

Plainview Independent School District

Plainview High School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

PISD Mission Statement:

The mission of Plainview Independent School District, in partnership with the community, is to graduate all students with skill and values to compete successfully as life-long learners in society by addressing the needs and recognizing the worth of each student through a coordinated program of instruction in a safe, disciplined environment.

Campus Mission Statement:

The faculty, staff, and administration of Plainview High School will continuously strive to increase our capacity, to better serve our students, and their preparation to be college and career ready.

Vision

To be a High School which sets the standard for others.

Core Beliefs

- *"The primary purpose of education is to cultivate a better society, not merely reflect the current one."* Todd Whitaker
- Public education is central to our democracy;
- We are responsible for building and maintaining high performing organizations that ensure all students will successfully acquire the knowledge, skills and values necessary for success;
- Our principals and teachers make the critical difference in student achievement;
- Engaging the student's family and the community in the education process enhances learning and academic achievement.
- The most important component of a child's education is the classroom teacher.

Comprehensive Needs Assessment

Revised/Approved: September 19, 2018

Needs Assessment Overview

Strengths of the current school program:

Student Achievement/Demographics/Curriculum, Instruction, and Assessment

- 73% of PHS US History students met the standard - 1% above the state average
- 31% of PHS SPED student met standard on US History EOC - 4% above the state average
- 91% of PHS students are enrolled in Career and Technical Education classes.
- Graduation Rate: 93.9% as per TEA Campus Report Card 2018
- Percentage of students taking AP exams increased by 16% which doubled from 2017.
- The number of students earning industry recognized certifications more than doubled to 60 from the prior year.

Staff Quality, Recruitment, and Retention

- Over 50% of certified teachers have 11+ years of teaching experience.
- Over 70% of staff have 6+ years of experience
- PHS offers First Year Teacher Academy training, Mentors, weekly new to building meetings in the fall.
- Teacher Leaders have been put in place to support new teachers and support departmental needs.
- During FYT Academy, staff are given the chance to make observations of veteran classrooms.

Technology

- CTE has two new computer labs and one new iPad cart from 17-18. New Projectors were added to math and ELAR room in 17-18. iPads and AppleTVs were added to most math rooms and some Science, Spanish, and ELAR classrooms in 17-18.
- Technology is intended to deepen student learning and enable teachers to be more efficient in their tasks.

Facilities and Safety

- PHS has Smart Doors, Raptor System in Student Accounting, and drills throughout the year that included two a month.
- PHS also has an SRO in the building and our truancy officer is commissioned with the Hale County Sherriff's Department. Our SRO and Plainview

Police Department have provided PHS Professional Development on school shooter safety whenever asked.

Parent and Community Engagement

- 9/17/18 – Back to School night attendance:
 - Parents – 71 (up approximately 2x from prior year)
 - Students – 161

School Culture and Climate

- Students who are involved in a cocurricular or extracurricular activity have a higher view of PHS and school pride.
- Students feel they are safe and have an opportunity to learn.
- PHS Counselors have started a Believe in U program and will be bringing in keynote speaker Kevin Laue.
- Each grade level at PHS attends a trip to regional colleges/universities (2-year, 4-year, and private).

School Leadership

- School leaders are collaborative with teachers and teacher leaders –a principal’s advisory committee meets monthly to discuss instruction, program revisions and/or implementations.
- Department Leader positions are in place for Math, Science, Social Studies, English, and CTE.

Challenges of the current school program:

Student Achievement

- 32.68% of PHS ELAR I students met standard on EOC - 11% below state average
- 43.58% of PHS ELAR II students met standard on EOC - 6.4% below state average
- LEP students in ELAR I - scored 4.55% vs a state average of 9%
- SPED students ELAR I - scored 1.3 vs a state average of 6%
- LEP students ELAR 2 - scored 0% vs a state average of 8%
- SPED students ELAR 2 - scored 3.64 vs a state average of 8%
- LEP students Biology - scored 10 vs a state average of 22%
- LEP students US History - scored 11.11 vs a state average of 32%

Staff Quality, Recruitment and Retention

- Retaining staff in the 6-10 year range is lower than other ranges.
- PHS employs several teachers under District of Innovation due to a teacher shortage. Six of these staff do not hold an SBEC certification.

Technology

- Some teachers have been given training on Google classroom, however they do not all have access to a classroom set of computers, iPads, or laptops to maximize their training.
- Lack of a technology plan.
- Most teachers lack in-depth training on technology integration.

Facilities and Safety

- PHS facilities appearance is satisfactory with a few unsatisfactory areas. The renovated area upstairs [hallway] has several major cracks and moves as students travel from class to class. Another area of concern is the courtyard where our students eat lunch. This area has a barbwire fence that acts as perimeter fencing around our boiler room roof and several aging picnic tables.
- There have been two occasions Between December 2017 and August 2018 where PHS has had major electrical failure. In both instances, heavy feed lines (one coming into the school and one running through the school) went to ground and melted the wire.
- Air conditioning units in older areas of the building require increasing maintenance and are becoming unreliable.

