELL, and Special Education.	2	Administrators, Dean of Instruction, Math Chair, Science Chair, ELA Chair, Social Studies Chair	Documentation of Progress			
6) Continue implementation of the "No Pass, No Work Block" policy for senior students who have not passed all parts of the EOC.		Administrators, Counselor(s)	Grade Checks Every Three Weeks			
7) Target students for STAAR/EOC remedial classes	2	Counselor(s), High School Principal	Class Rosters			

8) Continue to hire qualified college students as tutors to provide assistance to English, Math and Science teachers, in the Academic Support Lab, and after school tutoring program.	9	Administration, Dean of Instruction	Rosters of Students Serviced			
9) Provide Saturday and after school STAAR/EOC tutorials.	3, 9	Dean of Instruction	Rosters of Students Attending			
10) Increase participation in Education Foundation Grants to enhance student learning beyond TEKS objectives.	10	Teachers, Support Staff	Grants awarded			
11) Continue benchmarks, semester exams that are aligned to the state blueprints in the four core content areas.	8	Campus administration, Teachers	benchmark and exam data			
12) Increase number of students achieving Level III performance on STAAR/EOC and top 25% in state accountability reports.	2, 3	Campus Administration, TEachers	Number of students receiving advanced levels will increase by 5% in STAAR results.			

Goal 6: Sharyland students will demonstrate exemplary performance in comparison to local, state, and national standards.

Performance Objective 2: Increase the number of students achieving state standards on SAT, ACT, TSI and End-of-Course examinations by 10%.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

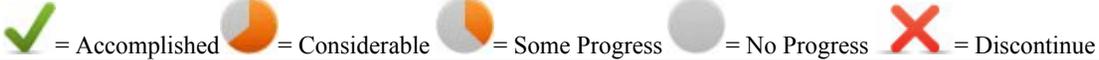
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Administer EOC benchmark and semester exams in 4 core areas to track students' academic progress allowing a time to evaluate, plan, and utilize data.	2, 3, 8	Testing Coordinator, Campus Administration, Teachers	EOC results, semester exam results, and benchmark results			
Funding Sources: 199 - General Funds - \$4000.00						
2) Implement Test Prep Program for SAT/ACT/TSI during class time to increase number of students meeting or exceeding state criterion on ACT, TSI and SAT.	2, 8	Campus Administration, Counselors	student results and participation, accountability distinctions			
3) Implement HB5 College Prep Courses	2	Campus Administration, Counselors	student participation, test results			
						

Goal 7: Schools will provide a safe and secure learning environment for staff and all students.

Performance Objective 1: An effective student management framework will be developed to emphasize Positive Behavior Interventions and Support (PBIS) in order to reduce behavior incidents by 5%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

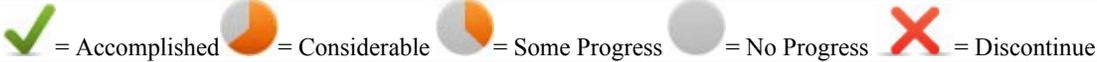
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Track discipline data quarterly to analyze discipline events and removal actions.	2	Principals, Assistant Principals, and Counselors	5% decrease on PEIMS 425 Records, Campus Discipline reports			
2) Provide presentations, staff development and resources to campuses, district, and community to more effectively address identified student safety areas such as: violence prevention/intervention, bullying/cyber bullying, improved parent/child communication, student support through individual/ small group counseling, misuse of internet/technology resources and dating violence.	4, 6	Special Education Director, Principals, Assistant Principals, LSSP, and Counselors	Brochures, Calendar of Events, and Sign-In Sheets			
3) Track discipline data quarterly to analyze discipline events and evaluate actions to strategically monitor discipline referral of special education students.	1	Principals, Assistant Principals, and Counselors	5% decrease on PEIMS 425 Records, Campus Discipline reports, Comprehensive Needs Assessment			
						

Goal 7: Schools will provide a safe and secure learning environment for staff and all students.

