

# Socorro Independent School District

## Pebble Hills High School

### 2018-2019 Campus Improvement Plan

**Accountability Rating: Met Standard**

#### **Distinction Designations:**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Mathematics  
Academic Achievement in Social Studies  
Top 25 Percent: Comparative Academic Growth  
Top 25 Percent: Comparative Closing the Gaps  
Postsecondary Readiness



**Board Approval Date:** August 21, 2018  
**Public Presentation Date:** August 21, 2018

# Mission Statement

## Mission Statement

Within a respectful, safe, and supportive environment, Pebble Hills High School will foster relevant, rigorous, and blended learning opportunities built on inspiring, impactful relationships with high expectations to prepare all students to excel and positively contribute to an evolving global society.

# Vision

## Vision

Tomorrow's Leaders Learning Today

# Board Members and Superintendent

## Board of Trustees

Cynthia Ann Najera, President  
Angelica Rodriguez, Vice President  
Antonio "Tony" Ayub, Secretary  
Hector F. Gonzalez, Trustee  
Gary Gandara, Trustee  
Paul Guerra, Trustee  
Michael Anthony Najera, Trustee

## Superintendent of Schools

José Espinoza, Ed.D.

# Table of Contents

Comprehensive Needs Assessment .....	5
Demographics .....	5
Student Academic Achievement .....	7
School Processes & Programs .....	9
Perceptions .....	11
Comprehensive Needs Assessment Data Documentation .....	14
Goals .....	15
Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority. ....	14
Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice. ....	18
Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready. ....	28
Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information. ....	31
Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level. ....	34
Comprehensive Support Strategies .....	38
State Compensatory .....	40
Personnel for Pebble Hills High School: .....	40
Title I Schoolwide Element Personnel .....	41
2018-2019 Campus Improvement Team .....	42
Campus Funding Summary .....	43

# Comprehensive Needs Assessment

Revised/Approved: May 07, 2015

## Demographics

### Demographics Summary

The campus serves predominantly middle class families on the Far East side of El Paso, TX. Pebble Hills High school has served a population of approximately 5.20 % African-American, 5.08% White, and 87.11% Hispanic and an Economically Disadvantaged rate of 61.6%. The staff population distribution is

3.3% African-American, 22.5% Anglo, and 74.3% Hispanic, with a gender distribution of 41.6% male and 58.4% female.

Population

9th -585

10th -603

11th - 615

12th - 640

### Demographics Strengths

Demographics Strengths

Student attendance rate is 94.37%.

263 ELL's are served by PHS

171 students are in the G&T program

161 students receive special education services

Students are academically supported throughout the school year in the following ways.

- \* AVID
- \* Spartan Success Tutoring Center
- \* After School Tutoring
- \* Saturday Tutoring camps
- \* PLATO
- \* SCE Pullout Interventions
- \* Fall, Spring and Summer Intersession Camps

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** ELL students are not performing at the same level as their peers. **Root Cause:** PHHS needs to incorporate and train on SIOP strategies.

**Problem Statement 2:** SPED students are not performing at the same level as their peers. **Root Cause:** Root Cause: PHHS needs more training in the area of the co-teach models. PHHS needs to improve the delivery of the content in co-teach settings.

# Student Academic Achievement

## Student Academic Achievement Summary

The goal at Pebble Hills High School is to increase student performance in all assessed areas to ensure students will be college and career ready upon graduation. In place to help us reach our goal currently is Advanced Placement classes, Dual Credit, Dual Enrollment, Pre-Advanced Placement classes, Advancement Via Individual Determination Program (AVID), Read 180, Plato, Gifted and Talented program, Special Education, and 504 programs. All academics

are monitored through house teams comprised of a teacher from each of the four core subjects, Math, English, Social Studies, and Science. Each student is assigned to a house team. The teams meets as needed to monitor their students' progress, design interventions, and meet with parents.

Pebble Hills High School is a DNA campus, technology is used to facilitate most instruction and projects on and off campus. This is accomplished by having an open Wi-Fi for students to use their personal electronic devices for instructional purposes and portable hot spots have been purchased to help students who do not have access to Internet from home.

## Student Academic Achievement Strengths

Our goals for the End of Course are to increase in each area by the following increments: For the 2018-2019 school year, the percentage of students who pass the STAAR English I and II EOC will increase from 70% to 80%.

For the 2018-2019 school year, the percentage of students who pass the STAAR Algebra I EOC will increase from 92.7% to 95%.

For the 2018-2019 school year, the percentage of students who pass the STAAR Biology EOC will increase from 88.5% to 90%.

For the 2018-2019 school year, the percentage of students who pass the STAAR US History EOC will increase from 94.4% to 96%.

PHHS has significantly reduced the number of students with LOC and has increased in the number of students who regained credit through the LOC recovery labs

held on Saturdays, after school and before school.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** EOC Scores for English I for SPED students decreased from the previous year. Percent approaching grade level decreased from 21.8% to 14.9%. **Root Cause:** The English exam was structured differently from previous exams. Reliance on the exams layout may have affected how students pace themselves when taking the exam.

**Problem Statement 2:** EOC Scores for English I decreased from the previous school year. Percent approaches grade level decreased 4.5% and Percent meets grade dropped .7%. **Root Cause:** The English exam was structured differently from previous exams. Reliance on the exams layout may have affected how students pace themselves when taking the exam.