Parent and Community Engagement

- PHS has not historically had good results when communicating with parents for attendance at PHS events like back to school night, Endorsement Learning Fair, and English Learner meetings.
 - On 9/17/18 – 0 parents of EL parents showed up despite personal calls made to families.

School Culture and Climate

- Students who are not involved in co or extracurricular activities have a more negative view of PHS and low school pride.
- Overall school pride is lower than specific student organizations.

Our data reveal the following trends over time:

Student Achievement

- AP scores show an increasing passing rate from the prior year
- CTE industry recognized certifications have doubled showing expanding opportunities in CTE
- ELA I & II EOC results show that both LEP and SPED populations are lagging behind state averages.
- EL student population is reflected in A-F Domain I, II, and III. A dedicated 10% of Category III is based on LEP students' performance but the subpopulation also impacts the other 90%.
- AP and CTE Industry Certification trends would indicate a rise in college and career readiness among PHS students.
- EL students have not received any industry recognized certifications.
- On all EOC scores, PHS students (general) scored below the state average in the masters category.
- EL subpopulation is performing below average in multiple areas.
- ELAR I and II EOC results are below state averages in approaches, meets, and masters.
- PHS students generally perform below state averages at the Masters Level on all EOCs.

Staff Quality, Recruitment, and Retention

- A trend exists in certified teachers which shows that teachers hired in the past 10 years are not being retained as they were in the decade before.

Technology

- Some of PHS technology is aging and other portions are being upgraded. CTE is updated more often than the rest of the building. TITLE I money has been used to supplement new technology for PHS.

Facilities and Safety

- PHS facilities are in need of continual maintenance. Two major electrical faults required PHS to be without power for multiple days on each repair. This trend will be watched closely.
- Safety Audit is due in 2018-2019.

Parent and Community Engagement

- On average when PHS hosts an event for parents/families we have had about 35-40 parents in attendance as juxtaposed to a student population of about 1,400.

School Culture and Climate

- Numbers of students participating in co/extracurricular activities as of September 2018:
 - Anime Clubs - 33 members
 - Athletics - Boys - 280 members
 - Athletics - Girls - 146 members
 - Band - 326 members
 - Cheer - 25 members
 - Choir - 300 members
 - Family Career Community Leaders of America (FFCLA) - 65 members
 - Future Farmers of America (FFA) - 400 members
 - Mixed Martial Arts - 8 members
 - Movie Club - 30 Members
 - National Art Honors Society - 30 members
 - National Honors Society - 74 members
 - National Technical Honors Society -24 members
 - NJROTC - 105 members
 - PHS Bulldog Ambassadors - 20 members
 - Spanish Club - 40 members
 - STEM Clubs (FTC, SKILLS USA, TCEA) - 95 members
 - Student Council - 40 members
 - Texas Future Music Educators - 20 members
 - Theater - 200 members
 - UIL Film - 11 members
 - UIL Lit Crit and Spelling - 8 members
 - UIL Number Sense, Calculator, and Mathematics - 15
- Plan to track PHS counselors social media pages in future years as the pages grow.

School Leadership

- The current PHS administration team has been in place since the 16-17 school year.
 - Head Principal Reagan has been with PHS since 2010-2011.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

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

Goals


Revised/Approved: August 27, 2018



Goal 1: By the spring EOC results 2020-2021 school year PHS ELAR results will equal or exceed the state averages for all students, EL students, and SPED students.


Performance Objective 1: The percentage of ELA I EOC students (all sub populations) at Meets Grade Level standard will increase from 32.68% to the state average (44% in spring 2018) by May of 2019. (Eduphoria Aware Data Source)

Evaluation Data Source(s) 1: EOC test scores combine from the 18-19 school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7 1) Teachers will plan lessons focusing on High Leverage Standards as identified in Leadership Report Cards to focus the scope of instruction.	2.4	Principal APs	Increased EOC scores.	 25%			

<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) PISD Teaching & Learning is coordinating the planning of each unit to include high leverage standards and ensure that the appropriate depth of TEKS is achieved (by use of TEKS-RS Instructional Focus Document).</p> <p>CFA/CBA data will be evaluated in planning time to discuss and use it to drive reteach.</p>	2.4, 2.5, 2.6	Principals APs District Teaching and Learning	Increased EOC Scores More rigorous lesson plans and instruction				
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) Region 17 ELAR Specialist Jerard LaFuente is coming on site at PISD to provide local PD.</p> <ol style="list-style-type: none"> 1. To vertically align curriculum 6th through 10th grade. A vertical examination of writing skill development will be completed and plans made for each grade level to support the others. 2. Focused content on Reading Stations 3. Building vocabulary and mentor text 4. Analyzing/Grading Student Essays and Crafting a Quality plan to improve our essays before the EOC. 	2.4, 2.6	Principals APs District Teaching and Learning	Improved teacher knowledge. Vertically aligned practice. Teachers will be more closely able to score student Essays to the standard of the EOC and improve writing scores.				

