

Prosper Independent School District

Prosper High School

Improvement Plan

2020-2021



Mission Statement

The Mission of Prosper Independent School District is to develop and graduate motivated, academically prepared individuals with the strength of character to make contributions to a rapidly changing society through an educational system that maintains high expectations, provides quality instruction, and establishes a safe, orderly learning environment in the community that lives its name.

Vision

Grounded by Tradition, Soaring to New Beginnings.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

For the first year in the district's history, Prosper Independent School District (PISD) will be home to two high schools. Prosper High School (PHS) and Rock Hill High School (RHHS) each serve students in grades 9 through 12. PISD is home to twelve elementary campuses (Baker, Boyer, Cockrell, Folsom, Furr, Hughes, Johnson, Light Farms, Rucker, Spradley, Stuber, and Windsong) and four middle school campuses (Hays, Reynolds, Rogers, and Rushing). The district is divided into attendance zones with about half of the elementary campuses and half of the middle school campuses feeding into PHS and half feeding into RHHS.

Prosper Pride is evident by the number of families who continue to move into the Prosper ISD community. PHS ended the 2019-2020 school year with a record student enrollment of over 4100 students during the 2019-2020 school year. The global pandemic that shifted all 4th quarter instruction to eLearning caused some unique challenges and opportunities for the district. As PHS moves into the 2020-2021 school year, our focus is the social emotional health of all students, virtual and in-person. Our goal is to maintain a high level of instruction while also helping our students and staff navigate the ever-changing reality of continuing school amidst a global crisis.

Demographics Summary

Student Demographics (PEIMS as of 8/6/20)

Enrollment By Grade Level: (As of 08/06/2020)

Total PHS Enrollment - 2793

Total Number of 9th Graders - 763

Total Number of 10th Graders - 730

Total Number of 11th Graders - 643

Total Number of 12th Graders - 657

Enrollment by Ethnicity: (As of 08/06/2020)

Total PHS Enrollment - 2793

American Indian/Alaskan Native - 7 Students (0.3%)

Asian/Pacific Islander - 162 (5.8%)

Black/Non-Hispanic - 219 (7.8%)

Hispanic - 376 (13.5%)

White - 1858 (66.5%)

Two or More Races - 171 (6.1%)

Enrollment in Special Populations: (As of 08/06/2020)

Total PHS Enrollment - 2793

Total Number of GT Students - 305 (10.9%)

Total Number of SPED Students - 195 (7.0%)

Total Number of ESL Students - 36 (1.3%)

Enrollment by Gender: (As of 08/06/2020)

Total PHS Enrollment - 2793

Total Number of Male Students - 1378 (49.3%)

Total Number of Female Students - 1415 (50.7%)

ECON Disadvantaged:

Total Number of Students Coded: 203

Total Number of Students Coded 01-Free - 173 (85.2%)

Total Number of Students Coded 02-Reduced - 30 (14.8%)

Student Learning

Student Learning Summary

Prosper High School is dedicated to Academic and Career Readiness and Student Achievement at high levels. Our students continue to prove their academic readiness. Many students applied and were accepted into Tier 1 schools. Data from state and nationally normed assessments, including the Scholastic Aptitude Test (SAT), American College Testing (ACT), and the December retest of the State of Texas Assessment of Academic Readiness (STAAR), indicate that PHS students are achieving at higher academic levels than their state and national peers.

Student Learning Strengths

Prosper High School students continue to score above state and national averages in Advanced Placement, SAT, ACT, and STAAR. PHS continues to have an exceptional number of students attending four year universities successfully straight out of high school.

School Processes & Programs

School Processes & Programs Summary

At Prosper High School, we are embracing our perfect storm of new realities (change in instructional modalities brought on by the global pandemic, fast growth, and the addition of the second PISD high school) to ensure that our students' instructional, curricular, organizational, and administrative needs are fueled from a “Kids First” perspective. In order to meet the needs of our student population, PHS will open the 2020-2021 school year with over 200 certified teachers. As of August 1st, PHS employed just over 240 total employees including professional staff and paraprofessional staff. PHS is proud of our high staff retention rate.