**Problem Statement 3:** EOC scores for US History for SPED students fell below the district average. The district percent approaching grade level was 64.7% compared to Pebble Hills High school at 60 % compared to PHHS at 62.5%. **Root Cause:** This is the first year PHHS has given the US History exam and lack of experience and strategies was a factor of the low percentage.

**Problem Statement 4:** In 2018, only 32% of PHHS ELL students met the standard in English I and English II as compared to 53.4% in Biology and 77.6% in Algebra I. **Root Cause:** PHHS has a young staff and most teachers are not trained in SIOP strategies. English, unlike math and science is not as visual and SIOP strategies needs to be implement.

**Problem Statement 5:** In 2018, only 14.5% of PHHS students met the standard in English I and 2 compared to 47% in Biology, 64% U.S. History and 46% in Algebra. **Root Cause:** Special Education teachers do not have a common planning time with he general educations teachers and are lacking in the co-teach model staff development training.



# School Processes & Programs

## School Processes & Programs Summary

Pebble Hills High school will increase the number of advanced academic class for students in several content areas. Teachers will be provided time each week

to work as a content team and a house team to provide well structured lessons as well as interventions. Common assessments will be administered every 3 and 9 weeks. This data, along with district benchmark data, will be used to determine student needs. Prescriptive tutoring sessions, fall, spring, and summer intersession will be provided for students for enrichment and remediation. A nine weeks planning calendar will be developed by the SCE and teachers so that they are aware of their intervention days, faculty meetings, SIT meetings, as well as other important events. SCE coaches assist with the at-risk population

by planning, pulling small groups and organizing interventions. SCE provide morning and afternoon tutorials, pulls outs during the day and Saturday camps.

Based on the 2016/2017 TAPR report, PHHS consisted of a diverse staff that consisted of 3.3% African-American, 22.5% Anglo, 0% Asian, 74.3%

Hispanic, 58.4% male and 41.6% female. The majority of the staff possess 1-5 years of teaching experience. Pebble Hills High School will continue to recruit the most highly qualified staff in their designated teaching area. All teachers will receive campus staff development through PLCs twice weekly to focus on student needs, learning strategies, and best teaching practices. Staff development will also be provided during the districts monthly half day sessions. Teachers will receive additional trainings through attendance at district and other conferences (locally and out of town). In additions, teachers will continue to receive training in Pre-AP, Advanced Placement, AVID, SIOP, Co-teaching, Differentiated instruction, and PLC's.

## School Processes & Programs Strengths

Tutoring programs that are offered before school, after school, Saturday's, during intersession and during school.

The Spartans Intervention Center services programs for students requiring additional assistance.

Students are provided with the opportunity to take the TSI, AP, ACT, PSAT, and SAT exams and perform at college ready levels.

In accordance with House Bill 5 students are provided with the opportunity to participate in the SPARTA Business Academy, advanced academics and AVID. Support for teachers is provided via SCEI Coaches, the instructional specialist at the DSC, and administration.

PLC's provide a forum in which teachers review data, identify at risk populations, collaborate the use of instructional practices and mini professional development. Technology training was provided to familiarize teachers with various apps to implement in the classroom.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Data needs to be used less as a ranking and more of a prescriptive intervention piece. **Root Cause:** At the high school level individual prescriptive intervention does not seem obtainable by most teachers.

**Problem Statement 2:** Students do not attend tutoring as requested and often support from home requiring the student to attend is not given. **Root Cause:** Stack-holders need to find the value of tutorials and the time needed for the additional support.

# Perceptions

## Perceptions Summary

Pebble Hills High School will ensure a safe and supportive learning school environment for students, staff, parents, and community members by implementing district and campus initiatives to address safety concerns and keeping safety as top priority.

Pebble Hills High School has incorporated the Character Counts Program and the different student committees will be implementing a "Yes, you can sit here"

theme and philosophy.

Pebble Hills High School will continue to improve parental/community involvement by creating effective home-to-school communication and increasing family learning opportunities. We will increase the opportunities for parents to participate and be active to the events and culture of PHHS. Pebble Hills High School will increase participation from the community and hold by-monthly SIT committee meetings. The parent liaison will continue to provide family framework twice a month and hold sessions for parents and community members to receive information regarding our Student Support Plan (School Wide Interventions), high school requirements and college and career opportunities provided throughout the school year. In addition, the parents of our new ninth graders will receive a comprehensive freshmen orientation to addresses: scheduling, EOC exams, counseling services, extracurricular and co-curricular activities and tutoring opportunities.

All faculty, staff and students are given an original ID free of charge and must wear them at all times in order to easily be identified. All teachers take an active

part in monitoring and are assigned specific areas during morning duty, class period transitions and after school. PHHS also utilizes cameras to constantly monitor

activities.

Areas that need to be addressed are the consistency in which the students wear their ID's, although this is monitored the school is large and several students each

day get by without having an ID. The biggest issue is that we have classrooms outside the main building and often door security is compromised by rocks used

to prop them open and students opening locked doors for their peers.

### **Perceptions Strengths**

Visitors are required to sign in and must have identification, a hall pass will be issued.