<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Targeted remediation groups for threshold students will be used to give specialized remediation. For the group closest to approaches, they are given extra time through TCB to make up ground without impacting their schedule/credits.</p> <p>For those who were further away from approaches, they were placed in full period remediation with similar ability students so that they too can focus on their deficits.</p> <p>These students will be re-evaluated in January after their December EOC scores are received.</p>	<p>2.4, 2.5, 2.6</p>	<p>Principals APs District Teaching and Learning</p>	<p>Students who failed the EOC will pass the EOC</p>				
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
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  = Continue/Modify
  = No Progress
  = Discontinue





Goal 1: By the spring EOC results 2020-2021 school year PHS ELAR results will equal or exceed the state averages for all students, EL students, and SPED students.

Performance Objective 2: The percentage of ELA I EOC English Learner students at Meets Grade Level will increase from 4.6% to 7.0% by May of 2019. (Eduphoria Aware Data Source)

Evaluation Data Source(s) 2: EOC test scores combine from the 18-19 school year.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) All Strategies from Performance Objective 1 apply to this sub population.</p>	2.4, 2.5, 2.6	Principals APs District Teaching and Learning					
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) All PHS staff will undergo Sheltered Instruction training to build capacity in the area of supporting EL students with learning strategies that engage all levels of EL students.</p> <p>Strategies will be observed by admin in EL classrooms throughout the year.</p>	2.4, 2.6	Principals APs District Special Programs	EL students will pass the EOC at a higher percentage.				

<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) EL specialist Dr. Moreno-Recio will observe instruction in ELAR I - EL section to give specific feedback.</p> <p>Administration will followup to observe that feedback is applied.</p>	2.4, 2.6	Principals APs District Special Programs	Increase EOC scores for EL students.				
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 5</p> <p>4) PHS will have meetings with parents of EL students to build communication between the families and school.</p>	3.1, 3.2	Principal APs District Special Programs	EL Parent involvement will increase at PHS.				
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>5) District Special Programs Instructional Coordinator will provide walk-throughs, on-site PD, and support teachers who teach EL students.</p>	2.4, 2.6	District Special Programs	Increased use of EL strategies in classrooms. Increased EOC scores for EL sub population.				
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) PHS EL teachers will use online study tools to evaluate, teach, and reteach as needed to work toward student mastery. Tool will be custom tailored to EL sub population.</p>	2.4, 2.5	Principal APs District Special Programs	EL test scores will rise EL EOC scores will rise				









Goal 1: By the spring EOC results 2020-2021 school year PHS ELAR results will equal or exceed the state averages for all students, EL students, and SPED students.

Performance Objective 3: The percentage of ELA I EOC Special Education students at Meets Grade Level will increase from 1.3% to 3.5% by May of 2019. (Eduphoria Aware Data Source)

Evaluation Data Source(s) 3: EOC test scores combine from the 18-19 school year.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) All Strategies from Performance Objective 1 apply to this sub population.</p>	2.4, 2.5, 2.6	Principals APs District Teaching and Learning					
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) All PHS staff will undergo Cooperative Learning training. These skills will include using heterogeneous and homogeneous student groups to maximize engagement and learning. In this model, SPED students are engaged more than in a lecture based model of teaching.</p>	2.4, 2.6	Principals APs District Teaching and Learning	SPED students will pass the EOC at a higher percentage.				
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>3) Students will take their unit tests and a benchmark in the same format (paper/online) as they have selected for their EOC exam.</p>	2.4, 2.6	Principals APs SPED Staff	Increase EOC scores for SPED students.				



<p>Comprehensive Support Strategy Critical Success Factors CSF 5</p> <p>4) PHS will have meetings with parents of EL students to build communication between the families and school.</p>	3.1, 3.2	Principal APs District Special Programs	EL Parent involvement will increase at PHS.				
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) PHS SPED teachers will use online study tools to evaluate, teach, and reteach as needed to work toward student mastery. Tool will be custom tailored to SPED sub population.</p>	2.4, 2.5	Principal APs SPED Staff	SPED test scores will rise SPED EOC scores will rise				
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							







Goal 1: By the spring EOC results 2020-2021 school year PHS ELAR results will equal or exceed the state averages for all students, EL students, and SPED students.

Performance Objective 4: The percentage of ELA II EOC students (all sub populations) at Meets Grade Level standard will increase from 43.58% to the state average (48% in spring 2018) by May of 2019. (Eduphoria Aware Data Source)

Evaluation Data Source(s) 4: EOC test scores combine from the 18-19 school year.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Teachers will plan lessons focusing on High Leverage Standards as identified in Leadership Report Cards to focus the scope of instruction.</p>	2.4	Principal APs	Increased EOC scores.				
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) PISD Teaching & Learning is supporting the planning of each unit to include high leverage standards and ensure that the appropriate depth of TEKS is achieved (by use of TEKS-RS Instructional Focus Document).</p> <p>CFA/CBA data will be evaluated in planning time to discuss and use it to drive reteach.</p>	2.4, 2.5, 2.6	Principals APs District Teaching and Learning	Increased EOC Scores More rigorous lesson plans and instruction				