At Prosper High School, all staff members meet federal and state requirements for the highly qualified designation, a standard that sets high expectations for learning. Additionally, PHS staff is required to obtain a minimum of 18 hours of documented, job-applicable professional development. Ongoing professional development is based on staff needs as identified through the Campus Improvement Plan and is provided to staff through teacher leaders, campus administration, curriculum designers, instructional design coaches and the Curriculum Director.

Prosper High School recognizes the importance of a guaranteed and viable curriculum in helping all students succeed in high school and beyond. For that reason, teacher teams work together weekly in Professional Learning Communities (PLCs) to ensure that students are learning state standards at high levels. This year, PHS will continue to follow the PLC model of planning, assessment monitoring, and improving student performance through data-based instruction and intervention decisions. In implementing the curriculum, teachers place an increasing focus on learner-centered instruction that allows students time and space to apply their learning of the curriculum in real-world ways, particularly through Performance Tasks. The real-world application of Performance Tasks allows students to connect meaningfully to their learning and provides them with insights into future courses, interests, and careers. In the spring of the 2017-2018 school year, PHS implemented Performance Tasks in lieu of traditional semester exams. In the 2018-2019 school year, PHS had Performance Tasks for both the fall and spring semesters instead of semester exams for most classes. Now, with about 25% of our students learning virtually and 75% of our students learning in-person, PLCs will continue to prioritize the use of Performance Tasks and other means of assessment that veer towards application. Additionally, Prosper High School is excited to continue its involvement with the curriculum writing process at the district level. Several times a year, select teachers work with the Secondary Curriculum Design Team to fine-tune curriculum guides based on their work and findings in PLCs. The collaborative effort between campus teachers and Curriculum and Instruction ensures that as we continue to grow, now as two high schools, students in parallel courses are all accessing the standards at high levels.

This school year, Prosper High School is aligned as a UIL 6A school for the third year in a row. PHS will be on an A/B Block Schedule with a daily Eagle Time built into the daily schedule. Eagle Time provides over 120 minutes per week of extra time for students. Eagle Time allows time and space during the school day for Response to Intervention (RtI) and for extension opportunities.

PHS requires 26 credits to graduate. With eight class options per year along with summer school acceleration classes, PHS students have ample opportunity for electives outside of the 4x4. To best serve students, PHS will have 6 full-time counselors, one testing coordinator, 8 full time administrators, including 6

Assistant Principals and the Campus Principal. PLCs for core classes will meet at least once weekly while electives will plan during Eagle Time for collaboration, analysis, planning, and reflection.

Prosper High School offers 16 athletic sports that include freshmen, junior varsity, and/or varsity options. Additionally, PHS offers 48 clubs and organizations , 29 academic teams, 31 fine arts options, and more than 90 CTE courses.

Prosper High School has dual credit partnerships with Collin College and LeTourneau University. For the 2018-2019 school year, students at Prosper High School could register for dual credit courses at our partner institutions from among 24 course options (not counting laboratory classes associated with these courses) in both core subjects and career and technology subjects. New technical courses added during the last two years have shown substantial growth, with additional class sections added for the Certified Nursing Assistant program and a maximized enrollment in several other technical classes for 2019-2020. In 2018-2019, several students completed coursework advancing to flight training hours toward earning their private pilot's licence with LETU for the second year in a row. In 2018-2019, in conjunction with Collin College, 245 PHS students filled 933 seats during both semesters (compared to a 22% growth) in dual credit classes (both semesters, both partner schools) with greater than 99% of enrolled students finishing all courses, earning both college and high school credit.

In the spring of 2018, Prosper High School offered 1299 AP exams associated with 28 courses. In the spring of 2019, Prosper High School administered 1608 AP exams associated with 28 courses, reflecting nearly a 23% increase in tests taken. Overall, just over 77% of test takers earned a qualifying score of 3 or better on all exams. The AP Seminar program launched during the 2018-2019 school year, and most students who enrolled signed up to take the complementary AP Research course planned for the 2019-2020 school year, allowing students at Prosper High School the opportunity to earn the AP Capstone Diploma from the College Board. The AP Seminar course continues to be a popular offering in the 2020-2021 school year.