All visitors will enter through the main entrance doors. Students do have to transition between buildings however the doors used will be monitored when unlocked throughout the day.

Signage is posted throughout the campus redirecting visitors to the main entrance.

OLWEUS is a committee comprised of one stakeholder from each department as well as a student, and community members. This committee is designed to raise awareness against bullying.

Monthly fire drills take place as well as other safety drills.

All faculty, staff and students are given an original ID free of charge and must wear them at all times in order to easily be identified. All teachers take an active

part in monitoring and are assigned specific areas during morning duty, class period transitions and after school. PHHS also utilizes cameras to constantly monitor

activities.

Areas that need to be addressed are the consistency in which the students wear their ID's, although this is monitored the school is large and several students each

day get by without having an ID. The biggest issue is that we have classrooms outside the main building and often door security is compromised by rocks used

to prop them open and students opening locked doors for their peers.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Parents need to have more opportunity to become aware of the resources provided to them to monitor their students progress and attendance. **Root Cause:** More training opportunities need to be provided to expose parents to the resources the district has made available.

**Problem Statement 2:** Parents need to be given more opportunity to interact with the high school. **Root Cause:** The school is rapidly growing; parent liaison and CIS worker have to adjust to bigger numbers of students/parents.

**Problem Statement 3:** Parents need overall be more involved at PHHS. **Root Cause:** The parent liason was new to the campus and had just begun building relationships and builing the program.

**Problem Statement 4:** Monitoring of the doors used by student who move from from building to the other is an ongoing safety concern. **Root Cause:** Students placing rocks and other objects to hold the doors open. We have a shortage of monitors to watch these doors.

# Comprehensive Needs Assessment Data Documentation

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

# Goals



Revised/Approved: August 21, 2018








**Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.**

**Performance Objective 1:** Pebble Hills High School, for the 2018-2019 school year, will fulfill 100% of the requirements for the safety audits and safety drills.

**Evaluation Data Source(s) 1:** The EOC committee will audit the campus binder to assure that 100% of the requirements for the safety audits and safety drills has been fulfilled.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Administrative team will meet weekly to receive updates regarding district safety initiatives, to be advised of audit time lines, and to coordinate and plan mandatory drills. Information regarding safety will be shared during faculty meetings so that all campus faculty and staff are aware of initiatives and drills. Relevant materials will be made available to faculty members in the course of training.</p>	2.4, 2.6	EOC committee, administration, security and monitors.	EOC binder and sign in sheets.	 66%	 80%	

<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6</p> <p>2) Pebble Hills High School campus safety officer will monitor all drills are met on a monthly basis and feedback forms will be collected and reflections will be made.</p>	2.4, 2.6	EOC committee, administration, security and monitors.	EOC binder and sign in sheets. Safe school environment with a reduction in school safety issues or incidents.			
<p>3) 100% of staff and students will be required to wear a picture ID and have it displayed at all times to increase student and staff safety.</p>	2.4, 2.6	Administration, SRO's, teachers and security.	Id's will be visible at all times.			
<b>Funding Sources:</b> 199 - General - 3000.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						



**Goal 1:** SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

**Performance Objective 2:** For the 2018-2019 school year, Pebble Hills High school will continue practicing drills and procedures to ensure 100% of stakeholders feel safe at school.

**Evaluation Data Source(s) 2:** All students, staff and parents feels safe when at Pebble Hills High School.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) All campus visitors will report to the front office to check in and out.		Office staff, security and administration.	100% of campus visitors will have a badge and 100% of the visitors destinations will be monitored.			
<b>Funding Sources:</b> 199 - General - 0.00						
= Accomplished                = No Progress                = Discontinue						

# Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 1:** For the 2018-2019 school year, the campus percentage of students that meet standard on the state assessment in English I and II will improve from 70% to 80%.

**Evaluation Data Source(s) 1:** Student state assessment data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Comprehensive Support Strategy</b> 1) Provide targeted assistance, supplemental support, and intervention for all At-Risk students to increase student passing rates in all content areas.	2.4, 2.5, 2.6	Principal, Assistant Principals, State Compensatory Education Intervention Coaches	Increased assessment scores.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 13820.00					
<b>Comprehensive Support Strategy</b> 2) Pebble Hills High School will provide resources in after school support, select Saturday sessions, and intersession for students in all subgroups who have not met standard in English I and II.	2.4, 2.5, 2.6	Principal, Assistant Principals, State Compensatory Education Intervention Coaches	Increased assessment scores.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 20000.00					
= Accomplished                           = No Progress                           = Discontinue						

**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 2:** For the 2018-2019 school year, the campus percentage of students that meet standard on the state assessment in Algebra will improve from 92% to 95%.

**Evaluation Data Source(s) 2:** Student state assessment data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Comprehensive Support Strategy</b> 1) Provide targeted assistance, supplemental support, and intervention for all At-Risk students to increase student passing rates in all content areas.	2.4, 2.5, 2.6	Principal, Assistant Principals, State Compensatory Education Intervention Coaches and teachers.	Increased assessment scores.			
				<b>Funding Sources:</b> 211 - Title I, Part A - 35000.00		
<b>Comprehensive Support Strategy</b> 2) Pebble Hills High School will provide resources in after school support, select Saturday sessions, and intersession for students in all subgroups who have not met standard in Algebra I.	2.4, 2.5, 2.6	Principal, Assistant Principals, State Compensatory Education Intervention Coaches and teachers.	Increased assessment scores.			
				<b>Funding Sources:</b> 211 - Title I, Part A - 80000.00		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished                 </div> <div style="text-align: center;">  = No Progress                 </div> <div style="text-align: center;">  = Discontinue                 </div> </div>						

**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 3:** For the 2018-2019 school year, the campus percentage of students that meet standard on the state assessment in Biology will improve from 88.5% to 90%.