<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) Region 17 ELAR Specialist Jerard LaFuenta is coming on site at PISD to provide local PD.</p> <p>1. To vertically align curriculum 6th through 10th grade. A vertical examination of writing skill development will be completed and plans made for each grade level to support the others.</p> <p>2. Focused content on Reading Stations</p> <p>3. Building vocabulary and mentor text</p> <p>4. Analyzing/Grading Student Essays and Crafting a Quality plan to improve our essays before the EOC.</p>	2.4, 2.6	Principals APs District Teaching and Learning	Improved teacher knowledge. Vertically aligned practice. Teachers will be more closely able to score student Essays to the standard of the EOC and improve writing scores.				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Targeted remediation groups for threshold students will be used to give specialized remediation. For the group closest to approaches, they are given extra time through TCB to make up ground without impacting their schedule/credits.</p> <p>For those who were further away from approaches, they were placed in full period remediation with similar ability students so that they too can focus on their deficits.</p> <p>These students will be re-evaluated in January after their December EOC scores are received.</p>	2.4, 2.5, 2.6	Principals APs District Teaching and Learning	Students who failed the EOC will pass the EOC				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							





Goal 1: By the spring EOC results 2020-2021 school year PHS ELAR results will equal or exceed the state averages for all students, EL students, and SPED students.

Performance Objective 5: The percentage of ELA II EOC English Learner students at Meets Grade Level will increase from 0.0% to 4.0% by May of 2019. (Eduphoria Aware Data Source)

Evaluation Data Source(s) 5: EOC test scores combine from the 18-19 school year.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) All Strategies from Performance Objective 1 apply to this sub population.</p>	2.4, 2.5, 2.6	Principals APs District Teaching and Learning					
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) All PHS staff will undergo Sheltered Instruction training to build capacity in the area of supporting EL students with learning strategies that engage all levels of EL students.</p> <p>Strategies will be observed by admin in EL classrooms throughout the year.</p>	2.4, 2.6	Principals APs District Special Programs	EL students will pass the EOC at a higher percentage.				

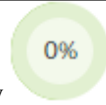
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) EL specialist Dr. Moreno-Recio will observe instruction in ELAR I - EL section to give specific feedback.</p> <p>Administration will followup to observe that feedback is applied.</p>	2.4, 2.6	Principals APs District Special Programs	Increase EOC scores for EL students.				
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 5</p> <p>4) PHS will have meetings with parents of EL students to build communication between the families and school.</p>	3.1, 3.2	Principal APs District Special Programs	EL Parent involvement will increase at PHS.				
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>5) District Special Programs Instructional Coordinator will provide walk-throughs, on-site PD, and support teachers who teach EL students.</p>	2.4, 2.6	District Special Programs	Increased use of EL strategies in classrooms. Increased EOC scores for EL sub population.				
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) PHS EL teachers will use online study tools to evaluate, teach, and reteach as needed to work toward student mastery. Tool will be custom tailored to EL sub population.</p>	2.4, 2.5	Principal APs District Special Programs	EL test scores will rise EL EOC scores will rise				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue



Goal 1: By the spring EOC results 2020-2021 school year PHS ELAR results will equal or exceed the state averages for all students, EL students, and SPED students.

Performance Objective 6: The percentage of ELA II EOC Special Education students at Meets Grade Level will increase from 3.6% to 6.0% by May of 2019. (Eduphoria Aware Data Source)

Evaluation Data Source(s) 6: EOC test scores combine from the 18-19 school year.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) All Strategies from Performance Objective 1 apply to this sub population.</p>	2.4, 2.5, 2.6	Principals APs District Teaching and Learning					
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) All PHS staff will undergo Cooperative Learning training. These skills will include using heterogeneous and homogeneous student groups to maximize engagement and learning. In this model, SPED students are engaged more than in a lecture based model of teaching.</p>	2.4, 2.6	Principals APs District Teaching and Learning	SPED students will pass the EOC at a higher percentage.				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Students will take their unit tests and a benchmark in the same format (paper/online) as they have selected for their EOC exam.</p>	2.4, 2.6	Principals APs SPED Staff	Increase EOC scores for SPED students.				

<p>Comprehensive Support Strategy Critical Success Factors CSF 5</p> <p>4) PHS will have meetings with parents of EL students to build communication between the families and school.</p>	3.1, 3.2	Principal APs District Special Programs	EL Parent involvement will increase at PHS.				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) PHS SPED teachers will use online study tools to evaluate, teach, and reteach as needed to work toward student mastery. Tool will be custom tailored to SPED sub population.</p>	2.4, 2.5	Principal APs SPED Staff	SPED test scores will rise SPED EOC scores will rise				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 2: The average composite score for high school juniors taking the ACT exam will increase from 17.72 to 21.00 by the Spring ACT in 2021.

Performance Objective 1: The average math score for high school juniors taking the ACT exam will increase from 17.72% to 19% by July 2019.