Prosper ISD is a Google Reference District, and as a result, Prosper High School is a Google Classroom school. Through their Google accounts, students are able to turn in assignments, receive reminders of upcoming assignments, and access reviews and test dates to support families as students strive for educational excellence. Additionally, all PHS classrooms have Promethean boards and projectors to reinforce the relationship between instruction and technology. In addition to the computers in the library and laptop carts in nearly every classroom, PHS has 12 computer labs, some outfitted with specialized machines to accommodate the needs of special programs such as video editing and music theory. Students will be 1:1 with Chromebooks in all classrooms except where Macbooks or specialized computer systems are required for student programs. Many teachers regularly use district-approved outside technology applications for their classrooms, such as Remind101 or podcasts to record lessons for students to have anytime-access. PHS teachers and students alike take advantage of the varied technological opportunities provided at PHS, and the technology and IT teams work diligently to ensure that all personnel have working technology.

School Processes & Programs Strengths

When adding positions at Prosper High School, PHS recruited individuals exhibiting excellence in their field for each new and replacement position. Teachers were included in the interview process and had significant input in the hiring process. In order to recruit highly qualified teachers, PHS utilizes the

following recruitment opportunities:

1. University of North Texas (student teaching)
2. PHS Ready, Set, Teach program offering students who participate in the program an opportunity to return to the district and teach
3. Region 10
4. Recruit and Hiring opportunities at state and regional universities to attract future student teachers and potential teachers
5. LinkedIn
6. Area job fairs
7. Facebook

Prosper High School boasts a high retention rate for both professional staff and paraprofessional staff which is owed in large part to:

1. Salary and benefits program
2. First Year Mentor Program
3. New to Prosper Mentor Support
4. Job Embedded Teams (JETs)

Prosper High School graduates experience success in their higher education environments due to the rigor and alignment of PHS classes. Additionally, offering 29 AP Courses and 530 seats in on-campus Dual Credit courses, Prosper High School offers a curriculum that can challenge even the most dedicated learner.

With eight class credit options every other day at PHS each year via block schedule, a four-year Senior is given numerous opportunities to engage in Career and Technology Education (CTE) and other classes needed to graduate under any endorsement area. Shared planning and collaboration time contributes to the academic success of all students. Daily opportunities are available for teacher assistance, and support within the school day during Eagle Time will provide another avenue for all students to succeed.

Perceptions

Perceptions Summary

Prosper High School is proud to have a positive, affirming, and collaborative school culture grounded in the PISD Graduate Profile. The Social-Emotional Team (SET) and the Hope Squad are two expressions of our commitment to the social and emotional well-being of our students. Additionally, to reinforce connection amongst students and staff, PHS students will spend dedicated time during the first few days of the 2020-2021 school year in class-embedded team-building activities that both build connection and teach students how to navigate their new ways of learning and relating to each other with the implementation of online streaming learning. To continue the work of building connection, periodic Eagle Times throughout the year will focus on establishing and maintaining positive relationships. To create a climate where students are ready and able to learn, PHS staff will make students aware of and consistently abide by the Student Handbook and Student Code of Conduct. Holding tight to these documents establishes clear expectations which will result in both a low number of major discipline issues and help to build trust amongst and responsibility within our students.

School safety is a priority on the PHS campus. The Prosper ISD Police Department houses two officers on the PHS campus. These officers build positive relationships with students throughout the year.

Students are encouraged to get involved in their school through participation in co-curricular and extra-curricular activities. PHS offers a variety of athletic teams, academic teams, career prep programs, and 46 clubs and organizations. Students have the opportunity to be involved in the community through Senior Citizen Luncheon, Science Technology Engineering Arts and Math (STEAM) Expo, the PHS Homecoming Parade, Stuff the Bus, the Pink Out Pep Rally, the Mentoring Program, and Relay for Life among other events. While many of these events and club meetings may look different than they have in the past because of regulations due to COVID, PHS is committed to fostering connection between members of the school community in our "new normal."

Prosper High School is proud to have a Parent Teacher Organization (PTO) that supports PHS by consistently investing in student and educator success. Committed to helping students while rewarding and recognizing teachers, our PTO meets monthly to plan and coordinate a variety of activities for both students and teachers.

Perceptions Strengths

In alignment with the Graduate Profile, PHS students are known for honoring and respecting each other, guests, community members, and PHS staff members. In order to honor student and faculty achievements, accolades are given through social media, Eagle Nation News, school announcements, and assorted school publications.