Performance Objective 2: Reduce the involvement of students in gang related activities and drug use by 5% as measured by district discipline reports.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide information and presentations to campuses that support use of Sharyland ISD safe schools initiatives, including topics such as: gang intervention, tobacco use, drug use, alcohol use and steroid use.	2, 4	Superintendent of C&I, Principals, Assistant Principals, Counselors and Athletic Director	Brochure, Sign In Sheets, and PEIMS 425 Report			
				Funding Sources: 199 - General Funds - \$5000.00		
2) Develop and implement strategies for drug awareness and prevention designed to create environments and conditions that support behavioral health and the ability of students to withstand challenges. (SP 3.2.1)		Counselors	Drug and alcohol prevention programs Presentations for students by guest speakers			
3) Develop partnerships with external service organizations for students diagnosed with substance abuse to live productive lives in the community. (SP 3.2.2)		Counselors SHAC committee	Drug and alcohol prevention programs Presentations for students by guest speakers SHAC meeting sign in sheets			
						

Goal 7: Schools will provide a safe and secure learning environment for staff and all students.

Performance Objective 3: Create and maintain an environment which supports a positive, physical, emotional well-being for students & staff by reducing incident reports by 5% as measured by district reports.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Review and update safety procedures by providing training to all staff	2, 4	Director of Facilities/Risk Management, Principals, Assistant Principals and Counselors	Parent Letters, Updated Student/Parent Handbook, and Sign-In Sheets			
2) Develop and practice an all-hazards emergency plan in all facilities including but not limited to: fire, lock-down, severe weather and bomb threat drills.	2, 4	Director of Facilities/Risk Management, Principals, Assistant Principals and Counselors	Parent Letters, Revision of Student/Parent Handbook, Parent Letters, Sign-In Sheets and monthly drill reports			
3) Create and maintain an environment which supports positive physical, emotional, health, and social well-being for students and staff	2, 4	Director of Facilities/Risk Management, Director of Child Nutrition, Athletic Director, Principals, Assistant Principals, Nurses, Counselors, LSSP, and Coaches	Sign-In Sheets, District Menus, District Incident Reports, Health Reports, Brochures, and Campus activities			
4) Establish a comprehensive support system in alignment with the district code of conduct in order to foster academic integrity for all Sharyland ISD students. (SP 3.3.1)		Executive Director of Human Resources, Principals	Academic integrity addressed in student code of conduct			
5) Establish a comprehensive support system in alignment with the district code of conduct in order to foster social integrity for all Sharyland ISD students. (SP 3.3.2)		Superintendent Principals Counselors	Discipline reports			

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 7: Schools will provide a safe and secure learning environment for staff and all students.

Performance Objective 4: Increase student, staff, and parents satisfaction rate by 5% by offering awareness of mental health interventions.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Continue efforts to support campuses pertaining to: Suicide Prevention, Mental Health, Sexual Abuse, Sexual Harassment.	2, 4	Federal Programs Director, Principals, Assistant Principals, LSSPs, and Counselors	Sign-In Sheets, Agendas, Brochures, Presentations, Parent Surveys			
				Funding Sources: 199 - General Funds - \$2500.00		
						

Goal 7: Schools will provide a safe and secure learning environment for staff and all students.

Performance Objective 5: Increase communications with parents and community members by utilizing multiple communication methods to address discipline matters.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide and offer support through counseling services	2, 4	Principals, Counselors, Grant Counselors and LSSP's	Sign-In Sheets, Agendas, Brochures, and Presentations			
2) Provide teachers with multiple methods for communicating with parents: District/Campus websites, Automotive call system (Skylert), Parent Email address, Family Access, Striking News, Rattler Parent Connect Meetings, Parent Meetings (Federal/Special Education), Parent Portal, Letters and Brochures.	2, 4, 6	Director of Technology, Directors for C & I, Principals LSSP's, and Counselors	Sign-In Sheets, Agendas, Brochures, and Presentations			
						

Goal 8: Sharyland ISD will create a plan to maximize revenues and prioritize expenditures.

Performance Objective 1: Create a plan to increase available revenues by 3% and prioritize expenditures.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Capitalize on federal, state and local resources. (SP 5.1.1)		Campus administrative team	Enrollment and refined ADA CTE Offerings Tax revenue Grants Number of free and reduced lunch applications			
2) Establish new revenue streams at district and campus level. (SP 5.1.2)		Campus administrative team	Enrollment and refined ADA Fundraising Advertising Alumni contributions			
3) Reduce operational expenses by implementing practices that maximize use of district resources. (SP 5.2.1)		Campus administrative team	Reduced energy use Staffing guidelines			
4) Create an optimal academic structure that maximizes district and campus resources. (SP 5.2.2)		Campus administrative team	Budget benchmarks Employee attendance Student enrollment Staffing guidelines			
						

Goal 9: Technology will be implemented and used to increase effectiveness of student learning, instructional management, staff development, and administration.