Evaluation Data Source(s) 1: ACT Score Results 18-19 - Eduphoria

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) During professional development in fall 2018. All staff not involved in AP and EOC testing will be shown the level to which students must perform in order to be classified College Ready in A-F. Staff will then be broken into teams by department to develop individual strategies to address various needs of learners taking the ACT. Topics of time limits, number of questions by subject, overall structure of the test, and testing strategies by subsection will be reviewed. Teachers will be asked to implement a strategy department wide to help support anything from content to student familiarity with question types.</p>	2.4	Principal APs Department Leaders	School-wide support for ACT preparation. Increase in ACT scores in all areas				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) ACT practice available for students at home and at school using online computer based software.</p>	2.4, 2.5	Principal APs	Increased ACT scores Increased practice scores				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Provide ACT Bootcamp for all Juniors to learn strategies and emphasize areas for improvement prior to spring test dates.</p>	2.4	Principal APs Counselors Teachers	Increased ACT scores Increased Awareness for students Sign In Sheets for documentation				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 2: The average composite score for high school juniors taking the ACT exam will increase from 17.72 to 21.00 by the Spring ACT in 2021.

Performance Objective 2: The average Science score for high school juniors taking the ACT exam will increase from 17.88% to 19% by July 2019.

Evaluation Data Source(s) 2: ACT Score Results 18-19 - Eduphoria

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) During professional development in fall 2018. All staff not involved in AP and EOC testing will be shown the level to which students must perform in order to be classified College Ready in A-F. Staff will then be broken into teams by department to develop individual strategies to address various needs of learners taking the ACT. Topics of time limits, number of questions by subject, overall structure of the test, and testing strategies by subsection will be reviewed. Teachers will be asked to implement a strategy department wide to help support anything from content to student familiarity with question types.</p>	2.4	Principal APs Department Leaders	School-wide support for ACT preparation. Increase in ACT scores in all areas				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) ACT practice available for students at home and at school using online computer based software.</p>	2.4, 2.5	Principal APs	Increased ACT scores Increased practice scores				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Provide ACT Bootcamp for all Juniors to learn strategies and emphasize areas for improvement prior to spring test dates.</p>	2.4	Principal APs Counselors Teachers	Increased ACT scores Increased Awareness for students Sign In Sheets for documentation				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: The average composite score for high school juniors taking the ACT exam will increase from 17.72 to 21.00 by the Spring ACT in 2021.

Performance Objective 3: The average reading score for high school juniors taking the ACT exam will increase from 17.15% to 19% by July 2019.

Evaluation Data Source(s) 3: ACT Score Results 18-19 - Eduphoria

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) During professional development in fall 2018. All staff not involved in AP and EOC testing will be shown the level to which students must perform in order to be classified College Ready in A-F. Staff will then be broken into teams by department to develop individual strategies to address various needs of learners taking the ACT. Topics of time limits, number of questions by subject, overall structure of the test, and testing strategies by subsection will be reviewed. Teachers will be asked to implement a strategy department wide to help support anything from content to student familiarity with question types.</p>	2.4	Principal APs Department Leaders	School-wide support for ACT preparation. Increase in ACT scores in all areas				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) ACT practice available for students at home and at school using online computer based software.</p>	2.4, 2.5	Principal APs	Increased ACT scores Increased practice scores				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Provide ACT Bootcamp for all Juniors to learn strategies and emphasize areas for improvement prior to spring test dates.</p>	2.4	Principal APs Counselors Teachers	Increased ACT scores Increased Awareness for students Sign In Sheets for documentation				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 2: The average composite score for high school juniors taking the ACT exam will increase from 17.72 to 21.00 by the Spring ACT in 2021.

Performance Objective 4: The average English score for high school juniors taking the ACT exam will increase from 16.12% to 18% by July 2019.

Evaluation Data Source(s) 4: ACT Score Results 18-19 - Eduphoria

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) During professional development in fall 2018. All staff not involved in AP and EOC testing will be shown the level to which students must perform in order to be classified College Ready in A-F. Staff will then be broken into teams by department to develop individual strategies to address various needs of learners taking the ACT. Topics of time limits, number of questions by subject, overall structure of the test, and testing strategies by subsection will be reviewed. Teachers will be asked to implement a strategy department wide to help support anything from content to student familiarity with question types.</p>	2.4	Principal APs Department Leaders	School-wide support for ACT preparation. Increase in ACT scores in all areas				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) ACT practice available for students at home and at school using online computer based software.</p>	2.4, 2.5	Principal APs	Increased ACT scores Increased practice scores				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Provide ACT Bootcamp for all Juniors to learn strategies and emphasize areas for improvement prior to spring test dates.</p>	2.4	Principal APs Counselors Teachers	Increased ACT scores Increased Awareness for students Sign In Sheets for documentation				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 3: Maintain a minimum of 90% graduating seniors who are seeking post high school education, military service, and/or industry certifications who have applied and been accepted to a college, military, university, or technical school.

Performance Objective 1: Expose all students and families at PHS to career and educational post-secondary opportunities.