**Evaluation Data Source(s) 3:** Student state assessment data

**Summative Evaluation 3:**






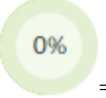

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Comprehensive Support Strategy</b> 1) Provide targeted assistance, supplemental support, and intervention for all At-Risk students to increase student passing rates in all content areas.	2.4, 2.5, 2.6	Principal, Assistant Principals, State Compensatory Education Intervention Coaches and teachers	Increased assessment scores.			
	<b>Funding Sources:</b> 199 - General Fund: SCE - 0.00, 211 - Title I, Part A - 0.00					
<b>Comprehensive Support Strategy</b> 2) Pebble Hills High School will provide supplemental resources for science classrooms and will include after school support, select Saturday sessions, and intersession for students in all subgroups who have not met standard in Biology.	2.4, 2.5, 2.6	Principal, Assistant Principals, State Compensatory Education Intervention Coaches and teachers.	Increased assessment scores.			
	<b>Funding Sources:</b> 199 - General Fund: SCE - 0.00, 199 - General Fund: High School Allotment - 16000.00, 211 - Title I, Part A - 8200.00					
= Accomplished                           = No Progress                           = Discontinue						

**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 4:** For the 2018-2019 school year, the campus percentage of students that meet standard on the state assessment in Social Studies will improve from 94.4% to 96%.

**Evaluation Data Source(s) 4:** Student state assessment data

**Summative Evaluation 4:**


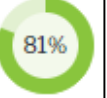



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Comprehensive Support Strategy</b> 1) Provide targeted assistance, supplemental support, and intervention for all At-Risk students to increase student passing rates in all content areas.	2.4, 2.5, 2.6	Principal, Assistant Principals, State Compensatory Education Intervention Coaches and teachers	Increased assessment scores.			
	<b>Funding Sources:</b> 199 - General Fund: High School Allotment - 0.00, 199 - General Fund: SCE - 0.00					
<b>Comprehensive Support Strategy</b> 2) Pebble Hills High School will provide resources in after school support, select Saturday sessions, and intersession for students in all subgroups who have not met standard in Social Studies.	2.4, 2.5, 2.6	Principal, Assistant Principals, State Compensatory Education Intervention Coaches and teachers.	Increased assessment scores.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 1000.00					
 = Accomplished  = No Progress  = Discontinue						

**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 5:** For the 2018-2019 school year, the overall number of students enrolled in dual-credit courses will increase by 2% as compared to the overall enrollment for the 2017-2018 year.

**Evaluation Data Source(s) 5:** The overall number of students enrolled in dual credit courses will increase by 2%.

**Summative Evaluation 5:**



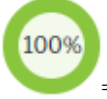


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Comprehensive Support Strategy</b> 1) In the 2018 - 2019 school year, dual credit courses will be offered in partnership with EPCC will increase in enrollment.	2.4, 2.5, 2.6	Administration and Counselors	Master Schedule			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 6:** By the beginning of the 2018-2019 school year, the numbers of students enrolled in Career and Technical Education classes will increase by 3% as compared to the 2017-2018 Beginning-Of-Year enrollment.

**Evaluation Data Source(s) 6:** The number of students enrolled in Career and Technical Education classes will increase by 3%.

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Counselors and CTE teachers will conduct recruitment at feeder middle schools prior to registration.	2.4, 2.5, 2.6	Counselors, CTE teachers	Master schedule - student count in CTE.			
 = Accomplished  = No Progress  = Discontinue						

**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 7:** For the 2018-2019 school year, the campus percentages of At Risk students who meet standard on the state assessment will have an increase on all EOC tests.

**Evaluation Data Source(s) 7:** Eduphoria Aware 2017-18 STAAR Test Secondary Performance Data

\*AT RISK: Our percentages of student performance for our at risk students will increase by 10% overall.

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>PBMAS</b> 1) For the 2018-2019 school year, Pebble Hills High School will provide morning, afternoon and intersession intervention.	2.4, 2.5, 2.6	Teachers, administration and SCE	Decrease in failure rates and an increase in passing rates.			
	<b>Funding Sources:</b> 199 - General - 0.00, 211 - Title I, Part A - 0.00, 199 - General Fund: SCE - 0.00					
2) Laptops will be purchased to support instruction for the at Risk Seniors that are struggling and have not been issued a laptop.	2.4, 2.5, 2.6	SCE, Teachers and administration	Decrease in failure rates and an increase in passing rate of at risk seniors.			
<b>Funding Sources:</b> 211 - Title I, Part A - 8000.00						
= Accomplished                          = No Progress                          = Discontinue						



**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 8:** For the 2018-2019 school year, the campus percentage of SPED students who meet standard on the state assessment will increase in Biology from 50% to 60%.