Performance Objective 1: Campus will implement technology integration strategies to better meet the instructional needs of teachers and the learning needs of all students.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Use the Texas Teacher Star Chart as the official yearly survey instrument.		Technology Committee	Completed Star Charts			
2) Provide campus based small group, hands-on training to all staff, professional, administrative and instructional personnel to include weekly campus planning.	4	Campus Technology Reps., High School Principal, Technology Reps.	Training Rosters			
3) Increase the use of technology in the classroom by providing differentiated teacher training focused on specific content for beginner, intermediate and advanced groups.	4	Campus Technology Reps	Training Rosters			
4) Develop and implement training and support programs for all students, staff and parents that targets digital citizenship. (SP 3.1.1)		Instructional Software Specialist, Asst. Superintendent of Curriculum, Parental Engagement Coordinator, Director of Technology	Workshop sign in, parent classes sign in sheets, Learning.com reports			
5) Use various software to enrich students' learning.	2, 9	Principals, Teachers, Lab Managers, Technology Director, Assistant Sup for C&I, Math strategist, ELA strategists, Director of Elementary Curriculum, Director of Secondary Curriculum	Campus Evaluation of Programs, Usage Reports			

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 9: Technology will be implemented and used to increase effectiveness of student learning, instructional management, staff development, and administration.

Performance Objective 2: Improve Student/Parent technology awareness.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide student driven access to technology.		Librarian, Teachers	Student Technology Use			
2) Provide Student/Parent controlled access to web site and secured individual records in real-time with supporting campus based family training.		Technology Committee	Current Website			
3) Maintain 90% or more of each graduating class successfully completing at least one technology/computer course.		Administration, Counselor(s)	Class Rosters, 90% Completion			
4) Encourage participation in state or locally articulated courses.		Administration, Counselor(s)	Certificates on File			
5) Encourage participation in BYOD to enhance student learning under teacher direction and supervision.	4	Administration, Teachers	Lesson Plans			
6) Provide internal support at the campus to promote maximum utilization of Google Aps for Education Tools (SP 4.2.2)		Instructional Software Specialist, Director of Technology, Network Services, Computer Services, Campus Tech Reps	Video usage tracking data, individual learning plans (TTESS), evidence of use via increase in student products created through technology usage			
						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
2	2	2	Provide varied supplemental web-based resources for to aid in mastery of EOC tests.
2	2	3	Review course offerings, student course requests to ensure selected courses meet the curricular needs of the student.
2	2	4	Place an added focus on reading, speaking, writing, listening in all content areas utilizing the ELPS.
2	2	5	Continue implementing language support courses for ELL's.
2	2	6	Monitor graduation plans and state testing requirements of ELL's and special education students to ensure continued academic support.
2	3	4	Continue Academic Support Lab to intentionally target students in need of academic assistance and incorporate reading/writing web-based support programs
2	3	7	Identify students by grade level to evaluate low performance level indicators and develop strategies that increase student performance.
4	1	2	Utilize instructional strategies to differentiate for special program populations. (SP 1.1.1)
4	1	3	Evaluate mini-assessment and benchmark tests in core content areas to adjust instruction. (SP 1.1.1)
4	1	5	Increase STAAR Reading met standard percentages of ELL's (60%), Economically Disadvantaged (75%), and Special Education (60%)
4	1	6	Increase STAAR Math met standard percentages of ELL's (85%), Economically Disadvantaged (87%), and Special Education (60%)
4	1	8	Increase STAAR Social Studies met standard percentages of ELL's (78%), Economically Disadvantaged (90%), and Special Education (60%)
4	1	9	Use available software to provide additional support in core content areas. (SP 1.1.1)
4	1	10	Use available software to provide additional support in core content areas.
4	2	1	Provide curriculum based professional development that is relevant, effective and ongoing. (SP 1.1.1)
4	2	6	Continue to implement Writing Across the Curriculum (WAC) for all content areas.
6	1	2	Analyze test results from prior years to adjust the delivery of curriculum and instruction to meet the needs of all students and identified special needs students
6	1	4	Utilize on-line STAAR/EOC tutorial programs to differentiate instruction in all core areas.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
6	1	2	Analyze test results from prior years to adjust the delivery of curriculum and instruction to meet the needs of all students and identified special needs students

Title I

Schoolwide Program Plan

Sharyland High School has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title 1.