Evaluation Data Source(s) 1: Attendance to college/university/career fair field trips and at Early Learning Fair.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) PHS will celebrate students post-high school achievements with GenTX day in May. The entire student body is present to celebrate Senior acceptance to post high school programs.</p>	3.2	Principal APs Counselors	Increased participation of guardians Parent attendance at GenTX				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Juniors are allowed 1 and seniors are allowed 2 days where they can attend a college tour with their families without negative consequence to their attendance.</p>	2.5	PHS Admin Counselors	Greater than 90% of PHS graduating seniors will achieve the goal above. Proof of college visit submitted to counselors/admin.				
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 4: Administrators will make use of research based practices and legal updates to effectively lead staff in professional development, monitor instruction, plan instruction, manage discipline, and maintain system safeguards.

Performance Objective 1: Maintain and refine systems for professional development, instructional management, discipline management, attendance management, and all system safe guards.

Evaluation Data Source(s) 1: Discipline and attendance statistics
 Administrator walk-throughs & observations / TTESS documentation of instructional practice

Summative Evaluation 1:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 7 1) Principal and APs will focus on selected core areas and perform frequent walk-throughs to monitor instruction and planning. Principals and APs will also consistently attend PLCs to help monitor data disaggregation, CBA planning, and unit planning.	2.4	Principal APs	Improved Scores				
Critical Success Factors CSF 3 2) Principals will attend legal updates regarding how the judiciary and executive branches (state and federal) are interpreting and writing education law.	2.4	Principal	Reduced risk of law suits Principals advocate and implement best practice.				
Critical Success Factors CSF 3 3) Principals will attend professional development covering topics like: leadership, discipline, attendance, instruction, and management of personnel.	2.4, 2.5, 2.6	Principal	Effective systems management for guidance and refinement of school systems.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 5: PHS will increase parent academic involvement from 25% to 30% by May of 2019.

Performance Objective 1: Host parent activities for freshman orientation, back to school night, 2 Endorsement Learning Fairs, EL Parent Night, and GenTX day.

Evaluation Data Source(s) 1: Parent Sign in Sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) PHS will send out messages to parents to inform them of activities and meetings. We will use call outs, letters, social media, word of mouth, and we hope to add a marquee in front of PHS.</p>	3.2	Principal	<p>Increased attendance at parent nights. Increased community involvement.</p>				
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will plan lessons focusing on High Leverage Standards as identified in Leadership Report Cards to focus the scope of instruction.
1	1	2	PISD Teaching & Learning is coordinating the planning of each unit to include high leverage standards and ensure that the appropriate depth of TEKS is achieved (by use of TEKS-RS Instructional Focus Document). CFA/CBA data will be evaluated in planning time to discuss and use it to drive reteach.
1	1	3	Region 17 ELAR Specialist Jerard LaFuente is coming on site at PISD to provide local PD. 1. To vertically align curriculum 6th through 10th grade. A vertical examination of writing skill development will be completed and plans made for each grade level to support the others. 2. Focused content on Reading Stations 3. Building vocabulary and mentor text 4. Analyzing/Grading Student Essays and Crafting a Quality plan to improve our essays before the EOC.
1	1	4	Targeted remediation groups for threshold students will be used to give specialized remediation. For the group closest to approaches, they are given extra time through TCB to make up ground without impacting their schedule/credits. For those who were further away from approaches, they were placed in full period remediation with similar ability students so that they too can focus on their deficits. These students will be re-evaluated in January after their December EOC scores are received.
1	2	1	All Strategies from Performance Objective 1 apply to this sub population.
1	2	2	All PHS staff will undergo Sheltered Instruction training to build capacity in the area of supporting EL students with learning strategies that engage all levels of EL students. Strategies will be observed by admin in EL classrooms throughout the year.
1	2	3	EL specialist Dr. Moreno-Recio will observe instruction in ELAR I - EL section to give specific feedback. Administration will followup to observe that feedback is applied.
1	2	4	PHS will have meetings with parents of EL students to build communication between the families and school.
1	2	5	District Special Programs Instructional Coordinator will provide walk-throughs, on-site PD, and support teachers who teach EL students.
1	2	6	PHS EL teachers will use online study tools to evaluate, teach, and reteach as needed to work toward student mastery. Tool will be custom tailored to EL sub population.
1	3	1	All Strategies from Performance Objective 1 apply to this sub population.
1	3	2	All PHS staff will undergo Cooperative Learning training. These skills will include using heterogeneous and homogeneous student groups to maximize engagement and learning. In this model, SPED students are engaged more than in a lecture based model of teaching.
1	3	3	Students will take their unit tests and a benchmark in the same format (paper/online) as they have selected for their EOC exam.
1	3	4	PHS will have meetings with parents of EL students to build communication between the families and school.