**Evaluation Data Source(s) 8:** Eduphoria Aware 2017-18: SPECIAL EDUCATION: English I from 42.19% to 60%, English II from 44.98 to 60%, Alg. I from 38.78% to 55%, Biology from 39.71 to 55%, and US History from 44% to 60%.

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) For the 2018-2019 school year, Pebble Hills High school will offer intervention labs every morning as well as after school tutoring and intersession school.</p>	2.4, 2.5, 2.6	Teachers, Administration and SCE	Decreased failure rate and increased EOC passing rate.			
<b>Funding Sources:</b> 199 - General - 0.00, 199 - General Fund: SCE - 0.00, 211 - Title I, Part A - 0.00						
<p><b>Comprehensive Support Strategy</b></p> <p>2) For the 2018-2019 school year, Pebble Hills High school will provide supplemental materials and supplies to support intervention.</p>	2.4, 2.6	Teachers, Administrators and SCE.	Increase overall performance.			
<b>Funding Sources:</b> 211 - Title I, Part A - 6700.00						
= Accomplished                 = No Progress                 = Discontinue						

**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 9:** For the 2018-2019 school year, the campus percentage of English Language Learners who meet standard on the state assessment will increase in English I and English II to at least 60%. In addition TELPAS Reading scores will increase to at least 70% for each grade level.

**Evaluation Data Source(s) 9:** Eduphoria Aware 2017-18: ELL: English I from 47.74% to 65%, English II from 44.48 to 60%, Alg. I from 47.09% to 65%, Biology from 68.57 to 80%, and US History from 51.79 to 70%  
 TELPAS Reading: 9th Grade 67.91, 10th Grade 62.25%, 11th Grade 65.26%

**Summative Evaluation 9:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>PBMAS</b> 1) For the 2018-2019 school year, Pebble Hills High School will provide morning, afternoon and intersession intervention.	2.4, 2.5, 2.6	Teachers, Administration and SCE	Decreased failure rate and increased EOC scores.			
<b>Funding Sources:</b> 211 - Title I, Part A - 0.00, 199 - General - 0.00, 199 - General Fund: SCE - 0.00						
= Accomplished                = No Progress                = Discontinue						

**Goal 2:** SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

**Performance Objective 10:** For the 2018-2019 school year, 100% of Pebble Hills High School graduating seniors will be College and Career Ready.

**Evaluation Data Source(s) 10:** 100% of graduating seniors will be college and career ready.

**Summative Evaluation 10:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3  1) AVID will be provided to students to support college and career readiness.	2.4, 2.5, 2.6	AVID Coordinator, AVID teachers, SCE and administration.	AVID Course Enrollment Report, Observation of AVID strategies and binders.			
	<b>Funding Sources:</b> 199 - General - 13000.00, 211 - Title I, Part A - 2890.00					
2) Counselors will work with all students on college and career opportunities.	2.4, 2.6	Counselors	Counselors will meet with students and hold information meeting. The teacher will guide student in the Go Center and provide lessons in the classroom.			
<b>Comprehensive Support Strategy</b> 3) For the 2018-2019 school year, Pebble Hills High School students will be placed in appropriate learning environments to ensure 100% they graduate, to include technology-rich classroom instruction.	2.4, 2.6	Counselors and Administration	100% of students will be placed in the appropriate instructional programs and graduate with their cohort.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 31000.00					
4) Counselors will meet with students to advise them on their classes and sequential order.	2.4, 2.5, 2.6	Counselors	Students will be assigned to classes within their pathway and their interest.			
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  5) Pebble Hills High School will increase the number of PLATO opportunities to allow at risk students the ability to graduate through credit recovery.	2.4, 2.5, 2.6	Counselors, teachers and administrators.	Class rosters, credits earned and decreased at-risk percentages.			
	<b>Funding Sources:</b> 199 - General - 20000.00					
= Accomplished                = No Progress                = Discontinue						

# Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

**Performance Objective 1:** In the 2018-2019 school year, 95% of teachers that demonstrate increased instructional effectiveness (as measured by TTes, walkthroughs, etc.).

**Evaluation Data Source(s) 1:** Data pulled from Eduphoria and common assessments will be used to measure effectiveness of this objective.

**Summative Evaluation 1:**


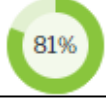



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  1) Assist teachers to improve classroom instruction and develop teacher practices using PD from various sources such as AVID, Fundamental Five and SIOP.	2.4, 2.6	Principal, Assistant Principals, Curriculum Coaches	SCEI Coaches daily calendar, number of coaching meetings with SCEI Coaches, number of SCEI Coaches visits to classrooms. Administrative walkthroughs			
	<b>Funding Sources:</b> 199 - General - 0.00, 211 - Title I, Part A - 10000.00					
<b>Comprehensive Support Strategy</b> 2) Administration will conduct quality walkthroughs to increase the rigor of instruction.	2.4, 2.6	Administration	Improved T-Tess and student performance.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>						

**Goal 3:** SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

**Performance Objective 2:** During the 2018-2019 school year, Pebble Hills High School will increase the number of professional development opportunities offered to employees by 5% as compared to the 2017-2018 school year.