The six steps that our campus follows include:

1. Establishing and training our site-based planning team;
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources and gathering the data;
5. Analyzing the data;
6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback.

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Sharyland High School has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data and in collaboration with teacher leaders and others. Root causes were identified, written as needs and reported to the site-based planning team. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are supported by scientifically-based research. Identify how each activity in our school strengthens the core academic program.
2. Identify scientifically-based research programs that increase the amount and quality of learning time.
3. Review the master schedule to identify opportunities for extended learning time.
4. Investigate how manipulatives are used in the various core areas.
5. Identify programs within our school that address enriched and accelerated curriculum issues.
6. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

Writing Tip: These six activities serve as examples only. There are many effective strategies that can be used as schoolwide reform strategies. Also, there is no requirement stating how many reform strategies are needed.

3: Instruction by highly qualified professional teachers

Instruction by highly qualified professional teachers is an important component of our schoolwide plan. Procedures in use at Sharyland High School to ensure that instruction is provided by highly qualified teachers include:

1. Provide time off for high-quality professional development.
2. Provide an effective mentoring system.
3. Assign teachers for a "best-fit" of their strengths.
4. Provide professional development for existing programs prior to new school year for new staff or those wanting refreshers.
5. Monitor effectiveness of teachers by frequent walk-throughs.
6. Provide time for teachers to observe master teachers in the classroom.
7. Provide training and opportunities for collaboration in looking at formative and summative student achievement data.
8. Implement strategies to provide clear lines of communication between teachers and administrators.

Writing Tip: Again, these serve as examples only. There are many effective strategies that can be used for highly qualified teacher's strategies. Also, there is no requirement stating how many strategies are needed.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Sharyland High utilizes high-quality and ongoing professional development to ensure teachers are equipped to face the challenge of helping students meet the state's academic achievement standards. Procedures include:

1. Select the professional development that meet the needs of all principals, teachers, paraprofessionals, parents, and others, as appropriate.
2. Provide opportunities for all staff to obtain training in programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.

4. Allow teachers to attend professional developments throughout the year on content areas specific to teacher's assignment.
5. Provide blocks of time during and after school for collaborative meetings or planning time across grade levels and content areas.

5: Strategies to attract highly qualified teachers

The campus follows district procedures for recruiting and attracting highly qualified teachers. Please refer to the highly qualified teacher document located in the addendums for this plan.

6: Strategies to increase parental involvement

Our campus understands that parental involvement is a major key to students' success. Three years ago, we hired a Parent Coordinator and we are seeing significant improvement in parental involvement. One key action that is led by the Parent Coordinator is the implementation of a special parent advisory team. The composition of this parent team is quite varied and as we make plans for parental involvement, we bring our ideas to this parent team for feedback. The parent team has been charged to think about how the ideas/activities/projects impact their busy home lives and then they provide their opinions about successful implementation. This helps us make better decisions about how to increase parental involvement and obtain higher levels of parent participation.

Please customize for your campus.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

The campus recognizes and emphasizes the value of creating a coherent and seamless educational program for at-risk students. Our campus does not currently have an early childhood program; however, when new students enroll, we make sure that we identify any preschool siblings so that we can share information about the early childhood programs in the district. It is important that the academic achievement of every preschool student is closely monitored. Because the early childhood programs provide a foundation for later academic success, we work hard to be sure that our parents know what options are available for them and for neighborhood children who might not have older siblings in school.

Although this component primarily addresses transitions to elementary from early childhood, Sharyland High spends time reviewing activities at all critical transition points to ensure the implementation of a coherent and seamless education program.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

In addition to STAAR results, teachers receive current and ongoing assessment data that describe student achievement. The data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The campus provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade level is included in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic assessments and the overall instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Each grade level identifies individual students who need additional learning time to meet standards. The teachers then provide those students with timely, additional assistance that is tailored to their needs. The assistance and support looks different at each grade level; however, it is always available to all students in the school who need it.

10: Coordination and integration of federal, state and local services and programs

Because we are a schoolwide Title 1 campus, we have flexibility to integrate services and programs with the aim of upgrading our entire educational program and helping all students reach proficient and advanced levels of achievement. In addition, through our improvement planning and budgeting process, we are able to combine most Federal, State and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title 1 program for the purpose of increasing student achievement.