Goal	Objective	Strategy	Description
1	3	5	PHS SPED teachers will use online study tools to evaluate, teach, and reteach as needed to work toward student mastery. Tool will be custom tailored to SPED sub population.
1	4	1	Teachers will plan lessons focusing on High Leverage Standards as identified in Leadership Report Cards to focus the scope of instruction.
1	4	2	PISD Teaching & Learning is supporting the planning of each unit to include high leverage standards and ensure that the appropriate depth of TEKS is achieved (by use of TEKS-RS Instructional Focus Document). CFA/CBA data will be evaluated in planning time to discuss and use it to drive reteach.
1	4	3	Region 17 ELAR Specialist Jerard LaFuente is coming on site at PISD to provide local PD. 1. To vertically align curriculum 6th through 10th grade. A vertical examination of writing skill development will be completed and plans made for each grade level to support the others. 2. Focused content on Reading Stations 3. Building vocabulary and mentor text 4. Analyzing/Grading Student Essays and Crafting a Quality plan to improve our essays before the EOC.
1	4	4	Targeted remediation groups for threshold students will be used to give specialized remediation. For the group closest to approaches, they are given extra time through TCB to make up ground without impacting their schedule/credits. For those who were further away from approaches, they were placed in full period remediation with similar ability students so that they too can focus on their deficits. These students will be re-evaluated in January after their December EOC scores are received.
1	5	1	All Strategies from Performance Objective 1 apply to this sub population.
1	5	2	All PHS staff will undergo Sheltered Instruction training to build capacity in the area of supporting EL students with learning strategies that engage all levels of EL students. Strategies will be observed by admin in EL classrooms throughout the year.
1	5	3	EL specialist Dr. Moreno-Recio will observe instruction in ELAR I - EL section to give specific feedback. Administration will followup to observe that feedback is applied.
1	5	4	PHS will have meetings with parents of EL students to build communication between the families and school.
1	5	5	District Special Programs Instructional Coordinator will provide walk-throughs, on-site PD, and support teachers who teach EL students.
1	5	6	PHS EL teachers will use online study tools to evaluate, teach, and reteach as needed to work toward student mastery. Tool will be custom tailored to EL sub population.
1	6	1	All Strategies from Performance Objective 1 apply to this sub population.
1	6	2	All PHS staff will undergo Cooperative Learning training. These skills will include using heterogeneous and homogeneous student groups to maximize engagement and learning. In this model, SPED students are engaged more than in a lecture based model of teaching.
1	6	3	Students will take their unit tests and a benchmark in the same format (paper/online) as they have selected for their EOC exam.
1	6	4	PHS will have meetings with parents of EL students to build communication between the families and school.

Goal	Objective	Strategy	Description
1	6	5	PHS SPED teachers will use online study tools to evaluate, teach, and reteach as needed to work toward student mastery. Tool will be custom tailored to SPED sub population.

State Compensatory

Budget for Plainview High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6117-00-002-0-26-000	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$300.00
199-11-6119-00-002-0-26-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$277,200.00
199-11-6119-00-002-0-26-071	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$33,314.00
199-11-6119-00-002-0-28-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$231,377.00
199-31-6119-00-002-0-26-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$47,862.00
199-31-6119-00-002-0-26-250	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$4,351.00
199-31-6119-00-02-0-26-049	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$2,700.00
211-11-6119-00-001-9-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$50,000.00
199-11-6129-00-001-0-24-000	6129 Salaries or Wages for Support Personnel	\$91,352.00
199-11-6129-00-002-0-28-000	6129 Salaries or Wages for Support Personnel	\$49,615.00
199-11-6129-16-001-0-24-004	6129 Salaries or Wages for Support Personnel	\$106,691.00
199-12-6129-00-001-0-24-000	6129 Salaries or Wages for Support Personnel	\$48,676.00
199-11-6141-00-001-0-24-000	6141 Social Security/Medicare	\$1,325.00
199-11-6141-00-002-0-26-000	6141 Social Security/Medicare	\$3,410.00
199-11-6141-00-002-0-26-071	6141 Social Security/Medicare	\$483.00
199-11-6141-00-002-0-28-000	6141 Social Security/Medicare	\$3,954.00
199-12-6141-00-001-0-24-000	6141 Social Security/Medicare	\$706.00
199-31-6141-00-002-0-26-000	6141 Social Security/Medicare	\$694.00
199-31-6141-00-002-0-26-049	6141 Social Security/Medicare	\$39.00
199-31-6141-00-002-0-26-250	6141 Social Security/Medicare	\$63.00
199-11-6142-00-002-0-26-000	6142 Group Health and Life Insurance	\$20,460.00
199-11-6142-00-002-0-28-000	6142 Group Health and Life Insurance	\$27,744.00