**Evaluation Data Source(s) 2:** Sign in sheets will be used to document this objective.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>PBMAS</b> 1) Needs assessments will be done by administration based on data and professional development will be scheduled to meet these needs.	2.4, 2.6	Teachers, Administration and SCE	Increase student performance			
<b>Funding Sources:</b> 199 - General - 0.00, 211 - Title I, Part A - 3000.00						
 = Accomplished  = No Progress  = Discontinue						

**Goal 3:** SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

**Performance Objective 3:** For the 2018-2019 school year, the SCE coaches and administration will set dates for common planning and facilitate the planning. The planning will follow the backwards design model. Increase student performance will be used to measure this objective.

**Evaluation Data Source(s) 3:** The teacher will participate in focused planning and staff development. Sign in sheets and agendas will be used to document.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Comprehensive Support Strategy</b> 1) Provide extra duty pay for teachers providing supplemental instruction to enhance rigor and relevance for all students for intersession/ summer school.	2.4, 2.5, 2.6	Campus Leadership Team, Campus Teachers	Student list/sign-in sheets, teacher lessons, campus program descriptions			
	<b>Funding Sources:</b> 211 - Title I, Part A - 0.00					
= Accomplished                           = No Progress                           = Discontinue						





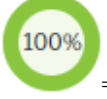


**Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.**

**Performance Objective 1:** During the 2018-2019 school year, PHHS will allocate 20% more funding to provide supplies, materials, and use of technology (computers, peripherals, monitors, printers, software, projectors) for parent trainings and meetings.

**Evaluation Data Source(s) 1:** Increased access to technology and other materials during instruction.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>1) During the school year provide supplies, materials, and use of technology (computers, peripherals, monitors, printers, software, projectors) for parent trainings and meetings. Provide parents opportunity for training on and off the campus.</p>	3.1, 3.2	Principal, Parent Liaison, and CIS	Increase parent sign in for Parent Liaison events.			
<b>Funding Sources:</b> 199 - General - 1000.00, 211 - Title I, Part A - 4520.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>2) Pebble Hills High School will assist families in providing parent education through workshops and various parent education classes. ESL (English as a Second Language) Parent trainings, Title I training for Parent Engagement and scheduling parent volunteers.</p>	3.1, 3.2	Parent Liaison, Student Activities Coordinator, Parent Volunteer coordinator, Military Liaison and administration.	Partners in education participation, parent participation on campus, parents participating in programs and classes.			
<b>Funding Sources:</b> 199 - General - 0.00, 211 - Title I, Part A - 500.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>3) Provide funding for parents and community members to attend conferences and workshops.</p>	3.1, 3.2	Parent Liaison and coordinator	Parent meetings throughout the school year, campus parent nights.			
<b>Funding Sources:</b> 199 - General - 0.00, 211 - Title I, Part A - 0.00						

<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  4) Provide opportunities for Parent Liaison, SISD parents and community members to attend events and conferences in order to increase parental involvement.	3.1, 3.2	Administration and parent liaison	Sign in sheets as evidence of attendance and end of the year compliance reports.			
	<b>Funding Sources:</b> 199 - General - 0.00, 211 - Title I, Part A - 500.00					
5) Provide snacks for parent trainings, meetings and informational seminars to increase parental attendance.	3.1, 3.2	Principal, Parent Liaison, CIS and Counselors.	Increase parent participation.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 1000.00					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						








**Goal 4:** SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

**Performance Objective 2:** During the 2018-2019 school year, Pebble Hills High School will increase the number of collaborative educational involvement activities and events for parents and community members by 100% (double number of events) as compared to the 2017-2018 school year to promote teamwork and unity in the education of students.

**Evaluation Data Source(s) 2:** Documentation from the parent liaison, and SCE coaches will be used to support this objective.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Inform parents and community stakeholders of federally funded programs at two parent-teacher meetings</p>	3.1, 3.2	Administration and Parent Liaison	Purchase orders, agendas, sign in sheets			
<b>Funding Sources:</b> 211 - Title I, Part A - 0.00						
 = Accomplished  = No Progress  = Discontinue						

# Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

**Performance Objective 1:** For the 2018-2019 school year, 75% of all students coded ELL, Special Education and Economically Disadvantaged at Pebble Hills High School will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System.

**Evaluation Data Source(s) 1:** Assessment data will be used to monitor this objective.

**Summative Evaluation 1:**


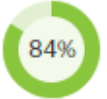



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  1) Provide tutoring services to all at-risk students after school or during intersession in the Tutoring Center	2.4, 2.5, 2.6	Principal, AVID Coordinator, teachers, SCE and department heads.	Sign-In Sheets, Eduphoria Documentation, Meeting Agendas and Minutes			
	<b>Funding Sources:</b> 199 - General - 0.00, 211 - Title I, Part A - 0.00, 199 - General Fund: SCE - 0.00					
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7  2) Provide SIOP training to 100% of the CORE area teachers.	2.4, 2.6	Principal, AVID Coordinator, teachers, SCE and department heads.	Walkthrough evidence and student performance.			
	<b>Funding Sources:</b> 211 - Title I, Part A - 5200.00, 199 - General Fund: SCE - 0.00, 199 - General - 0.00					
= Accomplished                = No Progress                = Discontinue						

**Goal 5:** For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

**Performance Objective 2:** During the 2018-2019 school year, 100% of Pebble Hills High School teachers in core subject areas will provide students with meaningful and data driven interventions to ensure their academic growth.