PHS Student Leaders provide opportunities and challenges for their peers to give back to local, state, and national communities. Student Leaders are provided opportunities to develop ideas in areas of leadership, spirit, community involvement, and clubs and organizations. Students take the lead in almost

all of our clubs and organizations which builds leadership capacity in themselves and in others.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data

Goals

Goal 1: Provide all learners an engaging and innovative approach to education that reaches the specific and diverse needs of each learner.

Performance Objective 1: Throughout the school-year, teachers provide multiple avenues of learning the essential standards for in-person and virtual students.

Evaluation Data Sources: Evaluation Data Sources:

Administrator presence in PLCs

Walkthroughs

Learning walks

Virtual student feedback

Summative Evaluation: None

Strategy 1: Frequent collaborations with Curriculum and Instruction teams, Future Ready Designers, administration, and PLCs.	
<p>Strategy's Expected Result/Impact: -No discrepancy between virtual and in-person learning opportunities and student outcomes</p> <p>-Students take ownership of their learning.</p> <p>Staff Responsible for Monitoring: Administrators Team Leads Department heads Classroom teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Formative</p> <p>Oct</p> <p>Feb</p> <p>May</p>
	Summative
	June
	<p>Problem Statements: None</p> <p>Funding Sources: None</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 2: Encourage students to explore, identify and develop their strengths and passions through multiple pathways that are appropriate to each individual.

Performance Objective 1: By the end of the 2020-2021 school year, 100% of Prosper High School students will be involved with in-person or virtual extra-curricular activities, sports, clubs, organizations that support and develop their personal interests.

Evaluation Data Sources: Organization rosters
Affective data surveys

Summative Evaluation: None

Strategy 1: Prosper High School will create multiple opportunities for students to familiarize themselves with all available curricular, co-curricular, and extra-curricular activities through club fairs and through House monitoring of student involvement.	
<p>Strategy's Expected Result/Impact: 100% of students will be connected to the school through either curricular or extra-curricular participation in campus offerings.</p> <hr/> <p>Staff Responsible for Monitoring: Teachers Coaches Administrators Clubs and Organization Sponsors Student Leaders</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Oct
	Feb
	May
	Summative
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 3: Develop and implement a meaningful assessment system that informs and inspires students and educators to work toward continuous improvement and growth to transform teaching and learning.

Performance Objective 1: Throughout the year, Professional Learning Communities (PLCs) will use the Understanding by Design (UbD) framework to guide the recursive instruction-assessment-remediation cycle.

Evaluation Data Sources: PLCs
Demonstration of student learning

Summative Evaluation: None

Strategy 1: PLCs will begin with the end in mind by planning demonstrations of learning at the beginning of a lesson cycle or unit.	
Strategy's Expected Result/Impact: Virtual and in-person students are active participants in their own learning. Teachers adjust their instruction based on feedback from formative assessments.	Formative
Staff Responsible for Monitoring: Teachers Administration Curriculum Team	Oct Feb May
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
	Summative
	June

Strategy 2: To meet the needs of students during online streaming instruction, teachers will assess understanding in non-traditional ways such as digital-friendly, project-based, or virtually interactive performance tasks.

<p>Strategy's Expected Result/Impact: Virtual learners and in-person students will have equitable access to curriculum and assessment opportunities.</p> <p>Teachers will be intentional in assessment development.</p> <p>Staff Responsible for Monitoring: Teachers Administration Curriculum Team</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Oct
	Feb
	May
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 4: Promote and support a robust digital-aged learning environment to inspire student learning, effective communication, problem solving and creativity.

Performance Objective 1: During the 2020-2021 school year, Prosper High School PLCs, communications, and coursework will include Future Ready Designers, Google Meets, and tech platforms.

Evaluation Data Sources: Effective use by teachers, students, and parents of various platforms such as Skyward, email, the Eagle Landing, and the PHS website.

Ongoing monitoring of collaboration between members of the school community

Summative Evaluation: None

Strategy 1: Classroom teachers will utilize provided training to support virtual and in-person learners.	
Strategy's Expected Result/Impact: Teachers implement best practices in instruction and communication.	Formative
Staff Responsible for Monitoring: Future Ready Designers Administration Curriculum Team	Oct
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	May
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: Students will follow digital-aged practices and digital citizenship standards within the newly implemented one-to-one model.