199-12-6142-00-001-0-24-000	6142 Group Health and Life Insurance	\$8,184.00
199-11-6142-00-001-0-24-000	6142 Group Health and Life Insurance	\$14,322.00
199-11-6144-00-002-0-26-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$16,766.00
199-11-6144-00-002-0-26-071	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,197.00
199-11-6144-00-002-0-28-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$19,848.00
199-12-6144-00-001-0-24-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$3,797.00
199-31-6144-00-002-0-26-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$3,230.00
199-31-6144-00-002-0-26-049	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$217.00
199-31-6144-00-002-0-26-250	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$294.00
199-11-6144-00-001-0-24-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$7,125.00
199-11-6146-0-002-0-26-071	6146 Teacher Retirement/TRS Care	\$1,128.00
199-11-6146-00-001-0-24-000	6146 Teacher Retirement/TRS Care	\$1,872.00
199-11-6146-00-002-0-26-000	6146 Teacher Retirement/TRS Care	\$7,433.00
199-11-6146-00-002-0-28-000	6146 Teacher Retirement/TRS Care	\$7,766.00
199-12-6146-00-001-0-24-000	6146 Teacher Retirement/TRS Care	\$998.00
199-31-6146-00-002-0-26-000	6146 Teacher Retirement/TRS Care	\$1,562.00
199-31-6146-00-002-0-26-049	6146 Teacher Retirement/TRS Care	\$61.00
199-31-6146-00-002-0-26-250	6146 Teacher Retirement/TRS Care	\$143.00
199-11-6147-00-001-0-24-000	6148 Employee Benefits - Locally Defined	\$21.00
199-11-6147-00-002-0-26-000	6148 Employee Benefits - Locally Defined	\$30.00
199-11-6147-00-002-0-26-071	6148 Employee Benefits - Locally Defined	\$4.00
199-11-6147-00-002-0-28-000	6148 Employee Benefits - Locally Defined	\$40.00
199-12-6147-00-001-0-24-000	6148 Employee Benefits - Locally Defined	\$12.00
199-31-6147-00-002-0-26-000	6148 Employee Benefits - Locally Defined	\$5.00
6100 Subtotal:		\$1,099,371.00
6200 Professional and Contracted Services		
211-23-6239-00-001-9-30-000	6239 ESC Services	\$4,800.00

199-11-6249-05-002-0-24-000	6249 Contracted Maintenance & Repair	\$500.00
199-11-6269-00-002-0-26-138	6269 Rentals - Operating Leases	\$5,275.00
211-13-6291-00-001-9-30-000	6291 Consulting Services	\$13,500.00
199-13-6299-00-002-0-26-000	6299 Miscellaneous Contracted Services	\$250.00
199-11-6299-00-002-0-26-000	6299 Miscellaneous Contracted Services	\$3,536.00
6200 Subtotal:		\$27,861.00
6300 Supplies and Services		
199-11-6329-00-002-0-26-000	6329 Reading Materials	\$700.00
199-13-6329-0-002-0-26-000	6329 Reading Materials	\$150.00
199-11-6399-00-002-0-26-000	6399 General Supplies	\$9,910.00
199-11-6399-00-002-0-26-066	6399 General Supplies	\$7,491.00
199-11-6399-00-002-0-26-139	6399 General Supplies	\$1,500.00
199-11-6399-00-002-0-28-000	6399 General Supplies	\$220.00
199-11-6399-16-001-0-24-004	6399 General Supplies	\$3,039.00
199-23-6399-00-002-0-26-083	6399 General Supplies	\$200.00
199-31-6339-00-002-0-26-000	6399 General Supplies	\$1,300.00
199-31-6399-00-002-0-26-000	6399 General Supplies	\$500.00
211-11-6399-00-001-9-30-066	6399 General Supplies	\$45,114.00
211-13-6399-00-001-9-30-000	6399 General Supplies	\$3,500.00
6300 Subtotal:		\$73,624.00
6400 Other Operating Costs		
199-11-6411-00-002-0-26-000	6411 Employee Travel	\$200.00
199-13-6411-00-002-0-26-000	6411 Employee Travel	\$3,200.00
199-23-6411-00-002-0-26-000	6411 Employee Travel	\$3,060.00
199-31-6411-00-002-0-26-000	6411 Employee Travel	\$1,195.00
211-13-6411-00-001-9-30-000	6411 Employee Travel	\$8,400.00

211-23-6411-00-001-9-30-000	6411 Employee Travel	\$6,500.00
199-11-6412-00-002-0-26-000	6412 Student Travel	\$835.00
211-11-6412-00-001-9-30-000	6412 Student Travel	\$5,056.00
211-23-6495-00-001-9-30-000	6495 Membership Fees	\$1,125.00
199-11-6499-00-002-0-26-000	6499 Miscellaneous Operating Costs	\$1,100.00
199-11-6499-00-002-0-26-106	6499 Miscellaneous Operating Costs	\$1,050.00
199-61-6499-00-002-0-26-000	6499 Miscellaneous Operating Costs	\$300.00
6400 Subtotal:		\$32,021.00

Personnel for Plainview High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Floyd	Paraprofessional	SCE	.50
Anita Vasquez	Paraprofessional	SCE	1.00
Ashley Bench	Paraprofessional	SCE	.50
Cecilia Varela	Paraprofessional	SCE	1.00
Connie Westbrook	Paraprofessional	SCE	.50
Dana Griggs	Paraprofessional	SCE	.50
Linda Bernal	Paraprofessional	SCE	1.00
Susan Rivera	Paraprofessional	SCE	1.00
Tammie Gonzales	Paraprofessional	SCE	1.00