**Evaluation Data Source(s) 2:** Assessment data will be used to monitor this objective.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Ensure teacher awareness of intervention strategies based on student need. Lead forward will be brought in to train the staff of pulling data to provide these interventions.</p>	2.4, 2.5, 2.6	Campus Administration, teachers, department heads and SCE Intervention Coaches	Sign-In Sheets, Eduphoria Documentation, Meeting Agendas and Minutes			
<b>Funding Sources:</b> 211 - Title I, Part A - 10000.00						
 = Accomplished  = No Progress  = Discontinue						

**Goal 5:** For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

**Performance Objective 3:** During the 2018-2019 school year, Pebble Hills High School administrators will schedule at least 3 data feedback sessions per nine weeks to monitor the educational goals of the campus.

**Evaluation Data Source(s) 3:** Sign in sheets and agendas will be used to monitor this objective. Students increased assessment data will be used to measure the objective.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Comprehensive Support Strategy</b> 1) Ensure that data talks are conducted in a timely manner and provide a true reflection of student success.	2.4, 2.6	Campus Administration, SCE, teachers and department heads.	Agendas, Minutes and intervention plans.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>= Accomplished</p> </div> <div style="text-align: center;"> <p>= No Progress</p> </div> <div style="text-align: center;"> <p>= Discontinue</p> </div> </div>						

**Goal 5:** For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

**Performance Objective 4:** For the 2018-2019 school year, 100% of all At-Risk students at Pebble Hills High School will have gains on the district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System.

**Evaluation Data Source(s) 4:** Assessment data will be used to monitor the success of this objective.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<b>Comprehensive Support Strategy</b> 1) Provide supplemental support and interventions for all At-Risk students to increase student passing rates in all content areas.	2.4, 2.5, 2.6	Principal, Assistant Principals, Department Chairs, SCEI Coaches	Lesson plans, walkthrough data, common assessments and EOC results			
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 2) Provide targeted assistance for At-Risk students to increase student passing rates in all content areas.	2.4, 2.5, 2.6	State Compensatory Education Intervention Coaches, teachers and administration.	Sign in sheets and grade reports			
<b>Funding Sources:</b> 199 - General Fund: SCE - 0.00, 199 - General - 0.00, 211 - Title I, Part A - 0.00						
= Accomplished                           = No Progress                           = Discontinue						

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Provide targeted assistance, supplemental support, and intervention for all At-Risk students to increase student passing rates in all content areas.
2	1	2	Pebble Hills High School will provide resources in after school support, select Saturday sessions, and intersession for students in all subgroups who have not met standard in English I and II.
2	2	1	Provide targeted assistance, supplemental support, and intervention for all At-Risk students to increase student passing rates in all content areas.
2	2	2	Pebble Hills High School will provide resources in after school support, select Saturday sessions, and intersession for students in all subgroups who have not met standard in Algebra I.
2	3	1	Provide targeted assistance, supplemental support, and intervention for all At-Risk students to increase student passing rates in all content areas.
2	3	2	Pebble Hills High School will provide supplemental resources for science classrooms and will include after school support, select Saturday sessions, and intersession for students in all subgroups who have not met standard in Biology.
2	4	1	Provide targeted assistance, supplemental support, and intervention for all At-Risk students to increase student passing rates in all content areas.
2	4	2	Pebble Hills High School will provide resources in after school support, select Saturday sessions, and intersession for students in all subgroups who have not met standard in Social Studies.
2	5	1	In the 2018 - 2019 school year, dual credit courses will be offered in partnership with EPCC will increase in enrollment.
2	7	1	For the 2018-2019 school year, Pebble Hills High School will provide morning, afternoon and intersession intervention.
2	8	2	For the 2018-2019 school year, Pebble Hills High school will provide supplemental materials and supplies to support intervention.
2	9	1	For the 2018-2019 school year, Pebble Hills High School will provide morning, afternoon and intersession intervention.
2	10	1	AVID will be provided to students to support college and career readiness.
2	10	3	For the 2018-2019 school year, Pebble Hills High School students will be placed in appropriate learning environments to ensure 100% they graduate, to include technology-rich classroom instruction.
2	10	4	Counselors will meet with students to advise them on their classes and sequential order.
2	10	5	Pebble Hills High School will increase the number of PLATO opportunities to allow at risk students the ability to graduate through credit recovery.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
3	1	1	Assist teachers to improve classroom instruction and develop teacher practices using PD from various sources such as AVID, Fundamental Five and SIOP.
3	1	2	Administration will conduct quality walkthroughs to increase the rigor of instruction.
3	2	1	Needs assessments will be done by administration based on data and professional development will be scheduled to meet these needs.
3	3	1	Provide extra duty pay for teachers providing supplemental instruction to enhance rigor and relevance for all students for intersession/ summer school.
4	1	1	During the school year provide supplies, materials, and use of technology (computers, peripherals, monitors, printers, software, projectors) for parent trainings and meetings. Provide parents opportunity for training on and off the campus.
5	1	1	Provide tutoring services to all at-risk students after school or during intersession in the Tutoring Center
5	1	2	Provide SIOP training to 100% of the CORE area teachers.
5	2	1	Ensure teacher awareness of intervention strategies based on student need. Lead forward will be brought in to train the staff of pulling data to provide these interventions.
5	3	1	Ensure that data talks are conducted in a timely manner and provide a true reflection of student success.
5	4	1	Provide supplemental support and interventions for all At- Risk students to increase student passing rates in all content areas.
5	4	2	Provide targeted assistance for At-Risk students to increase student passing rates in all content areas.