Evaluation Data Sources: Go Guardian

Summative Evaluation: None

Strategy 1: Educate students, parents, and teachers on ethical and effective technology use in school and beyond through classroom guidance, Eagle Nation News stories and other informational resources.

Strategy's Expected Result/Impact: Decreased disciplinary issues surrounding digital citizenship through network monitoring

Staff Responsible for Monitoring: Future Ready Designers

Administration

Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Oct

Feb

May

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 5: Recruit and retain highly motivated staff while providing ongoing and relevant professional development that translates to student engagement and success.

Performance Objective 1: Prosper High School staff will give and receive ongoing, embedded professional development using mechanisms already in place: PLCs, Future Ready Designers, JETs/learning walks, district personnel, and virtual platforms.

Evaluation Data Sources: Noticeable relevant changes in campus practices

Summative Evaluation: None

Strategy 1: Encourage staff to request and lead additional professional learning as the need arises.	
Strategy's Expected Result/Impact: Building capacity of campus staff as leaders Continual learning for all staff members	Formative
Staff Responsible for Monitoring: Administration Curriculum Team District Personnel	Oct
	Feb
	May
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 6: Actively engage our community to strengthen partnerships that support the evolving needs of students in the district.

Performance Objective 1: Throughout the school year, Prosper High School families will partner with PHS staff to support the online streaming instruction and students' social-emotional needs.

Evaluation Data Sources: PTO membership and involvement
Collaborative conversations between school and home

Summative Evaluation: None

Strategy 1: Through newsletters and social media, PHS will communicate opportunities for parents to learn more about the school offerings and about how to support their students	
Strategy's Expected Result/Impact: Increased involvement in family education opportunities	Formative
Increased capacity of families' ability to support student learning and social-emotional health.	Oct
Staff Responsible for Monitoring: Administration	Feb
SBDM	May
Families	Summative
Title I Schoolwide Elements: None	June
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources:	
None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 7: Provide all learners with a safe, secure, nurturing and positive learning environment.

Performance Objective 1: PHS will educate students and staff on the recognition and prevention of emotional and social safety issues (i.e. bullying, suicide awareness, harassment, cyber safety) to decrease the number of bullying, harassment and cyber offenses during the 2020-2021 school year.

Evaluation Data Sources: Reports of bullying/cyberbullying and violations of Acceptable Use Policy.

Summative Evaluation: None

Strategy 1: Counselors, administrators, Hope Squad, and campus communication will provide training on both legal requirements and best practices for bullying, suicide prevention, harassment, cybersafety and abuse.	
<p>Strategy's Expected Result/Impact: Social-emotional best practices taught and implemented in classrooms (especially during Eagle Time)</p> <p>Staff Responsible for Monitoring: Counselors Administration Hope Squad sponsors Teachers Students PISD police</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Formative</p> <p>Oct</p> <p>Feb</p> <p>May</p>
	Summative
	June
	Problem Statements: None
	Funding Sources: None

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: PHS will provide staff with safety and security protocols by implementing consistent training programs for students, staff, and parents that address physical safety and emergency procedures in collaboration with PISD Police and local authorities.

Evaluation Data Sources: Students and Staff follow appropriate timing and procedures during emergency drills and in any real life emergency that may arise.

Summative Evaluation: None

Strategy 1: PHS will have monthly fire drills as well as drills involving lock down, active shooter and weather warnings to educate and practice proper protocols for dangerous situations.

Strategy's Expected Result/Impact: All drills will be completed successfully and any real issues that arise will be handled according to protocol.

Staff Responsible for Monitoring: All Campus Personnel

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Oct

Feb

May

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: PISD and PHS will provide training and support around cultural and racial responsiveness.

Evaluation Data Sources: Inclusive clubs (example: Model UN)

Participation in trainings/events

Summative Evaluation: None

Strategy 1: In collaboration with PISD, PHS will implement a Race to End Racism Committee.	
Strategy's Expected Result/Impact: Inclusive conversations about racism and culture Positive school cultural change	Formative
Staff Responsible for Monitoring: Administrators Teachers	Oct
Title I Schoolwide Elements: None	Feb
Problem Statements: None	May
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Campus Funding Summary