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Carolyn Mendiola	Principal
Classroom Teacher	Ron Adame	Teacher
Classroom Teacher	Robert Barbosa	Teacher
Classroom Teacher	Matthew Flores	Teacher
Classroom Teacher	Marcelino De la fuente	Teacher
Classroom Teacher	Amanda Medina	Teacher
Classroom Teacher	Irene Morin	Teacher
Classroom Teacher	Roxanna Ramos	Teacher
Classroom Teacher	Carmen Reyna	Teacher
Classroom Teacher	Stephanie Sala	Teacher
Classroom Teacher	Maria Squibb	Teacher
District-level Professional	Pamela Montalvo	Asst. Supt. for Curr. & Inst.
District-level Professional	Yoelia Nava	CTE Director
Non-classroom Professional	Marifina Gonzalez	Assitant Principal
Non-classroom Professional	Lina Cantu Cruz	ESL Strategist
Non-classroom Professional	Nicole Cruz	Librarian
Non-classroom Professional	Jennifer Martinez	Dean of Instruction
Non-classroom Professional	Delilah Rodriguez	Head Counselor
Parent	Jill Klein	Parent
Parent	Megan Sullivan	Parent, Special Pops

Campus Funding Summary

191 - High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$2,000.00
2	2	2			\$5,000.00
2	3	4			\$4,000.00
2	4	3			\$5,000.00
2	4	4			\$34,000.00
3	1	4			\$15,000.00
3	1	6			\$2,000.00
4	1	9			\$4,000.00
4	1	10			\$4,000.00
4	2	1			\$30,000.00
4	3	4			\$2,000.00
4	3	10			\$2,000.00
6	1	1			\$30,000.00
Sub-Total					\$139,000.00
199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6			\$300.00
3	1	6	Counselors Fund: 199,244; Go Center		\$0.00
3	1	6			\$5,000.00
4	3	2			\$2,500.00
4	3	5			\$350,000.00
4	3	6			\$18,000.00
4	3	8			\$1,000.00
4	3	11			\$1,500.00

4	5	1	Curriculum Writing		\$0.00
4	5	2	Pre-Registration Packets, Career Fair/Flyersv		\$0.00
4	5	3	ATC Certificates, STC/UTRGV		\$0.00
4	5	4	Articulation Agreements		\$0.00
6	2	1			\$4,000.00
7	2	1			\$5,000.00
7	4	1			\$2,500.00
Sub-Total					\$389,800.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$796.00
2	1	4			\$11,000.00
2	2	2			\$3,000.00
2	3	4			\$3,000.00
4	1	9			\$3,000.00
4	1	10			\$3,000.00
Sub-Total					\$23,796.00

212 - Title 1, Part C

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	1	Computers, Tutors, Report Cards, PFS Reports and transcripts		\$0.00
2	6	2	PFS Reports, Teen College, MUSE		\$0.00
2	6	3	Fund:212		\$0.00
2	6	4	Transportation for college trips, campus chaperones, volunteers, field trips.		\$0.00
2	6	5	School supplies, iPads, Computers, graphing calculators		\$0.00
2	6	6	Home visits, posters, community events.		\$0.00
2	6	7	Project SMART, STC, UTRGV		\$0.00

2	6	8	Migrant Funds, Presenters, College Visits, FAFSA assistance, ACT/SAT boot camp, Migrant Camp Program.		\$0.00
2	6	9	Presenters, College Visits, FAFSA assistance, ACT/SAT boot camp, Migrant Camp Program		\$0.00
2	6	10	HEP, GED, UTRGV, Region One, Texas Work Force		\$0.00
2	7	1	PFS Report, Campus, Staff Parents		\$3,000.00
2	7	2	NGS Report, AWARE Reports, Skyward/Progress Reports, MSIX		\$3,000.00
2	7	3	NGS Reports, Counselors		\$0.00
2	7	4	Counselors, Teachers, Parents, Community Liaison		\$500.00
2	7	5	PFS Reports, Budget Reports		\$2,000.00
2	7	6	Social Services, Community Services, Work Force Solutions, Region One, Migrant Counselors, Elementary Counselors		\$2,000.00
2	7	7	HEP (UTRGV), Migrant Funds, Region One		\$1,500.00
Sub-Total					\$12,000.00
244 - Career & Technical - Basic Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6	Counselors Fund: 199,244; Go Center		\$7,000.00
4	3	6			\$8,000.00
Sub-Total					\$15,000.00
397- AP Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	3			\$1,000.00
Sub-Total					\$1,000.00
Grand Total					\$580,596.00