# State Compensatory

## Personnel for Pebble Hills High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Albert Quijas	Library Aide	SCE	.50
Erica Olivas	SCEI Coach	SCE	1
Eva Torres	CIS	SCE	.50
Gerardo Talamantes	SCEI Coach	SCE	1
Melissa Escobar	CSR Teacher	SCE	1
Sandra Trujillo	Library Aide	SCE	.50



# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandra Baca	Instructional Aide	Title I	1
Alejandra Ramirez	College Tutor	Title I	1
Andrew Benitez	College Tutor	Title I	1
April Iturralde	College Tutor	Title I	1
Bryan Duarte	College Tutor	Title I	1
Eva Torres	CIS	Title I	.50
Mizu Martinez	College Tutor	Title I	1
Norma Acevedo	Parent Liaison	Title I	1
Rosalie Gandara Ginete	Instructional Aide	Title I	1
Stephen Morales	College Tutor	Title I	1

## 2018-2019 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Melissa W. Parham	Principal
Administrator	Patricia Franco	Assistant Principal
Guidance and Counseling	Dianna Enriquez	Counselor
Classroom Teacher	Aaron Goulette	ELAR Representative
Classroom Teacher	Vanessa Holguin	Science Representative
Classroom Teacher	Miriam Esparza	Math Representative
Classroom Teacher	Mathew Akers	Social Studies Representative
Classroom Teacher	Hector Flores	SpEd Representative
Classroom Teacher	Benjamin Munguia	CTE Representative
Classroom Teacher	Amanda Garay	LOTE Representative
Classroom Teacher	Max Sierra	Fine Arts Representative
Classroom Teacher	Susana Franco	AVID Representative
Non-classroom Professional	Devy Tafoya	Librarian
Non-classroom Professional	Emily Cancellare	Student Activities Director
Non-classroom Professional	Mark Torres	Athletics/P.E.
Parent Liason	Norma Acevedo	Parent Liason
Community Representative	Megan Rojas	Community Representative
Community in Schools	Eva Torres	Community outreach
Military Liason	Neal Sanders	Military Liason

# Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	ID Cards and printing equipment		\$3,000.00
1	2	1			\$0.00
2	7	1			\$0.00
2	8	1			\$0.00
2	9	1			\$0.00
2	10	1	College tutors for AVID		\$13,000.00
2	10	1		211.13.011.24.00.000.6411.2118	\$0.00
2	10	5	Software and extra duty pay during intersessions and after school		\$20,000.00
3	1	1		199.13.011.00.000.6477	\$0.00
3	2	1			\$0.00
4	1	1	Supplies and technology	199.31.011.99.00.000.6399	\$1,000.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	4	2			\$0.00
<b>Sub-Total</b>					<b>\$37,000.00</b>
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$0.00
2	3	2			\$0.00
2	4	1			\$0.00
2	7	1			\$0.00

2	8	1			\$0.00
2	9	1			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	4	2			\$0.00
<b>Sub-Total</b>					\$0.00
<b>199 - General Fund: High School Allotment</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	Extra duty pay for teachers		\$16,000.00
2	4	1			\$0.00
<b>Sub-Total</b>					\$16,000.00
<b>211 - Title I, Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Extra duty pay for teachers	211.11.011.24.00.000.6118.2118	\$13,820.00
2	1	2	Extra duty pay for teachers	211.11.011.24.00.000.6118.2118	\$20,000.00
2	2	1	Extra duty pay for teachers	211.11.011.24.000.6329.2118	\$35,000.00
2	2	2	Extra duty pay for tutoring for teachers		\$80,000.00
2	3	1			\$0.00
2	3	2			\$8,200.00
2	4	2			\$1,000.00
2	7	1			\$0.00
2	7	2			\$8,000.00
2	8	1			\$0.00
2	8	2	Materials and extra duty pay	199.11.011.23.99.000.6399	\$6,700.00
2	9	1			\$0.00
2	10	1	AVID materials	211.11.011.24.00.000.6299	\$2,890.00
2	10	3			\$31,000.00
3	1	1			\$10,000.00

3	2	1			\$3,000.00
3	3	1		211.11.011.00.000.6118.2118	\$0.00
4	1	1	Supplies and technology	211.61.011.24.00.000.6399	\$3,520.00
4	1	1	Supplies and technology	211.61.011.24.00.000.6411	\$1,000.00
4	1	2			\$500.00
4	1	3			\$0.00
4	1	4			\$500.00
4	1	5	Snacks for parent meetings		\$1,000.00
4	2	1			\$0.00
5	1	1			\$0.00
5	1	2	SIOP training for all new teachers	211.11.24.00.000.6329	\$5,200.00
5	2	1			\$10,000.00
5	4	2			\$0.00
<b>Sub-Total</b>					\$241,330.00
<b>Grand Total</b>					\$294,330.00